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«Think Global, Speak Tech» (B1 level)

Intensive Online Technical English Course for IT Students

Course duration: 7 weeks (5 October 2026 – 20 November 2026)

Week 1 (5 October 2026 – 11 October 2026) – 6 hours

Week 2 (12 October 2026 – 18 October 2026) – 6 hours

Week 3 (19 October 2026 – 25 October 2026) – 6 hours

Week 4 (26 October 2026 – 1 November 2026) – 6 hours

Week 5 (2 November 2026 – 8 November 2026) – 6 hours

Week 6 (9 November 2026 – 15 November 2026) – 6 hours

Week 7 (16 November 2026 – 22 November 2026) – 4 hours + 2 hours (test, discussion, course reflection and feedback)

Total: 42 hours

1 topic = 10 hours

Schedule:

Monday: 2 hours – 17:00–19:00.

Wednesday: 2 hours – 17:00–19:00.

Friday: 2 hours – 17:00–19:00.

Course Description

The intensive online course **“Think Global, Speak Tech!”** (B1) is addressed to students of IT and engineering specialities who have already consolidated the elementary level and are ready to move towards independent use of English. The programme develops communicative competence in academic, professional and intercultural contexts, so that participants are able to express and justify an opinion, take part in extended discussions and cope with less predictable situations, rather than merely exchange isolated phrases on familiar subjects.

The course integrates three components in a systematic way. The first is specialised and general academic vocabulary, presented through collocations, phrasal verbs, word-building patterns and compound technical terms. The second is a structured revision and a considerable extension of core grammar: narrative tenses, the perfect and perfect continuous aspect, the full range of future forms, modality of ability, obligation and deduction, the passive voice, conditional sentences, reported speech and relative clauses – all practised in extended discourse rather than in isolated sentences. The third is functional language for genuine professional interaction: describing processes and technologies, comparing alternatives, requesting and giving clarification, agreeing and disagreeing politely, and summarising the outcome of a discussion.

The methodology is communicative and task-based. Every session combines guided practice with pair and group work, case studies, role-plays, problem-solving tasks and mini-projects modelled on authentic academic and workplace situations: team meetings, technical presentations, job interviews, professional correspondence and online collaboration. Listening and reading are developed on semi-authentic and authentic materials – interviews, podcasts, video tutorials, user guides and popular-science articles – while writing covers the genres that IT students need most: e-mails, instructions, short reports, reviews, a CV and a motivation letter. Regular feedback,

error-correction workshops and self-assessment tasks support the transition to a confident B1 and lay the foundation for further progress towards B2.

Course Objectives

The course aims to:

- consolidate and extend the language competence of learners moving from A2 to a confident B1, with particular attention to accuracy, fluency, range and coherence;
- develop the ability to communicate effectively in academic and professional environments, including seminars, team meetings, negotiations, interviews and public presentations;
- expand active and passive vocabulary in the fields of education, career development, travel and digital technologies, including frequent collocations, phrasal verbs, compound nouns and productive word-building patterns;
- systematise the use of key grammatical structures – narrative and perfect tenses, future forms, modality, the passive voice, conditionals, reported speech, gerunds and infinitives – and train their application in extended spoken and written discourse;
- develop listening comprehension of material delivered at natural speed: interviews, podcasts, video tutorials, product presentations and short lectures on professional topics;
- train strategies of working with technical and popular-science texts: skimming, scanning, inferring meaning from context, distinguishing fact from opinion and summarising key information;
- develop the written communication skills required in a professional setting: e-mails, step-by-step instructions, short reports, reviews, a CV and a motivation letter;

- form the skills of critical thinking, argumentation and intercultural interaction that are necessary for studying and working in international teams;
- promote learner autonomy, reflective self-assessment and effective strategies for further independent language development.

Expected Learning Outcomes

Upon successful completion of the course, students will:

know:

- a wide range of thematic and technical vocabulary related to personal and academic life, career development, travel and digital technologies, including collocations, phrasal verbs and productive word-formation patterns;
- the forms and typical uses of the grammatical structures of the B1 level: narrative tenses, present perfect and present perfect continuous, future forms, modal verbs of ability, obligation, advice and deduction, the passive voice, conditional sentences, reported speech, defining relative clauses, gerunds and infinitives;
- the conventions of formal and informal registers in spoken and written professional communication, and the structure of the main written genres used in the IT sector.

understand:

- the main ideas and the specific details of extended speech on familiar academic, everyday and technical topics, including interviews, podcasts, tutorials and discussions between several speakers;
- the logic of English sentence and paragraph structure, the means of cohesion and coherence, and the way they shape a clear and convincing argument;
- the principles of effective interaction in international and intercultural professional environments, including politeness strategies and culturally appropriate behaviour.

be able to:

- take part in discussions and team meetings, express and justify an opinion, agree and disagree politely, and negotiate a shared decision;
- deliver a structured oral presentation of 5–7 minutes on a professional or technical topic and respond to questions from the audience;
- describe processes, devices and digital tools with adequate terminology, compare alternative solutions and give reasoned recommendations;
- narrate past events and personal experience coherently, using appropriate tenses, time markers and linking devices;
- read and summarise articles, instructions and online materials of moderate complexity, distinguishing facts from opinions and identifying the author's attitude;
- produce written texts of 150–200 words – e-mails, instructions, short reports, reviews, a CV and a motivation letter – that are clear, logically organised and appropriate in register;
- assess their own progress objectively and plan the further independent development of their language and professional communication skills.

Course Structure

Topic 1. Presenting Yourself: Personality, Lifestyle and Ambitions

(Self-presentation, family and relationships, interests, work-life balance, personal goals)

Vocabulary: personal and professional profile, character adjectives and their opposites, relationships and social contacts, daily and weekly routines, free-time habits, time management; word-building (noun and adjective suffixes), collocations with make, do and take.

Grammar: Present Simple vs Present Continuous (facts, habits, temporary situations, state verbs), Present Perfect vs Past Simple with for / since / already / yet / ever, adverbs and expressions of frequency, direct and indirect questions.

Listening: interviews with students and young specialists; podcast fragments about lifestyle, habits and productivity.

Reading: professional online profiles and personal blogs; short popular-science articles about personality types and work-life balance.

Writing: a personal profile for a professional network (120–150 words); an informal e-mail introducing yourself to a new team.

Talking point / Practically speaking:

- introducing yourself and your colleagues in formal and informal situations;
- describing your lifestyle, priorities and the balance between study, work and rest;
- speaking about the experience and achievements you already have;
- asking polite and indirect questions when getting to know new people.

Topic 2. Academic Experience and Career Development

(University studies, specialisation, skills, employment and professional plans)

Vocabulary: academic life and assessment, research and project work, hard and soft skills, IT professions and roles in a development team, recruitment and employment

terms; career collocations and phrasal verbs (apply for, take on, keep up with, deal with, catch up on).

Grammar: Past Simple vs Past Continuous, Present Perfect Continuous (duration of study and work experience), future forms (will / be going to / Present Continuous for arrangements), modal verbs of ability, obligation and advice (can, be able to, have to, must, should, ought to), gerunds and infinitives after verbs.

Listening: job interviews, conversations about study programmes and internships, talks by IT specialists about their career paths.

Reading: job advertisements and requirement profiles, interviews with practising professionals, articles about the skills in demand on the labour market.

Writing: a CV and a covering (motivation) letter; a short report on an academic or team project.

Talking point / Practically speaking:

- speaking about your specialisation, research interests and academic experience;
- presenting your strengths, skills and achievements convincingly;
- taking part in a job interview both as a candidate and as an interviewer;
- discussing career plans, motivation and professional priorities.

Topic 3. Leisure, Travel and Cultural Experience

(Free time, tourism, business trips, intercultural communication)

Vocabulary: leisure and entertainment, sport and wellbeing, types of tourism, transport, accommodation and booking, typical travel problems and ways of solving them, describing places and impressions; intensifying adverbs and extreme adjectives.

Grammar: narrative tenses (Past Simple, Past Continuous, Past Perfect), used to / would for past habits, comparatives and superlatives with modifiers (much, far, slightly, by far), the First and the Second Conditional, defining relative clauses, linking words of contrast, reason and result.

Listening: travel podcasts and radio interviews, airport and station announcements, stories about cultural misunderstandings abroad.

Reading: travel blogs and online reviews, articles about sustainable tourism, remote work and the digital-nomad lifestyle.

Writing: a review of a place or a trip (150–180 words); an e-mail requesting information from a hotel or a conference organiser.

Talking point / Practically speaking:

- telling a detailed story about a memorable trip or an unusual experience;
- comparing cities, countries and ways of travelling and justifying your preference;
- solving typical travel problems (a delayed flight, a booking mistake, lost luggage);
- discussing cultural differences and giving advice to a foreign visitor or colleague.

Topic 4. The Digital World: Technologies, Data and Online Safety

(Digital tools, the Internet, artificial intelligence, cybersecurity and digital ethics)

Vocabulary: hardware and software, networks and cloud services, applications and interfaces, data and databases, artificial intelligence and automation, cybersecurity (threats, passwords, encryption, privacy, data protection); compound nouns and common technical abbreviations.

Grammar: the Passive Voice (Present and Past Simple, present perfect passive) for describing processes and technologies, modal verbs of deduction (must be, can't be, may / might / could be), the Zero and the First Conditional for instructions and consequences, Reported Speech (statements, questions and instructions), quantifiers and complex noun phrases.

Listening: technical podcasts and video tutorials, presentations of digital products, discussions about the impact of artificial intelligence on the labour market.

Reading: popular-science articles about emerging technologies, user guides and instructions, texts on data protection and digital ethics.

Writing: step-by-step instructions for a digital tool; a short analytical text on the advantages and risks of a technology (180–200 words).

Talking point / Practically speaking:

- explaining how a device, an application or a process works;
- presenting and justifying a technical solution to a non-specialist audience;
- discussing the benefits and the risks of artificial intelligence and automation;
- giving recommendations on safe, responsible and ethical behaviour online.

Course Plan

№	Date	Day	Time	Topic	Grammar / Vocabulary / Activities
1	5 October	Monday	17:00–19:00	Topic 1. Presenting Yourself: Personality, Lifestyle and Ambitions (1/5)	Grammar: Present Simple vs Present Continuous (facts, habits, temporary situations, state verbs). Vocabulary: personal and professional profile, character adjectives, word-building (suffixes). Activities: ice-breaker “Two truths and a lie”; extended self-introduction; pair interview and reporting back; diagnostic speaking task.
2	7 October	Wednesday	17:00–19:00	Topic 1. Presenting Yourself: Personality, Lifestyle and Ambitions (2/5)	Grammar: Present Perfect vs Past Simple; for / since / already / yet / ever. Vocabulary: life experience and achievements; collocations with make, do, take. Activities: mingle “Find someone who has ever...”; listening – interview with a young specialist; speaking about personal and professional experience.
3	9 October	Friday	17:00–19:00	Topic 1. Presenting Yourself: Personality, Lifestyle and Ambitions (3/5)	Grammar: adverbs and expressions of frequency; word order in the sentence. Vocabulary: daily and weekly routines, time management, work-life balance. Activities: reading – article on productivity and personality types; group discussion;

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Department of English Philology

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					writing a personal profile (120–150 words).
4	12 October	Monday	17:00–19:00	Topic 1. Presenting Yourself: Personality, Lifestyle and Ambitions (4/5)	Grammar: direct and indirect questions; polite requests for information. Vocabulary: relationships, interests, social and small-talk phrases. Activities: information-gap mingle; role-play “Meeting a new team”; peer interviews and feedback.
5	14 October	Wednesday	17:00–19:00	Topic 1. Presenting Yourself: Personality, Lifestyle and Ambitions (5/5)	Consolidation: present tenses, Present Perfect and question forms in extended speech. Activities: mini-presentation “My profile in three minutes”; listening quiz; error-correction workshop; reflection and self-assessment.
6	16 October	Friday	17:00–19:00	Topic 2. Academic Experience and Career Development (1/5)	Grammar: Past Simple vs Past Continuous – describing academic background. Vocabulary: university life, subjects, assessment, research and project work. Activities: timeline “My academic path”; pair interviews “How I chose my speciality”; listening – a study-abroad story.
7	19 October	Monday	17:00–19:00	Topic 2. Academic Experience and Career Development (2/5)	Grammar: Present Perfect Continuous – duration of study and work experience. Vocabulary: hard and soft skills; IT professions and roles in a development team.

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Department of English Philology

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					Activities: reading – job advertisements; matching skills to roles; speaking “What I have been working on”.
8	21 October	Wednesday	17:00–19:00	Topic 2. Academic Experience and Career Development (3/5)	Grammar: future forms – will / be going to / Present Continuous for arrangements. Vocabulary: career collocations and phrasal verbs; professional plans and priorities. Activities: group discussion “The IT labour market in five years”; designing a personal career roadmap; short presentations.
9	23 October	Friday	17:00–19:00	Topic 2. Academic Experience and Career Development (4/5)	Grammar: modal verbs of ability, obligation and advice (can, be able to, have to, must, should); gerunds and infinitives after verbs. Vocabulary: responsibilities, requirements, workplace rules and etiquette. Activities: role-play “Advising a junior colleague”; reading – interview with a team lead; writing a CV.
10	26 October	Monday	17:00–19:00	Topic 2. Academic Experience and Career Development (5/5)	Consolidation: past, perfect and future forms combined with modality. Activities: mock job interview (candidate / interviewer / observer); covering–letter workshop; peer assessment and teacher feedback.
11	28 October	Wednesday	17:00–19:00	Topic 3. Leisure, Travel	Grammar: narrative tenses – Past Simple,

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№	Date	Day	Time	Topic	Grammar / Vocabulary / Activities
				and Cultural Experience (1/5)	Past Continuous, Past Perfect. Vocabulary: leisure and entertainment, sport and wellbeing, free-time preferences. Activities: listening – a travel anecdote; storytelling chain; retelling a partner's story with follow-up questions.
12	30 October	Friday	17:00–19:00	Topic 3. Leisure, Travel and Cultural Experience (2/5)	Grammar: used to / would for past habits; comparatives and superlatives with modifiers (much, far, slightly, by far). Vocabulary: describing places and impressions; intensifying adverbs and extreme adjectives. Activities: comparing cities and ways of travelling; debate “A big city or a small town for a young specialist?”.
13	2 November	Monday	17:00–19:00	Topic 3. Leisure, Travel and Cultural Experience (3/5)	Grammar: the First and the Second Conditional. Vocabulary: transport, accommodation, booking, typical travel problems. Activities: role-plays “A delayed flight” and “A booking mistake”; listening – airport announcements; problem-solving in pairs.
14	4 November	Wednesday	17:00–19:00	Topic 3. Leisure, Travel and Cultural Experience (4/5)	Grammar: defining relative clauses; linkers of contrast, reason and result. Vocabulary: types of tourism, sustainable

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Department of English Philology

№	Date	Day	Time	Topic	Grammar / Vocabulary / Activities
					travel, cultural differences. Activities: reading – article on sustainable tourism and digital nomads; writing a review of a place or a trip (150–180 words).
15	6 November	Friday	17:00–19:00	Topic 3. Leisure, Travel and Cultural Experience (5/5)	Consolidation and project: “A working trip abroad” – itinerary, budget and cultural briefing (group work). Activities: group presentations (5–7 minutes); question-and-answer session; peer and teacher feedback.
16	9 November	Monday	17:00–19:00	Topic 4. The Digital World: Technologies, Data and Online Safety (1/5)	Grammar: the Passive Voice (Present and Past Simple) for describing processes and technologies. Vocabulary: hardware, software, networks and cloud services; compound technical nouns. Activities: listening – a product presentation; explaining how a device or a service works; vocabulary mapping.
17	11 November	Wednesday	17:00–19:00	Topic 4. The Digital World: Technologies, Data and Online Safety (2/5)	Grammar: the Zero and the First Conditional for instructions and consequences; imperative structures in technical texts. Vocabulary: applications and interfaces, common user actions, technical abbreviations. Activities: reading a user guide; writing step-by-step instructions; pair

National University of Life and Environmental Sciences of Ukraine

Department of English Philology

№	Date	Day	Time	Topic	Grammar / Vocabulary / Activities
					demonstration “Teach your tool”.
18	13 November	Friday	17:00–19:00	Topic 4. The Digital World: Technologies, Data and Online Safety (3/5)	Grammar: modal verbs of deduction (must be, can’t be, may / might / could be); quantifiers with data nouns. Vocabulary: cybersecurity – threats, passwords, encryption, privacy, data protection. Activities: case study “What went wrong?”; group discussion; creating a digital-safety checklist.
19	16 November	Monday	17:00–19:00	Topic 4. The Digital World: Technologies, Data and Online Safety (4/5)	Grammar: Reported Speech (statements, questions, instructions); complex noun phrases. Vocabulary: artificial intelligence and automation, data and databases, digital ethics. Activities: listening – discussion about AI and the labour market; reporting other people’s opinions; structured debate “AI: an opportunity or a threat?”.
20	18 November	Wednesday	17:00–19:00	Topic 4. The Digital World: Technologies, Data and Online Safety (5/5)	Consolidation: the passive voice, conditionals, modality of deduction and reported speech; revision of the key vocabulary of the four topics. Activities: final individual presentations “A technology that will change my profession” (5–7 minutes); question-and-answer session; language feedback.

National University of Life and Environmental Sciences of Ukraine

Department of English Philology

№	Date	Day	Time	Topic	Grammar / Vocabulary / Activities
21	20 November	Friday	17:00–19:00		Final assessment: written test (grammar, vocabulary, reading, listening) and an oral interview. Activities: discussion of the results; course reflection and self-assessment; feedback; recommendations for further independent progress towards B2.