

ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ
Система забезпечення якості освітньої діяльності та якості вищої освіти
сертифікована на відповідність ДСТУ ISO 9001:2015 / ISO 9001:2015
Кафедра сучасних європейських мов

СИЛАБУС

АНГЛІЙСЬКА МОВА ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ/ ENGLISH LANGUAGE FOR INFORMATION TECHNOLOGIES

освітній ступінь	бакалавр / bachelor
галузь знань	12 Інформаційні технології / Information Technology
спеціальність	121 Інженерія програмного забезпечення / Software Engineering
освітня програма	Інженерія програмного забезпечення / Software Engineering

Київ 2023

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1. Дисципліна: «АНГЛІЙСЬКА МОВА ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ»,

- рік навчання: I-II;
- семестр навчання: 1-4;
- кількість кредитів: 6;
- *кількість годин: 720 год.*
 - практичних: *248 год.*
 - на самостійне опрацювання: *472 год.*
- *кількість аудиторних годин на тиждень:*
 - практичних: *4 год.*

2. Час та місце проведення:

- *аудиторні заняття* - відповідно до розкладу ДТЕУ з врахуванням специфіки дисципліни проведення останньої передбачено в аудиторіях: 505, 510, 514;
- *поза аудиторна робота* - самостійна робота студента, результат виконання якої висвітлено засобами Office 365;
- *всі практичні завдання виконуються* на основі інтерактивних методів навчання у електронному середовищі. Передбачається можливість проведення практичних занять на базах підприємств-партнерів.

3. Пререквізити та постреквізити навчальної дисципліни:

- **пререквізити:** дисципліна базується на знаннях та компетентностях, що набуває здобувач вищої освіти під час вивчення дисципліни шкільного курсу англійської мови.
- **постреквізити:** дисципліна надає студентам необхідні знання та навички, які будуть корисні під час вивчення дисциплін «Основи програмування», «Web-дизайн та Web-програмування», «Технологія Java» та практичної підготовки.

Програмні результати навчання:

ПРО1	Аналізувати, цілеспрямовано шукати і вибирати необхідні для вирішення професійних завдань інформаційно-довідникові ресурси і знання з урахуванням сучасних досягнень науки і техніки.
ПРО2	Знати кодекси професійної етики, розуміти соціальну значимість та культурні аспекти інженерії програмного забезпечення і дотримуватись їх в професійній діяльності.

4. Характеристика дисципліни:

4.1. Призначення навчальної дисципліни: дисципліна «Англійська мова інформаційних технологій» є важливою складовою підготовки сучасних фахівців з розробки інформаційних технологій. Її місце – на перетині традиційних фундаментальних дисциплін та дисциплін професійної підготовки бакалаврів.

4.2. Мета вивчення дисципліни: метою вивчення дисципліни «Англійська мова інформаційних технологій» є навчання іноземній мові для здійснення ділової комунікації на рівні B2. Програма націлена на формування комунікативної компетентності, яка розглядається як мовна поведінка, що є специфічною для галузі IT. Мовна поведінка вимагає набуття лінгвістичної (мовленнєвих умінь та мовних знань), соціолінгвістичної та прагматичної компетентностей, необхідних для виконання завдань, пов'язаних з навчанням та роботою.

4.3. Задачі вивчення дисципліни: є теоретична та практична підготовка майбутніх фахівців з таких питань: формування загальних та професійно-орієнтованих комунікативних мовленнєвих компетентностей для забезпечення ефективного спілкування у професійному середовищі, досягання розуміння важливих і різнопланових міжнародних соціокультурних проблем для того, щоб діяти незалежним чином у культурному розмаїтті професійних та академічних ситуацій.

Загальні компетентності:

K01	Здатність до абстрактного мислення, аналізу та синтезу.
K04	Здатність спілкуватися іноземною мовою як усно, так і письмово.
K08	Здатність діяти на основі етичних міркувань.

Спеціальні (фахові, предметні) компетентності:

K21	Здатність застосовувати фундаментальні і міждисциплінарні знання для успішного розв'язання завдань інженерії програмного забезпечення.
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1.1. Зміст навчальної дисципліни: відповідає навчальній та робочій програмі, яка відповідає запитам стейкхолдерів.

2. План вивчення дисципліни:

ПРАКТИЧНІ ЗАНЯТТЯ

Навчальна діяльність	Робочий час студента (год.)	Оцінювання (бал)
1	2	3
I курс I-й семестр MODULE 1: “CAREER IN IT” Lesson 1 Topic: “What is IT” In-class activity Warming-up: <ul style="list-style-type: none"> listening to the text or teacher’s information 	2	0,25

<ul style="list-style-type: none"> • Grammar Revision and phonetics drills. <p>Starting-up: speaking (in pairs) about What is IT? (Software Engineering, Business Analytics, Data Science, Digital Economy, Computer and Mathematical Modelling, Computer Science, Information Systems and Technologies)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • terms to remember from “What is IT?” <p>using the key vocabulary for rendering the topic about Software Engineering, Business Analytics, Data Science, Digital Economy, Computer and Mathematical Modelling, Computer Science, Information Systems and Technologies and their performance</p> <ul style="list-style-type: none"> • selecting between the synonyms <p>Reading: “What is IT?”</p> <ul style="list-style-type: none"> • guessing the contextual meaning of the unknown words and expressions from the text • understanding the specific information provided in the text <p>Speaking:</p> <ul style="list-style-type: none"> • <i>make up a dialogue (in pairs)</i> about the definition of IT. • <i>discuss (in groups of three)</i> how IT stands for Information Technology, which refers to the use and management of technology and systems to store, retrieve, transmit, and protect information <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Present Simple Tense</p> <ul style="list-style-type: none"> • improving using the Grammar Revision rules • dealing with Grammar Revision tasks on Present Simple Tense <p>Sources: Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50] Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55] Internet: 11,14,15,19,20, 29, 30, 36</p>		
<p style="text-align: center;">Lesson 2 Topic: “ What is IT? ” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text (tapescript) or teacher’s information • Grammar Revision and phonetics drills • test “True (T) or False (F)”. <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • speaking (in pairs) about “ What is IT? ”. <p>Vocabulary:</p> <ul style="list-style-type: none"> • revision of the terms to learn better the topic “What is IT” • IT idioms <p>Speaking:</p> <ul style="list-style-type: none"> • <i>(in groups of three)</i> “ Why is IT a good career choice?” • <i>discussion of the idea</i> “What is the meaning of an IT?” • <i>(in pairs)</i> giving reasons and details in terms of “What do people do in IT?” • <i>(make a dialogue)</i> “What does IT mean to be an IT worker?” 	2	0,25

<p>Writing: translation from Ukrainian into English, write a list of 8 notes you are going to use while talking about IT Skills and Careers</p> <p>Grammar Revision: Present Simple Tense</p> <ul style="list-style-type: none"> developing knowledge through a variety of exercises <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p style="text-align: center;">Lesson 3</p> <p style="text-align: center;">Topic 3 “IT Scientists and their discoveries”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> listening to the text or teacher’s information Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> home assignment revision speaking about “IT Scientists and their discoveries” <p>Vocabulary:</p> <ul style="list-style-type: none"> terms to learn better the topic “IT Scientists and their discoveries”: invent, explore, investigate, open, uncover, discover, reveal, find out, reveal, search out, disclose, open, unfold, recognize using the key vocabulary for rendering different IT Scientists and their discoveries using prepositions <p>Reading: “IT Scientists and their discoveries”:</p> <ul style="list-style-type: none"> reading for obtaining specific information about the types of IT Scientists and their discoveries guessing the meaning of the unknown words and expressions on a base of the textual context giving reasons and details in terms IT Scientists and their discoveries expressing one's own opinion of the meaning of the unknown words <p>Speaking:</p> <ul style="list-style-type: none"> discussion (in groups of three): What is humanity's biggest discovery? Explain why? prediction (in pairs): What is the most important scientific progress in the 21st century? What is the next big technology? monologue: choose one of the scientist and describe his/her discovery (Alan Turing, Tim Berners-Lee, Grace Hopper, Linus Torvalds, John McCarthy, Yann LeCun, Geoff Hinton, Andrew Ng, Fei-Fei Li, Demis Hassabis, Ruchi Sanghvi, Ian Goodfellow) <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Present Simple Tense:</p> <ul style="list-style-type: none"> using the Grammar Revision rules improving one’s Grammar Revision skills through a variety of tasks. <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i></p>	2	0,25

<p><i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p style="text-align: center;">Lesson 4 Topic: “IT Scientists and their discoveries”. In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • speaking (in pairs) about “IT Scientists and their discoveries” • giving reasons <p>Vocabulary: Rendering the topic: “IT Scientists and their discoveries”:</p> <ul style="list-style-type: none"> • improving the students’ knowledge level through a variety of exercises <p>Speaking:</p> <ul style="list-style-type: none"> • (in pairs) about IT Scientists and their discoveries • giving or seeking personal views and opinions • giving reasons • comment on the proverb: “In giving a man receive more, than he gives” • discuss (in pairs): Life-Changing Science Discoveries <p>Students` presentation on topic: Famous IT Scientist and his\ her discovery</p> <p>Grammar Revision: Present Continuous</p> <ul style="list-style-type: none"> • developing knowledge through a variety of exercises <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>	2	0,25
<p style="text-align: center;">Lesson 5 Topic: “Careers in IT” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills • test “True (T) or False (F)”. <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision <p>Vocabulary:</p> <ul style="list-style-type: none"> • terms to learn better the topic “Careers in IT” • improving the key vocabulary for rendering the ways of IT Careers in Ukraine. • using prepositions • conversation (in pairs) of words with a similar meaning: job, work, labour <p>Reading: “ Careers in IT ”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about different IT jobs and duties 	2	0,25

<ul style="list-style-type: none"> • guessing the meaning of the unknown words and expressions from the text • explanation of the meaning of the new words on a base of the textual context <p>Speaking:</p> <ul style="list-style-type: none"> • <i>(in pairs)</i> about Careers in IT • <i>(in groups of three)</i> reasons: Why the IT Industry Is a Great Career Choice <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Present Continuous</p> <ul style="list-style-type: none"> • using the Tenses • developing Grammar Revision skills in using Present Simple Tense and Present Continuous Tense • the time-indicating words and expressions for using Present Simple Tense and Present Continuous Tense <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4 [c. 35, 39, 49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13, 16, 27, 46-49, 50-52, 53-55]</i> <i>Internet: 11, 14, 15, 19, 20, 29, 30, 36</i></p>		
<p style="text-align: center;">Lesson 6 In-class activity Topic: “IT careers in Ukraine”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills • test “True (T) or False (F)”. <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • speaking about “IT careers in Ukraine” <p>Vocabulary : software engineer, full-stack developer, front-end developer, back-end developer, mobile app developer, project manager, QA engineer, software tester, cybersecurity analyst, coding bootcamps, aspiring entrepreneurs</p> <p>Speaking:</p> <ul style="list-style-type: none"> • <i>(in pairs)</i> “IT careers in Ukraine” • <i>(make a dialogue)</i> “Great scientists who will inspire you to pursue a career in science” <p>supporting one’s view with one’s reasons, if it is better to work in: Software Engineering, Business Analytics, Data Science, Digital Economy, Computer and Mathematical Modelling, Computer Science, Information Systems and Technologies</p> <p><i>(in groups of three)</i> improving the students’ vocabulary knowledge through rendering the advantages and disadvantages of working in an IT spheres</p> <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision Revision: Present Simple and Present Continuous</p> <ul style="list-style-type: none"> • the tense is compared and contrasted • developing knowledge through a variety of exercises 	2	0,25

<p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p style="text-align: center;">Lesson 7</p> <p style="text-align: center;">Topic: “What factors go into choosing a tech career”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision <p>Vocabulary:</p> <ul style="list-style-type: none"> • terms to learn better the topic “What factors go into choosing a tech career”: job satisfaction and motivation, aligned with your interests, natural abilities and strengths, problem-solving, logical reasoning, analytical thinking, creativity, and attention to detail, as these skills are valuable in many tech roles • improving the students key vocabulary for rendering the factors go into choosing a tech career <p>Reading: “ What factors go into choosing a tech career ”</p> <ul style="list-style-type: none"> • reading (in pairs) for obtaining specific information about different factors which go into choosing a tech career • guessing the meaning of the unknown words and expressions from the text on a base of the context • supporting a view with reasons • giving details <p>Speaking :</p> <ul style="list-style-type: none"> • (<i>in pairs</i>): about “What factors go into choosing a tech career” • conversation about the job market and demand for tech professionals <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Past Simple Tense:</p> <ul style="list-style-type: none"> • using the Grammar Revision rules • improving one’s Grammar Revision skills through a variety of tasks • the tense compared and contrasted. <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>	2	0,25
<p style="text-align: center;">Lesson 8</p> <p style="text-align: center;">In-class activity</p> <p style="text-align: center;">Topic: “What factors go into choosing a tech career”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision 	2	0,25

<ul style="list-style-type: none"> speaking (in group of three) about a What are roles in IT field? Which job in IT is highest paid? <p>Vocabulary revision:</p> <ul style="list-style-type: none"> drilling the new terms to learn better the topic “What factors go into choosing a tech career”: improving the students’ lexical awareness new phrasal verbs used for business& IT <p>Speaking: What factors go into choosing a tech career:</p> <ul style="list-style-type: none"> (in pairs): about the important factors in choosing one’s career: <i>money, job security, prospects, social aspects, status, opportunities for travelling, training</i> (make up a dialogue): What is the most important things to consider when choosing a career? (in groups of three) What obstacles might you face when considering careers? <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision Revision: Past Simple Tenses:</p> <ul style="list-style-type: none"> drilling skills in using Past SimpleTenses improving the Grammar Revision knowledge level through a variety of exercises <p>Sources: Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50] Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55] Internet: 11,14,15,19,20, 29, 30, 36</p>		
<p style="text-align: center;">Lesson 9 Topic: “Looking for a job and recruitment” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> listening to the text or teacher’s information Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> speaking (in pairs) about restructuring of companies companies’ profit <p>Vocabulary:</p> <ul style="list-style-type: none"> terms to learn better the topic “Looking for a job and recruitment ” improving the new key vocabulary used for rendering business relationships comprehension of the meaning of confusing words: <i>to learn vs. to find out</i> using prepositions <p>Reading: “ Looking for a job and recruitment ”:</p> <ul style="list-style-type: none"> reading for obtaining specific information about different forms of companies’ restructuring comprehension of the meaning of the unknown words guessing the meaning of the idiomatic expressions and set phrases on a base of the textual context <p>Speaking:</p> <ul style="list-style-type: none"> conversation about how to identify job opportunities discussion (in pairs) traditional methods such as online job boards, company websites, and newspaper advertisements, as well 	2	0,25

<p>as newer methods such as professional networking platforms like LinkedIn</p> <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision Revision: Past Simple, Present Simple and Present Continuous</p> <ul style="list-style-type: none"> • using the Grammar Revision rules • improving the Grammar Revision skills through a variety of tasks • the tense compared and contrasted <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p style="text-align: center;">Lesson 10 In-class activity Topic: “Looking for a job and recruitment”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Vocabulary: a temporary, permanent, risky, well-paid, badly-paid, prestigious. full-time vs. part-time work</p> <p>Reading: My desired job</p> <p>Speaking: <i>(in pairs):</i> the role of networking and personal connections in job search</p> <ul style="list-style-type: none"> • <i>comment</i> on the following “<i>Tomorrow never comes</i>”, “<i>Yesterday never comes back</i>” • <i>role play (in pairs)</i> “Looking for a job and recruitment” • <i>(in groups of three)</i> improving the students’ vocabulary awareness through rendering the advantages and disadvantages of companies’ recruitment <p>Writing: translation from Ukrainian into English, (notes about) the advantages and disadvantages of any job</p> <p>Grammar Revision Revision: The Present Simple and Present Continuous Tense, Past Simple and Past Continuous</p> <ul style="list-style-type: none"> • drilling the Grammar Revision skills in using Past Simple and Past Continuous • the tense compared and contrasted <ul style="list-style-type: none"> • using Past Simple and Past Continuous.with adverbials, to show the connection between the past and the present, e.g. <i>so far, up to now, lately, already, yet, just</i> • improving the students’ Grammar Revision knowledge through a variety of exercises <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>	2	0,25
<p style="text-align: center;">Lesson 11 Topic: “Interviewing” In-class activity</p> <p>Warming-up:</p>	2	0,25

<ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • speaking (in pairs) about the curriculum vitae (CV) • documents that should be sent/provided together with the CV • headhunters’ duties • supporting a view with reasons <p>Vocabulary:</p> <ul style="list-style-type: none"> • speaking about the manager’s activities and duties • new terms to learn better the topic “Interviewing” <p>improving the students’ key vocabulary for comprehension the meaning of the word-combinations the proper motivation of workers, coordination of the work, fighting competitions, Portfolio: CV, Covering Letter, Letter of Recommendation</p> <p>Reading:</p> <ul style="list-style-type: none"> • about advantages and disadvantages of “a lovely” job • about your personal idea of an ideal job (using the words and word-combinations like challenge, opportunity, independence, encourages thinking and development, connected with travelling <p>Speaking:</p> <ul style="list-style-type: none"> • comment on the following: “A man, who wants to do something, will find a way; a man, who doesn’t, will find an excuse” (<i>Stephen Dolley</i>) • comment on why work plays a major role in most people’s lives and so they stay on the job • using idioms and set phrases • using prepositions <p>Writing: Covering letter. CV. Letter of recommendation</p> <ul style="list-style-type: none"> • introducing oneself/somebody to somebody • expressing details • asking for information • rendering the personal characteristics for seeking a job <p>Grammar Revision: Present Simple and Present Continuous, Past Simple and Past Continuous</p> <ul style="list-style-type: none"> • drilling the grammar revision skills in using Present Simple and Present Continuous, Past Simple and Past Continuous • using Present Simple and Present Continuous, Past Simple and Past Continuous with since, for and how long • improving the students’ grammar revision knowledge of Present Simple and Present Continuous, Past Simple and Past Continuous • the tense compared and contrasted <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p style="text-align: center;">Lesson 12 Topic: “Interviewing” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills 	2	0,25

<p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • speaking about an application form, references, a job interview, a trial period, a personal test • advantages and disadvantages of people choosing their own way in their life • personal qualities for making a good career in business • personal views and opinions • expressing preferences <p>Reading: The assessment of technical skills during IT interviews</p> <p>Speaking:</p> <ul style="list-style-type: none"> • <i>(make up a dialogue)</i> about the importance of problem-solving and critical thinking in IT interviews • <i>(discuss in groups of three)</i> how employers often present candidates with real-world scenarios or technical challenges to assess their ability to analyze problems and propose effective solutions (practice logical reasoning, analytical thinking, the ability to troubleshoot technical issues) <p>Writing: Job advertisement. Covering letter. CV.</p> <p>Grammar Revision revision in written form (prepare for the module paper test)</p> <p>Grammar Revision: Present Simple and Present Continuous, Past Simple and Past Continuous</p> <ul style="list-style-type: none"> • the tense is compared and contrasted • developing knowledge through a variety of exercises <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p style="text-align: center;">Lesson 13 Topic: Interviewing In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • speaking about an application form, references, a job interview, a trial period, a personal test • advantages and disadvantages of people choosing their own way in their life • personal qualities for making a good career in business • personal views and opinions • expressing preferences <p>Reading: Professionalism and Preparedness</p> <p>Speaking:</p> <ul style="list-style-type: none"> • <i>conversation</i> about demonstrating adaptability and a willingness to learn in IT interviews • <i>(discuss in groups of three)</i> discuss how the IT field is dynamic and constantly evolving, requiring professionals who can adapt to new technologies and learn quickly (ability to learn and adapt to change during interviews) <p>Writing:</p>	2	0,25

<p style="text-align: center;">MODULE 1: TEST PAPER 1</p> <ul style="list-style-type: none"> • checking the students’ knowledge level • assessment the students’ knowledge level <p>Module Paper Structure:</p> <ul style="list-style-type: none"> • Module Content • Vocabulary • Writing <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p style="text-align: center;">MODULE 2: “ HARDWARE & SOFTWARE ”</p> <p style="text-align: center;">Lesson 1</p> <p style="text-align: center;">Topic: “History of computer development”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • test paper analysis • speaking (in pairs) about Computers in our Life • comprehension of the new vocabulary <p>Vocabulary:</p> <ul style="list-style-type: none"> • activation of the new terms for a better learning of the topic “ History of computer development ” • improving the students’ key vocabulary for rendering the meaning of the word-combinations calculating machines, mechanical digital computer, analytical engine, generations of computer <p>Reading: “ History of computer development ”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about Computers in our Life • comprehension of the new vocabulary • guessing the meaning of the idioms and specific expressions from the text on a base of the context • extracting the basic ideas of the text • understanding the world definitions • matching the extracts using words from the box • matching the two parts of the sentences • choosing the correct words to complete the report <p>Speaking:</p> <ul style="list-style-type: none"> • (<i>in pairs</i>): about <i>History of computer development</i> • <i>comment on</i> the following “<i>Tomorrow never comes</i>”, “<i>Yesterday never comes back</i>” • (<i>make a dialogue</i>) the advantages and disadvantages of computer <p>Writing: the contributions of pioneers such as Charles Babbage and Ada Lovelace, who envisioned and designed mechanical computing machines like the Analytical Engine and recognized the potential for programming</p> <p>Grammar Revision: Present Perfect Tense:</p> <ul style="list-style-type: none"> • drilling the grammar revision skills in using Present Perfect Tense 	2	0,25

<ul style="list-style-type: none"> improving the students' Grammar Revision knowledge of Present Perfect Tense <p>Sources: <i>Основний:</i> 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78] <i>Додатковий:</i> 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227] <i>Інтернет-джерела:</i> 4, 11,14, 15,19, 20, 29,30,31, 35,36</p>		
<p style="text-align: center;">Lesson 2 In-class activity Topic "History of computer development"</p> <p>Warming-up:</p> <ul style="list-style-type: none"> listening to the text or teacher's information Grammar Revision and phonetics drills <p>Starting-up: home assignment revision: using prepositions</p> <ul style="list-style-type: none"> speaking about history of computer matching terms and their definitions making comparisons supporting a view with reasons giving details <p>Reading: Generations of computers</p> <p>Speaking:</p> <ul style="list-style-type: none"> <i>(conversation in pairs)</i> about your personal idea of an ideal computer <i>comment on</i> the following: "A man, who wants to do something, will find a way; a man, who doesn't, will find an excuse" (<i>Stephen Dolley</i>) <i>comment on</i> why computer plays an important role in most people's lives <i>make up a dialogue</i> about the invention of transistors and the subsequent development of integrated circuits discuss how transistors replaced vacuum tubes, leading to smaller, faster, and more reliable computers <i>(in groups of three)</i> Introduce the contributions of scientists like William Shockley, John Bardeen, and Walter Brattain, who invented the transistor, as well as Jack Kilby and Robert Noyce, who developed the integrated circuit. <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Present Perfect Tense:</p> <ul style="list-style-type: none"> drilling the grammar revision skills in using Present Perfect Tense improving the students' grammar revision knowledge of Present Perfect Tense improving the students' grammar revision knowledge through a variety of exercises the tense is compared and contrasted Present Perfect Simple and Past Simple Tenses <p>Sources: <i>Основний:</i> 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78]</p>	2	0,25

<p><i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Інтернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>		
<p style="text-align: center;">Lesson 3 Topic: “Types and kinds of computers” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • using prepositions • listening to the text (tapescript) or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • filling the gaps • understanding abbreviation supporting one’s view with one’s reasons • giving details • usage the prepositions <p>Vocabulary:</p> <ul style="list-style-type: none"> • the new terms to learn better the topic “Types and kinds of computers”: Mainframe Computers, Workstations, word processing, web browsing, multimedia, and gaming, Embedded Systems, general-purpose computer, special-purpose computer, analog computer, digital computer, hybrid computer • using prepositions <p>Reading: Types and kinds of computers</p> <ul style="list-style-type: none"> • reading for obtaining specific information about the types and kinds of computers” • comprehension of the new words’ meaning • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Speaking (in pairs) about computers :types and kinds discuss the advantages and disadvantages of PCs and laptops, including factors like portability, performance, and versatility</p> <p>Listening:</p> <ul style="list-style-type: none"> • the text or the teachers information and answer the questions • test “True (T) or False (F) <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Present Perfect Continuous</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Present Perfect Continuous • improving the students’ Grammar Revision knowledge through a variety of exercises <p>Sources: <i>Основний: 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78]</i> <i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Інтернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>	2	0,25

<p style="text-align: center;">Lesson 4 Topic: “Types and kinds of computers” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • speaking (in pairs) about the minicomputer, microcomputer, mainframe computer and super computer • drilling the terms to learn better the topic under study • rendering the notions: minicomputer, microcomputer, mainframe computer and super computer • supporting a view with reasons • giving details <p>Reading: Types and kinds of computers</p> <p>Speaking:</p> <ul style="list-style-type: none"> • rendering (<i>in groups of three</i>) about types and kinds of computers <p>Students` presentation:</p> <p>Types of computers- advantages and disadvantages</p> <ul style="list-style-type: none"> • notes for a short presentation <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Present Perfect Continuous</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Present Perfect Continuous • improving the students’ grammar revision knowledge through a variety of exercises <p>Sources: <i>Основний:</i> 1 [c. 37-53], 2 [c. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [c. 6-23], 4 [c. 6-12, 21-28], 5 [c. 69,72,75,78] <i>Додатковий:</i> 1 [c. 6-8,9-28, 29-34], 3 [c. 14-40], 5 [c. 4-27], 7 [c. 31-32, 47-50, 58-60, 73-75], 8 [c. 5-12, 13-21,23-26,28,30-33,36], 9[c. 66-69,78-80, 157-158. 159-163, 209-211, 225-227] <i>Интернет-джерела:</i> 4, 11,14, 15,19, 20, 29,30,31, 35,36</p>	2	0,25
<p style="text-align: center;">Lesson 5 Topic: “CPU&GPU” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • speaking (in pairs) about CPU&GPU • drilling the terms to learn better the topic under study • rendering the notions: CPU&GPU Architectures • supporting a view with reasons • giving details <p>Reading: differences between CPUs and GPUs, their architectural designs</p> <p>Speaking:</p>	2	0,25

<ul style="list-style-type: none"> • discuss (in groups of three) the primary differences between CPUs and GPUs, their architectural designs, and the specific tasks they excel at • explore how CPUs handle general-purpose computing while GPUs are optimized for parallel processing and graphics-intensive tasks <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Present Perfect Simple, Present Perfect Continuous</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Present Simple and Present Continuous, Past Simple and Past Continuous, Present Perfect Simple, Present Perfect Continuous • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний:</i> 1 [c. 37-53], 2 [c. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [c. 6-23], 4 [c. 6-12, 21-28], 5 [c. 69,72,75,78] <i>Додатковий:</i> 1 [c. 6-8,9-28, 29-34], 3 [c. 14-40], 5 [c. 4-27], 7 [c. 31-32, 47-50, 58-60, 73-75], 8 [c. 5-12, 13-21,23-26,28,30-33,36], 9[c. 66-69,78-80, 157-158. 159-163, 209-211, 225-227] <i>Інтернет-джерела:</i> 4, 11,14, 15,19, 20, 29,30,31, 35,36</p>		
<p style="text-align: center;">Lesson 6 Topic: “CPU&GPU” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • grammar revision and phonetics drills <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • speaking (in pairs) about CPU&GPU • drilling the terms to learn better the topic under study • rendering the notions: CPU&GPU Architectures • supporting a view with reasons • giving details <p>Reading: differences between CPUs and GPUs, their architectural designs</p> <p>Speaking:</p> <ul style="list-style-type: none"> • (discussion in group) the primary differences between CPUs and GPUs, their architectural designs, and the specific tasks they excel at: <ul style="list-style-type: none"> • Functions and Purposes of CPU& GPU • Utilization in Different Applications • (conversation in groups of three) about - CPUs and GPUs often work together in computer systems, collaborating to optimize performance <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Past Perfect Simple</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks 	2	0,25

<ul style="list-style-type: none"> • using Past Perfect Simple • improving the students' grammar revision knowledge through a variety of exercises <p>Sources: <i>Основний: 1 [c. 37-53], 2 [c. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [c. 6-23], 4 [c. 6-12, 21-28], 5 [c. 69,72,75,78]</i> <i>Додатковий: 1 [c. 6-8,9-28, 29-34], 3 [c. 14-40], 5 [c. 4-27], 7 [c. 31-32, 47-50, 58-60, 73-75], 8 [c. 5-12, 13-21,23-26,28,30-33,36], 9[c. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Інтернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>		
<p style="text-align: center;">Lesson 7 Topic: "Peripheral equipment" In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher's information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <p>Vocabulary: the new active vocabulary to the topic "Peripheral equipment":</p> <ul style="list-style-type: none"> • improving the students' key vocabulary for rendering: peripheral, input/output devices, keyboard, printers, image scanners, drives, mouse, microphones, loudspeakers, webcams, and digital cameras • using prepositions • difference between the meanings of the confusing words output/input devices <p>Listening Revision:</p> <ul style="list-style-type: none"> • listen to the tapescript and answer the questions <p>Reading: " Peripheral equipment ":</p> <ul style="list-style-type: none"> • reading for obtaining specific information about the Peripheral equipment and their meaning • learning the new vocabulary from the text • grasping the main ideas of the text <p>Speaking:</p> <ul style="list-style-type: none"> • (<i>in pairs</i>): about the peripheral equipment <p>Students' presentation:</p> <ul style="list-style-type: none"> • (<i>the first group</i>): input devices: Keyboard, Mouse, Touchscreen, Scanner • (<i>the second group</i>): output devices: Monitor/Display, Printer, Speakers/Headphones, • (<i>the third group</i>): Storage Devices: Hard Disk Drive (HDD), Solid State Drive (SSD), USB Flash Drive: • (<i>the fourth group</i>): Communication Devices: Modem, Network Interface Card (NIC), Router <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Past Perfect Simple</p> <ul style="list-style-type: none"> • drilling the students' vocabulary awareness through a variety of tasks • using Past Perfect Simple • improving the students' grammar revision knowledge through a variety of exercises <p>Sources:</p>	2	0,25

<p><i>Основний: 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78]</i> <i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Інтернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>		
<p style="text-align: center;">Lesson 8 Topic: “Peripheral equipment” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision: speaking about computer architecture, Input&Output devices, Storage&Communication Devices</p> <ul style="list-style-type: none"> • personal views and opinions <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the students’ key vocabulary through a variety of tasks • drilling the new terms to learn better the topic “Peripherals” • comprehension of the meaning of confusing words • using prepositions and idioms <p>Speaking (in pairs):</p> <ul style="list-style-type: none"> • making comparisons • advantages and disadvantages in selecting of the computer • giving reasons • discussing how Peripherals work • giving full answers to the questions • make up dialogues • discussing the task of peripherals <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Past Perfect Simple, Past Simple, Present Perfect</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Past Perfect Simple, Past Simple, Present Perfect • improving the students’ Grammar Revision knowledge through a variety of exercises <p>Sources: <i>Основний: 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78]</i> <i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Інтернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>	2	0,25
<p style="text-align: center;">Lesson 9 Topic: “Storage devices and technologies” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text (tapescript) or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <p>Reading: “ Storage devices ”:</p>	2	0,25

<ul style="list-style-type: none"> • reading for obtaining specific information about different storage devices • comprehension of the meaning of the new words in the text • grasping the ideas of the text <p>Speaking: <i>(in pairs)</i> about Storage devices and technologies</p> <ul style="list-style-type: none"> • improving the students’ key vocabulary for rendering: RAM (random access memory), ROM (read only memory) • improving the students’ key vocabulary for rendering: magnetic tape, floppy disks (diskettes), hard disks, CD-ROMs, CD-R disks, CD-RW disks, DVDs and MO disks <p><i>(group is divided into two parts)</i></p> <ul style="list-style-type: none"> • 1-group - Hard Disk Drives (HDDs): conversation about HDDs, discussion - how HDDs use spinning magnetic disks and read/write heads to store and retrieve data, explanation the factors that affect HDD performance and capacity. • 2 group- Solid-State Drives (SSDs): discussion SSDs , comparing them to HDDs, discussion of the advantages of SSDs in terms of speed, durability, and power efficiency. <p>monologue (retell): the importance of memory and storage devices</p> <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Past Perfect Continuous Tense:</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills • the tenses compared and contrasted <p>Sources: <i>Основний:</i> 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78] <i>Додатковий:</i> 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227] <i>Інтернет-джерела:</i> 4, 11,14, 15,19, 20, 29,30,31, 35,36</p>		
<p style="text-align: center;">Lesson 10 In-class activity Topic: “Storage devices and technologies” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • about Storage devices and technologies • improving the students’ key vocabulary for rendering: RAM (random access memory), ROM (read only memory) • improving the students’ key vocabulary for rendering: magnetic tape, floppy disks (diskettes), hard disks, CD-ROMs, CD-R disks, CD-RW disks, DVDs and MO disks <p>Reading: “ Storage devices ”:</p>	2	0,25

<ul style="list-style-type: none"> • reading for obtaining specific information about different storage devices • comprehension of the meaning of the new words in the text • guessing the meaning of new idioms and expressions on a base of the textual context • grasping the ideas of the text <p>Speaking:</p> <ul style="list-style-type: none"> - <i>work in pairs:</i> How important are memory and storage devices? • External Storage Devices: Discuss the various external storage options such as hard drives, solid-state drives (SSDs), and USB flash drives. Compare their storage capacities, transfer speeds, and portability. Explore their applications for backup, file transfer, and expanding device storage. • Internal vs. External Storage: Students can discuss the difference between internal and external storage devices. They can explore the advantages and limitations of each type, and discuss scenarios where one type is preferred over the other <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Developing knowledge of Past Perfect Tenses through a variety of tasks the tenses are compared and contrasted</p> <ul style="list-style-type: none"> • drilling the students' vocabulary awareness through a variety of tasks • using Past Perfect Simple, Past Simple, Present Perfect, Past Perfect Simple and Past Perfect Continuous • improving the students' grammar revision knowledge through a variety of exercises <p>Sources: <i>Основний:</i> 1 [c. 37-53], 2 [c. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [c. 6-23], 4 [c. 6-12, 21-28], 5 [c. 69,72,75,78] <i>Додатковий:</i> 1 [c. 6-8,9-28, 29-34], 3 [c. 14-40], 5 [c. 4-27], 7 [c. 31-32, 47-50, 58-60, 73-75], 8 [c. 5-12, 13-21,23-26,28,30-33,36], 9[c. 66-69,78-80, 157-158, 159-163, 209-211, 225-227] <i>Інтернет-джерела:</i> 4, 11,14, 15,19, 20, 29,30,31, 35,36</p>		
<p style="text-align: center;">Lesson 11</p> <p style="text-align: center;">Topic: “Software definition. Classification of software. Software testing”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher's information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • improving the students' key vocabulary for rendering executive payment: operating systems, application software, software, freeware, shareware, firmware, spreadsheets, software development environments (IDEs), streamline operations, enhance productivity • supporting a view with reasons • expressing preferences <p>Vocabulary:</p>	2	0,25

<ul style="list-style-type: none"> • words- the new terms to learn better the topic: “Software” <p>Reading: “Software. Classification of software. Software testing”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about Software • comprehension of the new words’ meanings • grasping the main ideas of the text <p>Speaking:</p> <ul style="list-style-type: none"> • compare (in groups): about System Software, Programming Software, Application Software, Enterprise Software, Embedded Software. Types of Software testing <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Past Perfect Continuous Tense</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • improving the students’ grammar revision knowledge through a variety of exercises • using prepositions <p>Sources: <i>Основний:</i> 1 [c. 37-53], 2 [c. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [c. 6-23], 4 [c. 6-12, 21-28], 5 [c. 69,72,75,78] <i>Додатковий:</i> 1 [c. 6-8,9-28, 29-34], 3 [c. 14-40], 5 [c. 4-27], 7 [c. 31-32, 47-50, 58-60, 73-75], 8 [c. 5-12, 13-21,23-26,28,30-33,36], 9[c. 66-69,78-80, 157-158. 159-163, 209-211, 225-227] <i>Інтернет-джерела:</i> 4, 11,14, 15,19, 20, 29,30,31, 35,36</p>		
<p style="text-align: center;">Lesson 12</p> <p style="text-align: center;">Topic: “Software definition. Classification of software. Software Testing”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <p>drilling the new terms to learn better the topic: “Software Testing”</p> <ul style="list-style-type: none"> • speaking (in pairs) about application, types,classification, testing of Software • giving reasons • expressing preferences <p>Speaking :</p> <ul style="list-style-type: none"> • (in groups of three) about the classification of software and application software, discussion about the differences between the two categories and provision examples for each • make up a dialogue (in pairs) about multimedia software, discuss software applications for creating, editing, and playing multimedia content such as images, audio, and video, give examples (Adobe Photoshop, Audacity, or VLC Media Player) • conversation about operating systems (OS), discuss the role of an OS in managing computer hardware and software resources, explore different operating systems like Windows, macOS, Linux • conversation (in groups of three) about entertainment software, discuss software used for gaming, multimedia streaming, and virtual experiences, provide examples: video games, music and video streaming platforms, virtual reality applications <p>Writing: translation from Ukrainian into English</p>	2	0,25

<p>Grammar Revision: Developing knowledge of Past Perfect Tenses through a variety of tasks the tenses are compared and contrasted</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Present Perfect Simple, Past Simple, Past Perfect Simple and Past Perfect Continuous • improving the students’ grammar revision knowledge through a variety of exercises <p>Sources: <i>Основной:</i> 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78] <i>Додатковий:</i> 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227] <i>Интернет-джерела:</i> 4, 11,14, 15,19, 20, 29,30,31, 35,36</p>		
<p style="text-align: center;">Lesson 13 Topic: “Operating Systems” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic: “Operating Systems” • explore database management systems (DBMS) used for storing, organizing, and retrieving data <p>Vocabulary:</p> <ul style="list-style-type: none"> • the new vocabulary for the topic: “Oracle, MySQL, Microsoft Access” <p>Listening Revision:</p> <ul style="list-style-type: none"> • listen to the tapescript and answer the questions <p>Reading: “Operating Systems”</p> <ul style="list-style-type: none"> • reading for specific information about Operating Systems • unknown words’ meaning comprehension • extracting main ideas <p>Speaking:</p> <ul style="list-style-type: none"> • <i>(discussion in pairs)</i> about the Microsoft Windows operating system, which is the most widely used operating system for PCs. Discuss different versions of Windows, such as Windows 10, Windows 8, and earlier versions like Windows 7 and Windows XP. • give examples like Oracle, MySQL, or Microsoft Access • <i>conversation in group</i> about Operating Systems for Smartphones: Android, iOS, Windows 10 Mobile <p>Writing: preparation for a Module Test</p> <p>Grammar Revision: Developing knowledge of Past Perfect Tenses through a variety of tasks the tenses are compared and contrasted</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks 	2	0,25

<ul style="list-style-type: none"> • using Present Perfect Simple, Past Simple, Past Perfect Simple and Past Perfect Continuous • improving the students’ grammar revision knowledge through a variety of exercises <p>Sources: <i>Основной: 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78]</i> <i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Інтернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>		
<p style="text-align: center;">Lesson 14 Topic: “Operating Systems” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Operating Systems” • explain how the OS provides a user interface and handles resource allocation. • Binary and Machine Codes (give the definition and examples of using) <p>Speaking:</p> <ul style="list-style-type: none"> • rendering (<i>in pairs</i>) the situation: discuss categories like Windows, macOS, Linux, and mobile operating systems such as Android and iOS, explain the characteristics and uses of each type • <i>a conversation</i> about different types of operating systems <p>MODULE 2: TEST PAPER 2</p> <ul style="list-style-type: none"> • checking the students’ knowledge level • assessment of the students’ knowledge level <p>Module Paper Structure:</p> <ul style="list-style-type: none"> • Module Content • Vocabulary • Writing <p>Sources: <i>Основной: 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78]</i> <i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Інтернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>	2	0,25
<p style="text-align: center;">I курс II-й семестр MODULE 3: “ COMPUTER & MOBILE APPS ” Lesson 1 Topic: “Google Meet, Microsoft Teams. Zoom” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills • test paper analysis 	2	0,25

<p>Starting-up:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Google Meet, Microsoft Teams. Zoom” • explain that these apps are software applications that enable people to have face-to-face meetings and communicate remotely using audio and video features <p>Vocabulary:</p> <ul style="list-style-type: none"> • improving the students’ key vocabulary through a variety of tasks • drilling the new terms to learn better the topic: Popular Video Conferencing Apps: Discuss the chat and messaging features available in video conferencing apps. • comprehension of the confusing words’ meaning • using prepositions and idioms • words-formation in English <p>Reading: “Popular Video Conferencing Apps”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about Google Meet, Microsoft Teams. Zoom • learning the new vocabulary from the text: virtual meeting environment, breakout room, video conferencing platform • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Speaking:</p> <ul style="list-style-type: none"> • <i>(in pairs)</i> Introduction to Video Conferencing Apps • <i>make a dialogue:</i> where students introduce video conferencing apps • Retell the text about Popular Video Conferencing Apps: Google Meet, Microsoft Teams, Zoom • the features and functionalities of each app • giving reasons • expressing preferences • making comparisons <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Future Simple Tense (shall\will)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Future Simple Tense (shall\will) <p>improving the students’ grammar revision knowledge through a variety of exercises</p> <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Інтернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>		
<p style="text-align: center;">Lesson 2 In-class activity Topic: “Video Conferencing Apps: Google Meet, Microsoft Teams. Zoom”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills 	2	0,25

<p>Starting-up: Home assignment:</p> <ul style="list-style-type: none"> • giving reasons • expressing preferences • Vocabulary: chat, audio and video calls, screen sharing, file sharing, and collaboration on documents in real-time, video meetings, file storage, virtual backgrounds and meeting recording • drilling the new terms to learn better the topic “Video Conferencing Apps” • using prepositions • comprehension of the new idioms’ meaning • word-formation in English <p>Listening:</p> <ul style="list-style-type: none"> • the text or the teachers information and answer the questions • test “True (T) or False (F)” <p>Speaking:</p> <ul style="list-style-type: none"> • rendering the text - Video Conferencing Apps • <i>conversation</i> about popular video conferencing apps • <i>discussion:</i> Discuss the best practices for maintaining a professional and engaging virtual meeting environment, the accessibility options for users with disabilities • <i>role play:</i> You think that the Video Conference is the best. Tell the others three reasons why. Tell students things that are wrong with their things. <p>Students` presentation: about video conference apps</p> <p>Writing: translation from Ukrainian into English, make notes about video conference apps</p> <p>Grammar Revision: Future Simple Tense (uses of shall/will/going to)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Future Simple Tense (shall/will/going to) <p>improving the students’ grammar revision knowledge through a variety of exercises</p> <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Интернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>		
<p style="text-align: center;">Lesson 3 In-class activity</p> <p>Topic: Telegram. Viber. WhatsApp. Skype</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment</p> <ul style="list-style-type: none"> • giving reasons <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about Telegram, Viber, WhatsApp, Skype, Discord and other apps for communication • giving or seeking personal views and opinions • giving reasons 	2	0,25

<ul style="list-style-type: none"> expressing features of about about Telegram, Viber, WhatsApp, Skype, Discord and other apps for communication making comparison discussion in groups of three: the chat and messaging features in Viber, Telegram, WhatsApp, Skype, Discord (Voice and Video Calls) Chats&calls Apps have many benefits for humans. What are the best for you? Why? Do you think scientists should continue to develop C&C? Why or why not? role play: You think that the chat&call is the best. Tell the others three reasons why. Tell students things that are wrong with their things <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Future Simple Tense (uses of shall/will/going to)</p> <ul style="list-style-type: none"> drilling the students' vocabulary awareness through a variety of tasks using Future Simple Tense (uses of shall/will/going to) improving the students' grammar revision knowledge through a variety of exercises <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Інтернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>		
<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “Telegram. Viber. WhatsApp”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> listening to the text or teacher's information Grammar Revision and phonetics drills test “True (T) or False (F).” <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> rendering (in pairs) different types of calls drilling the new terms to learn better the topic “Chats and calls: Telegram, Viber, WhatsApp, Skype, Discord” giving reasons expressing preferences <p>Vocabulary: drilling the new active vocabulary to the topic “Chats and calls: Telegram, Viber, WhatsApp, Skype, Discord” send and read messages, make voice and video calls, share media files, join and participate in discussions on specific topics, send and receive various file types: documents, audio files, images, photos, stickers and emojis, one-on-one or group calls and chats</p> <ul style="list-style-type: none"> using prepositions new idioms and their meanings word-formation in English <p>Reading: Chats and calls: Telegram, Viber, WhatsApp, Skype, Discord”</p> <ul style="list-style-type: none"> reading for obtaining specific information about the different types of chats and calls comprehension meaning of the new words 	2	0,25

<ul style="list-style-type: none"> • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Speaking:</p> <ul style="list-style-type: none"> • role play: You think that the (chat&call) is the best. Tell the others three reasons why. Tell students things that are wrong with their things <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Future time (uses of shall/ will/ going to/ Present Continuous/ Present Simple to talk about future)</p> <ul style="list-style-type: none"> • drilling the students' vocabulary awareness through a variety of tasks • using Future time (uses of shall/will/going to/ Present Continuous/ Present Simple to talk about future). • improving the students' grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Интернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>		
<p style="text-align: center;">Lesson 5 In-class activity Topic: “MS Word, MS Excel. MS PowerPoint”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher's information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • (discussion in pairs): Microsoft applications: MS Word, MS Excel. MS PowerPoint •giving reasons •expressing preferences •making comparisons •whether the following statements are true or false •complete these sentences •fill in the blanks <p>Vocabulary:</p> <ul style="list-style-type: none"> • drilling the new words to learn better the topic “MS Word, MS Excel. MS PowerPoint” • using prepositions • comprehension meaning of the new idioms • word-formation in English <p>Speaking:</p> <ul style="list-style-type: none"> • Features and Options of Microsoft applications: MS Word, MS Excel. MS PowerPoint • expressing preferences • making comparisons • giving reasons - How to Get Microsoft Word, Excel and PowerPoint for Free • answering the questions <p>Writing: translation from Ukrainian into English</p>	2	0,25

<p>Grammar Revision: Future time (uses of shall/ will/ going to/ Present Continuous/ Present Simple to talk about future)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Future time (uses of shall/will/going to/ Present Continuous/ Present Simple to talk about future). • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Интернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>		
<p style="text-align: center;">Lesson 6</p> <p style="text-align: center;">In-class activity</p> <p>Topic: “MS Word, MS Excel. MS PowerPoint”</p> <p>Starting up: Homework revision</p> <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparison • discussion about text formatting in Microsoft Word • features of MS Word, MS Excel, MS PowerPoint • creat documents: letters, essays, reports, tables, shapes • create tables to organize and present data, format table cells, and perform basic calculations within tables • insert images and shapes • explain how to use formulas to perform calculations using cell references, arithmetic operators, and functions like SUM, AVERAGE, MAX, and MIN • explain how to animate text and objects on slides, set animation timings and effects, and use features like entrance, exit, and motion paths <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Future time (uses of shall/ will/ going to/ Present Continuous/ Present Simple to talk about future)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Future time (uses of shall/will/going to/ Present Continuous/ Present Simple to talk about future). • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Интернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>	2	0,25
Lesson 7	2	0,25

<p style="text-align: center;">Topic: “Office 365” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills • home assignment revision • comprehension of the meaning of new words <p>Vocabulary: drilling the new active vocabulary to the topic: “Office 365”:</p> <ul style="list-style-type: none"> • improving the students’ key vocabulary through a variety of tasks • using prepositions • new idioms and their meanings • word-formation in English <p>Reading:</p> <ul style="list-style-type: none"> • reading for obtaining specific information about different types of products, goods and services • comprehension of the meaning of new words • grasping the main ideas of the text • new idioms and expressions and guessing their meanings on a base of the textual context <p>Speaking:</p> <ul style="list-style-type: none"> • <i>make a dialogue</i> about email and communication features in Office 365 • <i>discussion in group:</i> using Microsoft Outlook in Office 365 for managing emails, creating and organizing folders, scheduling appointments and collaborating through shared calendars • rendering (<i>in pairs</i>) Features of Office 365: • giving reasons • expressing preferences <p>Grammar Revision: Present Tenses (Revision)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Present Tenses(Revision) • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Інтернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>		
<p style="text-align: center;">Lesson 8 In-class activity Topic: “Office 365”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> •listening to the text or teacher’s information •Grammar Revision and phonetics drills •test “True (T) or False (F)” •home assignment: •drilling the new terms to learn better the topic “Office 365” •giving reasons 	2	0,25

<ul style="list-style-type: none"> •expressing preferences <p>Vocabulary:</p> <ul style="list-style-type: none"> • drilling the new active vocabulary to the topic “Office 365” • improving the students’ key vocabulary for rendering different types of products of Microsoft Corporation • using prepositions • new idioms and their meanings • word-formation in English <p>Speaking “Office 365”:</p> <ul style="list-style-type: none"> • conversation (in pairs): about the features of Office 365 • discussion about functionalities like online document editing and collaboration, cloud storage with OneDrive, email and calendar management with Outlook and the ability to access and use Office applications on multiple devices • comment on “If you wish to know what a man is, place him in authority” • giving reasons • expressing preferences • making comparisons • comprehension of idiomatic meanings <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision : Present Tenses (Revision)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Present Tenses(Revision) • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Інтернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>		
<p style="text-align: center;">Lesson 9</p> <p style="text-align: center;">In-class activity</p> <p>Topic: “Apps for entertainment”</p> <p>Starting up: home assignment</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills • test “True (T) or False (F)” <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about Apps for entertainment • giving or seeking personal views and opinions about the benefits of gaming - Gaming Platforms.Gaming Industry. Benefits of Gaming. • conversation (in groups of three) about the process of game development • giving reasons • expressing preferences • making comparison <p>• make a dialogue about their favorite video games (in pairs)</p>	2	0,25

<ul style="list-style-type: none"> • <i>discussion</i> on the topic and retelling <p>Writing: preparation for a Module Test</p> <p>Grammar Revision: Past Tenses (Revision)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Past Tenses (Revision) • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Интернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>		
<p style="text-align: center;">Lesson 10 In-class activity Topic: “Apps for entertainment”</p> <p>Starting up: home assignment</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills • test “True (T) or False (F)” <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about Apps for entertainment • giving or seeking personal views and opinions about the benefits of gaming - Gaming Platforms.Gaming Industry. Benefits of Gaming. • conversation (<i>in groups of three</i>) about the process of game development • giving reasons • expressing preferences • <i>make up a dialogue (in pairs)</i> about their favorite video games <ul style="list-style-type: none"> • <i>discussion</i> on the topic and retelling <p>Grammar Revision: Present Tenses (Revision), Past Tenses (Revision), Future time (uses of shall/will/going to/ Present Continuous/ Present Simple to talk about future)</p> <p>Writing:</p> <p style="text-align: center;">MODULE3: TEST PAPER 3</p> <ul style="list-style-type: none"> • checking the students’ knowledge level • assessment the students’ knowledge level <p>Module Paper Structure:</p> <ul style="list-style-type: none"> • Module Content • Vocabulary • Writing <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Интернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>	2	0,25
<p>MODULE 4: “INTERNET OF THINGS & WEF (WORLD ECONOMIC FORUM)”</p>	2	0,25

<p style="text-align: center;">Lesson 1</p> <p style="text-align: center;">Topic: “Definition of the Internet. Concepts and types of Intranet. How Internet works”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • speaking (<i>interactive</i>) about <i>Internet and its main concepts</i> • giving reasons • expressing views and preferences • comprehension of idiomatic meanings <p>Vocabulary:</p> <ul style="list-style-type: none"> • comprehension meaning of new words: go online, global network, hypertext • terms to learn better the topic “Definition of the Internet. How the Internet works”. • using the key vocabulary for rendering the Internet works. • giving definitions • expressing previous experience • using prepositions <p>Listening:</p> <ul style="list-style-type: none"> • the text or the teachers information and answer the questions • test “True (T) or False (F) <p>Reading: “What is the Internet and how does it work?”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about the Internet and how it’s used. • learning the new vocabulary from the text • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text (how the Internet works, how to connect to the Internet, how to browse the Web) <p>Speaking: how the Internet works, how to connect to it and how to browse the Web</p> <p><i>discuss (in pairs) what information and services the internet carries</i></p> <p><i>discuss (in small groups) what you can do on the Internet and present it to the class</i></p> <p>Writing: provide a list of takeaways about what the Internet is and how it works (not less than 100 words)</p> <p>Grammar Revision: Future Continuous Tense</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Future Continuous Tense • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний: 1[с. 54-69], 2[с. 97-105, 107-117, 137-139]</i></p>		
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<p><i>Додатковий: 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 2860287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95]</i> <i>Интернет-джерела: 4,11, 14. 15,19, 20,29, 30, 35</i></p>		
<p style="text-align: center;">Lesson 2 Topic: “Concepts and types of Intranet” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about main Intranet concepts based on previous experience • giving reasons • expressing preferences • making comparisons • comprehension of idiom above / bellow the fold <p>Vocabulary:</p> <ul style="list-style-type: none"> • comprehension abbreviations: HTTP, W3C, URL, FTP, HTML, SMTP, ISP, DNS (the meaning of the abbreviations) • using the key vocabulary for rendering The main concepts of the Intranet / Internet. • Discovering the meaning of abbreviations <p>Reading: “Basic Concepts of the Intranet”</p> <ul style="list-style-type: none"> •reading for obtaining specific information about basic concepts of <i>the Intranet</i> •learning the new vocabulary from the text •grasping the main ideas of the text about the Intranet-based services <p>Speaking: <i>make up a dialogue in pairs: “What are the main concepts of the Intranet”:</i></p> <ul style="list-style-type: none"> • giving and explaining the views • using abbreviations • expressing preferences • making comparisons • comprehension of idiomatic meaning <p>Writing: translation from Ukrainian into Russian Grammar Revision: Future Continuous Tense</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Future Continuous Tense • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний: 1[с. 54-69], 2[с. 97-105, 107-117, 137-139]</i> <i>Додатковий: 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 2860287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95]</i> <i>Интернет-джерела: 4,11, 14. 15,19, 20,29, 30, 35</i></p>	2	0,25

<p style="text-align: center;">Lesson 3</p> <p style="text-align: center;">Topic: “Telecommunications and electronic communications”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • <i>overall discussion about the Telecommunication and Electronic Communication</i> • giving reasons • expressing ideas • making comparisons • comprehension of idiomatic meanings. <p>Vocabulary:</p> <ul style="list-style-type: none"> • using the key vocabulary to talk about <i>Telecommunication and Electronic Communication</i> • how this vocabulary can be categorized (in terms of the topic): <i>smoke signals, semaphore telegraphs, signal flags, other heliographs?</i> • the meaning of the word-combination <i>transmission media, communication session</i> <p>Reading: “Telecommunication”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about types of technologies used to transmit information • the new idioms and expressions and guessing their meanings on a base of the textual context • learning the new vocabulary from the text • grasping the main ideas of the text (stages of transmission media in telecommunication) <p>Speaking: Meaning of Telecommunication. Famous investors in the field of electrical, an electronic telecommunication networks</p> <ul style="list-style-type: none"> • discuss (in pairs): Evolution of transmission media <p>Writing: <i>write a list of 10 new vocabulary you have just learned to talk about Telecommunication</i></p> <p>Grammar Revision: The Future Continuous Tense vs The Future Indefinite Tense:</p> <ul style="list-style-type: none"> • improving the students’ Grammar Revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 2 [c. 13-39], 3 [c. 175-227].</i> <i>Additional: 6[c. 57-248], 7 [c. 215-243], 8 [c. 214-339], 9[c. 58-63].</i> <i>Internet: 10-13.</i></p>	2	0,25
<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “Telecommunications and electronic communications”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p>	2	0,25

<ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about the difference between Telecommunication and Electronic Communication • giving reasons • expressing ideas • making comparisons <p>Vocabulary:</p> <ul style="list-style-type: none"> • using the key vocabulary to talk about Electronic Communication and its Types • how this vocabulary can be categorized (in terms of the topic): images, graphics, sound, pictures, maps, software? Can you add to the list? • using prepositions • comprehension of idioms and their meanings • the meaning of the word-combination keyboard transmitter, e-communication <p>Reading: “Electronic Communication and its types” reading for obtaining specific information about what electronic communication is</p> <ul style="list-style-type: none"> • grasping the main ideas of the text (types of electronic communication) <p>the new idioms and expressions and guessing their meanings on a base of the textual context</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text <p>Speaking:</p> <ul style="list-style-type: none"> • <i>make up a dialogue about</i> types of electronic communication • discuss (in small groups): Benefits of electronic communication and present it to the class <p>Writing: (write notes about) advantages and disadvantages of any three types of electronic communication (100 -120 words)</p> <p>Grammar Revision: The Future Continuous Tense vs The Future Indefinite Tense:</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основний:</i> 1[с. 54-69], 2[с. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 2860287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>		
<p style="text-align: center;">Lesson 5</p> <p style="text-align: center;">Topic: “Telecommunications and electronic communications. Multimedia”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills 	2	0,25

<p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about the Telecommunication and Electronic Communication. Multimedia. • giving reasons • expressing ideas • making comparisons • comprehension of idiomatic meanings. <p>Vocabulary:</p> <ul style="list-style-type: none"> • terms to learn better the topic: “Telecommunication and Electronic Communication. Multimedia” • using the key vocabulary to talk about Principles of Electronic Communication. • how this vocabulary can be categorized (in terms of the topic): photo, graphics, voice, music, animation, message? • the meaning of the word-combination blend of several media <p>Reading: “Multimedia”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about peculiarities of multimedia • grasping the main ideas of the text (Electronic communication Principles). • the new idioms and expressions and guessing their meanings on a base of the textual context • learning the new vocabulary from the text <p>Speaking:</p> <ul style="list-style-type: none"> • <i>conversation (in groups of three)</i> about multimedia and its importance for Electronic Communication • discuss (in pairs): Strengths and weaknesses of electronic systems <p>Writing: provide a list of 10 takeaways about “Telecommunication and Electronic Communication”</p> <p>Grammar Revision: The Future PerfectTense:</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основной: 1[c. 54-69], 2[c. 97-105, 107-117, 137-139]</i> <i>Додатковий: 1[c. 67-70, 72-74, 75-77], 4[30-33], 5 [c. 30-33], 6[c. 418-421], 8 [c. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[c. 282-283, 2860287, 296-302, 313-316, 319-322], 10[c. 21-27, 35-40, 95]</i> <i>Интернет-джерела: 4,11, 14. 15,19, 20,29, 30, 35</i></p>		
<p style="text-align: center;">Lesson 6</p> <p style="text-align: center;">Topic: “Computer networks (wide area, metropolitan, personal, local)”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the teacher’s information • Grammar Revision and phonetics drills <p>Starting up: homework revision</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • comprehension meaning of new words: data transmit speed, wired wireless mode 	2	0,25

<ul style="list-style-type: none"> • discover the meaning of abbreviations LAN, MAN, WAN, PAN • guess unknown words and expressions from the context • terms to learn better the topic “Types of Networks”. • use the key vocabulary for rendering the Internet types. • give definitions <p>Reading: “Types of Networks”</p> <ul style="list-style-type: none"> • find and understand specific information about types of networks based on geographical coverage: wide area, metropolitan, personal, local • grasp the main ideas of the text • discover the advantages and disadvantages of the types of networks <p>Speaking:</p> <ul style="list-style-type: none"> • <i>conversation (in groups of three)</i> about the types of networks and the criterion they are based on • <i>discuss (in pairs)</i> what you know about the basic type of network classification • <i>discuss (group is divided in two parts)</i> about the types of network and present it to the class <p>Writing: write a letter to your groupmate who has missed a class and mention about the main types of networks (not less than 100 words)</p> <p>Grammar Revision: When and If sentences (First conditional)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основной: 1[c. 54-69], 2[c. 97-105, 107-117, 137-139]</i> <i>Додатковий: 1[c. 67-70, 72-74, 75-77], 4[30-33], 5 [c. 30-33], 6[c. 418-421], 8 [c. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[c. 282-283, 286-287, 296-302, 313-316, 319-322], 10[c. 21-27, 35-40, 95]</i> <i>Интернет-джерела: 4,11, 14. 15,19, 20,29, 30, 35</i></p>		
<p style="text-align: center;">Lesson 7</p> <p style="text-align: center;">Topic: “Computer networks (wide area, metropolitan, personal, local)”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • speaking (in-pairs) about types of computer networks • brainstorming ideas <p>Vocabulary:</p> <ul style="list-style-type: none"> • terms to learn better the topic: “How do these Networks Function” • using the key vocabulary for rendering the Computer networks • how this vocabulary can be categorized (in terms of the topic): meaning, network authority, speed, maintenance, congestion, bandwidth, designing • using prepositions 	2	0,25

<ul style="list-style-type: none"> • the meaning of the word-combination data transfer, satellite medium <p>Reading: “How do these Networks Function”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about characteristics, benefits, advantages and disadvantages of the types of networks • the new idioms and expressions and guessing their meanings on a base of the textual context • learn the new vocabulary from the text • grasp the main ideas of the text <p>Speaking: characteristics and benefits of Computer networks</p> <ul style="list-style-type: none"> • <i>discuss (in pairs)</i> advantages and disadvantages of Computer networks • <i>discuss (in small groups)</i> three FAQs about the types of networks and present it to the class <p>Writing: write a list of 10 takeaways about the main types of networks</p> <p>Grammar Revision: When and If sentences (Second conditional)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основний:</i> 1[c. 54-69], 2[c. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[c. 67-70,72-74,75-77], 4[30-33], 5 [c. 30-33], 6[c. 418-421], 8 [c. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[c. 282-283, 286-287, 296-302, 313-316, 319-322], 10[c. 21-27, 35-40, 95] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>		
<p style="text-align: center;">Lesson 8</p> <p style="text-align: center;">Topic: “Internet of things.”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up: home assignment revision</p> <ul style="list-style-type: none"> • overall discussion about the latest Internet technologies in the world and in Ukraine • giving personal views and opinions • giving reasons • expressing preferences • making comparisons. • making judgements <p>Vocabulary:</p> <ul style="list-style-type: none"> • comprehension meaning of new words: entrenched process, hallmark, convergence • discover the meaning of the phrase “to turn the Internet upside down all over the world” • guess unknown words and expressions from the context • terms to learn better the topic “The Latest Internet Technologies in different spheres of our life. Internet of things” <p>Reading: Case 1. “The Future of Social Communication and Innovation” Case 2. “Internet of Things”</p>	2	0,25

<ul style="list-style-type: none"> • find and understand specific information about the impact of the Internet technologies on social communication and innovation • grasp the main ideas of the text “Internet of Things” • expressing previous experience relevant to the topic <p>Speaking: the latest Internet technologies in social communication and innovation. Internet of things</p> <ul style="list-style-type: none"> • comment on the following quote: “<i>The Internet could be a very positive step towards education, organization and participation in meaningful society</i>” (Noam Chomsky) • discuss (in pairs) what you know about the latest Internet technologies in social communication • discuss (in small groups) what you know about The Internet of things <p>Writing: write a list of the 5 latest Internet technologies in social communication and innovation</p> <p>Grammar Revision: When and If sentences (Third conditional)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основной: 1[c. 54-69], 2[c. 97-105, 107-117, 137-139]</i> <i>Додатковий: 1[c. 67-70,72-74,75-77], 4[30-33], 5 [c. 30-33], 6[c. 418-421], 8 [c. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[c. 282-283, 2860287, 296-302, 313-316, 319-322], 10[c. 21-27, 35-40, 95]</i> <i>Интернет-джерела: 4,11, 14. 15,19, 20,29, 30, 35</i></p>		
<p style="text-align: center;">Lesson 9</p> <p style="text-align: center;">Topic: “The latest Internet technologies in different spheres of our life ”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up: home assignment revision</p> <ul style="list-style-type: none"> • overall discussion about the Networking and Communication • give personal views and opinions • express one;s ideas <p>Vocabulary:</p> <ul style="list-style-type: none"> • comprehension meaning of new words and the abbreviations: error detection, checkpoint, layer, transmission error detection, radio wave transmission, OSI, ISO, FTP • discover the meaning of the phrase “to spawn distributed systems” • guess unknown words and expressions from the context • using articles and prepositions <p>Reading: “Networking and Communication”</p> <ul style="list-style-type: none"> • find and understand specific information about the task of networking and communication • grasp the main ideas of the text <p>Speaking:</p> <ul style="list-style-type: none"> • the main targets in terms of networking and communication; challenges for computer scientists 	2	0,25

<ul style="list-style-type: none"> • comment on the following quote: “<i>The currency of real networking is not greed, but generosity</i>” (Keith Ferrazzi, American writer) • discuss (in pairs) what you know about network protocol and a client server network and present it to the class/ • discuss (in small groups) what you know about peer-to-peer network <p>Writing: write a list of 10 the most important vocabulary items used to talk about network and communication</p> <p>Grammar Revision: When and If sentences (Mix conditional)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основной: 1[c. 54-69], 2[c. 97-105, 107-117, 137-139]</i> <i>Додатковий: 1[c. 67-70,72-74,75-77], 4[30-33], 5 [c. 30-33], 6[c. 418-421], 8 [c. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[c. 282-283, 286-287, 296-302, 313-316, 319-322], 10[c. 21-27, 35-40, 95]</i> <i>Интернет-джерела: 4,11, 14. 15,19, 20,29, 30, 35</i></p>		
<p style="text-align: center;">Lesson 10</p> <p style="text-align: center;">Topic: “The Role of the Cloud Technologies in Data Storage, Processing and Securititting for Business Processes: Benefits”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up: home assignment revision</p> <ul style="list-style-type: none"> • overall discussion about cloud technologies: • render the meaning of cloud technologies and its importance <p>Vocabulary:</p> <ul style="list-style-type: none"> • terms to learn better the topic: “The Role of the Cloud Technologies in Data Storage, Processing and Securititting for Business Processes” • use the key vocabulary for rendering the benefits of cloud computing • discover the meaning and categorise the following vocabulary: cost savings, scalability, flexibility, agility, improved security, enhanced collaboration, increased productivity, disaster recovery, environmental benefits, improved customer, experience <p>Reading: “What is Cloud Computing?”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about peculiarities of cloud technologies • comprehension the new words’ meaning • new idioms and expressions and guessing their meanings on a base of the textual context • grasp the main ideas of the text about benefits of cloud computing <p>Speaking: the main benefits of cloud technologies</p> <ul style="list-style-type: none"> • discuss (in pairs): what is cloud computing? 	2	0,25

<ul style="list-style-type: none"> • discuss (in small groups) what you know about cloud computing and present your outcomes to the class <p>Writing: write a list of 10 benefits of cloud technologies</p> <p>Grammar Revision: When and If sentences (Revision)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основной:</i> 1[c. 54-69], 2[c. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[c. 67-70, 72-74, 75-77], 4[30-33], 5 [c. 30-33], 6[c. 418-421], 8 [c. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[c. 282-283, 286-0287, 296-302, 313-316, 319-322] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>		
<p style="text-align: center;">Lesson 11</p> <p style="text-align: center;">Topic: “The Role of the Cloud Technologies in Data Storage, Processing and Securititting for Business Processes: types of Cloud Computing, its advantages and disadvantages”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up: home assignment revision</p> <ul style="list-style-type: none"> • overall discussion about cloud technologies: • rendering the importance of cloud technologies for business <p>Vocabulary:</p> <ul style="list-style-type: none"> • terms to learn better the topic: “The Role of the Cloud Technologies in Data Storage, Processing and Securititting for Business Processes: types of Cloud Computing, its advantages and disadvantages” • use the key vocabulary for rendering the types of cloud technologies • discover the meaning and categorizing the following abbreviations: SaaS, PaaS, IaaS <p>Reading: “Types of cloud computing” read for obtaining specific information about cloud services comprehension the new unknown words’ meaning new idioms and expressions and guessing their meanings on a base of the textual context</p> <p>Speaking: the main services, advantages and disadvantages of cloud technologies</p> <ul style="list-style-type: none"> • discuss (in pairs): what do the following mean: <i>SaaS, PaaS, IaaS?</i> • discuss (in small groups) what are advantages and disadvantages of cloud computing? Prove your views and present your outcomes to the class <p>Writing: write a list of 10 takeaways about Cloud Computing and its role for business</p> <p>Grammar Revision: When and If sentences – Mix Conditional sentences (Revision)</p> <ul style="list-style-type: none"> • developing knowledge through a variety of tasks 	2	0,25

<ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основний: 1[с. 54-69], 2[с. 97-105, 107-117, 137-139]</i> <i>Додатковий: 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 286-287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95]</i> <i>Интернет-джерела: 4,11, 14. 15,19, 20,29, 30, 35</i></p>		
<p style="text-align: center;">Lesson 12</p> <p style="text-align: center;">Topic: “WEF. The Blockchain Technology. How does it work?”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up: home assignment revision</p> <ul style="list-style-type: none"> • overall discussion about the Blockchain Technology, Cryptocurrency, Bitcoin • give or seek personal views and opinions • expressing one’s idea <p>Vocabulary:</p> <ul style="list-style-type: none"> • terms to learn better the topic: blockchain, digital ledger. Bitcoin, Ethereum, crypto, cryptocurrencies, transactions • using the key vocabulary for rendering about WEF <p>Reading: “WEF.”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about the WEF • comprehension the new words’ meaning on a base of the textual context <p>Speaking: WEF</p> <ul style="list-style-type: none"> • overall discussion: What are the targets of WEF? • discuss (in pairs): The importance of WEF in the modern digitalized world <p>Writing: write a list of 8 notes you are going to use while talking about Blockchain Technology</p> <p>Grammar Revision: When and If sentences – Mix Conditional sentences (Revision)</p> <ul style="list-style-type: none"> • developing knowledge through a variety of tasks • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основний: 1[с. 54-69], 2[с. 97-105, 107-117, 137-139]</i> <i>Додатковий: 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 286-287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95]</i> <i>Интернет-джерела: 4,11, 14. 15,19, 20,29, 30, 35</i></p>	2	0,25
<p style="text-align: center;">Lesson 13</p> <p style="text-align: center;">Topic: “The Blockchain Technology, its types, advantages and disadvantages”</p>	2	0,25

<p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up: home assignment revision</p> <ul style="list-style-type: none"> • overall discussion about Blockchain technology: meaning, structure, the way it works • rendering the importance of Blockchain technologies for business <p>Vocabulary:</p> <ul style="list-style-type: none"> • terms to learn better the topic: “The Blockchain Technology, its advantages and disadvantages. • using the key vocabulary for rendering the types of Cryptocurrency • discover the meaning of digital ledges, transactional records, peer-to-peer node, to safeguard, tampering <p>Reading: “Types of Cryptocurrency. Uses of Blockchain Technologies. Advantages and disadvantages of Blockchain technologies”</p> <ul style="list-style-type: none"> • read for obtaining specific information types of Cryptocurrency and uses of Blockchain Technology • comprehension the new words’ meaning, new idioms and expressions and guess their meanings on a base of the textual context • grasp the main ideas of the text about advantages and disadvantages of Blockchain Technologies <p>Speaking: the main uses of Blockchain Technologies</p> <ul style="list-style-type: none"> • <i>discuss (in pairs):</i> types of Cryptocurrency • <i>discuss (in small groups):</i> what are the advantages and disadvantages of Blockchain Technologies? Prove your views and present your outcomes to the class <p>Writing: write a list of 10 takeaways about Blockchain Technologies and its role for business</p> <p>Grammar Revision: When and If sentences – Mix Conditional sentences (Revision)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills • the transitive and intransitive verbs <p>Sources: <i>Основний:</i> 1[с. 54-69], 2[с. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[с. 67-70, 72-74, 75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 286-287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>		
<p style="text-align: center;">Lesson 14</p> <p style="text-align: center;">Topic: “Module 4 “Internet of Things. WEF. Blockchain Technology”</p> <p style="text-align: center;">In-class activity</p> <p style="text-align: center;">MODULE 4: TEST PAPER 4</p> <ul style="list-style-type: none"> • checking the students’ knowledge level 	2	0,25

<ul style="list-style-type: none"> • assessment the students’ knowledge level <p>Module Paper Structure:</p> <ul style="list-style-type: none"> • Module Content • Vocabulary • Writing <p>Grammar Revision: When and If sentences – Mix Conditional sentences (Revision)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills • the transitive and intransitive verbs <p>Sources: <i>Основний:</i> 1[с. 54-69], 2[с. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 286-287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>		
<p style="text-align: center;">MODULE 5: “WEB DEVELOPMENT”</p> <p style="text-align: center;">Lesson 1</p> <p style="text-align: center;">Topic: “Web development . Types of WEB development”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills • test paper analysis <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision <p>Reading: “Web Development” reading for obtaining specific information about Front-End vs. Back-End Development learning the new vocabulary from the text: Web Hosting and Domain Names, website files, content, hosting provider, server-side programming new idioms and expressions and guessing their meanings on a base of the textual context grasping the main ideas of the text</p> <p>Speaking:</p> <ul style="list-style-type: none"> • <i>conversation in-pairs</i> about web development as the process of creating websites and web applications using programming languages • giving reasons • expressing preferences • making comparisons • comprehension of idiomatic meanings <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Passive Voice (Present Simple)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills 	2	0,25

<p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11,14, 15,19, 20,29,30,31,35, 36</i></p>		
<p style="text-align: center;">Lesson 2</p> <p style="text-align: center;">Topic: “Web development. Types of WEB development”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • topical speaking (in-pairs) about Stages of WEB development (Planning Stage, Design Stage, Development Stage, Content Creation Stage and others) • giving reasons • expressing preferences • making comparisons • comprehension of idiomatic meanings <p>Reading: “Stages of WEB development”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about <i>monitoring website analytics and making improvements based on user feedback</i> • learning the new vocabulary from the text: feedback in web development, user testing, debugging stage of web development, browsers and devices, uploading the website files to a web server, the user interface, website content, a domain name, a hosting provider • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Speaking:</p> <ul style="list-style-type: none"> • make up a dialogue about the principle of web security discuss the importance of implementing security measures to protect websites and user data from potential threats • discussion in pairs about using secure protocols (HTTPS), input validation, and protection against common vulnerabilities like cross-site scripting (XSS) and SQL injection <p>Writing: notes about the principles of web development</p> <p>Grammar Revision: Passive Voice (Present Simple)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11,14, 15, 19, 20, 29, 30, 31, 35, 36</i></p>	2	0,25

<p style="text-align: center;">Lesson 3</p> <p style="text-align: center;">Topic: “W3C Standards. Stages of Interface Development”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision <p>Reading: “W3C Standards. Stages of Interface Development” reading for obtaining specific information about Visual Design, Interaction Design</p> <ul style="list-style-type: none"> • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Speaking: (in-pairs) about the stage of user research in interface development</p> <ul style="list-style-type: none"> • the importance of understanding the target audience, their needs, and preferences • about conducting surveys, interviews, and usability tests to gather insights that will inform the design process • make a dialogue about the front-end development stage in interface development, discuss how front-end developers translate the design into a functional interface using web technologies such as HTML, CSS, and JavaScript • giving reasons • expressing preferences • making comparisons <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Passive Voice (Past Simple)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p><i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11 ,14, 15,19, 20,29,30,31,35, 36</i></p>	2	0,25
<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “W3C Standards. Stages of Interface Development”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision <p>Reading: “W3C Standards. Stages of Interface Development” reading for obtaining specific information about Visual Design, Interaction Design</p> <ul style="list-style-type: none"> • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text 	2	0,25

<p>Speaking: (in-pairs) about the stage of user research in interface development</p> <ul style="list-style-type: none"> • the importance of understanding the target audience, their needs, and preferences • about conducting surveys, interviews, and usability tests to gather insights that will inform the design process • make up a dialogue about the front-end development stage in interface development, discuss how front-end developers translate the design into a functional interface using web technologies such as HTML, CSS, and JavaScript • giving reasons • expressing preferences • making comparisons <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Passive Voice (Past Simple)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p><i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11,14, 15,19, 20,29,30,31,35, 36</i></p>		
<p style="text-align: center;">Lesson 5</p> <p style="text-align: center;">Topic: “Web Development Languages”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • topical speaking (in-pairs) about HTML, the foundational language of web development • giving reasons • expressing preferences • making comparisons <p>Reading: “Web Languages”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about CSS (Cascading Style Sheets), JavaScript, PHP (Hypertext Preprocessor), Python, Ruby, Java, C+ • learning the new vocabulary from the text • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Writing: give advices: how CSS is used to style and format the visual appearance of web pages, including colors, fonts, layouts, and responsive design.</p> <p>Grammar Revision: Passive Voice (Present Continuous)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules 	2	0,25

<ul style="list-style-type: none"> • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11 ,14, 15,19, 20,29,30,31,35, 36</i></p>		
<p style="text-align: center;">Lesson 6 Topic: “Web Development Languages” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • speaking (in-pairs) about HTML, the foundational language of web development • giving reasons • expressing preferences • making comparisons <p>Reading: “Web Languages”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about CSS (Cascading Style Sheets), JavaScript, PHP (Hypertext Preprocessor), Python, Ruby, Java, C+ • learning the new vocabulary from the text • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Writing: give advices: how CSS is used to style and format the visual appearance of web pages, including colors, fonts, layouts, and responsive design.</p> <p>Grammar Revision: Passive Voice (Past Continuous)</p> <ul style="list-style-type: none"> • developing knowledge through a variety of tasks • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11 ,14, 15,19, 20,29,30,31,35, 36Internet: 4, 11 ,14, 15,19, 20,29,30,31,35, 36</i></p>	2	0,25
<p style="text-align: center;">Lesson 7 Topic: “Graphic Design” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision 	2	0,25

<ul style="list-style-type: none"> • speaking (in-pairs) about basics of graphic design • giving reasons • expressing preferences • making comparisons <p>Reading: “Graphic Design”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about Graphic Design • learning the new vocabulary from the text • new idioms and expressions and guessing their meanings on a base of the textual context: graphic design, visual elements, evoke emotions, color, typography, images, shapes, lines and others • grasping the main ideas of the text <p>Speaking: Principles of Graphic Design (<i>discuss in pairs</i>)</p> <p>Writing: the concepts of graphic design: balance, contrast, hierarchy, alignment, and repetition</p> <p>Grammar Revision: Passive Voice (Present Perfect)</p> <ul style="list-style-type: none"> • developing knowledge through a variety of tasks • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11 ,14, 15,19, 20,29,30,31,35, 36</i></p>		
<p style="text-align: center;">Lesson 8 Topic: “Graphic Design” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • topical speaking (in-pairs) about basics of graphic design • giving reasons • expressing preferences • making comparisons <p>Reading: “Graphic Design”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about Graphic Design • learning the new vocabulary from the text • new idioms and expressions and guessing their meanings on a base of the textual context: graphic design, freelance work, in-house design, agency work, print design, digital design • grasping the main ideas of the text <p>Speaking:</p> <ul style="list-style-type: none"> • <i>discuss in pairs:</i> principles of Graphic Design • <i>make up a dialogue:</i> about designing for physical materials like brochures, posters, or packaging, as well as digital platforms like websites or social media 	2	0,25

<p>Writing: write an essay - Trends and Careers in Graphic Design</p> <p>Grammar Revision: Passive Voice (Past Perfect)</p> <ul style="list-style-type: none"> • developing knowledge through a variety of tasks • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11 ,14, 15,19, 20,29,30,31,35, 36</i></p>		
<p style="text-align: center;">Lesson 9 Topic: “Multimedia” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • topical speaking (in-pairs) about the basics of multimedia • giving reasons • expressing preferences • making comparisons <p>Reading: “Multimedia”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about different forms of media, such as text, images, audio, video and animations • learning the new vocabulary from the text: Multimedia Elements, Multimedia File Formats, Multimedia Production Tools • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Speaking: <i>(in pairs)</i> Multimedia in Marketing and Advertising <i>(in groups of three)</i> Multimedia Production Tools</p> <p>Writing:Grammar Revision revision in written form (preparation for the module paper test)</p> <p>Grammar Revision: Passive Voice (Future Perfect)</p> <ul style="list-style-type: none"> • developing knowledge through a variety of tasks • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11 ,14, 15,19, 20,29,30,31,35, 36</i></p>	2	0,25

<p style="text-align: center;">Lesson 10 Topic: “Multimedia” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • topical speaking (<i>in-pairs</i>) about the basics of multimedia • giving reasons • expressing preferences • making comparisons <p>Reading: “Multimedia”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about different forms of media, such as text, images, audio, video and animations • learning the new vocabulary from the text: Multimedia Elements, Multimedia File Formats, Multimedia Production Tools • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Speaking: (<i>in pairs</i>) Multimedia in Marketing and Advertising (<i>in gr oups of three</i>) Multimedia Production Tools</p> <p>Writing:</p> <p style="text-align: center;">MODULE 5: TEST PAPER 5</p> <ul style="list-style-type: none"> • checking the students’ knowledge level • assessment the students’ knowledge level <p>Module Paper Structure:</p> <ul style="list-style-type: none"> • Module Content • Vocabulary • Writing <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11 ,14, 15,19, 20,29,30,31,35, 36</i></p>	2	0,25
<p style="text-align: center;">II курс III-й семестр MODULE 6: “Modelling, information and communication technologies in digital economy”</p> <p style="text-align: center;">Lesson 1 Topic: “The concept of data, information and information flows. Databases” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills • test “True (T) or False (F).” <p>Starting up: Course Structure Explanation:</p> <ul style="list-style-type: none"> • test paper analysis 	2	0,25

<ul style="list-style-type: none"> speaking (<i>in pairs</i>) about the concept of information, types of sources, such as books, articles, websites, databases, interviews, and personal experiences drilling the new terms to learn better the topic: “The concept of data, information and information flows. Databases” <p>Reading: “The concept of data, information and information flows. Databases”:</p> <ul style="list-style-type: none"> reading for obtaining specific information about the credibility, reliability, validity of different sources and the importance of critically evaluating information comprehension meaning of the new words new idioms and expressions and guessing their meanings on a base of the textual context: collection of structured information, is controlled by a database management system, the main components of a relational database: tables, keys, relationships grasping the main ideas of the text <p>Speaking: (in groups od three)</p> <ul style="list-style-type: none"> make up a dialogue about the data components of an information system discuss how data is collected, stored, organized, and managed within the system talk about different types of data, such as structured and unstructured data, and the importance of data quality and integrity <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: using verbs in The Sequence of Tenses, Reported Speech (Statements)</p> <ul style="list-style-type: none"> developing knowledge of Reported Speech (Statements) through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using the grammar revision rules for expressing the real or very probable situations in the present or future improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 2</p> <p style="text-align: center;">Topic: “The concept of data, information and information flows. Databases””</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> listening to the text or teacher’s information Grammar Revision and phonetics drills test “True (T) or False (F).” <p>Starting up:</p> <ul style="list-style-type: none"> topical speaking (<i>in pairs</i>) about different types of computer models used for data modeling 	2	0,25

<ul style="list-style-type: none"> • discussing statistical models, mathematical models, simulation models, and computational models • talking about the characteristics and applications of each type • drilling the new terms to learn better the topic: “The concept of data, information and information flows. Databases”. <p>Reading: Model Validation and Verification, Data Visualization</p> <ul style="list-style-type: none"> • reading for obtaining specific information about the credibility, reliability, validity of different sources and the importance of critically evaluating information • comprehension meaning of the new words • new idioms and expressions and guessing their meanings on a base of the textual context: Elements of Decision Theory, Decision-making Under Certainty, Decision-making Under Uncertainty, Decision Support Systems • grasping the main ideas of the text <p>Speaking: (in groups of three)</p> <ul style="list-style-type: none"> • discuss how DSS use computational tools and models to assist decision makers in complex decision problems • talk about different types of data, such as structured and unstructured data, and the importance of data quality and integrity • make up a dialogue (in pairs) about about the role of data analytics, visualization, and simulation in DSS for informed decision-making <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: using verbs in Reported Speech (Statements)</p> <ul style="list-style-type: none"> • developing knowledge of Reported Speech (Statements) through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 3</p> <p style="text-align: center;">Topic: “The concept of data, information and information flows. Databases. Computer modeling of data”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills • test “True (T) or False (F).” <p>Starting up: Course Structure Explanation:</p> <ul style="list-style-type: none"> • test paper analysis • speaking (in pairs) about the concept of information, types of sources, such as books, articles, websites, databases, interviews, and personal experiences • drilling the new terms to learn better the topic: “The concept of data, information and information flows. Databases” 	2	0,25

<p>Reading: “The concept of data, information and information flows. Databases”:</p> <ul style="list-style-type: none"> • reading for obtaining specific information about the credibility, reliability, validity of different sources and the importance of critically evaluating information • comprehension meaning of the new words • new idioms and expressions and guessing their meanings on a base of the textual context: collection of structured information, is controlled by a database management system, the main components of a relational database: tables, keys, relationships • grasping the main ideas of the text <p>Speaking: (in groups od three)</p> <ul style="list-style-type: none"> • <i>make up a dialogue</i> about the data components of an information system • discuss how data is collected, stored, organized, and managed within the system • talk about different types of data, such as structured and unstructured data, and the importance of data quality and integrity <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: using verbs in Reported Speech (General Questions)</p> <ul style="list-style-type: none"> • developing knowledge of Reported Speech (General Questions) through a variety of tasks • developing knowledge of Reported Speech (compare Statements and Questions) through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “Digitalization of economy”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic: “Digitalization of the Economy” • speaking (in-pairs) about how the digital revolution has transformed various sectors and industries, leading to increased use of digital technologies and the internet in economic activities • giving reasons • expressing preferences • making comparisons <p>Reading: “Digitalization of the Economy”</p>	2	0,25

<ul style="list-style-type: none"> • reading for obtaining specific information about Impact of Digitalization on Businesses • learning the new vocabulary from the text: digital technologies, the benefits and challenges of digitalization, engage in buying and selling products or services through the internet • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Writing: notes about digital innovations in transportation, healthcare, education, entertainment, and agriculture</p> <p>Grammar Revision: using verbs in Reported Speech (Special Questions)</p> <ul style="list-style-type: none"> • developing knowledge of Reported Speech (Special Questions) through a variety of tasks • developing knowledge of Reported Speech (compare Statements and Questions) through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 5 Topic: “Digitalization of economy” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic: “Digitalization of the Economy” • speaking (<i>in-pairs</i>) about how the digital revolution has transformed various sectors and industries, leading to increased use of digital technologies and the internet in economic activities • giving reasons • expressing preferences • making comparisons <p>Reading: “Digitalization of the Economy”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about Impact of Digitalization on Businesses • learning the new vocabulary from the text: digital technologies, the benefits and challenges of digitalization, engage in buying and selling products or services through the internet • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Speaking: <i>discuss in group</i> -Types of Information Systems: transaction processing systems (TPS), management information</p>	2	0,25

<p>systems (MIS), decision support systems (DSS), executive information systems (EIS), and enterprise resource planning (ERP) systems (about the specific purposes and functionalities of each type)</p> <p>Writing: notes about the benefits and challenges of information systems</p> <p>Grammar Revision: using verbs in Reported Speech (Orders)</p> <ul style="list-style-type: none"> • developing knowledge of Reported Speech (Orders) through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 6 Topic: “Digitalization of economy” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic: “Digitalization of the Economy” • speaking (<i>in-pairs</i>) about how the digital revolution has transformed various sectors and industries, leading to increased use of digital technologies and the internet in economic activities • giving reasons • expressing preferences • making comparisons <p>Reading: “Digitalization of the Economy”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about Impact of Digitalization on Businesses • learning the new vocabulary from the text: digital technologies, the benefits and challenges of digitalization, engage in buying and selling products or services through the internet • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Writing: notes about digital innovations in transportation, healthcare, education, entertainment, and agriculture</p> <p>Grammar Revision: using verbs in Reported Speech (Request)</p> <ul style="list-style-type: none"> • developing knowledge of Reported Speech (Request) through a variety of tasks • improving knowledge of Reported Speech (compare Statements, Orders, Requests and Questions) through a variety of tasks 	2	0,25

<ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 7</p> <p style="text-align: center;">Topic: “The concept of information system and its components. Types of management information systems in digital economy”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic: “The concept of information system and its components. Types of management information systems in digital economy” <p>Speaking: <i>comment on (in pairs):</i> about the concept of an information system discuss (<i>in groups of three</i>) how an information system is a combination of people, processes, data, and technology that work together to collect, store, process, and distribute information to support decision-making and organizational activities</p> <ul style="list-style-type: none"> • using prepositions • giving reasons • giving or seeking personal views and opinion • expressing preferences • making comparisons <p>Grammar Revision: Second Conditional (cont.). The Inversion in conditional clauses (<i>Were he to do smth., Should he do smth.</i>).</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>	2	0,25
<p style="text-align: center;">Lesson 8</p> <p style="text-align: center;">Topic: “The concept of information system and its components. Types of management information systems in digital economy”</p> <p style="text-align: center;">In-class activity</p> <p>Starting up: Homework revision</p> <p>Vocabulary: Developing key vocabulary through a variety of tasks</p>	2	0,25

<p>Reading: “ Types of management information systems in digital economy ”</p> <ul style="list-style-type: none"> • reading for specific information about different types of management information systems: DSS. Transaction processing system (TPS). Management support system (MSS). Expert systems. <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • expressing preferences • making comparisons <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Reported invitation and Reported advice:</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • developing the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 9</p> <p>Topic: “Modelling and forecasting of socioeconomic processes and systems. The role of the study of digital economy, modelling, analytics and information”</p> <p style="text-align: center;">In-class activity</p> <p>Starting up: Homework revision</p> <p>Reading: “Socioeconomic processes and systems”</p> <ul style="list-style-type: none"> • reading for specific information about different types of socioeconomic processes and systems • guessing unknown words and expressions from the context <p>Speaking: (in groups of three)</p> <ul style="list-style-type: none"> • about the basics of modeling and forecasting of socioeconomic processes. • discuss how these processes involve understanding and analyzing the interactions between economic, social, and environmental factors to predict future trends and outcomes • talk about the importance of modeling and forecasting in decision-making and policy formulation <p>Writing: (notes) about various factors such as GDP, population, employment, inflation, government policies, and social indicators</p> <p>Grammar Revision: Reported warning and Reported permission:</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for improving students’ skills through a variety of tasks • using grammar revision rules for expressing the regrets of criticism <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i></p>	2	0,25

<p><i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 10</p> <p style="text-align: center;">Topic: “Modelling and forecasting of socioeconomic processes and systems. The role of the study of digital economy, modelling, analytics and information”</p> <p style="text-align: center;">In-class activity</p> <p>Starting up: Homework revision</p> <p>Reading: “Socioeconomic processes and systems”</p> <ul style="list-style-type: none"> • reading for specific information about different types of socioeconomic processes and systems • guessing unknown words and expressions from the context <p>Speaking:</p> <p><i>conversation</i> about the variables and relationships in socioeconomic models</p> <ul style="list-style-type: none"> • talk about the importance of modeling and forecasting in decision-making and policy formulation <p>Writing: (notes) about backtesting, cross-validation, and comparing model outputs with real-world data to evaluate and validate the models</p> <p>Grammar Revision: Reported prohibition:</p> <ul style="list-style-type: none"> •using the grammar revision rules for dealing with practical grammar revision exercises •using the grammar revision rules for improving students’ skills through a variety of tasks •using grammar revision rules for expressing the regrets of criticism <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>	2	0,25
<p style="text-align: center;">Lesson 11</p> <p style="text-align: center;">Topic: “Decision Theory. Risks in digital economy”</p> <p style="text-align: center;">In-class activity</p> <p>Starting up: Homework revision</p> <p>Reading: “Risks in digital economy”</p> <ul style="list-style-type: none"> • reading for specific information about different types of socioeconomic processes and systems • guessing unknown words and expressions from the context <p>Speaking: conversation</p> <ul style="list-style-type: none"> • types of risks in the digital economy • Cybersecurity Risks: talk about the importance of strong cybersecurity measures, including encryption, firewalls, and user authentication, to protect digital assets and sensitive information <p>Writing: (notes) how personal data collected by companies and online platforms can be at risk of unauthorized access, misuse, or exploitation</p> <p>talk about the significance of data protection regulations, such as the General Data Protection Regulation (GDPR), and the need for individuals to be aware of their privacy rights</p> <p>Grammar Revision: Reported Speech is not observed if the object clause expresses a general truth:</p>	2	0,25

<ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for improving students’ skills through a variety of tasks • using grammar revision rules for expressing the regrets of criticism <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 12</p> <p style="text-align: center;">Topic: “Decision Theory. Risks in digital economy”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Risks in digital economy” <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • using prepositions • giving reasons • giving or seeking personal views and opinion <p>Reading:</p> <ul style="list-style-type: none"> • about intellectual property risks in the digital economy • about the unauthorized copying, distribution, or use of copyrighted materials, trademarks, patents, and trade secrets • about the impact of intellectual property infringement on businesses, artists, and innovators, and the measures taken to protect intellectual property rights. • learning the new vocabulary from the text <p>Speaking (in-pairs): about common types of scams, such as phishing, social engineering, and online financial fraud talk about the importance of being vigilant while conducting online transactions, recognizing warning signs of scams, and safeguarding personal and financial information</p> <ul style="list-style-type: none"> • giving reasons • expressing preferences • making comparisons <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Modal Verbs in Reported Speech:</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • developing the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>	2	0,25

<p style="text-align: center;">Lesson 13</p> <p style="text-align: center;">Topic: “Decision Theory. Risks in digital economy”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Risks in digital economy” <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the students’ key vocabulary for comprehension the meaning of words-combinations • using prepositions • giving or seeking personal views and opinion <p>Reading: “ Risks in digital economy ”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about the digital divide and inclusion risks in the digital economy • how unequal access to digital technologies and online services can exacerbate social and economic inequalities • about the importance of bridging the digital divide through initiatives that promote digital literacy, affordable internet access, and inclusive digital policies • learning the new vocabulary from the text <p>Speaking: (<i>in-pairs</i>) about the consequences of non-compliance and the role of regulatory authorities in enforcing digital regulations</p> <ul style="list-style-type: none"> • giving reasons • expressing preferences • making comparisons • comprehension of idiomatic meanings <p>Grammar Revision: Reported Speech and Passive Voice (Revision)</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing the regrets of criticism, unreality <p>Writing:</p> <p>MODULE 6: TEST PAPER 6</p> <ul style="list-style-type: none"> • checking the students’ knowledge level • assessment the students’ knowledge level <p>Module Paper Structure:</p> <ul style="list-style-type: none"> • Module Content • Vocabulary • Writing <p>Sources: <i>Main:</i> 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20] <i>Additional:</i> 3 [c. 4-7], 4 [c. 9-18] <i>Internet:</i> 4,11, 19,29,30, 31, 36</p>	2	0,25
<p style="text-align: center;">MODULE 7: “ Business Analytics & Data Science ”</p> <p style="text-align: center;">Lesson 1</p> <p style="text-align: center;">Topic: “Business Analytics”</p> <p style="text-align: center;">In-class activity</p>	2	0,25

<p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Business Analytics” • test paper analysis • speaking (in-pairs) about the basics of business analytics • giving reasons • expressing preferences • making comparisons • comprehension of idiomatic meanings <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the students’ key vocabulary for comprehension the meaning of words-combinations: Business Analytics, descriptive analytics, statistical analysis, prescriptive analytics, predictive analytics • using prepositions • giving reasons • giving or seeking personal views and opinion <p>Reading: “ Business Analytics ”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about how business analytics involves the use of data, statistical analysis, and quantitative methods to gain insights, make informed decisions, and solve business problems • learning the new vocabulary from the text • new idioms and expressions and guessing their meanings on a base of the textual context <p>Writing: the role of business analytics in decision-making in organizations</p> <p>Grammar Revision: Modal Verbs (Obligation)</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing the regrets of criticism, unreality <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 2 Topic: “Business Analytics” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Business Analytics” • giving reasons • expressing preferences • making comparisons 	2	0,25

<p>Speaking (in-pairs) discuss descriptive analytics, which focuses on summarizing and interpreting historical data; predictive analytics, which involves forecasting future outcomes based on historical data; and prescriptive analytics, which recommends actions to optimize business performance based on data analysis</p> <p>Reading: “ Business Analytics ”</p> <ul style="list-style-type: none"> • reading for specific information about the process of data collection and preparation in business analytics • guessing unknown words and expressions from the context <p>Grammar Revision: Modal Verbs (Necessity)</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing the regrets of criticism, unreality • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 3 Topic: “Big Data” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Big Data ” • giving reasons • expressing preferences • making comparisons <p>Vocabulary:</p> <ul style="list-style-type: none"> • describing Big Data, datasets • developing key vocabulary <p>Reading: “Big Data”</p> <ul style="list-style-type: none"> • reading for specific information about the basics of big data • guessing unknown words and expressions from the context <p>Speaking (in-pairs): a conversation about the technologies and tools used for handling big data</p> <p>Writing (the notes): the characteristics of big data, such as volume, velocity, variety, and veracity</p> <p>Grammar Revision: Modal Verbs (Certainty)</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing the regrets of criticism, unreality <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>	2	0,25
<p style="text-align: center;">Lesson 4 Topic: “Big Data”</p>	2	0,25

<p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Big Data” • speaking (in-pairs) about about the challenges and limitations associated with big data • learning the new vocabulary from the text • new idioms and expressions and guessing their meanings on a base of the textual context <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Big Data” • improving the students’ key vocabulary for comprehension the meaning of words-combinations: data quality, data privacy and security, scalability • using prepositions <p>Reading: “Big Data”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about data quality, data privacy and security, scalability • learning the new vocabulary from the text • new idioms and expressions and guessing their meanings on a base of the textual context <p>Grammar Revision: Modal Verbs (Possibility)</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing the regrets of criticism, unreality <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 5</p> <p style="text-align: center;">Topic: “Modern means of business analytics (Power Bi, Tableau, etc.)”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Advanced Analytics Techniques” • giving reasons • expressing preferences • making comparisons <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the students’ key vocabulary for comprehension the meaning of words-combinations: data sets, data visualization, interactive dashboards, interactive displays <p>Reading: read the text. Try to understand all details. Use a dictionary if necessary</p> <p>Speaking (<i>in pairs</i>):</p>	2	0,25

<ul style="list-style-type: none"> • discussing about techniques: machine learning, artificial intelligence, natural language processing, and deep learning • about modern means of business analytics • giving or seeking personal views and opinions • giving reasons <p>Writing (the notes) : about the importance of data visualization and interactive dashboards in modern business analytics</p> <p>Grammar Revision: Modal Verbs (Probability)</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing the regrets of criticism, unreality <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 6</p> <p style="text-align: center;">Topic: “Modern means of business analytics (Power Bi, Tableau, etc.)”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Introduction to Power BI and Tableau” • giving reasons • expressing preferences • making comparisons <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the students’ key vocabulary for comprehension the meaning of words-combinations: data sets, data visualization, interactive dashboards, interactive displays <p>Reading: skim through the text and say what it is about, translate it</p> <p>Speaking (in pairs):</p> <ul style="list-style-type: none"> • make up a dialogue about the basics of Power BI and Tableau • giving or seeking personal views and opinions • giving reasons <p>Writing (the notes) : about how these tools are used for data visualization, business intelligence, and analytics</p> <p>Grammar Revision: Modal Verbs (Obligation, Necessity, Certainty, Possibility, Probability) -Revision</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing the regrets of criticism, unreality, obligation, necessity <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>	2	0,25

<p style="text-align: center;">Lesson 7 Topic: “Introduction to Data Science” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up: Homework revision</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • describing about the role of data scientists in solving complex problems and making data-driven decisions • developing key vocabulary through a variety of tasks <p>Reading: “ Definition of Data Science ”</p> <ul style="list-style-type: none"> • reading for specific information about Data Science • guessing unknown words and expressions from the context • skim through the text and say what it is about, translate it <p>Speaking (in pairs): make up a dialogue</p> <p>Writing: notes about the role of data scientists in solving complex problems and making data-driven decisions</p> <p>Grammar Revision: The Modal Verbs must, have to, should, ought to, need, may, might, could, can’t, should, ought (to):</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing the regrets of criticism, unreality <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>	2	0,25
<p style="text-align: center;">Lesson 8 Topic: “Introduction to Data Science” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Introduction to Data Science” • comprehension of the meaning of the new word-combinations: statistical analysis, machine learning algorithms, data visualization, natural language processing, and deep learning <p>Reading: programming languages like Python and R, as well as libraries and frameworks</p> <p>Speaking (in pairs):</p> <ul style="list-style-type: none"> • giving or seeking personal views and opinions • speaking (in pairs) about the skills and qualifications required for these roles and the growing demand for professionals in the field of data science • expressing preferences • making comparisons <p>Writing: about the careers in data science</p>	2	0,25

<p>Grammar Revision Revision: Modal Verbs with the Perfect Infinitive:</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 9 Topic: “Introduction to Data Science” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Introduction to Data Science” • comprehension of the meaning of the new word-combinations: science platforms, integrated development environments (IDEs), TensorFlow, PyTorch, and scikit-learn <p>Reading: programming languages like Python and R, as well as libraries and frameworks</p> <p>Speaking (<i>in pairs</i>):</p> <ul style="list-style-type: none"> • giving or seeking personal views and opinions • speaking (<i>in pairs</i>) about programming languages like Python and R and their libraries and frameworks • expressing preferences • making comparisons <p>Writing: about data science tools and technologies</p> <p>Grammar Revision: Modal Verbs with the Perfect Infinitive:</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>	2	0,25
<p style="text-align: center;">Lesson 10 Topic: “Data Analysis tools” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p>	2	0,25

<ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Data Analysis tools” • comprehension of the meaning of the new word-combinations: statistical analysis and data visualization, pivot tables, Structured Query Language (SQL, retrieve, filter, aggregate, versatile programming language, dplyr, ggplot2, caret, drag-and-drop interface <p>Reading: “Data Analysis tools”</p> <p>Speaking (<i>in pairs</i>):</p> <ul style="list-style-type: none"> • make up a dialogue about MATLAB as a tool for numerical analysis and scientific computing • conversation (<i>in groups of three</i>) about R as a popular programming language for statistical analysis and data visualization • expressing preferences • making comparisons <p>Writing: about the the advantages of using Python for data analysis tasks</p> <p>Grammar Revision: Modal Verbs <i>must, have to</i>:</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • developing the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out. <p>Sources: <i>Main:</i> 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115] <i>Additional:</i> 2[43-49], 3[7-13] <i>Internet:</i> 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</p>		
<p style="text-align: center;">Lesson 11 Topic: “Data Analysis tools” In-class activity</p> <p>Starting up: Homework revision</p> <p>Vocabulary: Developing key vocabulary through a variety of tasks</p> <p>Reading: “Data Analysis tools”</p> <ul style="list-style-type: none"> • guessing unknown word and expressions from the context • locating and understanding specific information in the text <p>Speaking: <i>discussion</i> - how Python, along with libraries like Pandas, NumPy, and Matplotlib, provides a wide range of functionalities for data manipulation, statistical analysis, and visualization</p> <p>Writing: compare Excel, Python, R, Tableau, Power BI, MATLAB</p> <p>Studentz` presentation:students` presentation about data analysis tools</p> <p>Grammar Revision: Modal Verbs (<i>should, ought to</i>):</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • developing the grammar revision rules for dealing with practical grammar revision exercises <p>Sources:</p>	2	0,25

<p><i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 12 Topic: “Data Analysis tools” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Data Analysis tools” • comprehension of the meaning of the new word-combinations: statistical analysis and data visualization, pivot tables, Structured Query Language (SQL, retrieve, filter, aggregate, versatile programming language, dplyr, ggplot2, caret, drag-and-drop interface <p>Reading: “Data Analysis tools”</p> <p>Speaking:</p> <ul style="list-style-type: none"> • <i>discussion</i> how Tableau enables users to create interactive dashboards, visualizations, and reports from various data sources making comparisons • <i>conversation (in groups of three)</i> about Power BI as a powerful business intelligence tool for data analysis and visualization. • <i>discussion</i> how Power BI enables users to connect to multiple data sources, create interactive reports and dashboards, and share insights with others <p>Writing: about the integration with other Microsoft tools and the cloud-based capabilities of Power BI</p> <p>Grammar Revision: Modal Verbs (can, could, be able to):</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>	2	0,25
<p style="text-align: center;">Lesson 13 Topic: “Domestic and foreign Internet sites that collect big data” In-class activity</p> <p>Starting up: Homework revision</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • developing key vocabulary through a variety of tasks • Understanding the meaning : Data.gov, Data.world, Open Data Portals, datasets, Kaggle, collaborative nature, collaborate on projects, data repositories, government portals, Zenodo, Dryad, Figshare 	2	0,25

<p>Reading: “ Domestic and foreign Internet sites that collect big data”</p> <ul style="list-style-type: none"> •skim through the text and say what it is about (you are given 5-10 minutes) •reading for specific information •translate the text •guessing unknown words and expressions from the context <p>Speaking:</p> <ul style="list-style-type: none"> • <i>make up a dialogue</i> about Data.gov, which is a widely known platform for accessing and exploring datasets from various U.S. government agencies • <i>discussion</i> how Data.gov provides a centralized location for discovering and downloading datasets related to topics such as agriculture, education, health, transportation • <i>discussion (in groups of four)</i> how this platform aggregates datasets from various sources, including data repositories, government portals, and scientific journals <p>Writing: about the importance of Data.gov in promoting transparency</p> <p>Grammar Revision: Modal Verbs (may, might, be allowed to, be permitted to)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 14</p> <p style="text-align: center;">Topic: “Domestic and foreign Internet sites that collect big data”</p> <p style="text-align: center;">In-class activity</p> <p>Starting up: Homework revision</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • developing key vocabulary through a variety of tasks • Understanding the meaning : Data.gov, Data.world, Open Data Portals, datasets, Kaggle, collaborative nature, collaborate on projects, data repositories, government portals, Zenodo, Dryad, Figshare <p>Reading: “ Domestic and foreign Internet sites that collect big data”</p> <ul style="list-style-type: none"> • skim through the text and say what it is about (you are given 5-10 minutes) • reading for specific information • translate the text • guessing unknown words and expressions from the context <p>Speaking:</p>	2	0,25

<ul style="list-style-type: none"> • make up a dialogue (in pairs) about Google Dataset Search, a specialized search engine developed by Google for discovering datasets <p>Writing: about the user-friendly interface and search features that facilitate the exploration of different types of datasets</p> <p>Grammar Revision: Modal Verbs (Obligation, Necessity, Certainty, Possibility, Probability)- Revision</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 15</p> <p style="text-align: center;">Topic: “Domestic and foreign Internet sites that collect big data”</p> <p style="text-align: center;">In-class activity</p> <p>Starting up: Homework revision</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> •developing key vocabulary through a variety of tasks •Understanding the meaning : Data.gov, Data.world, Open Data Portals, datasets, Kaggle, collaborative nature, collaborate on projects, data repositories, government portals, Zenodo, Dryad, Figshare <p>Reading: “Open Data Portal of Ukraine”</p> <ul style="list-style-type: none"> • skim through the text and say what it is about (you are given 5-10 minutes) • reading for specific information • translate the text <p>Speaking:</p> <ul style="list-style-type: none"> • discussion how this portal promotes transparency, accountability, and citizen engagement by providing access to datasets related to demographics, education, healthcare, transportation, environment, and so on... • conversation (in groups of three) about the State Statistics Service of Ukraine (ukrstat.gov.ua) and its data portal • discussion how this official government agency collects, analyzes, and publishes statistical data about Ukraine's economy, population, agriculture, industry, and other sectors <p>Writing:</p> <p>MODULE 7: TEST PAPER 7</p> <ul style="list-style-type: none"> • checking the students’ knowledge level • assessment the students’ knowledge level <p>Module Paper Structure:</p> <ul style="list-style-type: none"> • Module Content • Vocabulary • Writing <p>Sources:</p>	2	0,25

<p>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115] Additional: 2[43-49], 3[7-13] Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</p>		
<p style="text-align: center;">II курс IV-й семестр MODULE 8: “ CYBERSECURITY ”</p> <p style="text-align: center;">Lesson 1 Topic: “Cybersecurity ” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the teacher’s information • Grammar Revision and phonetics drills <p>Starting up: Overall discussion about what Cybersecurity is.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • comprehension meaning of new words: digital attacks, combat threats again, breach, in-house expertise, layers of protection • discovering the meaning of abbreviations IT, PII, AI • guessing unknown words and expressions from the context • terms to learn better the topic “Cybersecurity”. • using the key vocabulary for rendering What a strong cybersecurity system means • giving definitions • expressing previous experience • using prepositions. • Meaning of the idiom Cybersecurity is a cat, and the cat is out the bag <p>Reading: “Cybersecurity”</p> <ul style="list-style-type: none"> • locating and understanding specific information about the average cost of a data breach • discovering what the countermeasures should address <p>Speaking: Cybersecurity</p> <ul style="list-style-type: none"> • <i>discuss (in pairs)</i> what you know about the data breach and its cost <p>Writing: write a letter to your groupmate who has missed a class and mention the main things you have learned about Cybersecurity. Use new Vocabulary of the topic (not less than 100 words)</p> <p>Grammar Revision: Nouns (plural forms)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises <p>Sources: Основной: 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135] Додатковий: 1 [c. 88-91, 92-94,96-99], 4[3-9], 5 [c. 28-36], 7 [c. 99-102], 8 [c. 79-82, 85-86], 9[c. 60-66] Интернет-джерела: 4, 20,29,31, 35, 36</p>	2	0,25
<p style="text-align: center;">Lesson 2 Topic: “Cybercrime” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the teacher’s information • Grammar Revision and phonetics drills 	2	0,25

<p>Starting up: Homework revision</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • comprehension meaning of new words: cybercriminals, fraud, card payment data, cyberextortion, cryptojacking, cyberespionage, infringing copyright, illegal gambling, solicit • guessing unknown words and expressions from the context • terms to learn better the topic “Cybercrime”. • using the key vocabulary for rendering How to protect yourself against Cybercrime • discovering the meaning • expressing previous experience • using prepositions. <p>Reading: “Cybercrime”</p> <ul style="list-style-type: none"> • guess unknown words and expressions from the context • find and understand specific information in the text (the reasons of cybercrime, types of Cybercrime) <p>Speaking:</p> <ul style="list-style-type: none"> • <i>discuss (in pairs)</i> what does cybercrime involve? <p>Writing: write a list of 10 takeaways about Cybercrime (not less than 100 words)</p> <p>Grammar Revision: Nouns (plural forms) using the grammar revision rules for improving students’ skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out</p> <p>Sources: <i>Основной:</i> 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135] <i>Додатковий:</i> 1 [c. 88-91, 92-94,96-99], 4[3-9], 5 [c. 28-36], 7 [c. 99-102], 8 [c. 79-82, 85-86], 9[c. 60-66] <i>Интернет-джерела:</i> 4, 20,29,31, 35, 36</p>		
<p style="text-align: center;">Lesson 3</p> <p style="text-align: center;">Topic: “The Open Worldwide Application Security Project (OWASP)”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up: Homework revision Overall discussion about OWASP.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • comprehension meaning of new words: Web application security vulnerabilities, security concerns, security risks, endpoints • guessing unknown words and expressions from the context • terms to learn better the topic “OWASP”. • using the key vocabulary for rendering OWASP, its use and the last new trends • discovering the meaning of abbreviations OWASP, SSRT, API • expressing one’s idea 	2	0,25

<p>Reading: “What is the OWASP Top 10 and how does it work?”</p> <ul style="list-style-type: none"> • guess unknown words and expressions from the context • find and understand specific information in the text (what the OWASP is, the use of OWASP, Top 10 Web Application Security vulnerabilities) <p>Speaking: OWASP its use and Top 10 Web Application Security vulnerabilities</p> <ul style="list-style-type: none"> • <i>discuss (in pairs)</i> Top 10 Web Application Security vulnerabilities <p>Writing: enumerate top 10 Web Application Security vulnerabilities</p> <p>Grammar Revision : Comparison of Adjectives</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135] <i>Додатковий:</i> 1 [c. 88-91, 92-94,96-99], 4[3-9], 5 [c. 28-36], 7 [c. 99-102], 8 [c. 79-82, 85-86], 9[c. 60-66] <i>Интернет-джерела:</i> 4, 20,29,31, 35, 36</p>		
<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “Topic: “National Institute of Standards and Technology (NIST)”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up: Homework revision</p> <p>Reading: “About NIST”</p> <ul style="list-style-type: none"> • discovering the meaning of the words and expressions from the text: <i>measurements, nanoscale devices, perseverance, integrity, inclusivity</i> <p>locating and understanding specific information in the text about what NIST is, its vision, core competences, core values</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • develop key vocabulary through a variety of tasks <p>Speaking:</p> <ul style="list-style-type: none"> • <i>discuss (in pairs) what are core competences of NIST?</i> <p>Writing: provide a list of 6-8 takeaways to talk about NIST</p> <p>Grammar Revision : Comparison of Adjectives (irregular forms)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135]</p>	2	0,25

<p><i>Додатковий: 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>		
<p style="text-align: center;">Lesson 5</p> <p style="text-align: center;">Topic: “NIST Cybersecurity Framework. GDPR”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up: Homework revision</p> <p>Vocabulary: Developing key vocabulary through a variety of tasks discovering the meaning of the words and expressions from the text: framework-guidance-regulations, align, viable, retrieve payments, malicious actors, inventory, sensitive data, conduct regular backups</p> <p>Reading: “What is the NIST Cybersecurity Framework, and how can my organization use it”</p> <ul style="list-style-type: none"> • discover what NIST Framework is • understand specific information in the text about Functions, the Framework is organized by <p>Speaking: NIST Cybersecurity Framework</p> <ul style="list-style-type: none"> • discuss (in pairs): what are the functions NIST Framework is organized by? <p>Writing: provide a list of the functions NIST Framework is organized by</p> <p>Grammar Revision : Comparison of Adjectives (equal and unequal)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 1[с. 85-100], 2[с. 120-126], 3[с. 24-33], 5[с. 120-135]</i> <i>Додатковий: 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>	2	0,25
<p style="text-align: center;">Lesson 6</p> <p style="text-align: center;">Topic: “NIST Cybersecurity Framework. GDPR”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up: Homework revision</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Developing key vocabulary through a variety of tasks • discovering the meaning of the words and expressions from the text: data privacy, personal data,data subject <p>Reading: “What is the NIST Cybersecurity Framework, and how can my organization use it General Data Protection Regulation”</p> <ul style="list-style-type: none"> • discover the meaning of GDPR 	2	0,25

<p>understanding specific information in the text about the rights The GDPR provides to the EU residents</p> <p>Speaking: GDPR <i>discuss (in pairs):</i> How can natural person be identified online? <i>discuss (in mini groups):</i> what rights does GDPR provide to EU residents?</p> <p>Writing: provide a list of rights the GDPR provides to EU residents</p> <p>Grammar Revision : Comparison of Adverbs</p> <ul style="list-style-type: none"> •using the grammar revision rules for improving students’ skills through a variety of tasks •using the grammar revision rules for dealing with practical grammar revision exercises •using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной:</i> 1[с. 85-100], 2[с. 120-126], 3[с. 24-33], 5[с. 120-135] <i>Додатковий:</i> 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66] <i>Интернет-джерела:</i> 4, 20,29,31, 35, 36</p>		
<p style="text-align: center;">Lesson 7</p> <p style="text-align: center;">Topic: “Darknet. TOR. Types of encryptions”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up:</p> <ul style="list-style-type: none"> • Homework revision • Overall discussion about Darknet and Tor 9 (to discover students’ previous experience) <p>Vocabulary:</p> <ul style="list-style-type: none"> • discover the meaning of the words and expressions from the text: open source neural network framework, epochs, batch size, object detection, encryption, decryption, hashing • Develop key vocabulary through a variety of tasks • What do the following abbreviations stand for: TOR, C, CUDA, CPU, GPU, YOLO, ISP, VPN, DPIA • Discover the meaning of abbreviations: TOR, C, CUDA, CPU, GPU, YOLO, ISP, VPN <p>Reading: “Case 1. Darknet. Case 2. Tor. How does it work?”</p> <ul style="list-style-type: none"> • discover the meaning of Darknet and TOR • understand specific information in the text about the what darknet is, what it supports, how it is installed, how it displays the information (Case 1) • grasp the main information from the text about: what TOR is, how it works, what elements Tor includes, advantages and disadvantages of Tor, difference between TOR and VPN (Case 2) <p>Speaking: Darknet. TOR.</p> <ul style="list-style-type: none"> • give full answers to the questions • give definitions • express pros and cons <p><i>discuss (in pairs):</i> The main things I know about Darknet (5-7 points)</p>	2	0,25

<ul style="list-style-type: none"> • discuss (in mini groups): Advantages and disadvantages of Tor Writing: Takeaways (a list of 5-7) <i>How to use Tor securely</i> <p>Grammar Revision : Comparison of Adverbs</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135]</i> <i>Додатковий: 1 [c. 88-91, 92-94,96-99], 4[3-9], 5 [c. 28-36], 7 [c. 99-102], 8 [c. 79-82, 85-86], 9[c. 60-66]</i> <i>Інтернет-джерела: 4, 20,29,31, 35, 36</i></p>		
<p style="text-align: center;">Lesson 8 Topic: “Types of encryption” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up:</p> <ul style="list-style-type: none"> • Homework revision <p>Overall discussion: understanding the saying: There are two types of encryption, one that will prevent to sister from reading your diary and one that will prevent your government (Bruce Schneier)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • discover the meaning of the words and expressions from the text: encryption, decryption, hashing, remote working, source storage lockers • develop key vocabulary through a variety of tasks • What do the following abbreviations stand for: DPIA, GDPR? • discover the meaning of abbreviations: DPIA, GDPR <p>Reading: “Encryption. Types of encryption” understand specific information in the text about types of encryption, hashing, benefits of encryption</p> <p>Speaking: Encryption. Types of encryption.</p> <ul style="list-style-type: none"> • give full answers to the questions • give definitions • express preferences • discuss (in pairs): The main things I know about encryption and its types (5-7 points) • discuss (in mini groups): benefits of encryption <p>Writing: takeaways (a list of 5-7) Encryption and its types.</p> <p>Grammar Revision : Comparison of Adverbs (irregular forms)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135]</i></p>	2	0,25

<p><i>Додатковий: 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>		
<p style="text-align: center;">Lesson 9</p> <p style="text-align: center;">Topic: “Categories of Cybercrime. Causes of cybernetic crime”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the teacher’s information • Grammar Revision and phonetics drills <p>Starting up: Overall discussion “What I already know about the Cybercrime?” (definition, types)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • comprehension meaning of new words: real-like instance, gain access, to run fishing scan, malicious software • terms to learn better the topic “Categories of Cybercrime” • Categorizing the vocabulary: cyberstalking, trafficking, distributing pornography • discover the meaning of <i>cyber terrorism</i> • express previous experience <p>Reading: “Categories of Cybercrime”</p> <ul style="list-style-type: none"> • guess unknown words and expressions from the context • find and understand specific information in the text (the categories of cybercrime, types of Cybercrime) <p>Speaking: Categories of Cybercrime</p> <ul style="list-style-type: none"> • <i>discuss (in pairs):</i> categories vs types of cybercrime <p>Students` presentation:</p> <ul style="list-style-type: none"> • present your outcomes to the class <p>Writing: provide the categories of cybercrime with their short description.</p> <p>Grammar Revision : Comparison of Adverbs (equal and unequal)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 1[с. 85-100], 2[с. 120-126], 3[с. 24-33], 5[с. 120-135]</i> <i>Додатковий: 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>	2	0,25
<p style="text-align: center;">Lesson 10</p> <p style="text-align: center;">Topic: “Categories of Cybercrime. Causes of cybernetic crime”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the teacher’s information • Grammar Revision and phonetics drills <p>Starting up: Homework revision.</p> <p>Vocabulary:</p>	2	0,25

<ul style="list-style-type: none"> • comprehension meaning of new words: to make smb prone, assert exponential rate, intrude, staggering rate, retina images, firewall of system, segregate, loophole, negligence, aisle • guess unknown words and expressions from the context • terms to learn better the topic “Causes of Cybercrime”. • using the key vocabulary for rendering Causes of Cybercrime <p>Reading: “Causes of Cybernetic Crime”</p> <ul style="list-style-type: none"> • guess unknown words and expressions from the context • find and understand specific information in the text about causes of Cybercrime, ways to prevent cyber vandalism) <p>Speaking: <i>Causes of Cybercrime</i></p> <ul style="list-style-type: none"> • discuss (in pairs) what are the main causes of cybercrime <i>ad hoc</i>? <p>Writing: write a list of 10 major causes of Cybercrime today)</p> <p>Grammar Revision : Comparison of Adverbs (equal and unequal)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной:</i> 1[с. 85-100], 2[с. 120-126], 3[с. 24-33], 5[с. 120-135] <i>Додатковий:</i> 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66] <i>Интернет-джерела:</i> 4, 20,29,31, 35, 36</p>		
<p style="text-align: center;">Lesson 11</p> <p style="text-align: center;">Topic: “Computer viruses and their types The concept of cyberhygiene”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting up:</p> <ul style="list-style-type: none"> • Homework revision • Overall discussion about Computer viruses <p>Vocabulary:</p> <ul style="list-style-type: none"> • discover the meaning of the words and expressions from the text: insert, replicate, harm, to be executed, cyber hygiene policy, scrutinize, maintenance program • develop key vocabulary through a variety of tasks <p>Reading: “Computer viruses and their types. Cyberhygiene.”</p> <ul style="list-style-type: none"> • discover the meaning of <i>computer virus</i> • understand specific information in the text about types of computer viruses, what Antivirus is, what Cyber hygiene is, its common problems, key practices to improve the security of the system <p>Speaking: Computer viruses types. Cyber hygiene concept.</p> <ul style="list-style-type: none"> • give full answers to the questions • give definitions • express preferences 	2	0,25

<ul style="list-style-type: none"> • discuss (in pairs): discuss the signs of <i>computer viruses</i> (5-7 points) <p>Writing: takeaways (a list of 6-8) Types of Computer viruses</p> <p>Grammar Revision : Comparison of Adjectives and Comparison of Adverbs (compare)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной: 1[с. 85-100], 2[с. 120-126], 3[с. 24-33], 5[с. 120-135]</i> <i>Додатковий: 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>		
<p style="text-align: center;">Lesson 12</p> <p style="text-align: center;">Topic: “Computer viruses and their types The concept of cyberhygiene”</p> <p style="text-align: center;">In-class activity</p> <p style="text-align: center;">MODULE 8: TEST PAPER 8</p> <ul style="list-style-type: none"> • checking the students’ knowledge level • assessment the students’ knowledge level <p>Module Paper Structure:</p> <ul style="list-style-type: none"> • Module Content • Vocabulary • Writing <p>Sources: <i>Основной: 1[с. 85-100], 2[с. 120-126], 3[с. 24-33], 5[с. 120-135]</i> <i>Додатковий: 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>	2	0,25
<p style="text-align: center;">MODULE 9: “ARTIFICIAL INTELLIGENCE”</p> <p style="text-align: center;">Lesson 1</p> <p style="text-align: center;">Topic: “History of artificial intelligence”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision overall discussion about history of Artificial Intelligence (origin, founders, date of origin) giving reasons test paper analysis comprehension of idiomatic meanings</p> <p>Vocabulary:</p>	2	0,25

<p>learn the new vocabulary from the text: shuffling symbols, conceivable, formal reasoning, artificial neural network, simulate the knowledge, alignment problem</p> <p>new idioms and expressions and guessing their meanings on a base of the textual context</p> <p>grasp the main ideas of the text</p> <p>Reading: “History of AI”</p> <p>skim through the text and say what it is about</p> <p>reading for obtaining specific information about the relationship between AI and antiquity, Alan Turing’s Theory of computation, Church-Turing thesis, discoveries, proving the possibility of building a brain machine</p> <p>Speaking: History of AI</p> <p>speak about the main periods of AI history</p> <p><i>discuss (in pairs)</i> about connection between AI and Dartmouth college</p> <p>Writing: make up a plan of the main periods of AI history</p> <p>Grammar Revision: The Infinitive and its forms: Present Infinitive and Present Continuous Infinitive</p> <p>using the Present Infinitive and Present Continuous Infinitive</p> <p>using the grammar revision rules for improving students’ skills through a variety of tasks</p> <p>using the grammar revision rules for dealing with practical grammar revision exercises</p> <p>using grammar revision rules for expressing an action considered undesirable was carried out</p> <p>Sources:</p> <p><i>Основной: 5 [с.26-35]</i></p> <p><i>Додатковий: 1 [с.108-110,111-115]</i></p> <p><i>Интернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>		
<p style="text-align: center;">Lesson 2</p> <p style="text-align: center;">Topic: “Future of artificial intelligence”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about future of Artificial Intelligence • giving ideas • expressing preferences • making comparisons • comprehension of idiomatic meanings <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text: superintelligence, recursive self-improvement, technological singularities, transhumanism, cyborgs • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “Superintelligence”</p> <ul style="list-style-type: none"> • skim through the text and say what it is about 	2	0,25

<ul style="list-style-type: none"> reading for obtaining specific information about, future of AI <p>Speaking: Future of AI speak about the future of AI</p> <p>Writing: describe any research dealing with the future of AI</p> <p>Grammar Revision: The Infinitive and its forms: Perfect and Perfect Continuous Infinitive</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students' skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной:</i> 5 [c.26-35] <i>Додатковий:</i> 1 [c.108-110,111-115] <i>Интернет-джерела:</i> 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</p>		
<p style="text-align: center;">Lesson 3</p> <p>Topic: “Artificial intelligence: definition, examples, types. Use of artificial intelligence to automate routine processes (ChatGPT, Midjourney, etc.)</p> <p>Warming-up:</p> <ul style="list-style-type: none"> listening to the text or teacher’s information Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> home assignment revision overall discussion about what Artificial Intelligence is (definition) giving ideas expressing preferences making comparisons comprehension of idiomatic meanings <p>Vocabulary: learning the new vocabulary from the text: robot dataset, encompass, sub-field, to be endowed with</p> <ul style="list-style-type: none"> new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “What is AI”</p> <ul style="list-style-type: none"> skim through the text and say what it is about reading for obtaining specific information about what AI is, what specific applications of AI include, examples of AI grasping the main ideas of the text <p>Speaking: AI as a new Phenomenon, examples speak about the examples of AI <i>discuss (in pairs)</i> about examples of AI you use or have heard. What are the advantages of them? Disadvantages, if any?</p> <p>Writing: make up a list of examples of AI</p> <p>Grammar Revision: The Infinitive and its forms: Passive Voice (Present and Perfect)</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students' skills through a variety of tasks 	2	0,25

<ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Інтернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>		
<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “Topic: “Artificial intelligence: definition, examples, types”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about types of Artificial Intelligence • giving ideas • expressing preferences • making comparisons • comprehension of idiomatic meanings <p>Reading: “Types of AI”</p> <ul style="list-style-type: none"> • skim through the text and say what it is about • reading for obtaining specific information about types of AI, criteria used to subdivide AI into types • learning the new vocabulary from the text: surpass the knowledge, human-level intelligence • new idioms and expressions and guessing their meanings on a base of the textual context • grasping the main ideas of the text <p>Speaking: Types of AI speak about the 7 types of AI of AI discuss (in pairs): discuss capability-based and functionality-based types of AI</p> <p>Writing: Types of AI</p> <p>Grammar Revision: The Bare Infinitive : after modal verbs and verbs let, make, see,hear, feel</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Інтернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>	2	0,25
<p style="text-align: center;">Lesson 5</p> <p style="text-align: center;">Topic: “Use of AI to automate routine processes: ChatGPT, Midjourney ”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p>	2	0,25

<ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about using AI to automate routine processes • giving ideas • expressing preferences • making comparisons • using students’ previous experience • comprehension of idiomatic meanings <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text: GPT, LMM, generate, transfer architecture, natural language queries, prompts • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “What is ChatGPT”</p> <ul style="list-style-type: none"> • skim through the text and say what it is about • reading for obtaining specific information about what ChatGPT is, what it stands for, what it is good for, how it works • grasping the main ideas of the text <p>Speaking: ChatGPT speak about ChatGPT, how it works <i>discuss (in pairs)</i> share the experience of using ChatGPT <i>conversation (in groups of three)</i> What are the advantages of it for education? Disadvantages, if any? Be ready to share your view with the class.</p> <p>Writing: make up a list of useful things about ChatGPT</p> <p>Grammar Revision: The Bare Infinitive : after adjectives and certain nouns and pronouns</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: Основной: 5 [с.26-35] Додатковий: 1 [с.108-110,111-115] Интернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</p>		
<p style="text-align: center;">Lesson 6</p> <p style="text-align: center;">Topic: “The concept of Neural Networks”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about neural networks: discovering the students’ knowledge about the topic • giving ideas 	2	0,25

<ul style="list-style-type: none"> • expressing preferences • making comparisons • using students' previous experience • comprehension of idiomatic meanings <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text: ANN, SNN, deep learning, neuron, layer, node, threshold value, velocity • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: "What is a Neural Network?"</p> <ul style="list-style-type: none"> • skim through the text and say what it is about • reading for obtaining specific information about what a Neural Network / ANN is, what it comprises, example of a Neural Network • grasping the main ideas of the text <p>Speaking: What is a Neural Network speak about neural network, its definition and meaning <i>discuss (in pairs):</i> share the experience of your understanding about <i>Neural Network</i> What are the advantages of it for education? Disadvantages, if any? Be ready to share your view with the class</p> <p>Writing: vocabulary dictation-translation</p> <p>Grammar Revision: The Bare Infinitive : after too\ enough, had better\ would rather</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students' skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [c.26-35] <i>Додатковий:</i> 1 [c.108-110,111-115] <i>Інтернет-джерела:</i> 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</p>		
<p style="text-align: center;">Lesson 7</p> <p style="text-align: center;">Topic: "The Concept of Neural Networks: How Do Neural Networks Work?"</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher's information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about how neural networks work: discovering the students' knowledge about the topic • giving ideas • expressing preferences • making comparisons • using students' previous experience • comprehension of idiomatic meanings <p>Vocabulary:</p>	2	0,25

<ul style="list-style-type: none"> learning the new vocabulary from the text: linear regression model, node, weights, bias (threshold), output new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “How do Neural Networks work?”</p> <ul style="list-style-type: none"> skim through the text and say what it is about reading for obtaining specific information about how Neural Networks work <p>Speaking: How does a <i>Neural Network</i> work <i>conversation (in groups of three)</i> about how neural network works <i>discuss (in pairs):</i> share the experience of your understanding about how <i>Neural Network</i> works</p> <p>Writing: provide a short list of steps to understand how Neural Network works</p> <p>Grammar Revision: The Gerund Simple\Perfect (Active)</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students’ skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [с.26-35] <i>Додатковий:</i> 1 [с.108-110,111-115] <i>Інтернет-джерела:</i> 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</p>		
<p style="text-align: center;">Lesson 8</p> <p style="text-align: center;">Topic: “The Concept of neural networks: Types of Neural Networks</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> listening to the text or teacher’s information Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> home assignment revision overall discussion about how types of <i>neural networks</i> work: discovering the students’ knowledge about the topic giving ideas expressing preferences making comparisons using students’ previous experience comprehension of idiomatic meanings <p>Vocabulary:</p> <ul style="list-style-type: none"> learning the new vocabulary from the text: CNNs, MLPs, RNN, sigmoid neuron, natural language processing, Convolutional neural networks, Recurrent neural networks, feedback loops, deep learning new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “Types of Neural Networks”</p> <ul style="list-style-type: none"> skim through the text and say what it is about reading for obtaining specific information about types of Neural Networks 	2	0,25

<ul style="list-style-type: none"> grasping the main ideas of the text <p>Speaking: Types of Neural Network speak about types of neural networks</p> <p><i>discuss (in pairs):</i> share the knowledge about types of Neural Network with your colleague</p> <p>Writing: provide a short list of types of Neural Network.</p> <p>Grammar Revision: The Gerund simple\Perfect (Passive)</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students' skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [c.26-35] <i>Додатковий:</i> 1 [c.108-110,111-115] <i>Интернет-джерела:</i> 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</p>		
<p style="text-align: center;">Lesson 9 Topic: "Robotics" In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> listening to the text or teacher's information Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> home assignment revision overall discussion about Robotics: discovering the students' knowledge about the topic giving ideas expressing preferences making comparisons using students' previous experience comprehension of idiomatic meanings <p>Vocabulary:</p> <ul style="list-style-type: none"> learning the new vocabulary from the text: intersection, over-exaggerated, grip, harsh terrain new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: "What is Robotics? The characteristics" of a robot and its main components"</p> <ul style="list-style-type: none"> skim through the text and say what it is about reading for obtaining specific information about what Robotics is, its components and characteristics grasping the main ideas of the text <p>Speaking: What is Robot? speak about Robot, its characteristics and main components</p> <p><i>discuss (in pairs):</i> discuss with your partner the characteristic features of robots and share the experience of your knowledge about robots</p> <p>Writing: provide a list of components of a robot</p> <p>Grammar Revision: The Gerund after prepositions</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students' skills through a variety of tasks 	2	0,25

<ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Интернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>		
<p style="text-align: center;">Lesson 10 Topic: “Robotics: types and usage” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about usage Robotics: discovering the students’ knowledge about the topic • giving ideas • expressing preferences • making comparisons • using students’ previous experience • comprehension of idiomatic meanings <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text: pre-programmed robots, autonomous, semi-autonomous, augmenting robots, redefine • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “Types of Robotics and its Uses”</p> <ul style="list-style-type: none"> • skim through the text and say what it is about <p>reading for obtaining specific information about types of Robotics and its applications”</p> <ul style="list-style-type: none"> • grasping the main ideas of the text <p>Speaking: Types and uses of robots? speak about Robots, its types and applications <i>discuss (in pairs):</i> discuss with your partner where the robots are used and their role for a mankind</p> <p>Writing: provide a list of types of a robot</p> <p>Grammar Revision: The Gerund after would like\ would love\ would prefer</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Интернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>	2	0,25
Lesson 11	2	0,25

<p style="text-align: center;">Topic: “Drons” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about Drons: discovering the students’ knowledge about the topic • giving ideas • expressing preferences • making comparisons • using students’ previous experience • comprehension of idiomatic meanings <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text: UAVs, mundane, rescuing avalanche victims, close-range drone • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “Drons”</p> <ul style="list-style-type: none"> • skim through the text and say what it is about • reading for obtaining specific information about drons” • grasping the main ideas of the text <p>Speaking: Dron speak about drones, its types and applications and the way they work</p> <p>discussion (in pairs): discuss with your partner where the drones are used and their role for a human</p> <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: The Gerund after certain verbs: admit, anticipate, avoid, continue, discuss</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: Основний: 5 [с.26-35] Додатковий: 1 [с.108-110,111-115] Інтернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</p>		
<p style="text-align: center;">Lesson 12 Topic: “Drons” In-class activity</p> <p>Comprehension Speaking (in pairs):</p> <ul style="list-style-type: none"> • comment on the following: “Artificial Intelligence: Robots. Drons” <p>Writing:</p> <p style="text-align: center;">MODULE 9: TEST PAPER 9</p> <ul style="list-style-type: none"> • checking the students’ knowledge level • assessment the students’ knowledge level <p>Module Paper Structure:</p>	2	0,25

<ul style="list-style-type: none"> • Module Content • Vocabulary • Writing <p>Sources: <i>Основний: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Інтернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>		
<p style="text-align: center;">Lesson 1</p> <p style="text-align: center;">Topic: “The Future of Technologies: General Overview”</p> <p style="text-align: center;">In-class activity</p> <ul style="list-style-type: none"> • Warming-up: • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about the future of technologies: discovering the students’ knowledge about the topic • test paper analysis <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text: to get glued with, slant, curb, predominantly, entanglement, qubits, infeasible • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “The Future of Technologies: General Overview”</p> <ul style="list-style-type: none"> • skim through the text and say what it is about • reading for obtaining specific information about <i>the role of the new technologies, the role for human life, about quantum computing and its future.</i> • grasping the main ideas of the text <p>Speaking: The Future of technologies</p> <ul style="list-style-type: none"> • speak new technologies, their role for mankind • discuss (in pairs): discuss with your partner how new technologies impact our life and what may future technologies bring <p>Writing: Provide a list of new technologies of the 21st century. Make a list of ten.</p> <p>Grammar Revision: The Gerund after prepositions</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 5 [с. 149,169, 183]</i> <i>Додатковий: 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74]</i> <i>Інтернет-джерела: 4 ,11, 14, 19, 20,31, 36, 58</i></p>	2	0,25
<p style="text-align: center;">Lesson 2</p> <p style="text-align: center;">Topic: “Technologies that will Change the Future of the Human Race”</p> <p style="text-align: center;">In-class activity</p>	2	0,25

<p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about top five technologies that will change the human race: discovering the students’ knowledge about the topic • giving ideas • expressing preferences • making comparisons • using students’ previous experience • comprehension of idiomatic meanings • making judgements <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text: fraudulent, facet of life, displacement of jobs, dystopian future, genomics, alter, DNA, traits, wearable, devices, insights, XR, additive manufacturing, counterfeit • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “Technologies that will Change the Future of the Human Race”</p> <ul style="list-style-type: none"> • skim through the text and say what it is about • reading for obtaining specific information about top five future technologies, their role, challenges, risks for a society • grasping the main ideas of the text <p>Speaking: The five top technologies of the Future</p> <ul style="list-style-type: none"> • speak about new technologies of the future • discuss (in pairs): discuss with your partner any technology of the future you think it will greatly change our life. Prove your arguments <p>Writing: provide a list of the most important technologies of the future</p> <p>Grammar Revision: The Infinitive \ Gerund (<i>verb</i>+ to -Inf\ <i>verb</i>+ -ing (<i>verb</i>=try, like, stop, remember, forget))</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Интернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58</p>		
<p style="text-align: center;">Lesson 3 Topic: “Virtual Reality” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information 	2	0,25

<ul style="list-style-type: none"> • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about virtual reality: discovering the students' knowledge about the topic • giving ideas • expressing preferences • making comparisons • using students' previous experience • comprehension of idiomatic meanings <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text: helmets, goggles, immersive environment, headset, Collaborative VR, Augmented VR • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “What is Virtual Reality”</p> <ul style="list-style-type: none"> • skim through the text and say what it is about • reading for obtaining specific information about the what virtual reality (VR) is, its main types, categories, Collaborative VR, Augmented VR • grasping the main ideas of the text <p>Speaking: Virtual reality</p> <ul style="list-style-type: none"> • speak about virtual reality, its definition, meaning, types • discuss (in pairs): discuss with your partner the main categories of VR <p>Writing: provide a list of the main types of VR</p> <p>Grammar Revision: The Infinitive \ Gerund (<i>verb</i>+ to -Inf\ <i>verb</i>+ -ing (<i>verb</i>=begin, start, propose, bother, intend))</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students' skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Интернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58</p>		
<p style="text-align: center;">Lesson 4 Topic: “How can Virtual Reality be Used” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher's information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about uses of virtual reality: discovering the students' knowledge about the topic • giving ideas • expressing preferences 	2	0,25

<ul style="list-style-type: none"> • making comparisons • using students' previous experience • comprehension of idiomatic meanings <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text: efficiently and cost-effective, intimate insights, patients, inroads, real estate, virtual tourism • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: "How can Virtual Reality be Used"</p> <ul style="list-style-type: none"> • skim through the text and say what it is about • reading for obtaining specific information about spheres where VR can be used • grasping the main ideas of the text <p>Speaking: Virtual reality: areas of VR usage</p> <ul style="list-style-type: none"> • speak about virtual reality, where it can be used • discuss (in pairs): discuss with your partner where the VR is used now-a-days <p>Writing: Use the following Vocabulary: efficiently and cost-effective, intimate insights, patients, inroads, real estate, virtual tourism and write a short information (50-60 words) about where the VR can be used</p> <p>Grammar Revision: The Infinitive \ Gerund (<i>verb</i>+ to -Inf\ <i>verb</i>+ -ing (<i>verb</i>= advise, allow, permit, recommend, encourage))</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students' skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Интернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58</p>		
<p style="text-align: center;">Lesson 5 Topic: "Nanotechnologies" In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher's information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about Nanotechnologies: discovering the students' knowledge about the topic • giving ideas • expressing preferences • making comparisons • using students' previous experience • comprehension of idiomatic meanings <p>Vocabulary:</p>	2	0,25

<ul style="list-style-type: none"> learning the new vocabulary from the text: near-atomic scale, thrive, bulk counterparts, at nanoscale, nanocomposites, coatings, exposure, to be inhaled, penetrate new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “What is Nanotechnology?”</p> <ul style="list-style-type: none"> skim through the text and say what it is about reading for obtaining specific information about what Nanotechnology is, its main types, applications grasping the main ideas of the text <p>Speaking: Nanotechnology</p> <ul style="list-style-type: none"> speak about Nanotechnology, its definition, meaning, types. discuss (in pairs): discuss with your partner the most important applications of the Nanotechnologies <p>Writing: Provide a list of as many nano-words as you can to be used while speaking about Nanotechnologies.</p> <p>Grammar Revision: The Infinitive \ Gerund (revision)</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students’ skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Интернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58</p>		
<p style="text-align: center;">Lesson 6</p> <p style="text-align: center;">Topic: “The Role of Nanotechnologies in Computers”</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> listening to the text or teacher’s information Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> home assignment revision overall discussion about the role of Nanotechnologies in Computers: discovering the students’ knowledge about the topic giving ideas expressing preferences making comparisons using students’ previous experience comprehension of idiomatic meanings giving judgements <p>Vocabulary:</p> <ul style="list-style-type: none"> learning the new vocabulary from the text: intricate, minuscule, closely-packed, compartment, gobble up new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “What is the role of Nanotechnologies in Computers?”</p> <ul style="list-style-type: none"> skim through the text and say what it is about 	2	0,25

<ul style="list-style-type: none"> • reading for obtaining specific information about the role of Nanotechnology in computing • grasping the main ideas of the text <p>Speaking: The benefits of Nanotechnology for computing</p> <ul style="list-style-type: none"> • speak about the role of Nanotechnology for computing development • <i>discuss (in pairs)</i>: discuss with your partner role of the Nanotechnologies for the gadgets <p>Writing: provide a short description of how Nanotechnologies can impact modern gadgets</p> <p>Grammar Revision: The Participle (forms and functions)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Интернет-джерела:</i> 4, 11, 14, 19, 20,31, 36, 58</p>		
<p style="text-align: center;">Lesson 7 Topic: “Gestural Interface” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about Gestural Interface: discovering the students’ knowledge about the topic • giving ideas • expressing preferences • making comparisons • using students’ previous experience • comprehension of idiomatic meanings <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text, scrolling, tapping: gesture interface, eliminate, unencumbered, swiping, pinching • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “Touchless Gesture Interface: General Overview</p> <ul style="list-style-type: none"> • skim through the text and say what it is about • reading for obtaining specific information about what touchless Gesture Interface is, its main benefits, applications • grasping the main ideas of the text <p>Speaking: Gestural Interface</p> <ul style="list-style-type: none"> • speak about Gestural Interface, its definition, meaning, use. • <i>discuss (in pairs)</i>: discuss with your partner the benefits of Gestural Interface <p>Writing: provide a list of the benefits of Gestural Interface</p>	2	0,25

<p>Grammar Revision: The Participle (syntactical functions)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Інтернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58</p>		
<p style="text-align: center;">Lesson 8 Topic: “Examples of Gestural Interface” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about Gestural Interface, benefits, applications, challenges: discovering the students’ knowledge about the topic • giving ideas • expressing preferences • making comparisons • using students’ previous experience • comprehension of idiomatic meanings <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text: gesture recognition, gesture control, release, semiconductor, to capture, slate, latency • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “Examples of Gestural Interface</p> <ul style="list-style-type: none"> • skim through the text and say what it is about <p>reading for obtaining specific information about examples of Gestural Interface</p> <ul style="list-style-type: none"> • grasping the main ideas of the text <p>Speaking: Examples of Gestural Interface speak about any example of Gestural Interface, its benefits and use.</p> <p>discuss (in pairs): discuss with your partner the applications of Gestural Interface</p> <p>Writing: provide a list of the applications of Gestural Interface</p> <p>Grammar Revision: The Objective Participial Construction</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out 	2	0,25

<p>Sources: <i>Основной:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Интернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58</p>		
<p style="text-align: center;">Lesson 9 Topic: “Quantum computer” In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • overall discussion about Quantum Computer: discovering the students’ knowledge about the topic • giving ideas • expressing preferences • making comparisons • using students’ previous experience <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text: encounter, get stumped, subtle pattern, fraud, qubits, insulator, quantum tunneling, entanglement, • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “What is Quantum Computing?”</p> <ul style="list-style-type: none"> • skim through the text and say what it is about • reading for obtaining specific information about what Quantum Computing is, why we need them, how they work • grasping the main ideas of the text <p>Speaking: Quantum Computers speak about quantum computer, its definition, meaning, use, benefits, the way it works. <i>discuss (in pairs):</i> discuss with your partner advantages of Quantum Computing compared to classical computer</p> <p>Writing: provide a list of the benefits of Quantum Computing</p> <p>Grammar Revision: The Subjective Participial Construction</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Интернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58</p>	2	0,25
<p style="text-align: center;">Lesson 10 Topic: “The Future of Technologies” In-class activity</p>	2	0,25

<p>Warming-up:</p> <ul style="list-style-type: none"> listening to the teacher's information <p>Speaking: Group projects (Content Review)</p> <p>Writing:</p> <p>MODULE 10: TEST PAPER 10</p> <ul style="list-style-type: none"> checking the students' knowledge level assessment the students' knowledge level <p>Module Paper Structure:</p> <ul style="list-style-type: none"> Module Content Vocabulary Writing <p>Sources:</p> <p><i>Основний:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Інтернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58</p>		
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* всі практичні завдання виконуються на основі інтерактивних методів навчання у комп'ютерному середовищі

Критерії оцінювання практичної роботи студента

Усний виступ та виконання письмового завдання, тестування, %	Критерії оцінювання
100%	В повному обсязі володіє навчальним матеріалом, вільно самостійно та аргументовано його викладає під час усних виступів та письмових відповідей, глибоко та всебічно розкриває зміст теоретичних питань та практичних завдань, використовуючи при цьому обов'язкову та додаткову літературу. Правильно вирішив усі тестові завдання.
80%	Достатньо повно володіє навчальним матеріалом, обґрунтовано його викладає під час усних виступів та письмових відповідей, в основному розкриває зміст теоретичних питань та практичних завдань, використовуючи при цьому обов'язкову літературу. Але при викладанні деяких питань не вистачає достатньої глибини та аргументації, допускаються при цьому окремі несуттєві неточності та незначні помилки. Правильно вирішив більшість тестових завдань
60%	В цілому володіє навчальним матеріалом викладає його основний зміст під час усних виступів та письмових відповідей, але без глибокого всебічного аналізу, обґрунтування та аргументації, без використання необхідної літератури допускаючи при цьому окремі суттєві неточності та помилки. Правильно вирішив половину тестових завдань.
40%	Не в повному обсязі володіє навчальним матеріалом. Фрагментарно, поверхово (без аргументації та обґрунтування) викладає його під час усних виступів та письмових відповідей, недостатньо розкриває зміст теоретичних питань та практичних завдань, допускаючи при цьому суттєві неточності, правильно вирішив меншість тестових завдань.

Усний виступ та виконання письмового завдання, тестування, %	Критерії оцінювання
20%	Частково володіє навчальним матеріалом не в змозі викласти зміст більшості питань теми під час усних виступів та письмових відповідей, допускаючи при цьому суттєві помилки. Правильно вирішив окремі тестові завдання.
0%	Не володіє навчальним матеріалом та не в змозі його викласти, не розуміє змісту теоретичних питань та практичних завдань. Не вирішив жодного тестового завдання.

САМОСТІЙНА РОБОТА

Навчальна діяльність	Робочий час студента (год.)	Оцінювання (бал)
1	2	3
<p style="text-align: center;">I курс I-й семестр MODULE 1: "CAREER IN IT"</p> <p style="text-align: center;">Lesson 1 Topic: "What is IT" Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • Software Engineering • Business Analytics • Data Science • Digital Economy • Computer and Mathematical Modelling • Computer Science • Information Systems and Technologies idioms <p>Reading: "IT Services"</p> <p>Speaking: Developing skills through a variety of tasks</p> <ul style="list-style-type: none"> • <i>make up a dialogue (in pairs)</i> about the various services provided by IT <p><i>discuss (in groups of three)</i> how IT services include system administration, network management, software development, data analysis, cybersecurity, and technical support</p> <p>Writing: (notes) about how IT professionals ensure that technology systems are functioning effectively, securely, and in line with organizational goals</p> <p>Grammar Revision : Present Simple Tense</p> <ul style="list-style-type: none"> • developing knowledge through a variety of exercises <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i></p>	4	0,25

<p><i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p style="text-align: center;">Lesson 2 Topic: “ What is IT? ” Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • learning through a variety of exercises the meaning of the new words and word-combinations <p>Reading: about current trends in IT</p> <p>Speaking: improving the students’ knowledge level, through a variety of tasks, to better learn and render the topic “What is IT” giving full answers to the questions about the information technology, using the relevant vocabulary</p> <ul style="list-style-type: none"> • making comparisons • supporting one’s view with one’s reasons • giving details <p>Writing: essay about career paths such as software development, database administration, network engineering, cybersecurity, data analysis, and IT management (10-15 sentences)</p> <p>Grammar Revision: The Present Simple Tense improving using the Grammar Revision rules</p> <ul style="list-style-type: none"> • the tenses compared and contrasted • dealing with Grammar Revision tasks on the Present Simple Tense <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 3 Topic 3 “IT Scientists and their discoveries” Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • learning through a variety of exercises the meaning of the new words and word-combinations <p>Writing: translation from Ukrainian into English</p> <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about IT Scientists and their discoveries • supporting a view with reasons • giving or seeking personal views and opinions • giving reasons • expressing preferences <p>Students` presentation: about scientist (Alan Turing, Tim Berners-Lee, Grace Hopper, Linus Torvalds, John McCarthy, Yann LeCun, Geoff Hinton, Andrew Ng, Fei-Fei Li, Demis Hassabis, Ruchi Sanghvi, Ian Goodfellow)</p> <p>Grammar Revision : Present Simple Tense</p> <ul style="list-style-type: none"> • developing knowledge through a variety of exercises <p>Sources:</p>	4	0,25

<p><i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p style="text-align: center;">Lesson 4 Topic: “IT Scientists and their discoveries”. Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the students’ knowledge level through a variety of exercises • usage of idioms and set phrases • Grammar Revision Revision: • drilling the Grammar Revision skills in using the Present Simple and the Present Continuous • using the Present Continuous to refer to future time. • the tenses compared and contrasted <p>Writing (an essay according to the plan):</p> <ul style="list-style-type: none"> • “Write about any invention or discovery you like” • selecting important information • finding a proper description • planning an answer • an introduction and the conclusion <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 5 Topic: “Careers in IT” Further work</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • using prepositions • What should I know as an IT specialist? • Skills of IT specialist <p>Speaking</p> <ul style="list-style-type: none"> • giving full answers to the questions about How can I improve my IT skills? • making comparison • supporting a view with reasons • giving details <p>Writing: write an essay about your future job: advantages and disadvantages; “Is one’s job for pleasure or for earning money”</p> <p>Grammar Revision Review: Present Simple, Present Continuous</p> <ul style="list-style-type: none"> • the tense is compared and contrasted • developing knowledge through a variety of exercises <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>	4	0,25
<p>Lesson 6 In-class activity</p>	4	0,25

<p style="text-align: center;">Further work</p> <p>Vocabulary Revision: improving the students’ knowledge level through rendering What is the difference between IT specialist and programmer? Is software engineer the same as IT specialist? How can I be a good IT support specialist? Reading: about the importance of education and continuous learning in IT careers in Ukraine Writing: <ul style="list-style-type: none"> • <i>comment on</i> the following “Genius without education is like silver in the mine” (<i>Franklin</i>) • writing an introduction and the conclusion • summarizing ideas Grammar Revision Revision: Past Simple <ul style="list-style-type: none"> • drilling the Grammar Revision skills in using Past Simple Tense • Present Simple and Present Continuous • the tense is compared and contrasted • developing knowledge through a variety of exercises Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i> </p>		
<p style="text-align: center;">Lesson 7</p> <p style="text-align: center;">Topic: “What factors go into choosing a tech career”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • using prepositions • profession/ occupation/ vocation/ job / work <p>Reading: Career Growth and Advancement Writing: (notes about) the competitive salaries and benefits often associated with tech jobs Grammar Revision Review: Past Simple Tense</p> <ul style="list-style-type: none"> • developing knowledge through a variety of exercises <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i> </p>	4	0,25
<p style="text-align: center;">Lesson 8</p> <p style="text-align: center;">Topic: “What factors go into choosing a tech career”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “What factors go into choosing a tech career”: money, job security, prospects, social aspects, status, opportunities for travelling, training • comprehension of idiomatic meanings • comprehension of the meaning of set phrases <p>Reading: Career Growth and Advancement Speaking:</p> <ul style="list-style-type: none"> • supporting one’s view with his or her reasons 	4	0,25

<ul style="list-style-type: none"> • giving full answers to the questions about- What factors go into choosing a tech career • message about the industry and company culture they prefer <p>Writing: write an essay “Problems of choosing a profession”</p> <ul style="list-style-type: none"> • an introduction and the conclusion • comparing and contrasting <p>Grammar Revision Revision: Past Simple</p> <ul style="list-style-type: none"> • drilling the Grammar Revision skills • improving the Grammar Revision knowledge level through a variety of exercises <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p style="text-align: center;">Lesson 9</p> <p style="text-align: center;">Topic: “Looking for a job and recruitment”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • using prepositions • to learn / to find out / to take something over • an acquisition reputation of a company/ salary, / management structure, / working conditions, career opportunities/ recruitment process/ location <p>Reading: Job Application Process</p> <p>Speaking :</p> <ul style="list-style-type: none"> • giving full answers to the questions about the most important qualities of an employee • how they can add value to the organization • giving reasons • expressing preferences • making comparisons • understanding the meaning of idioms <p>Writing: about the job application process (application instructions, submitting required documents, and meeting deadlines)</p> <p>Grammar Revision Review: Past Simple, Present Simple and Present Continuous.</p> <ul style="list-style-type: none"> • the tenses are compared and contrasted • developing knowledge through a variety of exercises <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 10</p> <p style="text-align: center;">Topic: “Looking for a job and recruitment”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary Revision: improving the students’ key vocabulary for rendering the notions <i>jobseekers, job hunters, applicants, golden hello, recruitment</i></p> <p>Speaking (in pairs):</p>	4	0,25

<ul style="list-style-type: none"> • comment on the following: “Select morality is not morality” (<i>Thomas Sowell</i>) • making comparisons <p>Writing: (write an essay) my future profession</p> <ul style="list-style-type: none"> • writing an introduction and the conclusion • comparing and contrasting • summarizing ideas • send a message about the importance of patience and persistence during the job search process <p>Grammar Revision: Past Simple and Past Continuous:</p> <ul style="list-style-type: none"> • drilling the students’ grammar revision skills in using Past Simple and Past Continuous • improving the students’ Grammar Revision knowledge through a variety of exercises <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p style="text-align: center;">Lesson 11 Topic: “Interviewing” Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • using prepositions • testing • study the organizational chart <p>Reading: documents for work</p> <p>Writing: Covering letter. CV. Letter of recommendation</p> <ul style="list-style-type: none"> • introducing oneself/somebody to somebody • expressing details • asking for information • rendering the personal characteristics for seeking a job <p>Grammar Revision: Present Simple and Present Continuous, Past Simple and Past Continuous.</p> <ul style="list-style-type: none"> • the tense is compared and contrasted • developing knowledge through a variety of exercises <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 12 Topic: “Interviewing” Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic: “Interviewing” • comprehension of idiomatic meanings • improving the students’ lexical awareness through a variety of tasks <p>Reading: about behavioral and situational questions in IT interviews</p> <p>Speaking (students`projects): IT interviews</p>	4	0,25

<ul style="list-style-type: none"> • improving students speaking skills through a variety of tasks • giving full answers to the questions about the structure within which business can operate • giving examples that demonstrate their skills, experiences and ability to work effectively in a team • seeking and giving personal views and opinions <p>Writing:</p> <ul style="list-style-type: none"> • prepare questions for the Interviewer • bring copies of their resume, portfolio and any relevant supporting documents <p>Grammar Revision: Present Simple and Present Continuous, Past Simple and Past Continuous</p> <ul style="list-style-type: none"> • drilling the students' vocabulary awareness through a variety of tasks • using Present Simple and Present Continuous, Past Simple and Past Continuous • improving the students' Grammar Revision knowledge through a variety of exercises • using prepositions • preparation for a Module Test <p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p style="text-align: center;">Lesson 13 Topic: Interviewing Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • comprehension of idiomatic meanings • improving the students' lexical awareness through a variety of tasks <p>Speaking (in pairs):</p> <ul style="list-style-type: none"> • improving students speaking skills through a variety of tasks • giving full answers to the questions about the structure within which business can operate • identifying the most important points from the text and summarizing them • seeking and giving personal views and opinions <p>Writing: Job advertisement. A covering letter. CV.</p> <p>Speaking:</p> <ul style="list-style-type: none"> • give the answers to the questions • make up a dialogue about the importance of professionalism and preparedness <p>Grammar Revision: Present Simple and Present Continuous, Past Simple and Past Continuous.</p> <ul style="list-style-type: none"> • drilling the students' vocabulary awareness through a variety of tasks • using Present Simple and Present Continuous, Past Simple and Past Continuous • improving the students' Grammar Revision knowledge through a variety of exercises 	4	0,25

<p>Sources: <i>Main: 1 [c. 22-36], 2 [c. 6, 11-16, 142], 4[c. 35, 39,49-50]</i> <i>Additional: 8 [c. 108-112, 115, 117, 122-127] , 9 [c. 11-13,16,27,46-49, 50-52, 53-55]</i> <i>Internet: 11,14,15,19,20, 29, 30, 36</i></p>		
<p align="center">MODULE 2: “ HARDWARE & SOFTWARE ”</p> <p align="center">Lesson 1</p> <p align="center">Topic: “History of computer development”</p> <p align="center">Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • <i>personal or personnel</i> • <i>to report to somebody</i> <p>Reading: the text “ History of computer development ”</p> <p>Writing: translation from Ukrainian into English</p> <p>Students` presentation: the efforts of inventors and engineers like Alan Turing, John von Neumann, and Konrad Zuse, who made significant contributions to electronic computing machines during World War II and the post-war period</p> <p>Grammar Revision: Present Perfect Simple</p> <ul style="list-style-type: none"> • drilling the grammar revision skills in using Present Perfect Tense • improving the students` grammar revision knowledge through a variety of exercises <p>Sources: <i>Основний: 1 [c. 37-53], 2 [c. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [c. 6-23], 4 [c. 6-12, 21-28], 5 [c. 69,72,75,78]</i> <i>Додатковий: 1 [c. 6-8,9-28, 29-34], 3 [c. 14-40], 5 [c. 4-27], 7 [c. 31-32, 47-50, 58-60, 73-75], 8 [c. 5-12, 13-21,23-26,28,30-33,36], 9[c. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Інтернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>	4	0,25
<p align="center">Lesson 2</p> <p align="center">Topic “History of computer development”</p> <p align="center">Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “History of computer”: abacus, transistors, integrated circuits, astrolabe, slide rule, microprocessors, miniaturization, capabilities, computer networking <p>Reading: Generations of computers</p> <p>Speaking: prepare dialogue about the advent of microprocessors and personal computers</p> <p>Writing: write a letter of the topic “History of computer development”, translation from Ukrainian into English</p> <p>Grammar Revision: Present Perfect Simple, Present Perfect Continuous:</p> <ul style="list-style-type: none"> • drilling the grammar revision skills in using Present Perfect Tense • improving the students` grammar revision knowledge of Present Perfect Continuous Tense • improving the students` Grammar revision knowledge through a variety of tasks 	4	0,25

<ul style="list-style-type: none"> • using the grammar revision rule for dealing with practical grammar revision exercises <p>Sources: <i>Основний:</i> 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78] <i>Додатковий:</i> 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227] <i>Інтернет-джерела:</i> 4, 11,14, 15,19, 20, 29,30,31, 35,36</p>		
<p style="text-align: center;">Lesson 3</p> <p style="text-align: center;">Topic: “Types and kinds of computers”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning <i>general-purpose computer, special-purpose computer, analog computer, digital computer, hybrid computer</i></p> <p>Reading: Types and kinds of computers</p> <ul style="list-style-type: none"> • giving details about different types and kinds of computers • giving or seeking personal views and opinions • giving reasons • expressing preferences <p>Writing: translation from Ukrainian into English</p> <p>Students`Presentation:</p> <ul style="list-style-type: none"> • about <i>general-purpose computer, special-purpose computer, analog computer, digital computer, hybrid computer</i> <p>Grammar Revision: Present Perfect Continuous</p> <ul style="list-style-type: none"> • drilling the students` vocabulary awareness through a variety of tasks • using Present Perfect Continuous • improving the students` grammar revision knowledge through a variety of exercises <p>Sources: <i>Основний:</i> 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78] <i>Додатковий:</i> 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227] <i>Інтернет-джерела:</i> 4, 11,14, 15,19, 20, 29, 30, 31, 35,36</p>	4	0,25
<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “Types and kinds of computers”</p> <p style="text-align: center;">Further work</p> <p>Listening:</p> <ul style="list-style-type: none"> • listen to the tapescript and answer the questions • test “True (T) or False (F)” <p>Writing: Gaming Computers</p> <ul style="list-style-type: none"> • explore the features and components that make gaming computers different from standard computers, such as powerful graphics cards, high refresh rate monitors, and specialized peripherals <p>Grammar Revision: improving the students` Grammar Revision knowledge of the Present Perfect Continuous Tenses through a variety of tasks</p> <ul style="list-style-type: none"> • the grammar revision rules 	4	0,25

<ul style="list-style-type: none"> improving the students' grammar revision awareness through a variety of tasks Grammar Revision drills <p>Sources: <i>Основний: 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78]</i> <i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Інтернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>		
<p style="text-align: center;">Lesson 5 Topic: "CPU&GPU" Further work</p> <p>Listening Revision:</p> <ul style="list-style-type: none"> listen to the tapescript and answer the questions listen to the teachers information test "True (T) or False (F) <p>Speaking: (make up a dialogue) Gaming Computers: Explore the features and components that make gaming computers different from standard computers, such as powerful graphics cards, high refresh rate monitors, and specialized peripherals.</p> <p>Writing:(10-15 sentences) Applications of CPU&GPU</p> <p>Grammar Revision: Present Perfect Simple, Present Perfect Continuous</p> <ul style="list-style-type: none"> drilling the students' vocabulary awareness through a variety of tasks using Present Simple and Present Continuous, Past Simple and Past Continuous, Present Perfect Simple, Present Perfect Continuous improving the students' grammar revision knowledge through a variety of exercises the tense is compared and contrasted <p>Sources: <i>Основний: 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78]</i> <i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75],8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Інтернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>	4	0,25
<p style="text-align: center;">Lesson 6 Topic: "CPU&GPU" Further work</p> <p>Reading: CPU & GPU (components and their functions)</p> <ul style="list-style-type: none"> giving full answers to the questions about CPUs and GPUs giving details about difference about CPUs and GPUs giving or seeking personal views and opinions giving reasons expressing preferences CPU and GPU in Gaming: Explore the role of CPUs and GPUs in gaming systems. Discuss how CPUs handle game logic, AI, and physics calculations, while GPUs handle rendering and 	4	0,25

<p>graphical effects. Highlight the importance of a balanced CPU-GPU configuration for optimal gaming performance</p> <p>Writing: write the composition (150-200 words): “ CPU Architectures: Dive into various CPU architectures like x86, ARM, and RISC-V. Compare their strengths, areas of application, and their impact on performance, power efficiency, and software compatibility”</p> <p>Grammar Revision: Past Perfect Simple</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Past Perfect Simple • improving the students’ grammar revision knowledge through a variety of exercises <p>Sources: <i>Основной:</i> 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78] <i>Додатковий:</i> 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227] <i>Интернет-джерела:</i> 4, 11,14, 15,19, 20, 29,30,31, 35,36</p>		
<p style="text-align: center;">Lesson 7 Topic: “Peripheral equipment” Further work</p> <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about peripheral equipment • giving details about different peripheral equipment • giving or seeking personal views and opinions <p>Reading: Keyboards</p> <ul style="list-style-type: none"> • about different types of keyboards such as mechanical, membrane, and ergonomic keyboards • explore features like key switches, backlit keys, and programmable macros • compare their advantages and suitability for various tasks <p>Writing: write the composition (150-200 words): “How do you use computer in your studies and in your free time?”</p> <p>Grammar Revision: Past Perfect Simple, Past Simple, Present Perfect</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Past Perfect Simple, Past Simple, Present Perfect • improving the students’ grammar revision knowledge through a variety of exercises <p>Sources: <i>Основной:</i> 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78] <i>Додатковий:</i> 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227] <i>Интернет-джерела:</i> 4, 11,14, 15,19, 20, 29,30,31, 35,36</p>	4	0,25
<p style="text-align: center;">Lesson 8 Topic: “Peripheral equipment” Further work</p>	4	0,25

<p>Speaking:(prepare information about)</p> <ul style="list-style-type: none"> • Speakers and Headphones: Explore audio peripherals like speakers and headphones. Discuss sound quality, frequency response, surround sound capabilities, and wireless connectivity options. Compare different types, such as over-ear, on-ear, and in-ear headphones • Webcams: Discuss the importance of webcams for video conferencing, streaming, and content creation. Explore features like resolution, low-light performance, and autofocus. Discuss the rise of built-in webcams in laptops and external options for desktop setups <p>Writing: the functions of Output&Input devices</p> <p>Grammar Revision: Past Perfect Simple, Past Simple, Present Perfect, using the Past Perfect Tense in <i>after</i> clauses</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Past Perfect Simple, Past Simple, Present Perfect • improving the students’ grammar revision knowledge through a variety of exercises <p>Sources: <i>Основний:</i> 1 [c. 37-53], 2 [c. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [c. 6-23], 4 [c. 6-12, 21-28], 5 [c. 69,72,75,78] <i>Додатковий:</i> 1 [c. 6-8,9-28, 29-34], 3 [c. 14-40], 5 [c. 4-27], 7 [c. 31-32, 47-50, 58-60, 73-75], 8 [c. 5-12, 13-21,23-26,28,30-33,36], 9[c. 66-69,78-80, 157-158. 159-163, 209-211, 225-227] <i>Інтернет-джерела:</i> 4, 11,14, 15,19, 20, 29,30,31, 35,36</p>		
<p style="text-align: center;">Lesson 9</p> <p style="text-align: center;">Topic: “Storage devices and technologies”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • using prepositions <p>Speaking:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “ storage devices” topical speaking (<i>in groups of three</i>) about <i>types of storage devices: USB drive. Hard Disk.Floppy Disk. Compact Disc. Cloud Storage</i> • making dialogues <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Developing knowledge of Past Perfect Tenses through a variety of tasks the tenses are compared and contrasted</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Past Perfect Simple, Past Simple, Present Perfect, Past Perfect Simple and Past Perfect Continuous • improving the students’ grammar revision knowledge through a variety of exercises <p>Sources: <i>Основний:</i> 1 [c. 37-53], 2 [c. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [c. 6-23], 4 [c. 6-12, 21-28], 5 [c. 69,72,75,78]</p>	4	0,25

<p><i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Интернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>		
<p style="text-align: center;">Lesson 10 In-class activity Topic: “Storage devices and technologies” Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • using prepositions <p>Reading:Storage devices</p> <ul style="list-style-type: none"> • about <i>Primary Storage: ROM, PROM, Cache Memory, Hard Drives, Optica Media, Magnetic Tape.</i> • expressing preferences <p>Speaking:</p> <ul style="list-style-type: none"> • USB Flash Drives: (<i>make up a dialogue</i>) about USB flash drives, discuss their sizes, portability, applications, capacities and USB standards <p>Writing: (notes about) There are many different kinds of storage device for computers, and developments are taking place all the time. List the storage devices mentioned in this unit so far. List any other storage devices you know. Exchange information with the other students in your group.</p> <p>Grammar Revision: Developing knowledge of Past Perfect Tenses through a variety of tasks the tenses are compared and contrasted</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Past Perfect Simple, Past Simple, Present Perfect, Past Perfect Simple and Past Perfect Continuous • improving the students’ grammar revision knowledge through a variety of exercises <p>Sources: <i>Основний: 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78]</i> <i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Интернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>	4	0,25
<p style="text-align: center;">Lesson 11 Topic: “Software definition. Classification of software. Software testing Further work</p> <p>Reading: “Software”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about different Types of Software • Open-Source Software: the concept of open-source software with students • comprehension of the meaning of the new words in the text <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Past Perfect Continuous Tense</p>	4	0,25

<ul style="list-style-type: none"> • drilling the students' vocabulary awareness through a variety of tasks • improving the students' grammarr Revision knowledge through a variety of exercises <p>Sources: <i>Основний: 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78]</i> <i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Интернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>		
<p style="text-align: center;">Lesson 12</p> <p style="text-align: center;">Topic: “Software definition. Classification of software. Software Testing”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary and Grammar Revision Review: Productivity Software, Multimedia Software, Database Software, Entertainment Software, Educational Software:</p> <ul style="list-style-type: none"> • using prepositions • idioms <p>Reading: “Software”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about different Types of Software • about freeware and shareware • about productivity software, provide examples such as Microsoft Office or Google Workspace <p>Writing: the classification of software related to databases, explore database management systems (DBMS) used for storing, organizing, and retrieving data</p> <p>Speaking: <i>students` project</i> about educational software, discuss software programs designed to enhance learning and educational experiences</p> <p>Grammar Revision: Developing knowledge of Past Perfect Tenses through a variety of tasks the tenses are compared and contrasted</p> <ul style="list-style-type: none"> • drilling the students' vocabulary awareness through a variety of tasks • using Present Perfect Simple, Past Simple, Past Perfect Simple and Past Perfect Continuous • improving the students' grammar revision knowledge through a variety of exercises <p>Sources: <i>Основний: 1 [с. 37-53], 2 [с. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [с. 6-23], 4 [с. 6-12, 21-28], 5 [с. 69,72,75,78]</i> <i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Интернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>	4	0,25
<p style="text-align: center;">Lesson 13</p> <p style="text-align: center;">Topic: “Operating Systems”</p> <p style="text-align: center;">Further work</p>	4	0,25

<p>Vocabulary and Grammar Revision review</p> <p>Review of Operating Systems</p> <ul style="list-style-type: none"> • make a dialogue where students introduce the concept of operating systems • explain that an operating system is software that manages computer hardware and provides a platform for running other programs <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Developing knowledge of Past Perfect Tenses through a variety of tasks the tenses are compared and contrasted</p> <ul style="list-style-type: none"> • drilling the students' vocabulary awareness through a variety of tasks • compare Present Perfect Simple, Past Perfect Simple and Past Perfect Continuous • improving the students' grammar revision knowledge through a variety of exercises <p>Sources: <i>Основний:</i> 1 [c. 37-53], 2 [c. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [c. 6-23], 4 [c. 6-12, 21-28], 5 [c. 69,72,75,78] <i>Додатковий:</i> 1 [c. 6-8,9-28, 29-34], 3 [c. 14-40], 5 [c. 4-27], 7 [c. 31-32, 47-50, 58-60, 73-75], 8 [c. 5-12, 13-21,23-26,28,30-33,36], 9[c. 66-69,78-80, 157-158. 159-163, 209-211, 225-227] <i>Інтернет-джерела:</i> 4, 11,14, 15,19, 20, 29,30,31, 35,36</p>		
<p style="text-align: center;">Lesson 14</p> <p style="text-align: center;">Topic: "Operating Systems"</p> <p style="text-align: center;">Further work</p> <p>Revision of information and knowledge: explain how the OS provides a user interface and handles resource allocation.</p> <p>Review of Operating Systems</p> <ul style="list-style-type: none"> • Developing skills through a variety of tasks • giving or seeking personal views and opinions • Mobile Operating Systems: Discuss with students • Binary and Machine Codes (give the definition and examples of using) <p>Writing: (notes about) the features and characteristics of mobile OSs like Android and iOS the role of app stores, mobile device management and security considerations</p> <p>Grammar Revision: developing knowledge of Past Perfect Tenses through a variety of tasks the tenses are compared and contrasted drilling the students' vocabulary awareness through a variety of tasks using Present Perfect Simple, Present Perfect Continuous, Past Perfect Simple and Past Perfect Continuous improving the students' grammar revision knowledge through a variety of exercises</p> <p>Sources: <i>Основний:</i> 1 [c. 37-53], 2 [c. 19-26, 29-38, 43-49, 52-57, 60-68, 70-75], 3 [c. 6-23], 4 [c. 6-12, 21-28], 5 [c. 69,72,75,78]</p>	4	0,25

<p><i>Додатковий: 1 [с. 6-8,9-28, 29-34], 3 [с. 14-40], 5 [с. 4-27], 7 [с. 31-32, 47-50, 58-60, 73-75], 8 [с. 5-12, 13-21,23-26,28,30-33,36], 9[с. 66-69,78-80, 157-158. 159-163, 209-211, 225-227]</i> <i>Интернет-джерела: 4, 11,14, 15,19, 20, 29,30,31, 35,36</i></p>		
<p style="text-align: center;">I курс II-й семестр MODULE 3: “ COMPUTER & MOBILE APPS ” Lesson 1 Topic: “Google Meet, Microsoft Teams. Zoom” Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the students’ key vocabulary through a variety of tasks • drilling the new terms to learn better the topic: “Video Conferencing Apps” • comprehension of the confusing words’ meaning • using prepositions and idioms • word-formation in English <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about Popular Video Conferencing Apps, Chatting and Messaging • giving or seeking personal views and opinions • giving reasons • expressing preferences • summarizing ideas • brainstorming ideas: Audio and Video Settings, Chat and Messaging Features, Security and Privacy • making comparisons <p>Grammar Revision: Future Simple Tense (shall\will)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Future Simple Tense (shall\will) <p>improving the students’ grammar revision knowledge through a variety of exercises</p> <p>Sources: <i>Основний: 2[с. 75-80, 85-94], 5 [с. 53,63]</i> <i>Додатковий: 2[5-30], 4[18-24]</i> <i>Интернет-джерела: 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</i></p>	4	0,25
<p style="text-align: center;">Lesson 2 Topic: “Video Conferencing Apps: Google Meet, Microsoft Teams. Zoom” Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the students’ key vocabulary through a variety of tasks • drilling the new terms to learn better the topic “Video Conferencing Apps” • comprehension of the confusing words’ meaning • using prepositions and idioms • word-formation in English <p>Speaking:</p>	4	0,25

<ul style="list-style-type: none"> • giving full answers to the questions about Video Conferencing Apps • giving or seeking personal views and opinions • fill in the blanks • whether the following statements are true or false <p>Discussion/essay questions Video Conferencing Apps have many benefits for humans. What are the best for you? Why? Do you think scientists should continue to develop VCA? Why or why not?</p> <p>Grammar Revision: The Present Simple and Present Continuous Tenses</p> <ul style="list-style-type: none"> • improving the students' knowledge level through a variety of tasks • the grammar revision rules • using grammar revision drills <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Интернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>		
<p style="text-align: center;">Lesson 3 Topic: Telegram. Viber. WhatsApp. Skype Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the students' key vocabulary through a variety of tasks • drilling the new terms to learn better the topic "Chats&calls Apps" • comprehension of the confusing words' meaning • using prepositions and idioms • word-formation in English <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about Chats&calls Apps • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons • fill in the blanks • whether the following statements are true or false <p>Grammar Revision: Future Simple Tense (uses of shall/will/going to)</p> <ul style="list-style-type: none"> • drilling the students' vocabulary awareness through a variety of tasks • using Future Simple Tense (uses of shall/will/going to) <p>improving the students' grammar revision knowledge through a variety of exercises</p> <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Интернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>	4	0,25

<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “Telegram. Viber. WhatsApp”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • using prepositions • idioms <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about customers, consumers and clients <ul style="list-style-type: none"> • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons <p>Grammar Revision: Future time (uses of shall/ will/ going to/ Present Continuous/ Present Simple to talk about future)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Future time (uses of shall/will/going to/ Present Continuous/ Present Simple to talk about future). • improving the students’ Grammar Revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Интернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>	4	0,25
<p style="text-align: center;">Lesson 5</p> <p style="text-align: center;">In-class activity</p> <p style="text-align: center;">Topic: “MS Word, MS Excel. MS PowerPoint”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • Grammar Revision and phonetics drills <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • (discussion in pairs): Microsoft applications: MS Word, MS Excel. MS PowerPoint •giving reasons •expressing preferences •making comparisons •whether the following statements are true or false •complete these sentences •fill in the blanks <p>Vocabulary:</p> <ul style="list-style-type: none"> • drilling the new words to learn better the topic “MS Word, MS Excel. MS PowerPoint ” • using prepositions • comprehension meaning of the new idioms • word-formation in English <p>Speaking:</p> <ul style="list-style-type: none"> • Features and Options of Microsoft applications: MS Word, MS Excel. MS PowerPoint 	4	0,25

<ul style="list-style-type: none"> • expressing preferences • making comparisons • giving reasons - How to Get Microsoft Word, Excel and PowerPoint for Free • answering the questions <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Future time (uses of shall/ will/ going to/ Present Continuous/ Present Simple to talk about future)</p> <ul style="list-style-type: none"> • drilling the students' vocabulary awareness through a variety of tasks • using Future time (uses of shall/will/going to/ Present Continuous/ Present Simple to talk about future). • improving the students' grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Інтернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>		
<p style="text-align: center;">Further work</p> <p>Reading: “MS Word, MS Excel. MS PowerPoint”:</p> <ul style="list-style-type: none"> • giving full answers to the questions about customers, consumers and clients • giving reasons • giving or seeking personal views and opinions • expressing preferences • making comparisons <p>Writing:</p> <ul style="list-style-type: none"> • writing an introduction and the conclusion • summarizing ideas • type CV in MS Word <p>Student's presentation: choose any of messenger and make a presentation about it in MS PowerPoint</p> <ul style="list-style-type: none"> • make any table using MS Excel <p>Grammar Revision: Future time (uses of shall/ will/ going to/ Present Continuous/ Present Simple to talk about future)</p> <ul style="list-style-type: none"> • drilling the students' vocabulary awareness through a variety of tasks • using Future time (uses of shall/will/going to/ Present Continuous/ Present Simple to talk about future). • improving the students' grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Інтернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>	4	0,25
<p>Lesson 6 Topic: “MS Word, MS Excel. MS PowerPoint” Further work</p>	4	0,25

<p>Reading: “MS Word, MS Excel, MS PowerPoint”:</p> <ul style="list-style-type: none"> • giving full answers to the questions about MS Word, MS Excel, MS PowerPoint • giving reasons • giving or seeking personal views and opinions • expressing preferences • making comparisons <p>Writing: “<i>Necessity never made a good bargain</i>” (B. Franklin):</p> <ul style="list-style-type: none"> • planning an answer • writing an introduction and the conclusion • summarizing ideas • write a letter about MS Word • make a presentation in MS PowerPoint • make any table using MS Excel <p>Grammar Revision: Future time (uses of shall/ will/ going to/ Present Continuous/ Present Simple to talk about future)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Future time (uses of shall/will/going to/ Present Continuous/ Present Simple to talk about future). • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Додатковий:</i> 2[5-30], 4[18-24] <i>Интернет-джерела:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>		
<p style="text-align: center;">Lesson 7 Topic: “Office 365” Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • using prepositions • idioms • <i>to succeed / to manage / to cope</i> • <i>to roll something out</i> <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about marketing • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons Spreadsheets with Office 365: • discussing spreadsheet usage with Office 365 with students • explore the features of Microsoft Excel in Office 365, including data entry, formulas, functions, data analysis, and visualization using charts and graphs • <i>discussing (in group of three)</i> the features of Microsoft PowerPoint in Office 365, such as slide creation, formatting, adding multimedia elements, and presenting slideshows <p>Students’ presentations: about creating presentations using Office 365</p> <p>Grammar Revision: Present Tenses (Revision)</p>	4	0,25

<ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Present Tenses(Revision) • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний: 2[с. 75-80, 85-94], 5 [с. 53,63]</i> <i>Додатковий: 2[5-30], 4[18-24]</i> <i>Інтернет-джерела: 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</i></p>		
<p style="text-align: center;">Lesson 8 Topic: “Office 365” Further work</p> <p>Vocabulary: drilling the new active vocabulary to the topic “Cloud-powered productivity platform”:</p> <ul style="list-style-type: none"> • expressing one’s personal opinion of the differences between Microsoft and Office 365 • using prepositions • new idioms and their meanings • word-formation in English <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about different types of products of Microsoft Corporation • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons <p>Writing: essay about main advantage of Office 365</p> <p>Grammar Revision: Present Tenses (Revision)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Present Tenses(Revision) • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний: 2[с. 75-80, 85-94], 5 [с. 53,63]</i> <i>Додатковий: 2[5-30], 4[18-24]</i> <i>Інтернет-джерела: 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</i></p>	4	0,25
<p style="text-align: center;">Lesson 9 Topic: “Apps for entertainment” Further work</p> <p>Vocabulary: drilling the new active vocabulary to the topic “Gaming Platforms.Gaming Industry. Benefits of Gaming”</p> <ul style="list-style-type: none"> • using prepositions • new idioms and their meanings • word-formation in English <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about Gaming Platforms.Gaming Industry. Benefits of Gaming. 	4	0,25

<ul style="list-style-type: none"> • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons <p>Writing: Gaming Experiences: about their gaming experiences: share memorable moments, achievements, challenges they have faced in games, and how gaming has impacted their problem-solving and decision-making skills</p> <p>Grammar Revision: Past Tenses (Revision)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Past Tenses (Revision) • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основной:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Дополнительный:</i> 2[5-30], 4[18-24] <i>Интернет-данные:</i> 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</p>		
<p style="text-align: center;">Lesson 10</p> <p style="text-align: center;">Topic: “Apps for entertainment”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: drilling the new active vocabulary to the topic “Gaming Platforms.Gaming Industry. Benefits of Gaming”</p> <ul style="list-style-type: none"> • using prepositions • new idioms and their meanings • word-formation in English <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about Gaming Platforms.Gaming Industry. Benefits of Gaming. • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons <p>Writing: Gaming Experiences: about their gaming experiences. They can share memorable moments, achievements, challenges they have faced in games, and how gaming has impacted their problem-solving and decision-making skills</p> <p>Grammar Revision: Present Tenses (Revision), Past Tenses (Revision), Future time (uses of shall/will/going to/ Present Continuous/ Present Simple to talk about future)</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Future time (uses of shall/will/going to/ Present Continuous/ Present Simple to talk about future). • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основной:</i> 2[с. 75-80, 85-94], 5 [с. 53,63] <i>Дополнительный:</i> 2[5-30], 4[18-24]</p>	4	0,25

<p><i>Интернет-джерела: 2, 4, 11, 16, 18, 20, 23,25, 28, 30,33, 34, 36, 37, 42, 46, 47, 52, 53, 54, 55, 56, 57</i></p>		
<p>MODULE 4: “ INTERNET OF THINGS & WEF (WORLD ECONOMIC FORUM)” Lesson 1 Topic: “Definition of the Internet. Concepts and types of Intranet. How Internet works” Further work Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • Abbreviations (TCP/IP, WWW) • Using articles and prepositions • <i>computer networks / network of networks / Internet Protocol Suite / hypertext / applications</i> • <i>file sharing</i> <p>Reading: How Internet works</p> <ul style="list-style-type: none"> • reading for obtaining information about <i>the Internet and how it works</i>. <p>Speaking (conversation in groups of three) about:</p> <ul style="list-style-type: none"> • how the Internet works and how to connect to it • how to browse the Web • information and services the internet carries • what you can do on the Internet • giving or seeking personal views and opinions <p>Writing: translation from Ukrainian into English Grammar Revision: Future Continuous Tense</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Future Continuous Tense • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний: 1[c. 54-69], 2[c. 97-105, 107-117, 137-139]</i> <i>Додатковий: 1[c. 67-70,72-74,75-77], 4[30-33], 5 [c. 30-33], 6[c. 418-421], 8 [c. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[c. 282-283, 2860287, 296-302, 313-316, 319-322], 10[c. 21-27, 35-40, 95]</i> <i>Интернет-джерела: 4,11, 14. 15,19, 20,29, 30, 35</i></p>	4	0,25
<p>Lesson 2 Topic: “Concepts and types of Intranet” Further work Vocabulary:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Intranet/ how it works and its main concepts.” • using articles and prepositions • comprehension of idioms and their meanings • the meaning of the abbreviations TCP/IP, WWW, HTTP, W3C, URL, FTP, HTML, SMTP, ISP, DNS <p>Reading: “Basic Concepts of the Intranet”</p>	4	0,25

<ul style="list-style-type: none"> • reading for obtaining information about using basic concepts of <i>the Intranet</i>. <p>Speaking (group project): “The Internet, Intranet and its main concepts”</p> <ul style="list-style-type: none"> • expressing preferences • providing the ways the Internet works • giving details about about main Internet concepts • using abbreviations • giving or seeking personal views and opinions • giving reasons • making comparisons <p>Writing: “The main abbreviations used to speak about the concepts of the Internet, Intranet.</p> <ul style="list-style-type: none"> • planning an answer • an introduction and the conclusion • summarizing ideas <p>Grammar Revision: Future Continuous Tense</p> <ul style="list-style-type: none"> • drilling the students’ vocabulary awareness through a variety of tasks • using Future Continuous Tense • improving the students’ grammar revision knowledge through a variety of exercises • the tense is compared and contrasted <p>Sources: <i>Основний:</i> 1[с. 54-69], 2[с. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 2860287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>		
<p style="text-align: center;">Lesson 3</p> <p>Topic: “Telecommunications and electronic communications” Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • terms to learn better the topic: “Telecommunication and Electronic Communication” <p>Reading: “Telecommunication”</p> <ul style="list-style-type: none"> • reading for obtaining information about technologies for transmitting information <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions relating to the topic “Telecommunication” • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons <p>Writing: <i>provide an essay on the topic “History of Communication” (100-120 words).</i></p> <ul style="list-style-type: none"> • planning an answer • an introduction and the conclusion • summarising ideas 	4	0,25

<p>Grammar Revision: The Future Continuous Tense vs The Future Indefinite Tense:</p> <ul style="list-style-type: none"> improving the students' grammar revision knowledge through a variety of tasks the grammar revision rules grammar revision drills <p>Sources: <i>Основний:</i> 1[с. 54-69], 2[с. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 2860287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>		
<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “Telecommunications and electronic communications”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> terms to learn better the topic: “Electronic Communication” <p>Reading: “Electronic Communication and its types”</p> <ul style="list-style-type: none"> reading for obtaining specific information about types of electronic communication <p>Writing:</p> <ul style="list-style-type: none"> make up a plan of 6 items to talk about electronic communication <ul style="list-style-type: none"> planning an answer an introduction and the conclusion summarising ideas <p>Speaking:</p> <ul style="list-style-type: none"> <i>(in pairs)</i> give full answers to the questions relating to the topic “Electronic Communication” give or seek personal views and opinions <p>Grammar Revision: The Future Continuous Tense vs The Future Indefinite Tense:</p> <ul style="list-style-type: none"> improving the students' grammar revision knowledge through a variety of tasks the grammar revision rules grammar revision drills <p>Sources: <i>Основний:</i> 1[с. 54-69], 2[с. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 2860287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>	4	0,25
<p style="text-align: center;">Lesson 5</p> <p style="text-align: center;">Topic: “Telecommunications and electronic communications. Multimedia”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> understanding the meaning of the new vocabulary on the topic: “Telecommunication and Electronic Communication. Multimedia” 	4	0,25

<p>Reading: “Multimedia”</p> <ul style="list-style-type: none"> • read the information about importance of multimedia <p>Speaking:</p> <ul style="list-style-type: none"> • students’ presentation about “Principles of Electronic communication. Multimedia.” • give or seek personal views and opinions • give reasons • express preferences <p>Writing: provide a short information about “The Principles of Electronic Communication” (100-120 words).</p> <p>Grammar Revision: The Future PerfectTense:</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основний:</i> 1[с. 54-69], 2[с. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 2860287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>		
<p style="text-align: center;">Lesson 6</p> <p style="text-align: center;">Topic: “Computer networks (wide area, metropolitan, personal, local)”</p> <p style="text-align: center;">Further Work</p> <p>Vocabulary: Understand the meaning of new words</p> <ul style="list-style-type: none"> • LAN, MAN, WAN, PAN • Wired wireless mode, data transmit speed <p>Reading: “Types of Networks”</p> <p>Speaking:</p> <ul style="list-style-type: none"> • make up a dialogue (in pairs) about types of networks <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: When and If sentences (First conditional)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основний:</i> 1[с. 54-69], 2[с. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 2860287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>	4	0,25
<p style="text-align: center;">Lesson 7</p> <p style="text-align: center;">Topic: “Computer networks (wide area, metropolitan, personal, local)”</p> <p style="text-align: center;">Further work</p> <ul style="list-style-type: none"> • Vocabulary: understand the meaning of the new vocabulary: LAN, MAN, WAN, PAN • using prepositions 	4	0,25

<p>Reading: “How do Networks Function”</p> <ul style="list-style-type: none"> • reading for obtaining information about how different types of networks work <p>Speaking:</p> <ul style="list-style-type: none"> • students’ presentation about the LAN, MAN, WAN, PAN <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: When and If sentences (Second conditional)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основний:</i> 1[с. 54-69], 2[с. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 2860287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>		
<p style="text-align: center;">Lesson 8</p> <p style="text-align: center;">Topic: “Internet of things.”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> •drilling the new terms to learn better the topic “The Internet and The Economy” •improving the students’ key vocabulary for making presentations about the key Internet technologies •using prepositions. <p>Reading: “The Internet and The Economy”</p> <ul style="list-style-type: none"> • find and understand specific information about the role of the Internet technologies in the economy • grasp the main ideas of the text <p>Speaking:</p> <ul style="list-style-type: none"> • comment on the following quote: “<i>The Internet is becoming the town square for the global village of tomorrow (Bill Gates)</i>” <p>Writing: write a list of 6-8 notes you will use to talk about the Internet of things</p> <p>Grammar Revision: When and If sentences (Third conditional)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Основний:</i> 1[с. 54-69], 2[с. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 2860287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>	4	0,25
<p style="text-align: center;">Lesson 9</p> <p style="text-align: center;">Topic: “The latest Internet technologies in different spheres of our life ”</p> <p style="text-align: center;">Further work</p>	4	0,25

<p>Vocabulary:</p> <ul style="list-style-type: none"> drilling the new terms to learn better the topic “Network and Communication” <p>Reading: “Network and Communication”</p> <ul style="list-style-type: none"> understanding and interpreting the main ideas of the text <p>Speaking: “The field of Network and Communication: challenges and benefits”:</p> <ul style="list-style-type: none"> give reasons give or seek personal views and opinion <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: When and If sentences (Mix conditional)</p> <ul style="list-style-type: none"> improving the students’ grammar revision knowledge through a variety of tasks the grammar revision rules grammar revision drills <p>Sources: <i>Основний:</i> 1[c. 54-69], 2[c. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[c. 67-70,72-74,75-77], 4[30-33], 5 [c. 30-33], 6[c. 418-421], 8 [c. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[c. 282-283, 286-287, 296-302, 313-316, 319-322], 10[c. 21-27, 35-40, 95]</p>		
<p style="text-align: center;">Lesson 10</p> <p style="text-align: center;">Topic: “The Role of the Cloud Technologies in Data Storage, Processing and Securititting for Business Processes: Benefits”</p> <p style="text-align: center;">Further work</p> <p>Reading: “Top 10 benefits of Cloud Computing”</p> <ul style="list-style-type: none"> reading for obtaining information about benefits of cloud technologies <p>Speaking:</p> <ul style="list-style-type: none"> give full answers to the questions about cloud technologies comment on the following quote: Cloud computing is really a no-brainer for any start-up because it allows you to test your business plan very quickly for little money <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: When and If sentences (Revision)</p> <ul style="list-style-type: none"> developing knowledge through a variety of tasks the grammar revision rules grammar revision drills the transitive and intransitive verbs <p>Sources: <i>Основний:</i> 1[c. 54-69], 2[c. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[c. 67-70,72-74,75-77], 4[30-33], 5 [c. 30-33], 6[c. 418-421], 8 [c. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[c. 282-283, 286-287, 296-302, 313-316, 319-322], 10[c. 21-27, 35-40, 95] <i>Интернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>	4	0,25
<p style="text-align: center;">Lesson 11</p> <p style="text-align: center;">Topic: “The Role of the Cloud Technologies in Data Storage, Processing and Securititting for Business Processes: types of Cloud Computing, its advantages and disadvantages”</p> <p style="text-align: center;">Further work</p> <p>Reading: “Advantages and disadvantages of cloud technologies”</p>	4	0,25

<ul style="list-style-type: none"> grasp the main ideas of the text about advantages and disadvantages of cloud technologies <p>Vocabulary: Improve vocabulary skills</p> <ul style="list-style-type: none"> vocabulary test <p>Speaking: <i>(in pairs)</i> give full answers to the questions about cloud technologies; Its types; Pros and cons comment on the following saying: There are mainly three phases involved into cloud computing: Strategy Phase, Planning Phase and Deployment Phase. Be ready to present your view in the class. You may use visual aids if you need</p> <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: When and If sentences – Mix Conditional sentences (Revision)</p> <ul style="list-style-type: none"> improving the students’ grammar revision knowledge through a variety of tasks the grammar revision rules grammar revision drills <p>Sources: <i>Основний:</i> 1[c. 54-69], 2[c. 97-105, 107-117, 137-139] <i>Додатковий:</i> 1[c. 67-70,72-74,75-77], 4[30-33], 5 [c. 30-33], 6[c. 418-421], 8 [c. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[c. 282-283, 286-287, 296-302, 313-316, 319-322], 10[c. 21-27, 35-40, 95] <i>Інтернет-джерела:</i> 4,11, 14. 15,19, 20,29, 30, 35</p>		
<p style="text-align: center;">Lesson 12</p> <p style="text-align: center;">Topic: “WEF. The Blockchain Technology. How does it work?”</p> <p style="text-align: center;">Further work</p> <p>Reading: “What is Blockchain Technology and how does it work”</p> <ul style="list-style-type: none"> grasp the main ideas of the text about Blockchain technology, the way it works, its main components and features, its importance in the modern life. comprehension the new words’ meaning on a base of the textual context improve the students’ key vocabulary for comprehending the meaning utterances: I don’t have money to burnt; there is more than one way to skin a cat. <p>Speaking:</p> <ul style="list-style-type: none"> comment on the following: <i>“Information on a Blockchain network is not controlled by a centralized authority, unlike modern financial institutions”</i> speaking about features of Blockchain Technology <p>Writing: write an essay on the following saying “The Blockchain allows our smart devices to speak to each other better and faster” (Melanie Swan, Romania) (100-120 words).</p> <p>Grammar Revision: When and If sentences – Mix Conditional sentences (Revision)</p> <ul style="list-style-type: none"> improving the students’ grammar revision knowledge through a variety of tasks the grammar revision rules grammar revision drills <p>Sources:</p>	4	0,25

<p><i>Основний: 1[с. 54-69], 2[с. 97-105, 107-117, 137-139]</i> <i>Додатковий: 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 286-287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95]</i> <i>Інтернет-джерела: 4,11, 14. 15,19, 20,29, 30, 35</i></p>		
<p style="text-align: center;">Lesson 13</p> <p>Topic: “The Blockchain Technology, its types, advantages and disadvantages”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Improving topical vocabulary skills</p> <ul style="list-style-type: none"> • vocabulary test <p>Reading: “Uses of Blockchain Technologies.”</p> <ul style="list-style-type: none"> • read for obtaining information about uses of Blockchain Technology <p>Speaking:</p> <ul style="list-style-type: none"> • give full answers to the questions about Blockchain technologies, types of Cryptocurrency, pros and cons of Blockchain Technology • <i>comment on</i> the following saying: “Blockchain is the tech. Bitcoin is merely the first mainstream manifestation of its potential (Marc Kenigsberg, Israel). Be ready to present your view in the class. You may use visual aids if you need. <p>Writing: translation from Ukrainian into English, preparation for a Module Test</p> <p>Grammar Revision: When and If sentences – Mix Conditional sentences (Revision)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills • the transitive and intransitive verbs <p>Sources: <i>Основний: 1[с. 54-69], 2[с. 97-105, 107-117, 137-139]</i> <i>Додатковий: 1[с. 67-70,72-74,75-77], 4[30-33], 5 [с. 30-33], 6[с. 418-421], 8 [с. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9[с. 282-283, 286-287, 296-302, 313-316, 319-322], 10[с. 21-27, 35-40, 95]</i> <i>Інтернет-джерела: 4,11, 14. 15,19, 20,29, 30, 35</i></p>	4	0,25
<p style="text-align: center;">Lesson 14</p> <p>Topic: “Module 4 “Internet of Things. WEF. Blockchain Technology”</p> <p style="text-align: center;">Further work</p> <p style="text-align: center;">Module 4 Content Review</p> <p>Speaking: Group projects (Module 4 topics), PPP</p> <p>Grammar Revision: When and If sentences – Mix Conditional sentences (Revision)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills • the transitive and intransitive verbs <p>Sources: <i>Основний: 1[с. 54-69], 2[с. 97-105, 107-117, 137-139]</i></p>	4	0,25

<p><i>Додатковий: 1 [c. 67-70, 72-74, 75-77], 4 [30-33], 5 [c. 30-33], 6 [c. 418-421], 8 [c. 58-61, 63, 64, 65-67, 70, 72-75, 76], 9 [c. 282-283, 286-287, 296-302, 313-316, 319-322], 10 [c. 21-27, 35-40, 95]</i> <i>Інтернет-джерела: 4, 11, 14, 15, 19, 20, 29, 30, 35</i></p>		
<p align="center">MODULE 5: “WEB DEVELOPMENT”</p> <p align="center">Lesson 1</p> <p align="center">Topic: “Web development . Types of WEB development”</p> <p align="center">Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • idioms • using prepositions <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons • conversation in group: about current trends in web development • discussion (in groups of three) mobile-first design, progressive web apps, single-page applications, and the importance of user experience (UX) and search engine optimization (SEO) in modern web development <p>Grammar Revision: Passive Voice (Present Simple)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5 [c. 88-100, 101-110], 6 [c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8 [c. 44-48, 50, 51-53, 56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11, 14, 15, 19, 20, 29, 30, 31, 35, 36</i></p>	4	0,25
<p align="center">Lesson 2</p> <p align="center">Topic: “Web development. Types of WEB development”</p> <p align="center">Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Web development . Types of WEB development” • improving the students’ key vocabulary for comprehension the meaning of words-combinations: SEO-Friendly Design, website structure, metadata, heading tags, descriptive URLs, relevant keywords, HTML (Hypertext Markup Language) • using prepositions. • giving reasons • giving or seeking personal views and opinion • expressing preferences • making comparisons <p>Writing:</p> <ul style="list-style-type: none"> • about the principle of writing clean and readable code 	4	0,25

<ul style="list-style-type: none"> • the importance of coding standards and best practices to improve maintainability and collaboration among developers • using proper indentation, meaningful variable names, and comments for clarity <p>Grammar Revision: Passive Voice (Present Simple)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11,14, 15,19, 20,29,30,31,35, 36</i></p>		
<p style="text-align: center;">Lesson 3</p> <p style="text-align: center;">Topic: “W3C Standards. Stages of Interface Development”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “W3C Standards. Stages of Interface Development” • improving the students’ key vocabulary for comprehension the meaning of words-combinations: bug fixes, performance optimizations, cross-browser compatibility, interface development, aesthetically pleasing, identify usability issues, the visual design of the website, and others • using prepositions • giving reasons • giving or seeking personal views and opinion • expressing preferences • making comparisons <p>Writing: give advices: the importance of testing the interface with real users</p> <p>Grammar Revision: Passive Voice (Past Simple)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11,14, 15,19, 20,29,30,31,35, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “W3C Standards. Stages of Interface Development”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “W3C Standards. Stages of Interface Development” • improving the students’ key vocabulary for comprehension the meaning of words-combinations: bug fixes, performance 	4	0,25

<p>optimizations, cross-browser compatibility, interface development, aesthetically pleasing, identify usability issues and others</p> <ul style="list-style-type: none"> • using prepositions • giving reasons • giving or seeking personal views and opinion • expressing preferences • making comparisons <p>Writing: give advices: the importance of testing the interface with real users</p> <p>Grammar Revision: Passive Voice (Past Simple)</p> <ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11 ,14, 15,19, 20,29,30,31,35, 36</i></p>		
<p style="text-align: center;">Lesson 5 Topic: “Web Development Languages” Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Web Languages” • improving the students’ key vocabulary for comprehension the meaning of words-combinations: databases, content, DOM elements, frameworks like Django and Flask, Ruby on Rails framework • using prepositions • giving reasons • giving or seeking personal views and opinion • expressing preferences • making comparisons <p>Writing (notes about):</p> <ul style="list-style-type: none"> • JavaScript is used to create interactive forms, perform calculations, manipulate DOM elements • Python is used for both back-end and front-end development, including frameworks like Django and Flask • HTML is used to structure the content of web pages, including headings, paragraphs, lists, images, links <p>Grammar Revision: Passive Voice (Present Continuous)</p> <ul style="list-style-type: none"> • developing knowledge through a variety of tasks • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i></p>	4	0,25

<p><i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11,14, 15,19, 20,29,30,31,35, 36</i></p>		
<p style="text-align: center;">Lesson 6 Topic: “Web Development Languages” Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Web Languages” • improving the students’ key vocabulary for comprehension the meaning of words-combinations: databases, content, DOM elements, frameworks like Django and Flask, Ruby on Rails framework • using prepositions • giving reasons <p>Writing (notes about):</p> <ul style="list-style-type: none"> • Ruby on Rails framework, is used to develop web applications efficiently, its emphasis on simplicity and productivity • Java is used for building robust and scalable web applications, about frameworks like Spring and JavaServer Pages (JSP) used in Java web development <p>Grammar Revision: Passive Voice (Past Continuous)</p> <ul style="list-style-type: none"> • developing knowledge through a variety of tasks • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11,14, 15,19, 20,29,30,31,35, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 7 Topic: “Graphic Design” Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Why Graphic Design attract the youth” • improving the students’ key vocabulary for comprehension the meaning of words-combinations: design elements, to create visual harmony, creating brand guidelines, the differences between print design and digital design • using prepositions • giving the differences between print design and digital design • giving or seeking personal views and opinion • expressing preferences • making comparisons <p>Writing:write an essay “Why Graphic Design attract the youth”</p> <p>Grammar Revision: Passive Voice (Present Perfect)</p> <ul style="list-style-type: none"> • developing knowledge through a variety of tasks 	4	0,25

<ul style="list-style-type: none"> • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11 ,14, 15,19, 20,29,30,31,35, 36</i></p>		
<p style="text-align: center;">Lesson 8 Topic: “Graphic Design” Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Why Graphic Design attract the youth” • improving the students’ key vocabulary for comprehension the meaning of words-combinations: design elements, to create visual harmony, creating brand guidelines, the differences between print design and digital design, interactive elements • using prepositions • giving the differences between print design and digital design • giving or seeking personal views and opinion • expressing preferences • making comparisons <p>Reading: “What graphic design is: its purpose and its importance in various industries!”</p> <p>Writing : write an essay - “Why Graphic Design attract the youth” or “Career opportunities in graphic design”</p> <p>Grammar Revision: Passive Voice (Past Perfect)</p> <ul style="list-style-type: none"> • developing knowledge through a variety of tasks • improving the students’ grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11 ,14, 15,19, 20,29,30,31,35, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 9 Topic: “Multimedia” Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Multimedia” • improving the students’ key vocabulary for comprehension the meaning of words-combinations: interactive websites, software applications, multimedia content, Adobe Photoshop, Audacity, Adobe Premiere Pro, Adobe Animate and others • using prepositions. • giving reasons 	4	0,25

<ul style="list-style-type: none"> • giving or seeking personal views and opinion • expressing preferences • making comparisons <p>Student's presentation about "Multimedia in today's digital world"</p> <p>Grammar Revision: Passive Voice (Future Perfect)</p> <ul style="list-style-type: none"> • developing knowledge through a variety of tasks • improving the students' grammar revision knowledge through a variety of tasks • the grammar revision rules • grammar revision drills <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11,14, 15,19, 20,29,30,31,35, 36</i></p>		
<p style="text-align: center;">Lesson 10 Topic: "Multimedia" Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic "Multimedia" • improving the students' key vocabulary for comprehension the meaning of words-combinations: interactive websites, software applications, multimedia content, Adobe Photoshop, Audacity, Adobe Premiere Pro, Adobe Animate and others • using prepositions. • giving reasons • giving or seeking personal views and opinion • expressing preferences • making comparisons <p>Presentation about "Multimedia in today's digital world"</p> <p>Grammar Revision: using verbs in the Passive Voice</p> <ul style="list-style-type: none"> • developing knowledge of Passive Voice through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one's grammar revision skills through a variety of tasks <p>Sources: <i>Main: 1 [c. 70-84], 5[c. 88-100, 101-110], 6[c. 54-59, 104-111]</i> <i>Additional: 1 [c. 39-43, 44-46, 61-66, 75-78, 80-82, 84-86], 3 [c. 16-22, 31-40], 4 [c. 18-24, 25-29], 7 [c. 20-21], 8[c. 44-48, 50,51-53,56], 9 [c. 115-116, 130-133, 151-153, 154-156, 165-167]</i> <i>Internet: 4, 11,14, 15,19, 20,29,30,31,35, 36</i></p>	4	0,25
<p style="text-align: center;">II курс III-й семестр MODULE 6: "Modelling, information and communication technologies in digital economy" Lesson 1</p>	4	0,25

<p>Topic: “The concept of data, information and information flows. Databases”</p> <p>Further work</p> <p>Vocabulary: Understanding the meaning idioms</p> <ul style="list-style-type: none"> • use of common terms described components of an Information System <p>Speaking: giving full answers to the questions</p> <ul style="list-style-type: none"> • giving or seeking personal views and opinions • giving reasons • expressing preferences :the key elements, such as hardware, software, data, procedures, and people • talking about how these components interact and collaborate to fulfill the objectives of the information system <p>Writing: about popular DBMSs like Oracle, MySQL, Microsoft SQL Server, and PostgreSQL, and their features and functionalities</p> <p>Students` presentation: about how databases are used in various industries, such as business, healthcare, finance, and education</p> <p>Grammar Revision: using verbs in The Sequence of Tenses, Reported Speech (Statements)</p> <ul style="list-style-type: none"> • developing knowledge of Reported Speech (Statements) through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one`s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p>Lesson 2</p> <p>Topic: “The concept of data, information and information flows. Databases””</p> <p>Further work</p> <p>Vocabulary: Understanding the meaning idioms</p> <ul style="list-style-type: none"> • use of common terms described components of an Information System <p>Speaking: giving full answers to the questions</p> <ul style="list-style-type: none"> • giving or seeking personal views and opinions • giving reasons • expressing preferences :the key elements, such as hardware, software, data, procedures, and people • talking about how these components interact and collaborate to fulfill the objectives of the information system <p>Writing: about data visualization in computer modeling</p> <p>Students` presentation: about the importance of decision theory in fields like economics, management, engineering, and healthcare.</p> <p>Grammar Revision: using verbs in Reported Speech (Statements)</p> <ul style="list-style-type: none"> • developing knowledge of Reported Speech (Statements) through a variety of tasks 	4	0,25

<ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 3</p> <p style="text-align: center;">Topic: “The concept of data, information and information flows. Databases. Computer modeling of data”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning idioms</p> <ul style="list-style-type: none"> • use of common terms described components of an Information System <p>Speaking: giving full answers to the questions</p> <ul style="list-style-type: none"> • giving or seeking personal views and opinions • giving reasons • expressing preferences :the key elements, such as hardware, software, data, procedures, and people • talking about how these components interact and collaborate to fulfill the objectives of the information system <p>Writing: about popular DBMSs like Oracle, MySQL, Microsoft SQL Server, and PostgreSQL, and their features and functionalities Give the definition of computer modeling of data</p> <p>Students` presentation: about how databases are used in various industries, such as business, healthcare, finance, and education</p> <p>Grammar Revision: using verbs in Reported Speech (General Questions)</p> <ul style="list-style-type: none"> • developing knowledge of Reported Speech (General Questions) through a variety of tasks • developing knowledge of Reported Speech (compare Statements and Questions) through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “Digitalization of economy”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning idioms</p> <ul style="list-style-type: none"> • using prepositions • to make / to do <p>Speaking:</p>	4	0,25

<ul style="list-style-type: none"> • giving full answers to the questions about Information Processing • giving or seeking personal views and opinions (about different channels of information flow, such as face-to-face communication, written documents, electronic communication, and social media) • giving reasons • expressing preferences • making comparisons <p>Writing: notes about information flows (how information is exchanged and transmitted between individuals, organizations, and systems), translation into English</p> <p>Grammar Revision: using verbs in Reported Speech (Special Questions)</p> <ul style="list-style-type: none"> • developing knowledge of Reported Speech (Special Questions) through a variety of tasks • improving knowledge of Reported Speech (compare Statements and Questions) through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110, 136-137], 6 [c. 7-13, 14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4, 11, 19, 29, 30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 5 Topic: “Digitalization of economy” Further work</p> <p>Vocabulary: Understanding the meaning idioms</p> <ul style="list-style-type: none"> • using prepositions <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about Information Processing • giving or seeking personal views and opinions (about different channels of information flow, such as face-to-face communication, written documents, electronic communication, and social media) • giving reasons • expressing preferences • making comparisons <p>Writing: notes about information flows (how information is exchanged and transmitted between individuals, organizations, and systems), translation from Ukrainian into English</p> <p>Grammar Revision: using verbs in Reported Speech (Orders)</p> <ul style="list-style-type: none"> • developing knowledge of Reported Speech (Orders) through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises 	4	0,25

<ul style="list-style-type: none"> • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 6 Topic: “Digitalization of economy” Further work</p> <p>Vocabulary: Understanding the meaning idioms</p> <ul style="list-style-type: none"> • using prepositions <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about Information Processing • giving or seeking personal views and opinions (about different channels of information flow, such as face-to-face communication, written documents, electronic communication, and social media) • giving reasons • expressing preferences • making comparisons <p>Writing: notes about information flows (how information is exchanged and transmitted between individuals, organizations, and systems), translation from Ukrainian into English</p> <p>Grammar Revision: using verbs in Reported Speech (Request)</p> <ul style="list-style-type: none"> • developing knowledge of Reported Speech (Request) through a variety of tasks • improving knowledge of Reported Speech (compare Statements, Orders, Requests and Questions) through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 7 Topic: “The concept of information system and its components. Types of management information systems in digital economy” Further work</p> <p>Vocabulary: Understanding the meaning idioms</p> <ul style="list-style-type: none"> • using prepositions <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions 	4	0,25

<ul style="list-style-type: none"> • giving or seeking personal views and opinions • expressing preferences • making comparisons <p>make up a dialogue: how management information systems improve efficiency, accuracy, decision-making, and communication within organizations</p> <p>Writing: notes about the challenges, such as data security, system scalability, and user adoption, that need to be addressed in implementing and maintaining information systems</p> <p>Grammar Revision: using verbs in Reported Speech (Orders and Request)</p> <ul style="list-style-type: none"> • developing knowledge of Reported Speech (Orders and Request) through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 8</p> <p style="text-align: center;">Topic: “The concept of information system and its components. Types of management information systems in digital economy”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning idioms</p> <ul style="list-style-type: none"> • using prepositions <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • expressing preferences • making comparisons <p>make up a dialogue: about the procedures component of an information system discuss the set of rules, guidelines, and protocols that govern the operation and usage of the system talk about procedures for data entry, data validation, data backup, security protocols, and system maintenance</p> <p>Writing: notes about strategies for managing information overload, such as prioritization, organization, and filtering</p> <p>Grammar Revision: Reported invitation and Reported advice:</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • developing the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i></p>	4	0,25

<p><i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 9</p> <p style="text-align: center;">Topic: “Modelling and forecasting of socioeconomic processes and systems. The role of the study of digital economy, modelling, analytics and information”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning idioms</p> <ul style="list-style-type: none"> • using prepositions <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • expressing preferences • making comparisons <p>make up a dialogue: about various techniques used for modeling and forecasting of socioeconomic processes</p> <p>Writing: (notes about) - when and how techniques (time series analysis, regression analysis, scenario analysis, simulation modeling, and machine learning algorithms) are applied to analyze and predict socioeconomic outcomes</p> <p>Grammar Revision: Reported warning and Reported permission:</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using the Grammar revision rules for improving students’ skills through a variety of tasks • using grammar revision rules for expressing the regrets of criticism <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 10</p> <p style="text-align: center;">Topic: “Modelling and forecasting of socioeconomic processes and systems. The role of the study of digital economy, modelling, analytics and information”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning idioms</p> <ul style="list-style-type: none"> • using prepositions <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • expressing preferences • making comparisons • make up a dialogue about various techniques used for modeling and forecasting of socioeconomic processes <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Reported prohibition:</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using the grammar revision rules for improving students’ skills through a variety of tasks 	4	0,25

<ul style="list-style-type: none"> • using grammar revision rules for expressing the regrets of criticism <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 11 Topic: “Decision Theory. Risks in digital economy” Further work</p> <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • expressing preferences • making comparisons • make up a dialogue : data privacy risks in the digital economy <p>Writing: translation from Ukrainian into English Grammar Revision: Reported Speech is not observed if the object clause expresses a general truth:</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • developing the grammar revision rules for expressing the real or very probable situations in the present or future • improving one’s grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 12 Topic: “Decision Theory. Risks in digital economy” Further work</p> <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • expressing preferences • making comparisons <p>make up a dialogue:</p> <ul style="list-style-type: none"> • make up a dialogue about online reputation and brand risks in the digital economy. • discuss how negative reviews, social media backlash, or viral misinformation can harm the reputation and brand image of individuals and businesses. They can talk <p>Writing: (notes) about the importance of managing online presence, monitoring online conversations, and engaging with customers to mitigate reputation risks Grammar Revision: Modal Verbs in Reported Speech:</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • developing the grammar revision rules for expressing the real or very probable situations in the present or future 	4	0,25

<ul style="list-style-type: none"> improving one's grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>		
<p style="text-align: center;">Lesson 13</p> <p style="text-align: center;">Topic: "Decision Theory. Risks in digital economy"</p> <p style="text-align: center;">Further work</p> <p>Comprehension Speaking:</p> <ul style="list-style-type: none"> giving full answers to the questions giving or seeking personal views and opinions expressing preferences making comparisons how negative reviews, social media backlash, or viral misinformation can harm the reputation and brand image of individuals and businesses. <p>Writing: (notes) about the importance of managing online presence, monitoring online conversations, and engaging with customers to mitigate reputation risks</p> <p>Students' presentation: Ethical and Social Risks in different countries</p> <p>Grammar Revision: Reported Speech and Passive Voice (Revision)</p> <ul style="list-style-type: none"> using the grammar revision rules for dealing with practical grammar revision exercises developing the grammar revision rules for expressing the real or very probable situations in the present or future improving one's grammar revision skills through a variety of tasks <p>Sources: <i>Main: 5 [c. 88-100, 101-110,136-137], 6 [c. 7-13,14-20]</i> <i>Additional: 3 [c. 4-7], 4 [c. 9-18]</i> <i>Internet: 4,11, 19,29,30, 31, 36</i></p>	4	0,25
<p style="text-align: center;">MODULE 7: " Business Analytics & Data Science "</p> <p style="text-align: center;">Lesson 1</p> <p style="text-align: center;">Topic: "Business Analytics"</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> idioms using prepositions <p>Speaking:</p> <ul style="list-style-type: none"> giving full answers to the questions giving or seeking personal views and opinions giving reasons expressing preferences making comparisons conversation (in groups of three) about different types of business analytics <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Modal Verbs (Obligation)</p>	4	0,25

<p>using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing the regrets of criticism, unreality improving one’s grammar revision skills through a variety of tasks</p> <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 2 Topic: “Business Analytics” Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • idioms • using prepositions <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • discussing the importance of collecting relevant and reliable data, cleaning and transforming data for analysis, and ensuring data quality • giving reasons • expressing preferences • making comparisons <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Modal Verbs (Necessity) using grammar revision rules for expressing the regrets of criticism, unreality improving one’s grammar revision skills through a variety of tasks</p> <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>	4	0,25
<p style="text-align: center;">Lesson 3 Topic: “Big Data” Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • idioms • using prepositions <p>Reading: about technologies like Hadoop, Apache Spark, NoSQL databases, and distributed computing frameworks</p> <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • giving reasons • expressing preferences <p>Writing: translation from Ukrainian into English, the notes about the role of these technologies in storing, processing, and analyzing large-scale data</p> <p>Grammar Revision: Modal Verbs (Certainty)</p>	4	0,25

<ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • developing grammar revision rules for expressing the regrets of criticism, unreality <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 4 Topic: “Big Data” Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • idioms • using prepositions <p>Reading: about technologies like Hadoop, Apache Spark, NoSQL databases, and distributed computing frameworks</p> <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • giving reasons • expressing preferences <p>Writing (notes about): the ethical considerations of using big data ; the potential risks of bases in data analysis</p> <p>Grammar Revision: Modal Verbs (Possibility)</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing the regrets of criticism, unreality <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>	4	0,25
<p style="text-align: center;">Lesson 5 Topic: “Modern means of business analytics (Power Bi, Tableau, etc.)” Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • idioms • using prepositions <p>Speaking: about the importance of data visualization and interactive dashboards in modern business analytics</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons <p>Writing: translation from Ukrainian into English</p> <p>Presentation: modern visualization tools and techniques</p> <p>Grammar Revision: Modal Verbs (Probability)</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises 	4	0,25

<ul style="list-style-type: none"> using grammar revision rules for expressing the regrets of criticism, unreality <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5, 6, 8, 9, 17, 24, 26, 27, 38, 40, 41, 44, 48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 6</p> <p style="text-align: center;">Topic: “Modern means of business analytics (Power Bi, Tableau, etc.)”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> idioms using prepositions <p>Speaking: about the interactive dashboards and filtering features in Power BI and Tableau</p> <ul style="list-style-type: none"> giving full answers to the questions giving or seeking personal views and opinions giving reasons expressing preferences making comparisons <p>Writing: about the different visualization options available in each tool and the best practices for creating effective visual representations of data</p> <p>Presentation: modern visualization tools and techniques</p> <p>Grammar Revision: Modal Verbs (Obligation, Necessity, Certainty, Possibility, Probability) -Revision</p> <ul style="list-style-type: none"> using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing the regrets of criticism, unreality, obligation, necessity <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5, 6, 8, 9, 17, 24, 26, 27, 38, 40, 41, 44, 48, 49, 50, 51</i></p>	4	0,25
<p style="text-align: center;">Lesson 7</p> <p style="text-align: center;">Topic: “Introduction to Data Science”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> idioms using prepositions <p>Reading: “ Definition of Data Science ”</p> <ul style="list-style-type: none"> reading for specific information about Data Science <p>Speaking: discuss how data science is used in fields such as healthcare, finance, marketing, e-commerce, and cybersecurity</p> <ul style="list-style-type: none"> giving full answers to the questions giving or seeking personal views and opinions giving reasons expressing preferences making comparisons <p>Writing: notes about Career Paths in Data Science</p>	4	0,25

<p>Students` presentation: about applications of data science in various industries</p> <p>Grammar Revision: The Modal Verbs <i>must, have to, should, ought to, need, may, might, could, can't, should, ought (to)</i>:</p> <ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing the regrets of criticism, unreality <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 8</p> <p style="text-align: center;">Topic: “Introduction to Data Science”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • idioms • using prepositions <p>Reading: “Applications of Data Science”</p> <ul style="list-style-type: none"> • reading for specific information about Data Science <p>Speaking: discuss how data science is used in fields such as healthcare, finance, marketing, e-commerce, and cybersecurity</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons <p>Writing: (essay) My career in Data Science (10-15 sentences)</p> <p>Grammar Revision: The Modal Verbs with the Perfect Infinitive: using the grammar revision rules for improving students’ skills through a variety of tasks</p> <p>using the grammar revision rules for dealing with practical grammar revision exercises</p> <p>using grammar revision rules for expressing an action considered undesirable was carried out</p> <p>using Grammar Revision rules for expressing <i>obligation, necessity, certainty, possibility, probability.</i></p> <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>	4	0,25
<p style="text-align: center;">Lesson 9</p> <p style="text-align: center;">Topic: “Introduction to Data Science”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • idioms • using prepositions <p>Reading: about the career paths and opportunities in data science</p> <p>Speaking: conversation about the tools and technologies used in data science</p>	4	0,25

<ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons <p>Writing: about Career Paths in Data Science</p> <p>Grammar Revision: The Modal Verbs with the Perfect Infinitive:</p> <ul style="list-style-type: none"> •using the grammar revision rules for improving students’ skills through a variety of tasks •improving the grammar revision rules for dealing with practical grammar revision exercises •using grammar revision rules for expressing <i>obligation, necessity, certainty, possibility, probability.</i> <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 10 Topic: “Data Analysis tools” Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • idioms • using prepositions <p>Reading: about the Data Analysis tools</p> <p>Writing: notes about Microsoft Excel as a popular data analysis tool (about its features, such as formulas, functions, pivot tables, and charts, that enable data analysis and visualization), translation from Ukrainian into English</p> <p>Grammar Revision: The Modal Verbs <i>must, have to:</i></p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • developing the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out. • using Grammar Revision rules for expressing <i>obligation, necessity, certainty, possibility, probability</i> <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>	4	0,25
<p style="text-align: center;">Lesson 11 Topic: “Data Analysis tools” Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • idioms • using prepositions <p>Reading: Data Analysis tools (read the text, try to understand all details, translate it, use a dictionary if necessary)</p> <p>Writing: translation from Ukrainian into English</p>	4	0,25

<p>Grammar Revision: Modal Verbs (should, ought to):</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students' skills through a variety of tasks • developing the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out. <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 12 Topic: “Data Analysis tools” Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • idioms • using prepositions <p>Reading:</p> <ul style="list-style-type: none"> • about its features for data visualization, statistical analysis, and machine learning • about the importance of SQL in data analysis workflows and its widespread use in industries <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • decide whether the following statements are true or false, if statements are wrong, correct them • complete sentences, insert phrases from the exercise • match the words and word combination with the following definitions • match the first part (1-7) of the sentence with the second one (a-f) <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Modal Verbs (can, could, be able to):</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students' skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>	4	0,25
<p style="text-align: center;">Lesson 13 Topic: “Domestic and foreign Internet sites that collect big data” Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • idioms • using prepositions <p>Reading: Domestic and foreign Internet sites that collect big data</p> <p>Speaking:</p>	4	0,25

<ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • conversation about Kaggle, a popular platform for data scientists and machine learning practitioners expressing preferences <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Modal Verbs (may, might, be allowed to, be permitted to)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students' skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">Lesson 14</p> <p style="text-align: center;">Topic: “Domestic and foreign Internet sites that collect big data”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning</p> <ul style="list-style-type: none"> • idioms • using prepositions <p>Reading: Google Dataset Search</p> <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • give a brief summary of the text <p>Writing: translation from Ukrainian into English</p> <p>Students' presentation: social aspect of the platform, where users can connect with others who share similar interests and work together on data-related projects</p> <p>Preparation to the Module test paper</p> <p>Grammar Revision: Modal Verbs (Obligation, Necessity, Certainty, Possibility, Probability) – Revision</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students' skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>	4	0,25
<p style="text-align: center;">Lesson 15</p> <p style="text-align: center;">Topic: “Domestic and foreign Internet sites that collect big data”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: Understanding the meaning</p>	4	0,25

<ul style="list-style-type: none"> • idioms • using prepositions <p>Reading: Domestic and foreign Internet sites that collect big data</p> <p>Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions • giving or seeking personal views and opinions • <i>make up a dialogue (in pairs)</i> about the Open Data Portal of Ukraine (data.gov.ua), which serves as a central platform for accessing open datasets from various government agencies • conversation about Kaggle, a popular platform for data scientists and machine learning practitioners expressing preferences <p>Writing: translation from Ukrainian into English, about the importance of these datasets for research, policy-making, and business planning</p> <p>Grammar Revision: Modal Verbs (Obligation, Necessity, Certainty, Possibility, Probability) -Revision</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students' skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Main: 5 [c. 110-111, 120-135], 6[c. 60-66, 112-115]</i> <i>Additional: 2[43-49], 3[7-13]</i> <i>Internet: 3, 5,6,8,9,17,24,26,27,38,40, 41,44,48, 49, 50, 51</i></p>		
<p style="text-align: center;">II курс IV-й семестр MODULE 8: “ CYBERSECURITY ” Lesson 1 Topic: “Cybersecurity ” Further work</p> <p>Reading: “Categories of Cybersecurity”</p> <ul style="list-style-type: none"> • discovering the meaning of Cybersecurity and its categories <p>Vocabulary:</p> <ul style="list-style-type: none"> • Understanding the meaning of the relevant Cybersecurity vocabulary: network security, application security, information security, operational security, disaster recovery and business continuity, end-user education • using prepositions • IT, PII, AI <p>Speaking: main categories of Cybersecurity</p> <ul style="list-style-type: none"> • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons <p>Writing: write a list of 6-8 takeaways about cybersecurity</p> <p>Grammar Revision: Nouns (plural forms)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students' skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises 	4	0,25

<ul style="list-style-type: none"> using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной: 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135]</i> <i>Додатковий: 1 [c. 88-91, 92-94,96-99], 4[3-9], 5 [c. 28-36], 7 [c. 99-102], 8 [c. 79-82, 85-86], 9[c. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>		
<p style="text-align: center;">Lesson 2 Topic: “Cybercrime” Further work</p> <p>Reading: “Cybercrime”</p> <ul style="list-style-type: none"> understanding information about the impact of cybercrime) <p>Speaking:</p> <ul style="list-style-type: none"> give full answers to the questions about Cybercrimes Group’s projects on Cybercrime (examples of cybercrime <p>Writing: write notes (6-8 points about cybersecurity)</p> <p>Grammar Revision: Nouns (plural forms)</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students’ skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135]</i> <i>Додатковий: 1 [c. 88-91, 92-94,96-99], 4[3-9], 5 [c. 28-36], 7 [c. 99-102], 8 [c. 79-82, 85-86], 9[c. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 3 Topic: “The Open Worldwide Application Security Project (OWASP)” Further work</p> <p>Reading: “What is the OWASP Top 10 and how does it work?”</p> <ul style="list-style-type: none"> understand information about new 2023 trends in API security) <p>Speaking:</p> <ul style="list-style-type: none"> give full answers to the questions give or seek personal views and opinions express preferences <p>Writing: write notes (3-4 items) to talk about OWASP</p> <p>Grammar Revision : Comparison of Adjectives</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students’ skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135]</i> <i>Додатковий: 1 [c. 88-91, 92-94,96-99], 4[3-9], 5 [c. 28-36], 7 [c. 99-102], 8 [c. 79-82, 85-86], 9[c. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>	4	0,25

<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “Topic: “National Institute of Standards and Technology (NIST)”</p> <p style="text-align: center;">Further work</p> <p>Reading: AI and NIST</p> <ul style="list-style-type: none"> • understanding specific information in the text about dealing of NIST with different problems <p>Vocabulary: understanding the meaning of the vocabulary of the topic</p> <p>Speaking:</p> <ul style="list-style-type: none"> • give answers to the questions • express one’s previous experience <p>Writing: provide a plan (4-6 items) of the main problems of the AI and NIST text.</p> <p>Grammar Revision : Comparison of Adjectives (irregular forms)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135]</i> <i>Додатковий: 1 [c. 88-91, 92-94,96-99], 4[3-9], 5 [c. 28-36], 7 [c. 99-102], 8 [c. 79-82, 85-86], 9[c. 60-66]</i> <i>Інтернет-джерела: 4, 20,29,31, 35, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 5</p> <p style="text-align: center;">Topic: “NIST Cybersecurity Framework. GDPR”</p> <p style="text-align: center;">Further work</p> <p>Reading: “What is the NIST Cybersecurity Framework, and how can my organization use it”</p> <ul style="list-style-type: none"> • discovering what NIST Framework is <p>Vocabulary:</p> <ul style="list-style-type: none"> • understanding the meaning of the vocabulary of the topic • using prepositions • using articles <p>Speaking:</p> <ul style="list-style-type: none"> • Get familiar with the NIST Cybersecurity Framework document and get ready to present the main provisions of it to the class. <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: Comparison of Adjectives (equal and unequal)</p> <ul style="list-style-type: none"> •using the grammar revision rules for improving students’ skills through a variety of tasks •using the grammar revision rules for dealing with practical grammar revision exercises •using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135]</i></p>	4	0,25

<p><i>Додатковий: 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>		
<p style="text-align: center;">Lesson 6 Topic: “NIST Cybersecurity Framework. GDPR” Further work</p> <p>Reading: “What do I need to do differently to be compliant with the GDPR”</p> <ul style="list-style-type: none"> • discovering the meaning of the domain services, processor, controller • understanding specific information in the text about compliance with the GDPR <p>Speaking:</p> <ul style="list-style-type: none"> • Get ready to talk about GDPR for 2 minutes <p>Writing: provide a list of 3-4 takeaways about GDPR</p> <p>Grammar Revision : Comparison of Adverbs</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 1[с. 85-100], 2[с. 120-126], 3[с. 24-33], 5[с. 120-135]</i> <i>Додатковий: 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 7 Topic: “Darknet. TOR. Types of encryptions” Further work</p> <p>Reading: “Darknet. Tor. Benefits”</p> <ul style="list-style-type: none"> • discovering the benefits of Darknet and Tor <p>Vocabulary:</p> <ul style="list-style-type: none"> • understanding the meaning of the vocabulary of the topic • comprehending the meaning of abbreviation Tor, C, CUDA, CPU, GPU, YOLO, ISP, VPN, DPIA • What do the following abbreviations stand for: Tor, C, CUDA, CPU, GPU, YOLO, ISP, VPN, DPIA • using prepositions • using articles <p>Speaking:</p> <ul style="list-style-type: none"> • Get ready to talk about Darknet and Tor in the class for 2 minutes. <p>Writing: word Dictation- What do the following abbreviations stand for: Tor, C, CUDA, CPU, GPU, YOLO, ISP, VPN, DPIA provide a list of 5-7 takeaways about Darknet</p> <p>Grammar Revision : Comparison of Adverbs</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks 	4	0,25

<ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной: 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135]</i> <i>Додатковий: 1 [c. 88-91, 92-94,96-99], 4[3-9], 5 [c. 28-36], 7 [c. 99-102], 8 [c. 79-82, 85-86], 9[c. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>		
<p style="text-align: center;">Lesson 8</p> <p style="text-align: center;">Topic: “Types of encryption”</p> <p style="text-align: center;">Further work</p> <p>Reading: “Encryption.” discover the importance of encryption in the modern society.</p> <p>Speaking:</p> <ul style="list-style-type: none"> • Get ready to present to the class what you know about encryption and its type <p>Writing: write a short note to the students’ newspaper about Encryption in practice</p> <p>Grammar Revision : Comparison of Adverbs (irregular forms)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной: 1[c. 85-100], 2[c. 120-126], 3[c. 24-33], 5[c. 120-135]</i> <i>Додатковий: 1 [c. 88-91, 92-94,96-99], 4[3-9], 5 [c. 28-36], 7 [c. 99-102], 8 [c. 79-82, 85-86], 9[c. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 9</p> <p style="text-align: center;">Topic: “Categories of Cybercrime. Causes of cybernetic crime”</p> <p style="text-align: center;">Further work</p> <p>Reading: “Categories of Cybercrime”</p> <ul style="list-style-type: none"> • understanding specific information in the text about the impact of cybercrime) <p>Speaking:</p> <ul style="list-style-type: none"> • give full answers to the questions about Categories of Cybercrimes <p>Writing: write notes (6-8 points) you will use to talk about Categories of cybercrime</p> <p>Grammar Revision : Comparison of Adverbs (equal and unequal)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources:</p>	4	0,25

<p><i>Основний: 1[с. 85-100], 2[с. 120-126], 3[с. 24-33], 5[с. 120-135]</i> <i>Додатковий: 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>		
<p style="text-align: center;">Lesson 10</p> <p style="text-align: center;">Topic: “Categories of Cybercrime. Causes of cybernetic crime”</p> <p style="text-align: center;">Further work</p> <p>Reading: “How to prevent Cyber vandalism”</p> <ul style="list-style-type: none"> • guessing unknown words and expressions from the context • locating and understanding specific information in the text about ways and methods to prevent cyber vandalism) <p>Speaking:</p> <ul style="list-style-type: none"> • give full answers to the questions about Causes of Cybercrimes • Groups projects: on Categories and types of Cybercrime, ways to protect yourself from cybercrime <p>Writing: write notes (6-8 points about Cybercrime causes and ways to prevent cybercrime)</p> <p>Grammar Revision : Comparison of Adverbs (equal and unequal)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 1[с. 85-100], 2[с. 120-126], 3[с. 24-33], 5[с. 120-135]</i> <i>Додатковий: 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66]</i> <i>Интернет-джерела: 4, 20,29,31, 35, 36</i></p>	4	0,25
<p style="text-align: center;">Lesson 11</p> <p style="text-align: center;">Topic: “Computer viruses and their types The concept of cyberhygiene”</p> <p style="text-align: center;">Further work</p> <p>Reading: “Computer viruses and their types. Cyberhygiene.”</p> <ul style="list-style-type: none"> • discovering the meaning of Cyberhygiene <p>Speaking:</p> <ul style="list-style-type: none"> • Cyber hygiene concept: main element <p>Writing: write a plan of 6-8 items to speak about Cyber hygiene concept.</p> <p>Grammar Revision : Comparison of Adjectives and Comparison of Adverbs (compare)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises 	4	0,25

<ul style="list-style-type: none"> using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной: 1[с. 85-100], 2[с. 120-126], 3[с. 24-33], 5[с. 120-135]</i> <i>Дополнительный: 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66]</i> <i>Интернет-данные: 4, 20,29,31, 35, 36</i></p>		
<p style="text-align: center;">Lesson 12</p> <p style="text-align: center;">Topic: “Computer viruses and their types The concept of cyberhygiene”</p> <p style="text-align: center;">Further work</p> <p>Speaking: Group projects (Module 8 topics), PPP</p> <p>Grammar Revision : Comparison of Adjectives and Comparison of Adverbs (compare)</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students’ skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной: 1[с. 85-100], 2[с. 120-126], 3[с. 24-33], 5[с. 120-135]</i> <i>Дополнительный: 1 [с. 88-91, 92-94,96-99], 4[3-9], 5 [с. 28-36], 7 [с. 99-102], 8 [с. 79-82, 85-86], 9[с. 60-66]</i> <i>Интернет-данные: 4, 20,29,31, 35, 36</i></p>	4	0,25
<p style="text-align: center;">MODULE 9: “ARTIFICIAL INTELLIGENCE”</p> <p style="text-align: center;">Lesson 1</p> <p style="text-align: center;">Topic: “History of artificial intelligence”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary: drilling the new terms to learn better the topic “History of artificial Intelligence” improving the students’ key vocabulary for comprehension the meaning of the new vocabulary using prepositions. giving reasons giving or seeking personal views and opinion expressing preferences making comparisons</p> <p>Reading: “History of AI”</p> <ul style="list-style-type: none"> reading for obtaining specific information about the history of AI in the late 1990s <p>Speaking: “ AI winter”</p> <p>Writing: write about the main dates and scholars contributed to the AI history</p> <p>Grammar Revision: The Infinitive and its forms: Present Infinitive and Present Continuous Infinitive using the Present Infinitive and Present Continuous Infinitive using the grammar revision rules for improving students’ skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises</p>	4	0,25

<p>using grammar revision rules for expressing an action considered undesirable was carried out</p> <p>Sources: <i>Основний: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Інтернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>		
<p style="text-align: center;">Lesson 2</p> <p style="text-align: center;">Topic: “Future of artificial intelligence”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Future of Artificial Intelligence” • improving the students’ key vocabulary for comprehension the meaning of the new vocabulary • using prepositions. • giving reasons • giving or seeking personal views and opinion • expressing preferences • making comparisons <p>Reading: “Superintelligence of AI”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about the future of AI. <p>Speaking:</p> <ul style="list-style-type: none"> • What I think about the future of AI <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: The Infinitive and its forms: Perfect and Perfect Continuous Infinitive</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Інтернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>	4	0,25
<p style="text-align: center;">Lesson 3</p> <p style="text-align: center;">Topic: “Artificial intelligence: definition, examples, types. Use of artificial intelligence to automate routine processes (ChatGPT, Midjourney, etc.)</p> <p style="text-align: center;">Further work</p> <p>Reading: “AI: advantages and disadvantages”</p> <ul style="list-style-type: none"> • grasping the information about advantages and disadvantages of AI <p>Speaking: Advantages and disadvantages of AI</p> <p>Writing: write 5 takeaways about AI</p> <p>Grammar Revision: The Infinitive and its forms: Passive Voice (Present and Perfect)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks 	4	0,25

<ul style="list-style-type: none"> • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Інтернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>		
<p style="text-align: center;">Lesson 4</p> <p style="text-align: center;">Topic: “Topic: “Artificial intelligence: definition, examples, types”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Types of AI” • improving the students’ key vocabulary for comprehension the meaning of the new vocabulary <p>Reading: “Types of AI”</p> <ul style="list-style-type: none"> • reading for obtaining information about types of AI. <p>Speaking: Types of AI</p> <p>Writing: translation from Ukrainian into English</p> <p>Grammar Revision: The Bare Infinitive : after modal verbs and verbs let, make, see,hear, feel</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Інтернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>	4	0,25
<p style="text-align: center;">Lesson 5</p> <p style="text-align: center;">Topic: “Use of AI to automate routine processes: ChatGPT, Midjourney ”</p> <p style="text-align: center;">Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text: Midjourney generate, transfer architecture, natural language queries, prompts • new idioms and expressions and guessing their meanings on a base of the textual context <p>Reading: “What is Midjourney”</p> <ul style="list-style-type: none"> • skim through the text and say what it is about • reading for obtaining specific information about <i>what Midjourney is, what are its advantages, how to use Midjourney</i> • grasping the main ideas of the text <p>Speaking: Midjourney speak about Midjourney, how it works</p> <p>discuss (in pairs): share the experience of using Midjourney</p>	4	0,25

<p>conversation in groups of three: What are the advantages of it? Disadvantages, if any? Be ready to share your view with the class.</p> <p>Writing: make up a list of useful things about Midjourney</p> <p>Grammar Revision: The Bare Infinitive : after adjectives and certain nouns and pronouns</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students' skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [с.26-35] <i>Додатковий:</i> 1 [с.108-110,111-115] <i>Інтернет-джерела:</i> 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</p>		
<p style="text-align: center;">Lesson 6</p> <p style="text-align: center;">Topic: "The concept of Neural Networks"</p> <p style="text-align: center;">Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • developing the new vocabulary skills: ANN, SNN, deep learning, neuron, layer, node, threshold value, velocity • new idioms and expressions and guessing their meanings on a base of the textual context • learning the new vocabulary from the text to understand better the topic <p>Reading: "Neural Network?"</p> <ul style="list-style-type: none"> • grasping the main ideas of the text <p>Speaking: Neural Network / ANN. What is it? Be ready to share your view with the class</p> <p>Writing: make up a list of useful things to understand what a Neural Network is</p> <p>Grammar Revision: The Bare Infinitive : after too\ enough, had better\ would rather</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students' skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [с.26-35] <i>Додатковий:</i> 1 [с.108-110,111-115] <i>Інтернет-джерела:</i> 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</p>	4	0,25
<p style="text-align: center;">Lesson 7</p> <p style="text-align: center;">Topic: "The Concept of Neural Networks: How Do Neural Networks Work?"</p> <p style="text-align: center;">Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • developing the new vocabulary skills: linear regression model, node, weights, bias (threshold), output new idioms and 	4	0,25

<p>expressions and guessing their meanings on a base of the textual context</p> <ul style="list-style-type: none"> learning the new vocabulary from the text to understand better the topic <p>Reading: “How do Neural Networks work?”</p> <ul style="list-style-type: none"> grasping the main ideas of the text <p>Speaking: How do Neural Networks work</p> <ul style="list-style-type: none"> Be ready to share your view with the class. <p>Writing: make up a list of useful things to understand a Neural Network works.</p> <p>Grammar Revision: The Gerund simple\Perfect (Active)</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students’ skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Інтернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>		
<p style="text-align: center;">Lesson 8</p> <p style="text-align: center;">Topic: “The Concept of neural networks: Types of Neural Networks</p> <p style="text-align: center;">Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> developing the new vocabulary skills: linear regression model, node, weights, bias (threshold), output new idioms and expressions and guessing their meanings on a base of the textual context learning the new vocabulary from the text to understand better the topic <p>Reading: “History of Neural Networks”</p> <ul style="list-style-type: none"> skim through the text and say what it is about reading for obtaining specific information about history of Neural Networks grasping the main ideas of the text <p>Speaking: Get ready to share your knowledge about the History of Neural Network with the class. You may use the chronological Table.</p> <p>Writing: write takeaways about Neural Network</p> <p>Grammar Revision: The Gerund Simple\Perfect (Passive)</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students’ skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Інтернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>	4	0,25

<p style="text-align: center;">Lesson 9 Topic: “Robotics” Further work</p> <p>Reading: “The characteristics of a robot and its impact in the modern world”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about impact of robots in the modern world. <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text to understand better the topic <p>Speaking: Main characteristics of a robot Be ready to share your view with the class.</p> <p>Writing: write down a list of useful things about robots</p> <p>Grammar Revision: The Gerund after prepositions</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Інтернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>	4	0,25
<p style="text-align: center;">Lesson 10 Topic: “Robotics: types and usage” Further work</p> <p>Reading: Types of Robotics and its Uses” reading for obtaining specific information about applications of Robotics</p> <p>Speaking: Types and usage of robots <i>Be ready to discuss the following questions in the class:</i> What is a robotics simple definition? Why are robotics used for? How do you explain robotics to your groupmate who has missed Robots’ class? What is 1 definition of robot? How do robots help humans?</p> <p>Writing: provide takeaways about robots</p> <p>Grammar Revision: The Gerund after would like\ would love\ would prefer</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 5 [с.26-35]</i> <i>Додатковий: 1 [с.108-110,111-115]</i> <i>Інтернет-джерела: 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</i></p>	4	0,25
Lesson 11	4	0,25

<p style="text-align: center;">Topic: “Drons” Further work</p> <p>Reading: “Drons”</p> <ul style="list-style-type: none"> reading for obtaining specific information about applications of drons” <p>Speaking: Types and usage of drones</p> <p>Be ready to discuss the following questions in the class:</p> <p>What is the meaning of Dron? Who invented Dron? Is a drone a UAV? How a drone works? What powers a drone? What allows drones to fly? How much does a drone cost? What are the types of drones? How far can drones fly? Why does NASA use drones? Which country made the first drone? How old are drones? What is the difference between a drone and a UAV? What is drone flying called?</p> <p>Writing: provide takeaways about drones</p> <p>Grammar Revision: The Gerund after certain verbs: admit, anticipate, avoid, continue, discuss</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students’ skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [с.26-35] <i>Додатковий:</i> 1 [с.108-110,111-115] <i>Інтернет-джерела:</i> 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</p>		
<p style="text-align: center;">Lesson 12 Topic: “Drons” Further work</p> <p>Speaking: Group projects (Module 9 topics)</p> <p>Presentation: “Artificial Intelligence: Robots. Drons”</p> <p>Grammar Revision: The Gerund after certain verbs: admit, anticipate, avoid, continue, discuss</p> <ul style="list-style-type: none"> using the grammar revision rules for improving students’ skills through a variety of tasks using the grammar revision rules for dealing with practical grammar revision exercises using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [с.26-35] <i>Додатковий:</i> 1 [с.108-110,111-115] <i>Інтернет-джерела:</i> 1,4,7,11, 12,13,14,22, 31,32, 39, 43, 45</p>	4	0,25
MODULE 10: “THE FUTURE OF TECHNOLOGIES”	4	0,25

<p style="text-align: center;">Lesson 1</p> <p style="text-align: center;">Topic: “The Future of Technologies: General Overview”</p> <p style="text-align: center;">Further work</p> <p>Reading: “The Future of Technologies”</p> <ul style="list-style-type: none"> • reading for obtaining information about the role of new technologies for human life in the future <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text to understand better the topic <p>Speaking: The role of future technologies for a mankind</p> <ul style="list-style-type: none"> • Be ready to share your view with the class. <p>Writing: Make up a List of 3 main technologies of the future</p> <p>Grammar Revision: The Gerund after prepositions</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной: 5 [c. 149,169, 183]</i> <i>Додатковий: 1 [c.119-121, 122-125], 3 [c.3-6], 4[c. 34-40], 10[c. 29-30, 67-74]</i> <i>Интернет-джерела: 4 ,11, 14, 19, 20,31, 36, 58</i></p>		
<p style="text-align: center;">Lesson 2</p> <p style="text-align: center;">Topic: “Technologies that will Change the Future of the Human Race”</p> <p style="text-align: center;">Further work</p> <p>Reading: “Technologies that will Change the Future of the Human Race”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about top five future technologies <p>• Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text to understand better the topic <p>• Speaking: The role of future technologies for a mankind: benefits, challenges, risks</p> <ul style="list-style-type: none"> • Be ready to share your view with the class. <p>• Writing: provide a Takeaways about technologies of the future. Make a list of 8-10</p> <p>Grammar Revision: The Infinitive \ Gerund (<i>verb</i>+ to -Inf\ <i>verb</i>+ -ing (<i>verb</i>=try, like, stop, remember, forget))</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основной: 5 [c. 149,169, 183]</i> <i>Додатковий: 1 [c.119-121, 122-125], 3 [c.3-6], 4[c. 34-40], 10[c. 29-30, 67-74]</i></p>	4	0,25

<p><i>Интернет-джерела: 4, 11, 14, 19, 20, 31, 36, 58</i></p> <p style="text-align: center;">Lesson 3 Topic: “Virtual Reality” Further work</p> <p>Reading: “Virtual Reality”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about <i>the categories of virtual reality (VR)</i> • Vocabulary: • learning the new vocabulary from the text to understand better the topic • Speaking: The difference between augmented, virtual and mixed reality software • Be ready to share your view with the class. • Writing: make up notes (6-8 points) to be used to talk about types of VR. <p>Grammar Revision: The Infinitive \ Gerund (<i>verb</i>+ to -Inf\ <i>verb</i>+ -ing (<i>verb</i>=begin, start, propose, bother, intend))</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 5 [c. 149,169, 183]</i> <i>Додатковий: 1 [c.119-121, 122-125], 3 [c.3-6], 4[c. 34-40], 10[c. 29-30, 67-74]</i> <i>Интернет-джерела: 4, 11, 14, 19, 20, 31, 36, 58</i></p>	4	0,25
<p style="text-align: center;">Lesson 4 Topic: “How can Virtual Reality be Used” Further work</p> <p>Reading: “Application of Virtual Reality”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about applications of VR • grasping the main ideas of the text <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text to understand better the topic <p>Speaking: Benefits of Using the VR in different areas</p> <ul style="list-style-type: none"> • Be ready to share your view with the class. <p>Writing: Write takeaways (8-10) points about VR</p> <p>Presentation: making <i>short presentation</i> on topic</p> <p>Grammar Revision: The Infinitive \ Gerund (<i>verb</i>+ to -Inf\ <i>verb</i>+ -ing (<i>verb</i>= advise, allow, permit, recommend, encourage))</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 5 [c. 149,169, 183]</i></p>	4	0,25

<p><i>Додатковий: 1 [c.119-121, 122-125], 3 [c.3-6], 4[c. 34-40], 10[c. 29-30, 67-74]</i> <i>Интернет-джерела: 4, 11, 14, 19, 20, 31, 36, 58</i></p>		
<p style="text-align: center;">Lesson 5 Topic: “Nanotechnologies” Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text to understand better the topic <p>Reading: “What are the advantages and disadvantages of Nanotechnology?”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about pros and cons of Nanotechnologies <p>Speaking: Advantages and disadvantages of nanotechnologies</p> <ul style="list-style-type: none"> • Be ready to share your view with the class. <p>Writing: make up notes (6-8 points) to be used to talk about Nanotechnologies.</p> <p>Grammar Revision: The Infinitive \ Gerund (revision)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний: 5 [c. 149, 169, 183]</i> <i>Додатковий: 1 [c.119-121, 122-125], 3 [c.3-6], 4[c. 34-40], 10[c. 29-30, 67-74]</i> <i>Интернет-джерела: 4, 11, 14, 19, 20, 31, 36, 58</i></p>	4	0,25
<p style="text-align: center;">Lesson 6 Topic: “The Role of Nanotechnologies in Computers” Further work</p> <p>Reading: “Nanotechnology Takeaways”</p> <ul style="list-style-type: none"> • reading for summarizing the topic <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text to understand better the topic <p>Speaking: <i>Be ready to discuss the following questions in the class.</i></p> <p>You may use additional resources to copy with the answers:</p> <p>What is nanotechnology used for? What is nanotechnology and examples? Is nanotechnology safe for humans? Who discovered nanotechnology? When was the first nanotechnology? How has nanotechnology changed the world? How nanotechnology affect human life? What is the future of nanotechnology? What is the theory of nanotechnology? What is another name for nanotechnology? How many types of nanotechnology are there? Who is the real father of nanotechnology?</p>	4	0,25

<p>Writing: Add some points to the Nanotechnologies Takeaways you have read</p> <p>Grammar Revision: The Participle (forms and functions)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Інтернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58</p>		
<p style="text-align: center;">Lesson 7 Topic: “Gestural Interface” Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text to understand better the topic <p>Reading: “Gesture Interface”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about applications of Gesture Interface • grasping the main ideas of the text <p>Speaking: Use and Benefits of Gestural Interface Be ready to share your view with the class.</p> <p>Writing: translation from Ukrainian into English, make up notes (6-8 points) to be used to talk about Gestural Interface</p> <p>Grammar Revision: The Participle (syntactical functions)</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students’ skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Інтернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58</p>	4	0,25
<p style="text-align: center;">Lesson 8 Topic: “Examples of Gestural Interface” Further work</p> <p>Reading: “Examples of Gestural Interface</p> <ul style="list-style-type: none"> • reading for obtaining specific information about examples of Gestural Interface <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text to understand better the topic <p>Speaking: Be ready to discuss the following questions in the class. You may use additional resources to cope with the answers:. What is a gestural interface?</p>	4	0,25

<p>What is an example of a gesture based interaction? What is the use of gesture based interface? What are the disadvantages of gesture based interface? What are the examples of gestural? What is an example of gestural system? What are the advantages of gesture interface? How does gesture work? What are gesture and its types? What is gesture interaction? What is gestural technique? Writing: make up Gestural Interface takeaways. Grammar Revision: The Objective Participial Construction</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students' skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Интернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58</p>		
<p style="text-align: center;">Lesson 9 Topic: “Quantum computer” Further work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • learning the new vocabulary from the text to understand better the topic <p>Writing: Provide Quantum Computing Takeaways (8-10 points). Reading: “History of Quantum computer”</p> <ul style="list-style-type: none"> • reading and translating the text in written form • discussing the questions • filling the table • matching a similar meaning <p>Speaking: Advantages of Quantum Computing for a society - be ready to share your view with the class. Grammar Revision: The Subjective Participial Construction</p> <ul style="list-style-type: none"> • using the grammar revision rules for improving students' skills through a variety of tasks • using the grammar revision rules for dealing with practical grammar revision exercises • using grammar revision rules for expressing an action considered undesirable was carried out <p>Sources: <i>Основний:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Интернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58</p>	4	0,25
<p style="text-align: center;">Lesson 10 Topic: “The Future of Technologies” Further work</p>	4	0,25

Writing: Translation from Ukrainian into English Sources: <i>Основний:</i> 5 [с. 149,169, 183] <i>Додатковий:</i> 1 [с.119-121, 122-125], 3 [с.3-6], 4[с. 34-40], 10[с. 29-30, 67-74] <i>Інтернет-джерела:</i> 4 ,11, 14, 19, 20,31, 36, 58		
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Критерії оцінювання самостійної роботи студента

Оцінювання одного завдання у відсотковому еквіваленті	Критерії оцінювання роботи
40%	Детальний розгляд сутності та вмісту основних джерел. Подання фактів, ідей і результатів досліджень у логічній послідовності. Правильно проаналізовано поточний стан дослідження проблеми та зроблено огляд перспектив подальшого розвитку даного питання.
40%	Обґрунтованість аргументів, підтвердження особистого ставлення, пропозиції стосовно вирішення завдання, встановлення напрямків аналізу.
20%	Оформлення звіту у відповідності вимог

Сума балів, накопичених здобувачем вищої освіти за виконання всіх видів поточних навчальних завдань (робіт) на лабораторних заняттях та на підсумковому модульному контролі, свідчить про ступінь оволодіння ним програмою навчальної дисципліни на конкретному етапі її вивчення. Протягом семестру студенти можуть набрати від 0 до 100 балів, що переводяться у національну шкалу оцінювання і відповідно у шкалу ЄКТС. Кількість балів відповідає певному рівню засвоєння дисципліни:

Критерії оцінювання

За системою ДТЕУ	За шкалою ECTS	За національною системою	Визначення
90-100	A	5 (відмінно)	Повно та ґрунтовно засвоїв всі теми навчальної програми вміє вільно та самостійно викласти зміст всіх питань програми навчальної дисципліни, розуміє її значення для своєї професійної підготовки, повністю виконав усі завдання кожної теми та поточного модульного контролю в цілому. Брав участь в олімпіадах, конкурсах, конференціях.

За системою ДТЕУ	За шкалою ECTS	За національною системою	Визначення
82-89	B	4 (дуже добре)	Недостатньо повно та ґрунтовно засвоїв окремі питання робочої програми. Вміє самостійно викласти зміст основних питань програми навчальної дисципліни, виконав завдання кожної теми та модульного поточного контролю в цілому.
75-81	C	4 (добре)	Недостатньо повно та ґрунтовно засвоїв деякі теми робочої програми, не вміє самостійно викласти зміст деяких питань програми навчальної дисципліни. Окремі завдання кожної теми та модульного поточного контролю в цілому виконав не повністю.
69-74	D	3 (задовільно)	Засвоїв лише окремі теми робочої програми. Не вміє вільно самостійно викласти зміст основних питань навчальної дисципліни, окремі завдання кожної теми модульного контролю не виконав.
60-68	E	3 (достатньо)	Засвоїв лише окремі питання навчальної програми. Не вміє достатньо самостійно викласти зміст більшості питань програми навчальної дисципліни. Виконав лише окремі завдання кожної теми та модульного контролю в цілому.
35-59	Fx	2 (незадовільно)	Не засвоїв більшості тем навчальної програми не вміє викласти зміст більшості основних питань навчальної дисципліни. Не виконав більшості завдань кожної теми та модульного контролю в цілому.
1-34	F	2 (незадовільно)	Не засвоїв навчальної програми, не вміє викласти зміст кожної теми навчальної дисципліни, не виконав модульного контролю.

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* Джерела, які є у бібліотеці ДТЕУ, виділені курсивом.

7. Контроль та оцінювання результатів навчання:

Положення про оцінювання результатів навчання студентів і аспірантів наказ ДТЕУ №45 від 03.02.2022р. (Електронний ресурс. Точка доступу: <https://knute.edu.ua/file/MjkwNQ==/66b0fa9bc55ebfa216b4efc74c200e04.pdf>)

Під час вивчення дисципліни викладачем здійснюється поточний та підсумковий контроль. Поточний контроль та оцінювання передбачає:

- перевірку рівня засвоєння теоретичного матеріалу (тестування за матеріалами лекції, який здійснюється на початку кожної наступної лекції з використанням 365 Office);
- захист лабораторних робіт (проходить під час наступної лабораторної роботи);
- перевірка засвоєння матеріалу, що винесений на самостійне опрацювання під час фронтального опитування на лекції.

8. Політика навчальної дисципліни:

8.1. Відвідування лекційних та лабораторних занять: відвідування лекційних та лабораторних занять є обов'язковим. Допускаються пропуски занять з таких поважних причин, як хвороба (викладачу надається копія довідки від медичного закладу), участь в олімпіаді, творчому конкурсі тощо за попередньою домовленістю та згодою викладача за умови дозволу деканату (надаються документи чи інші матеріали, які підтверджують заявлену участь у діяльності студента).

8.2. Відпрацювання пропущених занять: відпрацювання пропущених занять є обов'язковим незалежно від причини пропущеного заняття. Лекційне заняття має бути відпрацьоване до наступної лекції на консультації викладача з використанням ПЗ 365 Office Teams. Відпрацювання лекційного матеріалу передбачає вивчення пропущеного теоретичного матеріалу та складання тесту за цим матеріалом. Лабораторне заняття відпрацьовується під час консультації викладача (розклад консультацій на сайті).

8.3. Правила поведінки під час занять: обов'язковим є дотримання техніки безпеки в комп'ютерних лабораторіях. Студенти повинні приймати активну участь в обговоренні навчально матеріалу ознайомившись з ним напередодні (навчальний матеріал надається викладачем). Мобільні пристрої дозволяється використовувати лише під час он-лайн тестування та підготовки практичних завдань в процесі заняття. Задля зручності, дозволяється використання ноутбуків та інших електронних пристроїв під час навчання в комп'ютерних аудиторіях (за взаємною згодою всіх учасників освітнього процесу)

8.4. За порушення академічної доброчесності студенти будуть притягнені до академічної відповідальності у відповідності до положення про дотримання академічної доброчесності педагогічними, науково-педагогічними, науковими працівниками та здобувачами вищої освіти ДТЕУ (Наказ ДТЕУ від 03.02.2022 №45. (Електронний ресурс. Точка доступу:

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