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Кафедра иностранных языков и русского как иностранного

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Рабочая программа дисциплины

ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Направление подготовки
01.03.02. Прикладная математика и информатика

Уровень высшего образования
Бакалавриат

Направленность (профиль) программы
Математическое моделирование

Форма обучения
очная

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(подпись)

Рабочая программа разработана в соответствии с требованиями ФГОС ВО по направлению подготовки высшего образования **01.03.02 Прикладная математика и информатика**.

Программа рассмотрена на заседании кафедры иностранных языков и русского как иностранного

Протокол заседания № 9 от «12» 05 2021 г.

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«13» 05 2021 г.

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(Ф.И.О., ученая степень, ученое звание, место работы, должность; подпись, заверенная по месту работы)

РЕЦЕНЗИЯ

на рабочую программу дисциплины

«ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ»

направления 01.03.02. Прикладная математика и информатика

Рабочая программа дисциплины **«Иностранный язык в профессиональной деятельности»** разработана для обеспечения выполнения требований федерального государственного образовательного стандарта к минимуму содержания и подготовки специалистов по направлению **01.03.02. Прикладная математика и информатика.**

Программа включает в себя следующие элементы: цели и задачи освоения дисциплины, место дисциплины в структуре ОПОП ВО, планируемые результаты обучения по дисциплине, объем дисциплины, содержание дисциплины, перечень учебно-методического обеспечения для дисциплины, фонд оценочных средств для промежуточной аттестации по дисциплине, ресурсное обеспечение.

Рабочая программа составлена логично. Последовательность тем, предлагаемых к изучению, направлена на качественное усвоение учебного материала. Содержание программы структурировано на основе компетентностного подхода, что обеспечит развитие и совершенствование коммуникативных, языковых, лингвистических и профессиональных компетенций.

Тестовые задания разнообразны, позволяют адекватно оценивать уровень знаний студентов по дисциплине. Оценочные средства для текущего и промежуточного контроля соответствуют целям и задачам курса по дисциплине **«Иностранный язык в профессиональной деятельности».**

Представленная рабочая программа дисциплины **«Иностранный язык в профессиональной деятельности»** содержательна, имеет практическую направленность, включает достаточное количество разнообразных элементов, направленных на развитие умственных, творческих способностей студента.

В целом, рабочая программа дисциплины **«Иностранный язык в профессиональной деятельности»** способствует качественному овладению необходимыми компетенциями. Данная рабочая программа учебной дисциплины **«Иностранный язык в профессиональной деятельности»** соответствует современным требованиям по разработке рабочих программ и может быть использована в качестве действующей рабочей программы.

Рецензент: Доброкова Ольга Александровна, кандидат педагогических наук, филиал университета ДУБНА, Дубна, доцент кафедры ГиЕН (гуманитарных и естественных наук)

(Ф.И.О., ученая степень, ученое звание, место работы, должность; подпись, заверенная по месту работы)

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начальник отдела кадров (Ватина Е.И.)

ОТДЕЛ КАДРОВ

Оглавление

1. Цели и задачи освоения дисциплины 5
2. Место дисциплины в структуре ОПОП 5
3. Планируемые результаты обучения по дисциплине 6
4. Объем дисциплины (модуля) 7
5. Содержание дисциплины 7
Содержание дисциплины 8
6. Перечень учебно-методического обеспечения по дисциплине 9
7. Фонд оценочных средств по дисциплине 10
8. Ресурсное обеспечение 10
Перечень литературы 10
Профессиональные базы данных и информационные справочные системы 11
Необходимое программное обеспечение 11
Необходимое материально-техническое обеспечение 11
ПРИЛОЖЕНИЕ 13
Типовые контрольные задания и иные материалы, необходимые для оценки результатов обучения, характеризующие формирование компетенции 13

1. Цели и задачи освоения дисциплины

Главной целью освоения дисциплины **«Иностранный язык в профессиональной деятельности»** является приобретение обучающимися универсальных компетенций в области иностранного языка, необходимых для успешной профессиональной деятельности специалистов. Обучение английскому языку как основному иностранному языку предполагает сочетание аудиторной и внеаудиторной работы с целью развития творческой активности студентов, самостоятельности в овладении иностранным языком, расширения кругозора и активного использования полученных знаний в процессе профессиональной коммуникации.

Программа по изучению дисциплины «**Иностранный язык в профессиональной деятельности**» в основном ориентирована на студентов, получивших знания и общие учебные умения, а также необходимые навыки владения английским языком в общеобразовательной школе, а для студентов 3, 4 курсов изучение данной дисциплины базируется на знаниях, навыках и умениях, полученных студентами на 1, 2 и 3 курсах соответственно.

Основными ***задачами*** дисциплины являются:

- изучение, овладение и применение лексико-грамматического минимума в объеме, необходимом для работы с иноязычными текстами, а также поддержания беседы в процессе профессиональной деятельности;
- овладение студентами необходимыми навыками общения на иностранном языке (устно и письменно) на профессиональные и повседневные темы;
- овладение необходимым минимумом фоновых знаний о странах изучаемого языка;
- формирование практических навыков подготовки устного и письменного сообщения на английском языке;
- приобретение практических навыков понимания/составления объявлений, письменных инструкций, деловой и личной корреспонденции, резюме;
- формирование у студентов способности к информационно-аналитической работе (восприятие и обработка в соответствии с поставленной целью) с различными источниками информации на английском языке (пресса, радио и телевидение, документы, специальная и справочная литература) в рамках профессиональной, общественно-политической и социально-культурной сфер общения;
- приобретение практических навыков перевода (как со словарем, так и без него) иностранных текстов общей и профессиональной направленности.

2. Место дисциплины в структуре ОПОП

Дисциплина **«Иностранный язык в профессиональной деятельности»** относится:

— к части образовательной программы, формируемой участниками образовательных отношений, является обязательной дисциплиной.

Дисциплина преподается в 5, 6, 7, 8 семестрах, на 3, 4 курсах.

Изучение учебной дисциплины «**Иностранный язык в профессиональной деятельности**» базируется на знаниях и общих учебных умениях, навыках и способах деятельности, полученных студентами при изучении дисциплины в общеобразовательной школе, а для студентов 3, 4 курса - на знаниях, навыках и умениях, полученных студентами на 1, 2 и 3 курсах соответственно.

Реализация междисциплинарных связей в ходе обучения иностранному языку по специальности имеет целью подготовку молодых специалистов, начинающих профессиональную деятельность, к профессиональному использованию иностранного языка в различных сферах деятельности.

Основная цель курса иностранного языка в университете - выработка коммуникативных компетенций, подготовка широко эрудированных специалистов средствами иностранного языка. В процессе обучения он выступает как предмет, подчиненный профилирующим дисциплинам, и является ресурсом для накопления специальных знаний в рамках профессиональной образовательной программы, открывающим перед студентами большие возможности для ознакомления с зарубежным опытом в сфере избранной специальности.

В целостной системе подготовки студентов по иностранному языку выделяются два основных этапа – **общеобразовательный** и **профессионально-ориентированный**. Это означает, что курс иностранного языка носит **коммуникативно-направленный характер**, а его задачи определяются познавательными и профессиональными потребностями специалистов всех направлений и специальностей.

Основная задача, на которую сориентировано изучение иностранного языка в университете, - научить студентов пользоваться иноязычной литературой по специальности в профессиональных целях, уметь составлять рефераты и аннотации и высказываться на иностранном языке по вопросам, связанными с будущей профессией.

Актуальность этой задачи обусловливается потребностями будущих специалистов в овладении навыками и умениями работы с иноязычными источниками информации, что является очень важным видом работы в процессе обучения иностранному языку студентов неязыковых специальностей и ведет к значительному повышению уровня знаний иностранного языка выпускниками университета. Диапазон использования рефератов и аннотаций, основным назначением которых является оперативное распространение научно-технической информации, чрезвычайно широк. Являясь наиболее экономным средством ознакомления с материалом первоисточника, данные виды вторичных текстов применяются в информационном обеспечении научно-исследовательских работ, учебного процесса, выступают средством обмена информацией в международном масштабе.

Отбор языкового материала, учитывающий профессиональную ориентацию студентов, обеспечивается с помощью установления тесных контактов с педагогическими коллективами выпускающих кафедр. Междисциплинарное взаимодействие подобного рода позволяет решать задачу развития и формирования комплекса учебно-методических материалов, способствующих активизации языковой и узкоспециальной подготовки в их неразрывной связи. Объединенные усилия преподавателей иностранного языка и представителей выпускающих кафедр позволяют определить содержательную сторону учебных материалов, последовательность их прохождения по курсам, терминологический минимум по специальности, примеры коммуникативных ситуаций для специалиста.

3. Планируемые результаты обучения по дисциплине

Формируемые компетенции *(код и наименование)*	**Индикаторы достижения компетенций** *(код и формулировка)*	**Планируемые результаты обучения по дисциплине**
УК-4 – способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	**УК-4.1.** Выбирает стиль общения на государственном языке Российской Федерации и иностранном языке в зависимости от цели и условий партнерства; адаптирует речь и стиль общения к ситуациям взаимодействия	**Знать** принципы построения устного и письменного высказывания на русском и иностранном языках; правила и закономерности деловой устной и письменной коммуникации. **Уметь** логически верно, аргументированно, доступно и ясно строить устную (монологическую и диалогическую) и письменную речь; адаптировать речь с учетом условий речевой ситуации
	УК-4.2. Выполняет перевод профессиональных текстов с иностранного языка на государственный язык	**Уметь** грамотно излагать свои мысли в процессе устного и письменного перевода

	Российской Федерации и с государственного языка Российской Федерации на иностранный	**Владеть** навыками чтения и перевода текстов на иностранном языке
	УК-4.3. Ведет деловую переписку на государственном языке Российской Федерации и иностранном языке с учетом особенностей стилистики официальных и неофициальных писем	**Знать** основные особенности оформления корреспонденции **Уметь** писать официальные и неофициальные письма
	УК-4.4. Представляет свою точку зрения при деловом общении и в публичных выступлениях	**Знать** особенности осуществления межличностной коммуникации, правила построения публичного выступления **Уметь** составлять монологическое и диалогическое высказывание на иностранном языке, содержащее оценку, собственное мнение и возможные рекомендации по теме общения, уметь устно и письменно излагать результаты своего проекта, исследования и проч. **Владеть** навыками деловой коммуникации в устной и письменной форме на иностранном языке

4. Объем дисциплины (модуля)

Объем дисциплины составляет **6 зачетных единиц**, всего **216 академических часов.**

5. Содержание дисциплины

Очная форма обучения

Наименование разделов и тем дисциплины (модуля)	**Всего** (академ. часы)	в том числе:		
		Контактная работа (работа во взаимодействии с преподавателем)		**Самостоятельная работа обучающегося**
		Практические (семинарские) занятия	**Всего**	
5 семестр				
History of the Internet	**17**	8	**8**	**9**
Internet Privacy	**17**	8	**8**	**9**

Internet services	**21**	10	**10**	**11**
Online payment systems	**17**	8	**8**	**9**
Промежуточная аттестация: зачёт	**X**		**X**	
Итого за семестр	**72**		**34**	**38**
6 семестр				
E-mail service	**22**	10	**10**	**12**
Personal web page	**22**	10	**10**	**12**
Internet security	**28**	14	**14**	**14**
Промежуточная аттестация: зачёт	**X**		**X**	
Итого за семестр	**72**		**34**	**38**
7 семестр				
Artificial Intelligence	**7**	4	**4**	**3**
Flash memory	**5**	2	**2**	**3**
Hard disk drive	**5**	2	**2**	**3**
The features of the Internet	**5**	2	**2**	**3**
Steve Jobs' life stories	**7**	2	**2**	**5**
Computer games	**7**	4	**4**	**3**
Промежуточная аттестация: зачёт	**X**		X	
Итого за семестр	**36**		**16**	**20**
8 семестр				
Digital farming	**8**	2	**2**	**6**
Texting issues	**10**	4	**4**	**6**
Password entropy	**8**	2	**2**	**6**
Online learning	**10**	4	**4**	**6**
Промежуточная аттестация: дифференцированный зачёт	**X**		X	
Итого за семестр	**36**		**12**	**24**
Итого по дисциплине	**216**		**96**	**120**

Содержание дисциплины

5 семестр

History of the Internet

The Internet. Structure of the Internet. Word formation, prefixes. Средства выражения способности/неспособности. Описание графиков.

Internet Privacy

IP-addresses. Anonymizers. Privacy while browsing the web. Website privacy policy. Word formation, suffixes. Составные прилагательные. Аннотация.

Internet services

Internet services. The world wide web. Web 2.0. Blogging. Internet protocol suite. File transfer protocol. Word formation, suffixes. Passive voice.

Online payment systems

Electronic payment. Card payment process. E-money. Cards. Safe online credit card transaction. Electronic commerce. Public key cryptography. Digital signature. Secure http. Составные существительные.

6 семестр

E-mail service

Internet e-mail. SMTP – Simple Mail Transfer Protocol. POP – Post Office Protocol. Internet message access protocol. Spam. E-mail encryption. Explanations and definitions. E-mail protocols. POP3 and IMAP.

Personal web page

Personal web page. Web page annoyances. Internet censorship. HTML. XHTML. The infinitive constructions.

Internet security

Internet security. Firewalls. Cyber crime tools. Mobile internet security. Computer security vulnerabilities. SQL injection. Deep web and dark web. The gerund.

7 семестр

Artificial Intelligence

Artificial intelligence. Can we build AI without losing control over it? Benefits and risks of AI. Future perfect for predictions.

Flash memory

Flash memory. Five cool uses for a USB flash drive. USB vs cloud storage. Zero and first conditionals.

Hard disk drive

Hard disk drive components. How does a hard disk work? How to protect your hard drive. Subordinate clauses.

The features of the Internet

The features of the Internet. How the Internet works in five minutes. Benefits and risks of the Internet. Object and subject questions.

Steve Job's life stories

Steve Job's life stories. Steve Jobs' Stanford university commencement address. How to achieve success in life. Phrasal verbs.

Computer games

Computer games. The game that can give 10 extra years of life. Benefits of playing computer games. Wishes and regrets about the past.

8 семестр

Digital farming

Digital farming. Computer will grow food in the future. Benefits of the Food computer. *What if* for imaginary situations, suggestions and possibilities.

Texting issues

Texting issues. Texting is killing language. Texting vs writing and chatting. Adverbs.

Password entropy

Password entropy. What is wrong with your password. How to make a strong password. Modal verbs *have, can, could, may, might*.

Online learning

Online learning. Why massive open online courses matter. Describing bar charts. Present and Past tenses.

При реализации дисциплины организуется практическая подготовка путем проведения практических занятий, предусматривающих участие обучающихся в выполнении отдельных элементов работ, связанных с будущей профессиональной деятельностью (96 часов).

Практическая подготовка при изучении дисциплины реализуется непосредственно в университете.

6. Перечень учебно-методического обеспечения по дисциплине

Для обеспечения реализации программы дисциплины разработаны:

- методические материалы к практическим занятиям
- методические материалы по организации самостоятельной работы обучающихся
- методическое обеспечение инновационных форм учебных занятий

Методические материалы по дисциплине и образовательной программе в целом представлены на официальном сайте образовательной организации (раздел «Сведения об образовательной организации» - Образование – Образовательные программы).

7. Фонд оценочных средств по дисциплине

Для аттестации обучающихся на соответствие их персональных достижений поэтапным требованиям образовательной программы по дисциплине разработаны фонды оценочных средств, позволяющие оценить результаты обучения (знания, умения, навыки) и сформированные (формируемые) компетенции. Эти фонды включают домашние работы, тесты и иные оценочные материалы, используемые при проведении процедур текущего контроля успеваемости и промежуточной аттестации. Фонды оценочных средств представлены в приложении к рабочей программе.

При необходимости обучающиеся с ограниченными возможностями здоровья и инвалиды обеспечиваются оценочными материалами в формах, адаптированных к ограничениям их здоровья и восприятия информации:

Для лиц с нарушениями зрения:

- в печатной форме увеличенным шрифтом,
- в форме электронного документа,
- в форме аудиофайла,
- в печатной форме на языке Брайля.

Для лиц с нарушениями слуха:

- в печатной форме,
- в форме электронного документа.

Для лиц с нарушениями опорно-двигательного аппарата:

- в печатной форме,
- в форме электронного документа,
- в форме аудиофайла.

8. Ресурсное обеспечение

Перечень литературы

1. **Байдикова Н. Л.** Английский язык для технических направлений (B1 - B2): учебное пособие / Байдикова Наталья Леонидовна, Давиденко Елена Сергеевна. - М.: Юрайт, 2019. - 171 с. - (Бакалавр и магистр. Академический курс).
2. **Беседина Н. А.** Английский язык для инженеров компьютерных сетей: Профессиональный курс: учебное пособие / Беседина Наталья Анатольевна, Белоусов Владимир Юрьевич. - 3-е изд.,стер. - СПб.: Лань, 2018. - 348 с.: ил. - (Учебники для вузов. Специальная литература).
3. **Гарагуля С. И.** Английский язык в сфере информационных систем и технологий / Гарагуля Сергей Иванович. - М.: Кнорус, 2018. - 422 с. - (Бакалавриат).
4. **Кожарская Е. Э.** Английский язык для естественнонаучных направлений: учебник и практикум для академического бакалавриата / Кожарская Елена Эдуардовна, Шевырдяева Лидия Николаевна, Моргун Наталья Леонидовна; ответственный редактор Л. В. Полубиченко; рецензенты В. Ф. Новодранова, А. И. Комарова. - М.: Юрайт, 2017. - 311 с. - (Бакалавр. Академический курс).
5. **Краснова Т. И.** Английский язык для специалистов в области интернет-технологий. English for internet technologies :[Электронный ресурс] : учебное пособие для академического бакалавриата / Краснова Татьяна Ивановна, Вичугов Владимир Николаевич; Национальный исследовательский Томский политехнический университет. - 2-е изд. - М.: Юрайт, 2021. - 205 с. - (Высшее образование).
6. **Стогниева, О. Н.** Английский язык для ИТ-направлений. English for Information Technology : учебное пособие для вузов / О. Н. Стогниева. — Москва : Издательство Юрайт, 2021. — 143 с. — (Высшее образование). — Текст : электронный // ЭБС «Юрайт». URL: https://urait.ru/viewer/angliyskiy-yazyk-dlya-it-napravleniy-english-for-information-technology-472846#page/1 (дата обращения: 27.03.2021).

7. **Murphy R. English Grammar in Use:** A self-study reference and practice book for intermediate students: With answers and ebook / Murphy Raymond. – Cambridge: Cambridge University Press, 2019. – 381p.

Профессиональные базы данных и информационные справочные системы

1. Университетская библиотека онлайн (ЭБС) – www.biblioclub.ru;
2. Электронно-библиотечная система (ЭБС) «Лань» – http://e.lanbook.com/;
3. Электронно-библиотечная система (ЭБС) ZNANIUM – www.znanium.com;
4. Электронно-библиотечная система (ЭБС) «Юрайт» – https://biblio-online.ru/
5. Online Cambridge Dictionary (словарь) – https://dictionary.cambridge.org/ru/
6. Online Collocation Dictionary (словарь) – http://www.freecollocation.com/
7. Online Longman Dictionary (словарь) – https://www.ldoceonline.com/
8. Online Macmillan Dictionary (словарь) – https://www.macmillandictionary.com/
9. Кембриджская книжная полка – https://bookshelf.cambridge.org/
10. Образовательная онлайн платформа с лекциями, уроками и др. – https://www.ted.com/
11. Обучающий новостной онлайн-ресурс – https://breakingnewsenglish.com/
12. Обучающий онлайн-ресурс – https://test-english.com/
13. Обучающий онлайн-ресурс BBC – https://www.bbc.com/russian/learning-english-41003378
14. Обучающий онлайн-ресурс British Council – https://learnenglish.britishcouncil.org/
15. Обучающий онлайн-ресурс Cambridge English – https://www.cambridgeenglish.org/
16. Онлайн ресурс статей, видеоматериала по различным направлениям – https://www.newscientist.com/
17. Онлайн ресурс статей, видеоуроков по различным техническим направлениям – https://www.allaboutcircuits.com/
18. Онлайн ресурс статей по различным направлениям – https://www.oxfordreference.com/
19. Онлайн ресурс статей по различным направлениям – https://academic.oup.com/journals/
20. Словарь Мультитран – https://www.multitran.com/

Необходимое программное обеспечение

Используемое программное обеспечение:

Используется лицензионное программное обеспечение: MS Power Point, MS Word.

Необходимое материально-техническое обеспечение

Учебные аудитории для проведения практических занятий, текущего контроля и промежуточной аттестации, а также помещения для хранения и профилактического обслуживания учебного оборудования, укомплектованы специализированной мебелью и техническими средствами обучения, служащими для представления учебной информации.

Перечень оборудования, используемого при осуществлении образовательного процесса по дисциплине:

— ноутбук,

— проектор,

— экран,

— телевизор с возможностью подключения сети «Интернет»

Обучающиеся из числа инвалидов и лиц с ограниченными возможностями здоровья могут использовать специализированное программное и материально-техническое обеспечение:

- обучающиеся с нарушениями опорно-двигательного аппарата при необходимости могут использовать адаптивные технические средства: функцию «сенсорная клавиатура», «управление указателем мыши с клавиатуры», специально оборудованные джойстики, увеличенные выносные кнопки, клавиатуры с большими клавишами или накладки «Клавита»;

- обучающиеся с ограничениями по зрению могут прослушать доступный аудиоматериал или прочитать тексты, увеличив шрифт на экране монитора компьютера. Рекомендуется использовать экранную лупу и другие визуальные вспомогательные средства, чтобы изменить шрифт текста,

межстрочный интервал, синхронизацию с речью и т.д., программы экранного доступа (скринридеры для прочтения текстовой информации через синтезированную речь) и/или включить функцию «экранного диктора» на персональном компьютере с операционной системой Windows 7, 8, 10, Vista, XP. Студенты с полным отсутствием зрения могут использовать тексты, напечатанные шрифтом Брайля, а для набора текста на компьютере – клавиатуры Брайля;

- обучающиеся с ограничениями по слуху могут воспользоваться индивидуальными техническими средствами (аппараты «Глобус», «Монолог», индивидуальными слуховыми аппаратами, компьютерной аудиогарнитурой, наушниками и др.) при прослушивании необходимой информации, а также услугами сурдопереводчика.

При необходимости обучающиеся с ограниченными возможностями здоровья и инвалиды обеспечиваются печатными и (или) электронными образовательными ресурсами (образовательная программа, учебники, учебные пособия и др.) в формах, адаптированных к ограничениям их здоровья и восприятия информации:

Для лиц с нарушениями зрения:
- в печатной форме увеличенным шрифтом,
- в форме электронного документа,
- в форме аудиофайла,
- в печатной форме на языке Брайля.

Для лиц с нарушениями слуха:
- в печатной форме,
- в форме электронного документа.

Для лиц с нарушениями опорно-двигательного аппарата:
- в печатной форме,
- в форме электронного документа,
- в форме аудиофайла.

ПРИЛОЖЕНИЕ

Фонды оценочных средств по дисциплине «Иностранный язык в профессиональной деятельности»

Типовые контрольные задания и иные материалы, необходимые для оценки результатов обучения, характеризующие формирование компетенции

Методика формирования результирующей оценки базируется на учете результатов по пятибалльной шкале всех видов контроля.

Промежуточная аттестация в итоговом семестре изучения дисциплины - дифференцированный зачёт. Шкала оценивания – пятибалльная.

Промежуточная аттестация в 5–7 семестрах – зачет. Шкала оценивания – зачтено/не зачтено.

Для зачета:

Студент должен выполнить все виды текущего контроля, задания на зачете, учитывается также посещаемость занятий. На зачёте проводится собеседование по темам.

В случае активной работы на практических занятиях по дисциплине, а также наличия оценок «зачтено» за все домашние работы и тесты студент может быть освобожден от ответа на вопросы к зачету и автоматически получить оценку «зачтено».

По согласованию с преподавателем обучающемуся могут быть добавлены дополнительные (бонусные) баллы за активное участие в научно-исследовательской работе, за участие в значимых учебных и внеучебных мероприятиях кафедры и выставлен зачет «автоматически».

Критерии оценки ответа студента на ***зачете*** по дисциплине:

- **«зачтено»** ставится студенту, логично и последовательно ответившему на все поставленные вопросы и продемонстрировавшему свободное/ достаточно высокую степень/ посредственное владение устной рецептивной и продуктивной иноязычной речью, в процессе которой студент не допускает/допускает небольшое/допускает значительное количество серьезных грамматических, лексических и стилистических ошибок, а также оперирует полным/неполным набором лексико-грамматических и культурно-прагматических средств определенного языкового уровня, однако ошибки не приводят к сбоям в процессе общения или периодически мешают успешной коммуникации.
- **«не зачтено»** ставится студенту, ответившему не на все поставленные вопросы и/или в случае ответов, содержащих грубые фактические и/или терминологические ошибки, которые не позволяют ему осуществлять коммуникацию на иностранном языке в наиболее типичных ситуациях профессионального и/или бытового общения; продемонстрировавшему неумение адекватно реагировать на иностранном языке на обращенную к нему иноязычную речь, связанную с обсуждением предусмотренных программой повседневных и профессиональных тем.

Для дифференцированного зачета:

Студент должен выполнить все виды текущего контроля, задания на дифференцированном зачете, учитывается также посещаемость занятий. На дифференцированном зачёте проводится собеседование по темам.

По результатам работы в семестре студент может получить автоматическую оценку 5, 4 или 3 и может дифференцированный зачет не сдавать. При желании попытаться повысить свою оценку студент имеет право отказаться от автоматической оценки и сдать дифференцированный зачет.

Студент, не получивший автоматической оценки, обязан сдавать дифференцированный зачет, ликвидировав перед этим все задолженности по дисциплине по пройденному материалу.

По согласованию с преподавателем обучающемуся могут быть добавлены дополнительные (бонусные) баллы за активное участие в научно-исследовательской работе, за участие в значимых учебных и внеучебных мероприятиях кафедры и выставлен зачет «автоматически».

Критерии оценки ответа студента на ***дифференцированном зачете*** по дисциплине:

- оценка **«отлично»** ставится студенту, логично и последовательно ответившему на все поставленные вопросы и продемонстрировавшему свободное владение устной рецептивной и продуктивной иноязычной речью, в процессе которой студент не допускает серьезных грамматических, лексических и стилистических ошибок, а также оперирует полным набором лексико-грамматических и культурно-прагматических средств определенного языкового уровня.
- оценка **«хорошо»** ставится студенту, логично и последовательно ответившему на все поставленные вопросы и продемонстрировавшему достаточно высокую степень владения им всеми формами устной иноязычной речи, в процессе которой студент допускает небольшое количество лексических, грамматических, стилистических ошибок, однако ошибки, как правило, не приводят к сбоям в процессе общения.
- оценка **«удовлетворительно»** ставится студенту, ответившему недостаточно логично и последовательно на поставленные вопросы и продемонстрировавшему посредственное владение большинством умений иноязычной речи, допускающему значительное количество ошибок, которые периодически мешают успешной коммуникации.
- оценка **«неудовлетворительно»** ставится студенту, ответившему не на все поставленные вопросы и/или в случае ответов, содержащих грубые фактические и/или терминологические ошибки, которые не позволяют ему осуществлять коммуникацию на иностранном языке в наиболее типичных ситуациях профессионального и/или бытового общения; продемонстрировавшему неумение адекватно реагировать на иностранном языке на обращенную к нему иноязычную речь, связанную с обсуждением предусмотренных программой повседневных и профессиональных тем.

Система оценки результатов *тестирования для текущего контроля– зачтено/не зачтено/ пятибалльная.*

Критерии оценки:

- оценка «зачтено» ставится за 70–100% верных ответов,
- оценка «не зачтено» ставится за 0–69% верных ответов.
- оценка «отлично» ставится за 90–100% верных ответов,
- оценка «хорошо» ставится за 80–89% верных ответов,
- оценка «удовлетворительно» ставится за 70–79% верных ответов.

Посещаемость занятий:

Студент должен посещать все занятия в рамках данного курса. Студент, пропустивший мероприятия по текущему контролю успеваемости по уважительной причине, должен предъявить преподавателю оправдательные документы (медицинскую справку, повестку в военкомат, повестку в суд и др.), которые учитываются при подведении итогов текущего контроля успеваемости.

Перечень вопросов, выносимых на зачет (5 семестр)

Собеседование по темам:

1. History of the Internet
2. Internet Privacy
3. Internet services
4. Online payment systems

Перечень вопросов, выносимых на зачет (6 семестр)

Собеседование по темам:

1. E-mail service
2. Personal web page
3. Internet security

Перечень вопросов, выносимых на зачет (7 семестр)

Собеседование по темам:

1. Artificial Intelligence
2. Flash memory
3. Hard disk drive
4. The features of the Internet
5. Steve Jobs' life stories
6. Computer games

Перечень вопросов, выносимых на дифференцированный зачет (8 семестр)

Собеседование по темам:

1. Digital farming
2. Texting issues
3. Password entropy
4. Online learning

Домашние работы

5 семестр

№	Тема задания	неделя
Д1	p. 8 task 3 – краткое изложение текста	1
Д2	p. 16 Speaking – составить диалог	2
Д3	p. 21 task 21 – подготовить презентацию	3
Д4	p.24 task 7 – перевести текст	4
Д5	p. 26 task 3 – краткое изложение текста	5
Д6	p.32 Speaking – составить диалог или подготовить высказывание	6
Д7	p. 34 task 20 – написать аннотацию к тексту	7
Д8	p. 41 task 7 – подготовить высказывание	8
Д9	p. 42 task 2 – краткое изложение текста	9
Д10	p.51 Speaking task 18 – составить диалог	10
Д11	p. 52 task 24, 25 – написать эссе (одно упражнение на выбор)	11
Д12	p. 52 task 26 – подготовить презентацию о блоге и показать свой блог	12
Д13	p. 56 task 6 – краткое изложение текста	13
Д14	p. 68 task 13, 14 Speaking – составить диалог	14
Д15	p. 70 task 17 – написать аннотацию к тексту	15
Д16	p. 72 task 19 – подготовить презентацию	16

* Краснова Т. И. Английский язык для специалистов в области интернет-технологий. English for internet technologies

6 семестр

№	Тема задания	неделя
Д17	p. 78 task 3 – краткое изложение текста	1
Д18	p.85 Speaking task 13 – подготовить высказывание	2
Д19	p. 88 task 20 – написать письмо 120-180 слов	3
Д20	p. 88 task 21, 22 – подготовить презентацию (одно задание на выбор)	4
Д21	p. 92 task 3 – краткое изложение текста	5
Д22	p. 97 task 3 – краткое изложение текста	6
Д23	p.104 Speaking task 15 – подготовить высказывание	7
Д24	p. 107 task 20 – написать сообщение 120-180 слов	8
Д25	p. 108 task 21, 22 – подготовить презентацию (одно задание на выбор)	9
Д26	p.112 task 6 – перевести текст	10
Д27	p. 116 task 4 – краткое изложение текста	11
Д28	p.126 Speaking task 19 – подготовить высказывание	12
Д29	p. 128 task 23 – подготовить презентацию	13
Д30	p.129 task 4 – перевести текст	14
Д31	p. 132 task 1 – краткое изложение текста	15
Д32	p. 137 Speaking task 7 – составить диалог	16

* Краснова Т. И. Английский язык для специалистов в области интернет-технологий. English for internet technologies

7 семестр

№	Тема задания	неделя
Д33	p.14 Discussion – подготовить презентацию	1
Д34	p. 14 ex. 1 – make predictions for 2050	3
Д35	p.20 Discussion – подготовить высказывание	5
Д36	p.27 Discussion – подготовить высказывание	7
Д37	p.32 Discussion – подготовить высказывание	9
Д38	p.38 Discussion – подготовить высказывание	11
Д39	p.44 Discussion – подготовить высказывание	13

* Стогниева, О. Н. Английский язык для ИТ-направлений. English for Information Technology

8 семестр

№	Тема задания	неделя
Д40	p.49 Discussion – подготовить высказывание	1
Д41	p. 50 Comprehension – подготовить краткое изложение по вопросам	3
Д42	p.55 Discussion – подготовить высказывание	5
Д43	p.60 Discussion – подготовить высказывание	7
Д44	p.66 Discussion – подготовить описание графиков	9

* Стогниева, О. Н. Английский язык для ИТ-направлений. English for Information Technology

Примеры тестов для текущего контроля

Progress Test 1 (Units 1, 2)

1. Choose the best variant (A, B or C) to complete the sentences below.

1. A home network is an example of a _____.
   A. LAN
   B. WAN
   C. server
2. Web pages are stored on a _____.
   A. modem
   B. client
   C. server
3. The speed of an Internet connection is known as its _____.
   A. bandwidth
   B. ISP
   C. wireless access point
4. Which type of Internet service uses existing phone lines and allows simultaneous Internet and phone usage?
   A. Dial-up.
   B. DSL.
   C. Cable.
5. A URL is usually typed in a browser's _____.
   A. task bar
   B. plug-in
   C. address bar
6. The words you type into a search bar are known as _____.
   A. search terms
   B. search results
   C. search suggestions
7. ISP stands for _____.
   A. Internet Security Protocol
   B. Internet Service Provider
   C. Internet Survey Period
8. The name given to the temporary storage area that a web browser uses to store pages and graphics that it has recently opened is _____.
   A. webspace
   B. cache
   C. niche
9. The Internet was originally developed by _____.
   A. computer hackers
   B. the US Department of Defense
   C. the University of Michigan
10. Net neutrality refers to _____.
   A. the way Wikipedia editors are instructed to handle new entries on their site.
   B. a promise by users of some websites that they will not make critical comments
   C. equal treatment of digital content by internet service companies

2. Read the text and decide which answer (A, B, C or D) best fits each gap.

INTERNET OF THINGS

The Internet of Things (IoT) is an environment in which objects, animals or people are (1) _____ with unique identifiers and the ability to (2) _____ data over a network without requiring human-to-human or human-to-computer (3) _____. IoT has evolved from the convergence of wireless technologies, micro-electro-mechanical systems (MEMS) and the Internet. The (4) _____ may also be referred to as the Internet of Everything.

A thing, in the Internet of Things, can be a person with a heart monitor implant, a farm animal with a biochip transponder, an automobile that has built-in sensors to (5) _____ the driver when tire pressure is low, or any other natural or man-made object that can be (6) _____ an IP address and provided with the ability to transfer data over a network. So far, the Internet of Things has been most closely associated with machine-to-machine (M2M) communication in manufacturing and power, oil and gas utilities. Products built with M2M communication (7) _____ are often referred to as being *smart*.

Internet Protocol version 6's (IPv6's) huge (8) _____ in address space is an important factor in the development of the Internet of Things. Humans could easily assign an IP address to every "thing" on the planet. An increase in the number of smart (9) _____, as well as the amount of upstream data the nodes generate, is expected to (10) _____ new concerns about data privacy, data sovereignty and security.

(Adapted from http://internetofthingsagenda.techtarget.com)

1.	A. granted	B. provided	C. given	D. contributed
2.	A. transfer	B. dispatch	C. transport	D. deliver
3.	A. communication	B. cooperation	C. synergy	D. interaction
4.	A. concept	B. theory	C. approach	D. hypothesis
5.	A. stimulate	B. provoke	C. alert	D. activate
6.	A. assigned	B. attached	C. downloaded	D. charged
7.	A. competences	B. skills	C. intelligence	D. capabilities
8.	A. upgrade	B. intensification	C. maximization	D. increase
9.	A. links	B. nodes	C. ties	D. knots
10.	A. exaggerate	B. raise	C. rise	D. grow

3. Use the words at the end of a sentence to form one word that fits in the gap.

1. Most Internet service providers offer broadband Internet access via a cable, DSL, or fiber _____. (CONNECT)
2. Broadband refers to high-speed data _____ in which a single cable can carry a large amount of data at once. (TRANSMIT)
3. Cookies are also used to store user _____ for a specific site. (PREFER)
4. Every tweet _____ on Twitter, every status update published on Facebook, and every photo shared on Instagram contributes to your digital footprint. (POST)
5. Domain names serve as _____ names for websites and other services on the Internet. (MEMORIZE)
6. Downloading is the opposite of _____, or sending data to another system over the Internet. (LOAD)
7. _____ users may only be allowed to view certain FTP directories and may not be able to upload files. (ANONYM)
8. The software used in grid computing is called middleware since it translates the information passed from one system to another into a _____ format. (RECOGNIZE)
9. The only _____ for a computer to join a peer-to-peer network are an Internet connection and P2P software. (REQUIRE)
10. If the increase in traffic is so dramatic that it causes the server to be completely _____, the server is said to have been "slash dotted". (REACH)

Примеры домашних работ

5 семестр

Д1. p. 8 task 3 – краткое изложение текста

Task 3. Read the text and name the stages of Internet development.

THE INTERNET

The Internet is an international computer network that provides users with access to information stored on thousands of different computer systems that tie together millions of different computers. Different systems are able to communicate with each other using TCP/IP, a set of protocols that defines how computers exchange information with each other.

The Internet had its foundation in 1969 with the development of the ARPANET (Advanced Research Projects Agency Network), a Department of Defense funded project designed to develop and test networking technology. Originally hosted by four research universities in the United States, the project was later expanded to include

other computer systems in the United States, England, and Norway. By 1983, DARPA (Defense Advanced Research Projects Agency) had decided on TCP/IP as the standard protocol for inter-system communications over the ARPANET. The network was eventually split into two separate networks — the ARPANET continued to be used primarily for research purposes, while the MILNET became a military network.

In 1986, the National Science Foundation created the NSFNET, linking together the United States' supercomputing centers. Originally intended as a means for universities and other research institutes to access the ARPANET and exchange information, the NSFNET eventually replaced the ARPANET and became the backbone of today's Internet. Over 10,000 computer systems were connected to the Internet by 1989. Today, the Internet's backbone is owned and operated by major Internet Service Providers (ISPs) such as GTE, MCI, Sprint, UUNet, and America Online. Connected to the backbone are many smaller networks which include university computing networks, government systems, and local ISPs.

Today's Internet has become not only a major research network but also an enormous electronic medium that facilitates the commercial exchange of goods and services. Worldwide in its reach, the Internet has far exceeded its original designers' expectations and promises to become the world's major communications network.

Д2. p. 16 Speaking – составить диалог

Task 15. Work in pairs. Role play the following situation:

Your grandfather doesn't know anything about the Internet. You need to explain him how the Internet works in simple words. Make a dialogue with your partner.

Task 16. Work in pairs. Role play the following situation:

Nelly: You are always trying to be as nice as you can be. You have learned all the rules of proper etiquette in your day to day experience. But when it comes to the Internet, your skills are a bit lacking. You seem to forget what it means to be nice.

Tina: You are Nelly's friend and you are very concerned about her lack of manners when it comes to the Internet. It is time to teach her some online manners. Explain her basic rules of netiquette, teach how to avoid a flame war, tell about emoticons.

Д3. p. 21 task 21 – подготовить презентацию

Task 21. After exploring the recommended websites, you need to give a presentation of a timeline of key events, technologies, and people involved in the development of the Internet.

Areas to investigate:

- History milestones (at least 10)
- Key people (at least 4)
- Pivotal technology (at least 4)
- Future applications (at least 4)

Recommended websites:

- http://www.computerhistory.org/internethistory/
- http://www.isoc.org/internet/history/
- http://www.factmonster.com/ipka/A0193167.html
- https://www.w3.org/History.html

Д4. p.24 task 7 – перевести текст

Task 7. Translate the following text into Russian.

The Internet is formed by connecting local networks through special computers in each network known as gateways. Gateway interconnections are made through various communication paths, including telephone lines, optical fibers, and radio links. Additional networks can be added by linking to new gateways. Information to be delivered to a remote machine is tagged with the computerized address of that particular machine. Once addressed, the information leaves its home network through a gateway. It is routed from gateway to gateway until it reaches the local network containing the destination machine. The Internet has no central control, that is, no single computer directs the flow of information. This differentiates the Internet from other types of online computer services, such as CompuServe, America Online, and the Microsoft Network.

Д5. p. 26 task 3 – краткое изложение текста

Task 3. Read the text and give a definition of an IP address.

IP ADDRESSES

Each computer on the Internet has a unique numerical address, called an Internet Protocol (IP) address, used to route packets to it across the Internet.

Just as your postal address enables the postal system to send mail to your house from anywhere around the world, your computer's IP address gives the Internet routing protocols the unique information they need to route packets of information to your desktop from anywhere across the Internet. If a machine needs to contact another by a domain name, it first looks up the corresponding IP address with the domain name service. The IP address is the geographical descriptor of the virtual world, and the addresses of both source and destination systems are stored in the header of every packet that flows across the Internet.

You can find your IP address on a Windows computer by opening a Command Prompt and typing `ipconfig`. You can find your IP address on a Mac computer by checking your Network control panel.

Internet sites can and do track your IP address and other information. If you want to block or disguise your IP address, an anonymizer can help.

An IP address is made up of four bytes of information (totaling 32 bits) expressed as four numbers between 0 and 255 shown separated by periods. For example, your computer's IP address might be 238.17.159.4, which is shown below in human-readable decimal form and in the binary form used on the Internet.

The Internet Assigned Numbers Authority (IANA) manages the allocation of IP addresses to different organizations in various sized blocks. Most of the address blocks have been allocated to research, education, government, corporations, and Internet Service Providers (ISPs), who in turn assign them to the individual computers under their control.

If you connect to the Internet over a phone line, then your IP address is probably assigned dynamically by your Internet service provider from an available pool of addresses each time you log on. If your computer is permanently connected to an Internet network, such as at the office or on a high speed home connection, then your IP address could be permanently assigned or could be reassigned each time you reboot your computer.

Д6. p.32 Speaking – составить диалог или подготовить высказывание

Task 17. **Work in groups and discuss such topic as Internet scandals.**

The web is a great way to deliver information, but it's also a great way to expose, spread, or jump-start a scandal. What Internet scandals do you know? How did they affect people's lives? What is your opinion to this problem?

Task 18. **Work in pairs. Discuss the problem described in the situation below with your partner.**

In 2010, BlackBerry phones were declared a "security threat" in the United Arab Emirates. Services that were "too secure" (e.g., Messenger) were banned by the government. Should communication providers cooperate with governments who want to monitor their citizens' activity this closely?

Д7. p. 34 task 20 – написать аннотацию к тексту

Task 20. **Read the text and write an annotation according to the plan above. Use the following clichés:**

The text (article) under review poses the problem of ...

The article deals with the important problem of ...

The main idea of the text is ...

At the beginning (of the text) the author puts forward a new hypothesis of (on) ...

The author gave a comprehensive analysis of (sound proofs of, precise characteristic of the method) ...

The article begins with the analysis of ...

Then (after that, further on, next), the author passes on to (gives a detailed analysis, goes on to say that) ...

The author emphasizes the idea that ...

In his (her) work the author proved that (found out that, shared the idea that) ...

The author contributed greatly to ...

To finish with, the author developed (worked out) ...

At the end of the article the author draws the conclusion that (sums up by saying) ...

The author comes to the conclusion ...

SNEAKY WAYS TO GET AROUND THOSE INTERNET PRIVACY ISSUES

It is nearly impossible to maintain privacy online. Users may be giving out personal information, including e-mail addresses and contact information, without knowing it. There are many ways for users' privacy to be violated online. However, there are some ways to avoid these privacy issues and to get around them. Properly configuring the web browser is one way to ensure that privacy is not invaded. In the browsers' Setup, Options, or Preferences menus users have the option of using a pseudonym instead of their real names; users may also withhold their e-mail address and other personally identifiable information. It is also advisable to turn on cookie notices in the web browser and use cookie management software. A lot of cookies can be used for data mining purposes — to track how much time a user spends on a specific web site, what links are clicked on, and other details a company would record for marketing purposes.

If users are mailing to an unknown party, posting to a newsgroup, mailing lists, chat rooms, and other public spaces on the Internet that mentions their e-mail address, they should use a pseudonymous or alternate e-mail address. Users should only use their main e-mail address on small, members-only lists, and with individuals they trust. Free e-mail service providers, such as Yahoo! and Hotmail, are best for creating a side e-mail account. Users should never give their personal details to strangers or other users they just met. It is important for users to realize that they can't trust any person that is asking for their personal information online. There is a lot of personal information users may prefer to withhold until the in-person meeting. Such information includes full name, place of employment, phone number, and street address.

Д8. p. 41 task 7 – подготовить высказывание

Task 7. How do you think, will it be possible to view web pages on the Internet without identifying your personality in ten years' time? Is it possible nowadays?

Д9. p. 42 task 2 – краткое изложение текста

Task 2. Five sentences have been removed from the text. Choose from the sentences A—F the one which fits each gap (1—5). There is one extra sentence which you do not need to use.

THE WORLD WIDE WEB — WHAT IS IT?

Contrary to common misconceptions, the World Wide Web is not exactly the same thing as the Internet. The Internet describes the overall infrastructure that allows sharing of computer resources worldwide. (1)_____.

But the Internet encompasses other systems for exchanging information, including FTP sites, telnet and TN3270 resources, IRC relay

chat systems, and USENET news groups, to name a few. What distinguishes the Web from all the other Internet resource systems is its look and feel. Using the hypertext transfer protocol (HTTP) to exchange information over the Internet, web sites can provide users with media rich resources. (2)_____.

The Web makes extensive use of the graphical user interfaces (GUIs) that are common both to PCs and to Macs, thus providing a richer and more entertaining experience. All current web browsers, such as Netscape and Microsoft Internet Explorer, support the full media capabilities of the World Wide Web as well as providing support for other Internet protocols.

(3)_____. His idea was to provide an international medium of exchange that would facilitate the sharing of information and ideas among CERN's members. His proposal laid the foundations for hypertext markup language (HTML) and the attendant protocols for organizing and sharing HTML documents over the Internet.

Although the Web began in relative obscurity, the eventual success of Berners-Lee's idea is obvious today — most of the resources that people locate on the Internet now are web pages, designed to offer users graphical, hyperlinked access to a wealth of textual, visual, and audio materials. As new systems come online, the overwhelming majority will be designed with the web interface in mind.

4)_____. HTML allows users a non-linear approach to finding information and works more like the way people think — as interest dictates, the mind follows. Web pages are designed to allow users to follow clickable links to related or other information as the need or desire arises. Search engines or web directories can help users find materials by keyword and then provide hyperlinks to the information located.

ftp://ftp.novell.com	This address connects you to Novell's anonymous FTP site, where people using Novell software can download file updates
http://www.unf.edu	This address connects you to the University of North Florida's Homepage. Documents maintained here are in HTML format. The addressing convention "http" identifies this address as a hypertext site
news://usenet.unf.edu	5)_____. If you are using Netscape, you will get a pop-up window that lets you browse and read news
telnet://locis.loc.gov	If you have installed a telnet helper for your browser, this command will connect you via telnet to the Library of Congress's OPAC
tn3270://nermvs.nerdc.ufl.edu	This will open a 3270 telnet session to LUIS, Florida's State University System OPAC

(Adapted from http://www.unf.edu)

A. They may include pictures, video, sound, and other graphical content.

B. The Semantic Web will also play a role in trustworthy transactions.

C. Navigating the Web is facilitated by using the hypertext markup language (HTML).

D. The Web is a part of this network and is, indeed, probably the best known and most used part of the Internet.

E. This will connect you to a list of newsgroups maintained by the University of North Florida.

F. Development of the Web began in 1989 as the result of a proposal by Tim Berners-Lee of the European Particle Physics Laboratory (CERN).

Д10. p.51 Speaking task 18 – составить диалог

Task 18. Role play the following situation in pairs:

Steve: You love looking for information on the Internet. You can spend hours looking for one small piece of information because you love to see where other links go. You are not too knowledgeable about how to get the information you are looking for, but at least you know it is out there.

Steve's father: You are very concerned about the time you feel your son is wasting on the Internet. You do not see the Internet as a valuable source of information and would much rather see Steve using a book to gather information. It is time to learn how much the Internet really does have to offer.

Д11. p. 52 task 24, 25 – написать эссе (одно упражнение на выбор)

Task 24. Write an article to a magazine intended for Internet beginners. Describe your favorite search engines, their strong and weak points. Analyse Internet search strategies and give advice on choosing the best ones.

Task 25. Imagine that you work for the government of a country in which few people use the Internet. Write a report describing how the Internet can help your country.

Д12. p. 52 task 26 – подготовить презентацию о блоге и показать свой блог

Task 26. Carry out a research on the Internet.

Take a look at the websites from the following groups: Blogs and Not Blogs.

Blogs	Not Blogs
http://www.boingboing.net/ http://www.creativebloq.com/ http://www.aluxurytravelblog.com/ http://politicalscrapbook.net/ or any other blog web site	http://www.apple.com/ http://news.google.com/ http://nytimes.com/ http://www.microsoft.com/

As you look at some of the sites, discuss the following with your group:

- What common features do you notice among the blogs?
- Are there some features common to some, but not all, of the blogs?
- What primary differences you notice between the blog sites and the non-blog sites?

Now, give a definition of a blog. As you create your definition, consider:

- What are the key characteristics of a blog?
- What makes a blog a blog?
- Are there "essential elements" of a blog?

At last, work on your own and create a blog using the free online tool Blogger (http://www.blogger.com). While planning your blog answer the following questions:

- Who is your audience?
- What is the focus of your blog?
- What will you call your blog?

When your blog is ready, demonstrate it to the group. Choose the best blog.

Д13. p. 56 task 6 – краткое изложение текста

Task 6. **Read the text and translate it.**

FILE TRANSFER PROTOCOL

The File Transfer Protocol (FTP) was one of the first efforts to create a standard means of exchanging files over a TCP/IP network, so the FTP has been around since the 1970's. The FTP was designed with as much flexibility as possible, so it could be used over networks other than TCP/IP, as well as being engineered to have the capability with exchanging files with a broad variety of machines. The base specification is RFC 959 and is dated October 1985. There are some additional RFCs relating to FTP, but it should be noted that most of the new additions are not in widespread use.

The protocol can be thought of as interactive, because clients and servers actually have a conversation where they authenticate themselves and negotiate file transfers. In addition, the protocol specifies that the client and server do not exchange data on the conversation channel. Instead, clients and servers negotiate how to send data files on separate connections, with one connection for each data transfer. Note that a directory listing is considered a file transfer.

When using FTP, people use FTP client programs rather than directly communicating with the FTP server. Here's an example of using the `ftp` program on UNIX-like systems. The items the user types are in bold.

Д14. p. 68 task 13, 14 Speaking – составить диалог

Task 13. **Work in pairs. Discuss the situation below.**

You decide to sell things on the web and create an online shop. Discuss with your partner what kind of payment systems you can implement in your website. Are you going to use PSP (Payment Service Providers) such as PayPal, GoogleWallet, Skrill, etc.? Will you accept credit cards? Or will you provide cash on delivery? What difficulties could you face with international buyers?

Task 14. **Read the news from a newspaper.**

ONLINE RETAILERS BLAME LOST SALES ON NAB PAYMENT SYSTEM PROBLEMS

JUNE 2, 2015

An online storm is gathering around National Australia Bank, with businesses blaming thousands of dollars in lost sales on instability plaguing its secure credit card payment system.

NAB on Tuesday issued a statement to its NAB Transact customers noting there had been "ongoing" issues with the system over the month of May, including "log-in issues, time-outs and/or slow performance". Merchants reported a system outage had occurred around lunchtime on Tuesday.

Simon Pallister, managing director at online lingerie retailer Zodee.com, complained the bank had not given any indication of when the problem would be solved and suggested he might take his business to Commonwealth Bank of Australia.

He told Fairfax Media Tuesday's outage had already cost him thousands of dollars in sales. Many customers were receiving a "timed out" message upon payment and were potentially heading elsewhere, he said.

(Adapted from www.smh.com.au)

Now act a dialogue between a bank representative and an online merchant trying to discuss the problem and find a solution.

Д15. p. 70 task 17 – написать аннотацию к тексту

Task 17. Read the text and write an annotation. Use the clichés from Unit 2.

THREE WAYS TO MAKE SURE YOUR ONLINE CREDIT CARD TRANSACTION IS SAFE

In the age of the Internet and busy schedules, more people are finding it more convenient to do their shopping and banking online. Nowadays, people are working longer hours and are too busy with other activities to be able to fit in time to travel to the local shopping center. Instead they can go straight home from work and with a few clicks of the mouse, have a package ready to ship to their front door. The Internet now comes first before the importance of the television and telephone. Playing an important part in people's lives, the computer is the fastest way to communicate, bank and shop. Many online consumers are using debit and credit cards to pay for their purchases, while other methods such as e-wallets, PayPal, mobile and other wireless transactions are following close behind.

The Federal Trade Commission (FTC) wants all online consumers to be well informed about the new payment technologies and how the consumers can make their online transactions as secure and safe as possible. Although it's impossible to control the fraud and deception on the internet, the FTC encourages all online consumers to take the necessary steps to ensure the security of your personal information and all other online transactions.

As an online consumer, it's up to you, and only you, to protect yourself from theft. Here are three ways to make sure that your online credit card transactions are safe:

1. Use a secure web browser. Using software that encrypts online purchase information will help to secure your transactions. Make sure that your web browser is updated on its encryption capabilities. You can ensure this by using the latest version of encryption software from the manufacturers. Some web browsers offer free downloads over the internet. While submitting your information, be sure to look for the "lock" icon in the web browser's status bar. This will ensure your information is secure during the transmission.

2. Read before you write. Never provide any personal information to any website before first checking with the website's privacy policy. This way you can be aware if your information will be shared with other online merchants or used in any other way. You will also want to know exactly what security features are used so your personal information cannot be acquired fraudulently. You should be able to understand the privacy, shipping and refund policies before you provide any information or make a purchase. If, after reading the privacy policy, you are not comfortable, then you may want to consider taking your business elsewhere.

3. Review all financial statements. Always review your bank and credit card statements and look for any unauthorized purchases or errors. Statements can be fairly confusing to look over, but take your time and be thorough; if you notice anything questionable, contact your bank or credit card company immediately. You should also contact these financial institutions if your purse or wallet is lost or stolen, or even if you think there are unauthorized uses of your accounts. Always keep records of your online transactions and read all your e-mails from those merchants which you have made purchases from. Those merchants may be sending you important information about your purchase or account with them.

Д16. p. 72 task 19 – подготовить презентацию

Task 19. Carry out a research on the Internet.

Online shopping has become very popular nowadays but it can be risky. Surf the Internet and find the answers to the following questions:

- What are the risks of online shopping?
- How can you make your online shopping safe?

You may use the recommended resources or use your own.

- Get safe online:

https://www.getsafeonline.org/shopping-banking/shopping1

- Safe shopping:

http://www.safeshopping.org/tips.shtml

- How to shop online safely:

http://www.cnet.com/how-to/how-to-shop-online-safely/

Now analyze your shopping habits on the example of your two favorite online shops. Are your online shops safe? Present your analysis to the group.

6 семестр

Д17. p. 78 task 3 – краткое изложение текста

Task 3. You are going to read a text about Internet e-mail. For questions 1—6, choose the answer (A, B, C or D) which you think fits best according to the text.

DECIPHERING INTERNET E-MAIL

Internet e-Mail

according to the research, about 31 billion e-mails are sent worldwide every day — and that number is expected to rise to more than 60 billion by 2007. With the capability to send pictures, documents or even video messages to anyone in the world who has an e-mail address, it has become a massively popular form of communication.

How Does Sending & Receiving e-Mail Work?

Using an e-mail client (software such as Microsoft Outlook or Eudora) you can compose an e-mail message and send it to another person anywhere, so long as you know their e-mail address. All online services and Internet Service Providers (ISPs) offer e-mail, and support gateways so that you can exchange e-mail with users of other systems. Usually, it takes only a few seconds for an e-mail to arrive at its destination.

When you initially setup your e-mail client, you will need specific information from your ISP, such as your network user ID, SMTP and POP server address. The network ID will provide you with your e-mail address, the SMTP server handles the communications as you send an e-mail message, and the POP server provides the transmission for receiving e-mail.

SMTP — Simple Mail Transfer Protocol

When you send an e-mail message, your e-mail client connects to your ISP's mail server, which is an SMTP (Simple Mail Transfer Protocol) server. It is common for your e-mail message to be broken down into small packets of data (for a speedier transmission), which is reassembled when it reaches its destination. The SMTP server will generally hand-off the message to another server that is able to translate the

domain name of the recipient's address and find the correct IP address to deliver the message to. This process may be repeated multiple times until the e-mail is routed to the correct destination server.

POP — Post Office Protocol

While SMTP provides the protocol for sending an e-mail, it is a different server that receives your e-mail at your ISP. POP, short for Post Office Protocol, is a protocol used to retrieve e-mail from a mail server. Your ISP will have set up a mailbox on the POP server for all its customers. When incoming e-mails are received by the POP server, it is then filtered down to the correct user mailbox. When you use your e-mail client and connect to the POP server, you log in with your ID (network username), which allows the server to locate your mailbox. Access to the contents of the mailbox is granted by entering in your password. The POP server will deliver your e-mail to your local system and will delete the messages from the server as well.

Most e-mail applications use the POP protocol. There are two versions of POP. The first, called POP2, became a standard in the mid-80's and requires SMTP to send messages. The newer version, POP3, can be used with or without SMTP. While most people will refer to POP with a version number (e.g. POP3), when using the term POP without a number, like any other protocol, it is generally assumed you would be referring to the most recent version anyway.

Internet Message Access Protocol (IMAP)

The Post Office Protocol is designed to be a simple protocol offering only a basic set of commands, and it is still the most widely used protocol. Similar to POP is IMAP (Internet Message Access Protocol), which is also a protocol for retrieving e-mail messages, but supports some features not found in POP. For example, IMAP allows you to search e-mail messages for keywords while the messages still reside on the server. You can also store messages on the e-mail server, and better manage multiple accounts and set message flags. IMAP was developed at Stanford University in 1986.

Д18. p.85 Speaking task 13 – подготовить высказывание

Task 13. Study a real situation happened to one company. Give your opinion on this problem. Then answer the questions below.

An information security manager routinely monitored the contents of electronic correspondence among employees. She discovered that many employees were using the system for personal purposes. Some messages were love letters, and others related to football betting pool. The security manager prepared a list of the employees, with samples of their messages, and gave them to the management. Some managers punished their employees for having used the corporate e-mail for personal purposes. Some employees, in turn, objected to the monitoring, claiming that they should have the same right to privacy as they have using the company's interoffice mail system.

a) Is monitoring of e-mail by managers ethical? (It is legal.) Why do you feel so?
b) Is the use of e-mail by employees for personal communication ethical? Why or why not?
c) Is the security manager's submission to management of a list of abusers ethical? Why or why not?
d) What should the company do in order to rectify the situation?

Д19. p. 88 task 20 – написать письмо 120-180 слов

Task 20. **You are going to design an e-mail policy for your university.**

Write a letter to your university authorities with your ideas. The letter should be of 120—180 words in an appropriate style.

Д20. p. 88 task 21, 22 – подготовить презентацию (одно задание на выбор)

Task 21. **Carry out a research on the Internet. Surf the Internet and try to compare 5 famous e-mail clients according to the features presented in the table below.**

Features	Outlook	Yahoo! Mail	Thunderbird	Gmail	Apple Mail
Automated Setup (no manual client configuration needed)					
Storage (e-mail, calendar, all data) in GB					
Receive updates in real time, instead of scheduled intervals					
Archive e-mail to local folders					
Create e-mail rules/filters					
Conversation grouping/ Threaded messages					
Delegate access to your e-mail to someone else					
Offline Access					

Task 22. **Carry out a research on the Internet. Surf the Internet and try to find answers to the following questions:**

- What is a phishing scam?
- Is there any easy way to identify fraudulent e-mail?
- Is phishing related to identity theft?
- How to avoid becoming a victim of a phishing scam?

Now, watch the following videos:

- Phishing scams in plain English:
http://www.youtube.com/watch?v=aIBHCUNVm5Y
- Symantec guide to scary Internet stuff — phishing:
https://www.youtube.com/watch?v=v3JGY2L8NK4
- Phishy home:
http://www.onguardonline.gov/media/video-0006-phishy-home
- Phishy office:
http://www.onguardonline.gov/media/video-0007-phishy-office

Then play a game:

- Phishing scams:
http://www.onguardonline.gov/media/game-0011-phishing-scams

When you get all necessary information about phishing, make a pamphlet or brochure about the ways of protecting your identity and avoiding phishing scams.

Д21. p. 92 task 3 – краткое изложение текста

Task 3. Read the text and translate it.

POP3 AND IMAP

Local e-mail clients use the Post Office Protocol version 3 (POP3), an application-layer Internet standard protocol, to retrieve e-mail from a remote server over a TCP/IP connection.

The design of POP3 and its procedures supports end-users with intermittent connections (such as dial-up connections), allowing these users to retrieve e-mail when connected and then to view and manipulate the retrieved messages without needing to stay connected. Although most clients have an option to leave mail on server, e-mail clients using POP3 generally connect, retrieve all messages, store them on the user's PC as new messages, delete them from the server, and then disconnect. In contrast, the newer, more capable Internet Message Access Protocol (IMAP) supports both connected and disconnected modes of operation. E-mail clients using IMAP generally leave messages on the server until the user explicitly deletes them. This and other facets of IMAP operation allow multiple clients to access the same mailbox. Most e-mail clients support either POP3 or IMAP to retrieve messages; however, fewer Internet Service Providers (ISPs) support IMAP.

Like many other older Internet protocols, POP3 originally supported only an unencrypted login mechanism. Although plain text transmission of passwords in POP3 still commonly occurs, POP3 currently supports several authentication methods to provide varying levels of protection against illegitimate access to a user's e-mail. One such method, APOP, uses the MD5 hash function in an attempt to avoid replay attacks and disclosure of a shared secret.

POP3 works over a TCP/IP connection using TCP on network port 110. E-mail clients can encrypt POP3 traffic using TLS or SSL. A TLS or SSL connection is negotiated using the STLS command. Here is a dialog example:

Д22. p. 97 task 3 – краткое изложение текста

Task 3. Five sentences have been removed from the text. Choose from the sentences A—F the one which fits each gap (1—5). There is one extra sentence which you do not need to use.

PERSONAL WEB PAGE

From the user's point of view, the page is the basic unit of the web. (1) _____.

A web page has a similar format to a page from a book or magazine, with text and graphics displayed in a layout, and is displayed in a normal computer application window. Scroll bars are displayed if the page is too long or too wide, and you can perform the usual windowing functions such as minimize, maximize, change size, and close.

There are billions of web pages in existence on the Internet. Web pages have been published on almost every subject imaginable by almost every type of person and organization.

(2) _____. Although most word processors now let you save documents in HTML format making basic creation quite straightforward.

You can sometimes tell from the name of the page whether it is an organization or a personal home page, because individual's home pages sometimes include "~" or "^", as in: http://www.twenty.net/~jsmith/home.html

Graphics are displayed in web pages if they haven't been turned off in your configuration settings to increase the download speed. With most browsers you can right-click on a picture and select "View Image" to view it by itself, or "Save Image As" to save the file to your computer for later viewing with another application. Graphics come in a wide range of formats. (3) _____.

Personal web pages are often used solely for informative or entertainment purposes. Defining personal web page is difficult, because many domains or combinations of web pages that are under the control of a single individual can be used by the individual for commercial purposes, ranging from just the presentation of advertising, to electronic commerce: the sale of goods, services or information. (4) _____.

Personal web pages may be as simple as a single page or may be as elaborate as an online database with gigabytes of data. Many Internet service providers offer a few megabytes of space for customers to host their own personal web pages.

The content of personal web pages varies and can, depending on the hosting server, contain anything that any other websites do. (5) _____. Many can contain biographical information, résumés, and blogs. Many personal pages will include information about the author's hobbies and pastimes, and information of interest to friends and family of the author.

Д23. p.104 Speaking task 15 – подготовить высказывание

Task 15. Work in pairs. Evaluate the website of your university and make suggestions for its improvement.

Points to evaluate:

- Navigation
- Design
- Accuracy
- Up to date
- Ease of use
- Compatibility
- Helpful graphics

Д24. p. 107 task 20 – написать сообщение 120-180 слов

Task 20. Write an article about strong and weak points of an American or British university website of your choice. The article should be of 120—180 words in an appropriate style.

Д25. p. 108 task 21, 22 – подготовить презентацию (одно задание на выбор)

Task 21. Carry out a research on websites.

Access the White House website (www.whitehouse.gov). Prepare a report on the most interesting content you found there.

Task 22. Carry out a research on commercial websites.

Find two companies on the web that are in the same business. For example, Amazon (www.amazon.com) and Book Depository (www.bookdepository.com) or Dell (www.dell.com) and Gateway (www.gateway.com). Compare the websites of the pairs you have chosen on the basis of ease-of-use and usefulness. Pick the better website in each pair and explain your choice.

Д26. p.112 task 6 – перевести текст

Task 6. Read the text and translate it.

XHTML

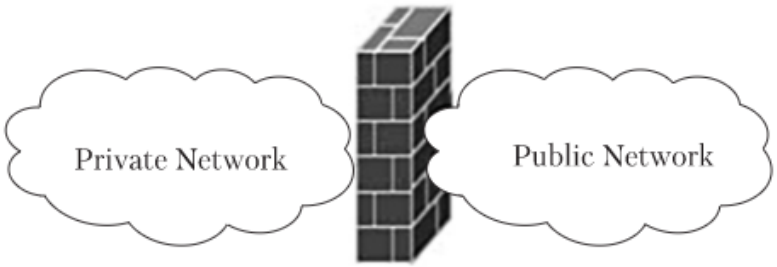
The Extensible HyperText Markup Language, or XHTML, is a markup language that has the same depth of expression as HTML, but also conforms to XML syntax. Whereas HTML is an application of SGML, a very flexible markup language, XHTML is an application of XML, a more restrictive subset of SGML. Because they need to be well-formed, true XHTML documents allow for automated processing to be performed using standard XML tools — unlike HTML, which requires a relatively complex, lenient, and generally custom parser.

The goal for XHTML and XML was to reduce the demands on parsers and user-agents in general. With HTML, user-agents increasingly took on the burden of "correcting" errant documents. Instead XML requires user-agents to signal a "fatal" error when encountering malformed XML. This means that an XHTML browser can theoretically omit error recovery code even though it may even need slightly more error detection checks. The recommendation for browsers to post an error rather than attempt to render malformed content should help eliminate malformed content.

Д27. p. 116 task 4 – краткое изложение текста

Task 4. Read the following text and say what new information you have learnt about firewalls.

FIREWALLS



As traffic increases dramatically on the Internet, so, too, do the risks that an institution's data may be sabotaged or stolen. As a result, network firewalls have become a hot topic. Relatively new creations, Internet firewalls, barriers placed between a network and the outside world to prevent potentially damaging intrusion, have their roots in control mechanisms and security measures that have long been standard practice in the mainframe community. But today's networked world has grown from the bottom up rather than from the top down, with millions of new connections originating from personal computers and small networks. It's no longer possible to know who or what is on the other end of a network connection unless extraordinary measures are taken.

Just as no physical fire wall is perfect protection against a fire, no digital firewall can make a network 100 percent secure against outside intrusion. But they can come remarkably close if there is a comprehensive security policy. Firewalls can be built in several ways, using a variety of mechanisms. The most common are: 1) router-based filters; 2) host computer gateways, or bastions; 3) a separate isolated network. The cost of a firewall can range from a $100,000 turnkey (installed and maintained by an outside vendor) hardware/software system, to a free "do it yourself" software.

Perhaps the simplest approach to creating a firewall involves using a programmable router — the type of device normally used to create a permanent Internet connection to the outside world. Routers work by controlling traffic at the IP, i.e., the Internet Provider level, selectively passing or blocking data packets based on source/destination address or port information. While reasonably good firewalls can be created with routers alone, it may prove difficult to program the router to exclude everything that you want kept out. Unfortunately, most routers come configured with a minimum of built-in protection, and many organizations simply install them this way without customizing them.

Another approach to firewall construction is to use a computer rather than a router. This system, also called a bastion host, offers many more capabilities, including the ability to log all the activity over the gateway. While a router-based firewall monitors data packets at the IP level, hosts exert their control at an application level, where traffic can be examined more thoroughly. However, host-based firewalls must use specialized software applications — gateways and service proxies — to plug existing security holes. These are, in essence, stripped down versions of the original programs; they are less flexible and pass along mail messages only after verifying that they fit within the programmed restriction.

A third way to establish a firewall similar to the host-based systems just described is to create another network, i.e., an isolated sub-network that sits between the external and internal networks. Typically, this network is configured so that both the Internet and the private network can access it, but traffic across the isolation network is blocked.

Sometimes, simply foiling an outside attack isn't enough. One high-powered deterrent is Sidewinder, a complete turnkey firewall system advertised as "security that strikes back". Its operating system is secure in and of itself, requiring no proxies or gateway applications. The patented mechanism wherein the operating system and its applications stay secure is called Type Enforcement. Data and processes are assigned to class types and interaction between them is strictly regulated. It provides defense in depth, that is, even if a determined hacker were able to break into the Sidewinder platform itself, he or she would be left stranded in one domain without access to any other applications or processes. And breaking in is made more difficult because Sidewinder can filter any data that passes the network boundary.

One of Sidewinder's most interesting features is that it can strike back. When Sidewinder detects a hacker, it immediately sends a silent alarm to the system administrator for a decision. The system can let the intruder in and permit certain activities up to a point, all the while collecting information on the source of the probe and what types of actions the hacker takes. The system can also provide dummy password files, dead-end traps, and other stealthy defenses — a veritable "hall of mirrors", where nothing is quite the way it appears. Moreover, Sidewinder can also force a disconnection from any outside network.

Д28. p.126 Speaking task 19 – подготовить высказывание

Task 19. Read information about biometric security and discuss its advantages and disadvantages. During the discussion answer the questions below.

Biometric security is a security mechanism used to authenticate and provide access to a facility or system based on the automatic and instant verification of an individual's physical characteristics. Biometric security is mainly implemented in environments with critical physical security requirements or that are highly prone to identity theft. Biometric security-based systems or engines store human body characteristics that do not change over an individual's lifetime. These include fingerprints, eye texture, voice, hand patterns and facial recognition.

- Are these physical characteristics reliable?
- Which biometric parameter has the highest accuracy and which the lowest?
- In what spheres is biometric security used?
- How do you like the idea of student identity verification using biometric security system before an exam?

Д29. p. 128 task 23 – подготовить презентацию

Task 23. Carry out a research on cybercrime.

Visit the following websites:

- The secret history of cybercrime:

http://www.informationsecuritybuzz.com/articles/the-secret-history-of-cyber-crime

- FBI — Cybercrime:

https://www.fbi.gov/about-us/investigate/cyber

- Cybercriminals:

http://www.ccmostwanted.com/category/cybercrime/

or other websites of your choice.

Divide the class into 3 groups and study the information under the following titles:

- Prologue (history, cybercriminals, victims, misconceptions, etc.)
- A closer look (network intrusion, network attack, malware, cyber terrorism, defacement, etc.)
- Fighting back (purging cybercrime, prevention, etc.)

Make a report to your class about the issue you studied.

Then discuss the following question:

- Which type of ethical hacking should trustworthiness be most emphasized in?

Д30. p.129 task 4 – перевести текст

Task 4. Read the text and translate it.

SQL INJECTION

SQL injection is a technique that exploits a security vulnerability occurring in the database layer of an application. SQL injection occurs when user input is not filtered for escape characters and is then passed into a SQL statement. This results in the potential manipulation of the statements performed on the database by the end user of the application.

The following line of code written in PHP illustrates this vulnerability:

```
$res = mysql_query("SELECT * FROM users WHERE login='$login'
AND password='$pas';");
```

If the `login` variable is crafted in a specific way by a malicious user, the SQL statement may do more than the code author intended. For example, setting the `login` variable as

```
admin' OR '1' = '1
```

renders this SQL statement by the parent language:

```
SELECT * FROM users WHERE login='admin' OR '1' = '1' AND
password='anything';
```

This example could be used to force the selection of a valid username.

Theoretically any valid SQL command may be injected via this method, including the execution of multiple statements. The following value of `login` in the statement below would cause the deletion of the `users` table:

```
SELECT * FROM users WHERE login='admin';DROP TABLE users;SELECT
* FROM data WHERE name LIKE '%any%'
```

This input renders the final SQL statement as follows:

```
SELECT * FROM users WHERE login='admin';DROP TABLE users;SELECT
* FROM data WHERE name LIKE '%' AND password='anything';
```

SQL injection is easy to work around in most programming languages that target web applications. In PHP, there are different built-in functions to use for different DBMSes for escaping values suitable for embedding in literal SQL statements. For MySQL, there is the built-in function `mysql_escape_string`:

```
$res = mysql_query("SELECT * FROM users WHERE login='" .
mysql_escape_string($login) . "' AND password='" . mysql_
escape_string($pas) . "';");
```

The SQL injection problem can be solved if the database engine supports a feature called “disabling literals”. Disabling literals means that the database engine runs in a mode where text and number literals are not allowed as part of SQL statements, only placeholders are allowed. So statements of the kind:

```
SELECT * FROM USER WHERE NAME='smith'
SELECT * FROM ITEMS WHERE USERID=2
```

are not allowed in this mode (the database engine would simply throw an exception). The queries would have to be written as:

```
SELECT * FROM USER WHERE NAME=?
SELECT * FROM ITEMS WHERE USERID=?
```

By disabling literals, the usage of placeholders is enforced. Because placeholders must be used for all user input, SQL injection of the form described above becomes impossible in this mode. Disabling literals solves the SQL injection problem in a similar way that array bounds checking and the lack of pointer arithmetic solves buffer overflows in certain programming languages (for example, Java or C#).

Д31. p. 132 task 1 – краткое изложение текста

Task 1. Read the text and understand the difference between Deep and Dark Webs.

DEEP WEB AND DARK WEB

If you’re into computer security at all you may have heard of terms like “Deep Web” and “Dark Web”. The terms can be confusing so here are the basics:

The Internet: This is the easy one. It’s the common Internet everyone uses to read news, visit Facebook, and shop. Just consider this the “regular” or “surface” Internet.

The Deep Web: The Deep Web is a subset of the Internet that is not indexed by the major search engines. This means that you have to visit those places directly instead of being able to search for them. So there aren’t directions to get there, but they’re waiting if you have an address. The Deep Web is largely there simply because the Internet is too large for search engines to cover completely. So the Deep Web is the long tail of what’s left out.

The Dark Web: The Dark Web (also called Darknet) is a subset of the Deep Web that is not only indexed, but that also requires something special to be able to access it, e.g., specific proxying software or authentication to gain access. The Dark Web often sits on top of additional sub-networks, such as Tor, I2P, and Freenet, and is often associated with criminal activity of various degrees, including buying and selling drugs, pornography, gambling, etc. While the Dark Web is definitely used for those things more than the standard Internet or the Deep Web, there are many legitimate uses for the Dark Web as well.

Common Dark Web resource types are media distribution, with emphasis on specialized and particular interests, and exchanges where you can purchase illegal goods or services. These types of sites frequently require that one contribute before using, which both keeps the resource alive with new content and also helps assure (for illegal content sites) that everyone there shares a bond of mutual guilt that helps reduce the chances that anyone will report the site to the authorities.

Infamous examples of Dark Web sites include the Silk Road and its offspring. The Silk Road was (and maybe still is) a website for the buying and selling of recreational drugs. Sometimes people operating within closed, totalitarian societies can use the Dark Web to communicate with the outside world.

Д32. p. 137 Speaking task 7 – составить диалог

Task 7. Work in groups of four students. Take roles to discuss the most useful and powerful website in your life.

Student A. You think VKontakte is the most useful and powerful website in your life. Prove your position giving at least three reasons. Tell your partners why their websites are not so good.

Student B. You think Facebook is the most useful and powerful website in your life. Prove your position giving at least three reasons. Tell your partners why their websites are not so good.

Student C. You think Google is the most useful and powerful website in your life. Prove your position giving at least three reasons. Tell your partners why their websites are not so good.

Student D. You think Wikipedia is the most useful and powerful website in your life. Prove your position giving at least three reasons. Tell your partners why their websites are not so good.

7 семестр

Д33. p.14 Discussion – подготовить презентацию

Read the opinions of different people about AI:

"AI is being developed in numerous fields, such as driverless transport, finance, fraud detection, as well as robotics and text and speech recognition for numerous other applications. Supporters of AI suggest that it is a massive opportunity for humanity, not a threat, and argue that machines which can learn to do tasks currently requiring humans could speed up processes, allowing humans more leisure time in the future. However, critics worry that if we develop machines that can learn very rapidly, drive our cars and do our jobs, we may reach a situation where they become more intelligent than humans."[1]

In pairs or in small groups discuss the following question:

Should humanity fear advances in Artificial Intelligence?

Where do you stand? Choose one side only — for or against the statement. Note down the points in support of your side. Using your notes try to persuade your partner to accept your views on the statement.

Д34. p. 14 ex. 1 – make predictions for 2050

1. **Make predictions for 2050 about AI for each of the following items using the rules given above. You may wish to use these verbs: *use, become, design, build, replace, wage, disappear, implant, and perform.***

- Computers software
- Superintelligence
- Artificial Intelligence
- General intelligence
- Human intelligence
- Superintelligent AI/computers/machines
- AI technology

Д35. p.20 Discussion – подготовить высказывание

In pairs or in small groups discuss the following questions.

- What are the pros and cons of USB flash drives vs cloud storage according to their cost, security, service life, reliability, etc.?
- Which application of a USB flash drive do you find the most demanded?
- Choose a flash-based device that you own and describe it.

Д36. p.27 Discussion – подготовить высказывание

In pairs or in small groups discuss the following questions:

- As Bill Hammack mentions in the video, the hard drive remains unnoticed in our daily life unless something goes wrong. It is a sophisticated but fragile device. How can you protect your hard drive? Make a poster with some useful tips and share it with other students in your class.
- What should you consider when thinking about upgrading or buying a new computer hard drive?
- What should be done to minimize the risk of data loss or corruption?

Д37. p.32 Discussion – подготовить высказывание

In pairs or in small groups discuss the following questions:

- What makes the Internet so popular in the modern world?
- Does the Internet bring people of the world together? Why or why not?
- What websites do you browse most often and why?
- Is it dangerous to meet a person you met online in real life?
- What Internet safety rules do you know?[1]

Д38. p.38 Discussion – подготовить высказывание

In pairs or in small groups discuss the following questions:

1. What are the lessons learned from these stories?
2. Jobs experienced great success and great failure. What were his successes, and how did his failure occur?
3. Do you agree that the primary difference between successful people and unsuccessful people is that the successful people fail more?
4. How do you understand the following statement: "You can't connect the dots looking forward; you can only connect them looking backwards"?
5. "If today were the last day of my life, would I want to do what I am about to do today?"
6. In your opinion, what does Steve Jobs mean by quoting the statement, "Stay hungry. Stay foolish"?

Д39. p.44 Discussion – подготовить высказывание

In pairs or in small groups discuss the following questions.

- What are the pros and cons of computer gaming?
- What is your biggest regret in life? Why?
- Do you agree with the following sayings?

  "I would rather have a life full of mistakes than a heart full of regrets."

  "Our biggest regrets are about chances we did not take."

  "Life is too short to live with regrets."

8 семестр

Д40. p.49 Discussion – подготовить высказывание

In pairs or in small groups discuss the following questions.

- How was the idea of computerized food production born?
- What is the Food Computer?
- What are the benefits of the Food Computer?
- What could it change in quality of life and nutrition?
- What are the main ideas of the lecture?

Д41. p. 50 Comprehension – подготовить краткое изложение по вопросам

Watch the video and answer the questions.

1. Is it true that texting means the decline of literacy?
2. What are the main features of writing?
3. What are the main features of speech?
4. At what condition are we allowed to write as we speak?
5. What is texting? What are the characteristic features of texting?
6. How does the meaning of LOL change over time?
7. What is a pragmatic particle? What pragmatic particles are mentioned in the text?
8. How is slash used in texting among young people today, according to John McWhorter? What is the meaning of slash?

Д42. p.55 Discussion – подготовить высказывание

In pairs or in small groups discuss the following questions:

- What are the positive and negative effects of texting?
- Do you use any "textese" when you text?
- How is texting similar to writing and how is it different?
- Do you agree that texting means the decline of good writing skills?

Д43. p.60 Discussion – подготовить высказывание

In pairs or in small groups discuss the following questions:

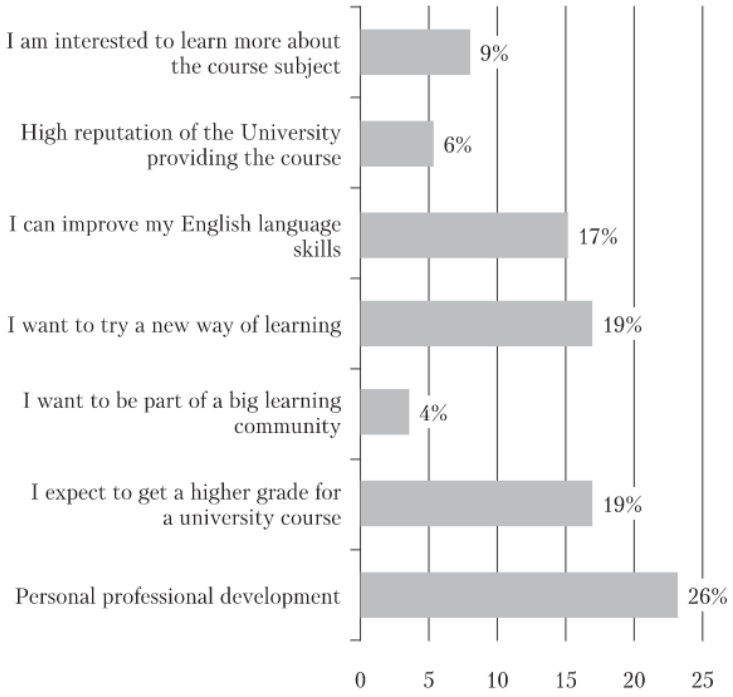
- Do you know how to create strong passwords?
- What rules mentioned in the lecture do you follow when creating your own passwords?
- Do you believe that password meters work?
- Do you use passphrases instead of passwords?
- Do you educate your friends, parents or grandparents on using secure passwords?

Д44. p.66 Discussion – подготовить описание графиков

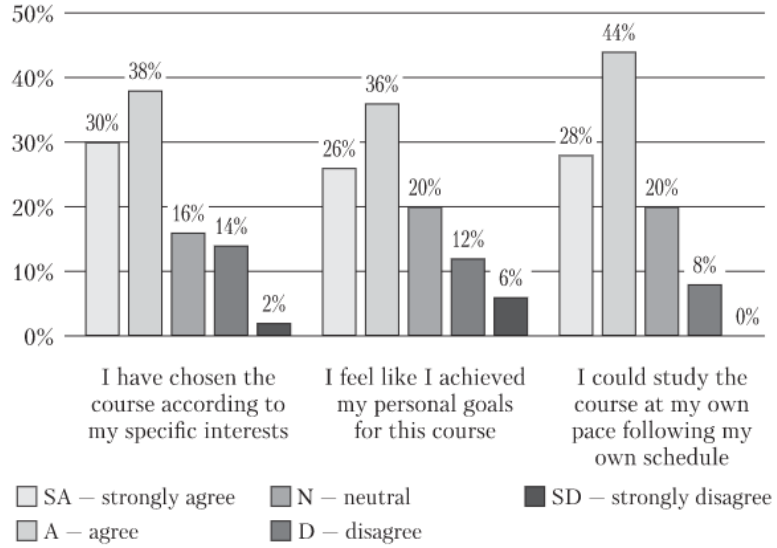
In pairs or in small groups discuss the following.

The students who have taken a MOOC as a part of their university course were asked to rate various scenarios from strongly disagree to strongly agree[1]. Describe the information given in the graphs to your partner[2].

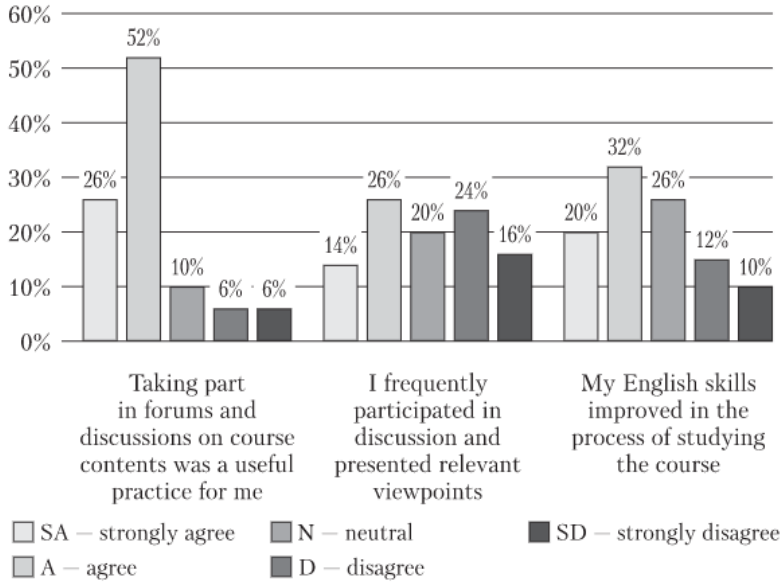
1. The reasons for taking a MOOC.



2. Personalization of online learning.



3. How students participating in MOOCs can contribute to the learning community.



4. Motivation to continue online education.