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|  | МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  РОССИЙСКОЙ ФЕДЕРАЦИИ  ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  «САМАРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ» |

Колледж СамГТУ

В.Ю.ДУБРОВИНА

**Иностранный язык в профессиональной деятельности**

*Методические указания*

*к практическим занятиям*

Самара

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Методические указания предназначены для студентов, обучающихся по специальности среднего профессионального образования

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Методические указания включают в себя комплект методических материалов, необходимых для успешной подготовки и участия в проведении практических занятий по дисциплине «Иностранный язык в профессиональной деятельности» студентам СПО: планы практических занятий с планы практических занятий с практическими заданиями, библиографический список литературы.

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**ВВЕДЕНИЕ**

Методические указания предназначены для студентов, обучающихся по специальности 20.02.01 «Экологическая безопасность природных комплексов» и осваивающих дисциплину «Иностранный язык в профессиональной деятельности».

Целью методических указаний является подготовка обучающихся к применению английского языка в профессиональной сфере, что достигается при помощи соответствующих текстов и видео материалов со специально разработанной к ним системой предтекстовых и послетекстовых упражнений. При этом используемые аутентичные материалы и упражнения направлены на работу над всеми видами речевой деятельности (чтение, письмо, аудирование и говорение) в объеме современных требований учебных программ для СПО по английскому языку. Раздел «Дополнительные материалы» включают в себя аутентичные тексты для подготовки к занятиям дискуссионного характера.

Наряду с формированием умений и навыков в процессе практических занятий обобщаются, систематизируются, углубляются и конкретизируются теоретические знания, вырабатывается способность и готовность использования знаний на практике, а так же развиваются интеллектуальные умения будущего профессионала.

Разработка всех практических занятий осуществляется в соответствии с требованиями рабочей программы и учетом общих и профессиональных компетенций в деятельности обучающихся.

**Практическое занятие 1**

**Тема : Мировая экономика**

Global ECONOMY

Market and market economy

**Vocabulary**

**1. Learn the following words**

1. goods – товары
2. quantity – количество
3. to allocate – распределять
4. output – выпуск продукции
5. consumer – потребитель
6. buyer – покупатель
7. seller – продавец
8. commodity – товар
9. auction – аукцион
10. demand – спрос
11. supply – предложение
12. scarce – недостаточный
13. retailer – розничныйторговец
14. feedlot – откормочныйкомплекс
15. purchase – покупать
16. competitive – конкурентоспособный
17. earnings – заработок
18. profit – прибыль

**2. Read the text**

In any economic system, regardless of the type of political or social structure, there are four basic decisions that must be made. The system must somehow determine (1) what goods and services are to be produced and in what quantities, (2) how to allocate available resources (the inputs of land, labor, capital, and management) to obtain the largest output or national product, (3) what production methods should be used, and (4) how national output should be divided among the population. In most capitalist countries these decisions are made through, an intricate system of market prices that are reflected through the marketing system from consumers to producers. Before going into detail on how this is accomplished, a definition of a market is essential.

A market consists of buyers and sellers with facilities to communicatewith each other. It need not be a specific place, although some people refer to markets in this sense, such as commodity markets and auction markets. Markets may be local, regional, national, or international. The only requirement is that the forces of demand and supply, via communication between buyers and sellers, determine market price.

In a market economy, every scarce commodity commands a "price, and that price is market determined by the product's demand and supply curves. For example, examine the consequences of an increase in the demand for beef in America. When consumers go to their grocery stores and purchase more beef, they indicate to the grocer that they prefer that product over other goods their money could have bought. These dollar "votes" are cast when consumers purchase the available beef. The grocers must then purchase more beef from the packers. The packers need more beef to supply retailers' increased needs, so they buy more from the feedlots, and the feedlots need more animals, so stock ranchers increase the size of their breeding herd, and so on. A large number of other suppliers also detect and respond to changes in the demand for their products or services. As consumers purchase more meat, the demand curve for meat shifts, which increases the price of meat at the retail level. This higher price is noticed by meat packers as their orders increase. Consequently, packers demand more slaughter cattle and offer higher prices. This signal is passed back through the market to feedlots, feed-grain producers, and cow-calf operators. In a competitive system, producers increase output in response to higher prices because they can improve their earnings by doing so. It is the profit motive that makes the market system work.

It is easy to see how our economy answers the question of what and how much is produced – it is determined by profitability.

**3. Answer the following questions.**

1. What four basic decisions must be made in any economic system? 2. What does market consist of? 3. What markets do you know? 4. What determines market price? 5. What makes the market system work?

**4. Give Russian equivalents.**

Regardless of the type of political or social structure, basic decisions, to determine market prices, available resources, national product, production methods, intricate system, market prices, commodity market, auction market, scarce commodity, grocery store, market economy, increased needs, changes in the demand, competitive system, to increase output, higher prices, to improve earnings, profit motive

**5. Write the following sentences out in full, putting the verb at the end in the correct form.**

**Eg.: Keynes / famous / his / day / economist / own / a / in ... (be). Keynes was a famous economist in his own day.**

1. 1915 / Treasure / London / in / he / in / the (join) 2. best-known / 1935 / his / book/in ...(publish) 3. public / during/war / he / service / the/to ...(recall) 4. 5lh / in / Cambridge / June / Keynes / 1883 / on ... (bear) 5. student / he / distinguished а.... (be) 6. instrumental / the IMF / in / the / 1944 /World Bank / he / in / and / starting ... (be) 7. Cambridge University /to / 1902 / he / in ... (go) 8. a / he / as / Cambridge / teacher / to ... (return) 9. time / he / economist / a / by / as / this / brilliant... (accept) 10. also / heavy / his / he / by / workload ... (exhaust) 11. The General Theory of Employment, Interest and Money / it ...(call) 12. 1919 / in / he, with / Treaty of Versailles / he / because / the ... (resign, disillusion) 13. Book / conventional / this / thinking, enemies / him / many / and ... (go against, make) 14. April/on 21st/he/ 1946 ... (die)

**6. Arrange the sentences you have made in ex.5 into a single paragraph. Make sure that you put them in an order that makes sense.**

**7. Give a summary of the text.**

**Практическое занятие 2**

**Тема: Культура и обычаи страны изучаемого языка**

**British traditions and UK culture**

**Vocabulary**

1. **Learn the following words**
2. diversity - разнообразие
3. biscuit - печенье
4. handshake -рукопожатие
5. bow – поклон, кланяться
6. hug –объятие, обнимать
7. nod- кивок, кивать
8. disaster –катастрофа, бедствие
9. reserved - сдержанный
10. embarrassment – неловкая ситуация , запутанность
11. awkwardness– неуклюжесть , неловкость
12. dunking – макать, окунать
13. pubgrub – еда, подаваемая в пабе
14. inrounds – по кругу, по очереди
15. hangover - похмелье
16. excessive – переизбыточный, чрезмерный
17. sun-deprived – лишенный солнца
18. “gamba” red – красный , как вареная криветка
19. delirium – иступление, умопомрачение

**2. Read the text**

What comes to mind when you think of British culture? Probably quite differing traditional stereotypes coming out of The Middle Age period. But the UK is a multi-nation, multi-ethnic land of diversity and contrast with the population becoming more different. And you’ll find it hard to meet a Brit who doesn’t love a good cup of tea with a nice chocolate biscuit. These are specifically British traditions as the Brits themselves define them.

1. **Greetings**

In many countries the form of greetings is quite clear , handshakes or bows or kisses. In the UK, greetings can range from a formal handshake to a hug to a nod of the head or perhaps just a simple “Hello”. Such lack of guidance spells social disaster, as one person goes in for a hug while the other is offering a reserved head nod. The result is embarrassment for everybody, and thus a typical British interaction has begun! Try to minimize the awkwardness by at least having some greeting expressions up your sleeve.

**2. Tea (and biscuits, obviously)**

It’s not just a stereotype.. And it’s true that the humble cup of tea forms the basis of many British social interactions. Most Brits drink tea for breakfast, more tea during work breaks, tea before bed, tea when the neighbours visit, tea during a meeting, tea to help decide how to solve a crisis … you get the idea. And let’s not forget the great British art of “dunking”: this means dipping sugary biscuits into tea before eating them. In fact, one source of national debate is which [**brand of biscuit is best for dunking purposes**](https://www.youtube.com/watch?time_continue=7&v=439fYHEJdQk).

**3. Going to the pub**

Many people have their “local”, meaning the pub that they go to most regularly and where they know the staff and the other customers. Sometimes people working in one office may form an entire team of about 50 people have the fun habit of going to the pub together every Friday after work. It’s not all about drinking though. A trip to the pub can involve playing darts, watching sports on TV, eating some “pub grub” (that’s the name for food served in a pub), or maybe even taking part in a challenging pub quiz. If you’re in the mood for a fun night out, keep an eye out (or Google) for a typical British pub quiz .

**4. Paying for drinks in rounds**

 If you decide to try out British pub culture, you need to be aware of the other British tradition of buying drinks in rounds. This means that rather than ordering your drink individually, it’s much more common to order (and pay) for the entire group. Your fellow drinkers will return the favour when they buy your next drink, and the next after that, depending on how many people are in the group. Just be careful: if you’re not as used to alcohol as your colleagues, going out with a big group could lead to a pretty bad hangover the following day! Or if you’ve had enough, you can feel free to go home. The people who owe you drinks will (usually) remember to buy you one the next time you’re in the pub together. But now the tradition of [buying rounds at the pub](https://uk.news.yahoo.com/11-reasons-why-rounds-pub-worst-thing-ever-120746424.html) is in danger of dying out, with young people preferring to buy their own drinks compared to older generations.

**5. Saying sorry**

Another custom is [**excessive apologising**](https://www.bbc.com/future/article/20160223-why-do-the-british-say-sorry-so-much). In any situation that goes wrong, it is the automatic reaction of most Brits to say sorry, regardless of whether they are at fault. “. Sometimes things get even more bizarre than that. People in office corridors walk past each other and whisper “sorry!” even when there is plenty of room for them both to pass; one girl in London once unthinkingly apologized to a dog which had run into her leg.

**6. Sunbathing, wherever, whenever**

A final modern custom, suggested by the Brits, is the British tendency to sunbathe at any sight of sun. Perhaps this is a biological necessity, a behaviour common to all people from sun-deprived nations. Any sunny day in the UK with a temperature of over 18 degrees leads to mass delirium. That means people unbuttoning their shirts, rolling up their trousers and stopping everything to sit in the sun, whether they’re in a park, in a city square, at a bus stop, literally anywhere outdoors. And who could blame them for making the most of the British sunshine? Perhaps less healthy is when Brits do the same while on holiday in a hot country like Spain and instead of a sun-kissed glow, end up with an unfortunate “gamba” red!

1. **Answer the following questions.**
2. What old traditions from the history of the UK do you know?
3. How do people in Great Britain greet each other?
4. What form of greeting do you prefer? Why?
5. What does “ art of dunking” mean ?
6. What is it referred to?
7. Do you consider going to the bar to be a tradition?
8. What is important to remember going to a pub with your British fellows?
9. What is your attitude towards excessive apologizing?
10. Why do think British people “addicted to the Sun”?
11. Do you think, it is healthy to make the most of the British sunshine?

**4. Give Russian equivalents.**

Lack of guidance, humble cup of tea, dunking purposes, an entire team, keep an eye out, buying drinks in rounds, to order (and pay) for the entire group, fellow drinkers. regardless of, biological necessity, “gamba” red.

**5. Write the following sentences putting the words into the correct order.**

1. good /chocolate/ Brits/love /a /cup/ of/ with/ a /nice /biscuit\ tea /.

2. many / the/ form/ of / in/greetings /is/ quite clear/ countries.

3. sugary / into/ means/ dipping/ “dunking”/ biscuits/ tea/ before/ /them /eating.

4. that/ unbutton /people/ means / their /shirts,/ roll /up/ their trousers/ to/ sit sun / /the/ in.

5. playing /a /trip/ to/ the/ / can/ involve/ pub / darts.

**6. Give a summary of the text.**

**Практическое занятие 3**

**Тема: Экономика отрасли. Выбор профессии**

**Диалог-дискуссия «Чем определяется выбор профессии»**

**на материале текста “Career counseling»**

**Vocabulary**

1. Learn the words

|  |  |
| --- | --- |
| 1. career counseling | * профориентация |
| 1. recognition | * признание |
| 1. counselor | * консультант |
| 1. society | * общество |
| 1. change careers | * сменить профессию |
| 1. career choice | * выбор профессии |
| 1. school leaver | * выпускник школы |
| 1. influence | * влиять |
| 1. peer | * сверстник |
| 1. abilities | * способности |
| 1. psychometric test | * психометрический тест |
| 1. strengths | * сильные стороны |
| 1. weaknesses | * слабые стороны |
| 1. aptitude | * склонность |
| 1. to pursue | * стремиться (к чему-либо) |
| 1. anti-propaganda | * антипопуляризация |
| 1. potential | * потенциал |
| 1. guidance | * руководство |
| 1. bridge a gap | * преодолеть разрыв |
| 1. requirement | * требование |

1. **Read the text**

**Career counseling**

Career counseling has always been important but only recently got the recognition it deserves. People used to seek out career counselors for a change in careers, only after they had been unhappy in the job for years. Now the society has come to consider why people change careers, first place. That inevitably results in a different role of career counseling as such.

Someone who at one point in their lives starts rethinking their career choice may have never been convinced of what career they should take. The wrong decision usually stems from school. School leavers more often than not get influenced by the career choice of their friends and without giving it a proper thought take up the career. In the same fashion, many make career choices based on the most picked job among their peers, whose interest and abilities may differ greatly from their own ones. They do not for once consider what they themselves would like to do until it is too late.

Likewise, teens tend to listen to anyone respectful and experienced enough to give their opinion on the matter, which can turn against them. The path followed by their elder friends or relatives might not help the students reach the same destination, their model adults must have gone through failures themselves and their parents might be unaware of the latest industry demands.

Career counseling in schools ensures professional help to school-leavers who are making their career minds. Primarily, an established career counselor will offer the students to take a psychometric test. The latter will basically outline the strengths and weaknesses of the students and will highlight their abilities and interests. However, as the test often suggests, their aptitudes and interests do not necessarily have to match; a student can be good at Math but have an interest in Arts.

It is the career counselor who is to be able to explain the entire report and make clear to the student the pros and cons of pursuing both their interests and aptitudes. A student might want to get into architecture as soon as the psychometric test confirms he or she is good at math. In reality, there is much more to architecture than that, and to burst such dreams is part and parcel of the counselor’s competence. This kind of anti-propaganda is much needed, especially when students are prone to taking advice from unreliable sources.

Decisions made in High School often make or break a student’s future career. To find the right career there needs to be an understanding of what course to take. Experienced career counselors are trained to understand students’ thinking and their potential. Once a student’s potential is thoroughly analyzed, the counselor is able to guide the student to the best career suitable to him/her and help them make the decisions that ensure career success.

Students want to be successful and they don’t mind getting help. They may feel shy at first or think it is weak to take help, but all in all, having a career counseling cell in schools is the first step in giving a helping hand to them. That is why the standard requirement today is that career counselors be made available for students at all times while they are in high school to receive the right and latest advice.

Career counseling is believed to bridge a gap between ‘absolute knowledge’ provided by schools and the world of ‘real jobs’ that all school-leavers will have to enter sooner or later.

* **3.Answer the questions**

1. Why has career counseling recently received more recognition in society?
2. When did people usually seek out career counselors in the past?
3. What is one reason students may be unhappy in their jobs later in life?
4. How do friends influence school leavers’ career choices?
5. Why is it a problem when students choose the most popular job among their peers?
6. Who else, besides friends, do teens often listen to when making career decisions?
7. Why might advice from elder friends or relatives not always be helpful?
8. What is the main purpose of a psychometric test in career counseling?
9. Do a student’s aptitudes and interests always match? Give an example from the text.
10. What is the counselor’s role after the psychometric test?
11. Why is “anti-propaganda” considered important in career counseling?
12. How can decisions made in high school affect a student’s future?
13. What skills do experienced career counselors have?
14. Why might students feel shy about asking for help from a counselor?
15. How does career counseling bridge the gap between school knowledge and real jobs?

**4. Are the statements true or false according to the text?**

**1. Which of the following statements is TRUE?**

1. Career counseling is reviving after a period of neglect.
2. Career counseling is becoming more available.
3. Career counseling is taking up a new social function.
4. Career counseling is becoming less popular.

**2. Peer-pressure, as described by the author, is …**

1. a strong factor which can predetermine a student’s career choice.
2. a fashion with teens who are choosing a career path.
3. a temporary phenomenon which ends with school without any further effect.
4. a serious problem when a student suffers bullying from their peers  
     
    .
5. **The author warns students against …**
6. having role-models.
7. relying on themselves.
8. being demanding to their parents.
9. blindly following authoritative advice.

**4.The aim of a psychometric test is …**

1. to suggest a range of interests for the student to choose from.
2. to give a general psychological portrait of the student.
3. to match the student’s abilities and interests.
4. to place the student into the right kind of job.  
     
      
   **5. By ‘anti-propaganda’ the author means that a career counselor has the right**
5. to label some jobs as less preferable.
6. to show the downside of the students’ hasty decisions.
7. to point to ill-advised choices.
8. to forbid the students to dream about a certain job.

**6. The major role of a career counselor in schools is …**

1. to test students.
2. to raise the students’ potential.
3. to navigate the students’ search for a dream career.
4. to encourage students in their career choices.

7. At the stage of accommodation, the students may treat career counseling as…  
1) humiliating.  
2) odd.  
3) annoying.  
4) unnecessary.

**5. Complete the sentences with the correct form of the word in brackets.**

1. Career **\_\_** (counsel) is very important for school-leavers.
2. Many students are **\_\_** (influence) by their friends’ choices.
3. The **\_\_** (require) for career counselors in schools is increasing.
4. Some students do not **\_\_** (consider) their own interests.
5. The **\_\_** (strong) and weaknesses of students are revealed by tests.
6. Career counselors help students **\_\_** (understand) their potential.
7. It is important to **\_\_** (analyse) a student’s abilities.
8. The right **\_\_** (guide) can help students achieve success.

**6.Choose the correct word.**

1. Career counselors help students make (decisions/decision).
2. Many students are (influenced/influence) by their peers.
3. A psychometric test shows (strengths/strong) and weaknesses.
4. Aptitude and (interest/interests) do not always match.
5. Students should (consider/considered) their own abilities.
6. Schools need to (provide/provided) career counseling.
7. The (role/roll) of the counselor is very important.
8. Career counseling helps (bridge/bridges) the gap between school and work.

**7. Fill in the blanks with suitable prepositions.**

1. Career counseling is important **\_\_\_\_** school-leavers.
2. Students are often influenced **\_\_\_\_** their friends.
3. The counselor is responsible **\_\_\_\_** explaining the report.
4. Many students do not think **\_\_\_\_** their own interests.
5. The test highlights strengths **\_\_\_\_** weaknesses.
6. Guidance **\_\_\_\_** a professional is useful.
7. Students should be aware **\_\_\_\_** industry demands.
8. Decisions made **\_\_\_\_** high school are important.

**8. Make questions for the answers.**

1. \_**\_\_**? Career counselors offer psychometric tests.
2. \_**\_\_**? Students are influenced by their peers’ choices.
3. \_**\_\_**? The test outlines students’ abilities and interests.
4. \_**\_\_**? A counselor explains the pros and cons of each career.
5. \_**\_\_**? Many students do not consider their own interests.
6. \_**\_\_**? Parents may be unaware of the latest industry demands.
7. \_**\_\_**? Career counseling bridges the gap between school and work.
8. \_**\_\_**? Students want to be successful in their future careers.

**9. Paraphrase the sentences using the words in brackets.**

1. Students often choose jobs their friends choose. (influenced by)
2. Career counseling helps students understand their abilities. (guidance)
3. The test shows what students are good at. (strengths)
4. Some students do not think about their own wishes. (consider)
5. The counselor explains the test report. (responsible for)
6. Students make important decisions in high school. (future)
7. Schools should provide professional help. (requirement)
8. Career counseling helps connect school and work. (bridge)

**10. Correct the mistakes in the sentences.**

1. Students is influenced by their friends.
2. Career counselor helps students to choose a job.
3. The test show strengths and weakness.
4. Some students don’t considers their interests.
5. Counselor explain the report to students.
6. Guidance from a professional are important.
7. Schools need provide career counseling.
8. Decisions made in school can breaks a student’s future.

**11. Translate the sentences into English.**

1. Профориентация помогает выпускникам выбрать профессию.
2. Многие студенты не учитывают свои интересы.
3. Тест выявляет сильные и слабые стороны учеников.
4. Консультант объясняет преимущества и недостатки разных профессий.
5. Родители могут не знать о современных требованиях рынка труда.
6. Решения, принятые в школе, важны для будущей карьеры.
7. Школы должны предоставлять профессиональную помощь.
8. Профориентация соединяет знания и реальную работу.

12. **Speak on the points**

1. **Discuss with your partner:** Why do you think many students choose careers based on their friends’ decisions? What problems can this lead to?
2. **Role-play:** One of you is a career counselor, the other is a student unsure about their future job. Have a conversation about possible career paths and what is important to consider.
3. **Express your opinion:** Do you believe career counseling should be mandatory in all schools? Why or why not?
4. **Describe:** Explain the difference between aptitude and interest. Give examples from your own experience or people you know.
5. **Debate:** Is it better to follow your passion or your strengths when choosing a career? Give arguments for both sides.
6. **Predict:** How do you think the job market will change in the next 10 years? How should schools prepare students for these changes?
7. **Give advice:** What advice would you give to a friend who is confused about their future career?

**Практическое занятие 4**

**Тема: Система образования России**

**Vocabulary**

1. Learn the words
2. academic subjects – учебные предметы
3. competition – зд. конкурс
4. fierce — жесткий
5. public — государственный
6. bachelor’s degree – диплом бакалавра
7. specialist’s degree – диплом инженера
8. master’s degree – диплом магистра
9. higher education — высшее образование
10. institutions of higher education — высшиеучебныезаведения
11. **Read the text**

**Education in Russia**

All Russian children have the right to education, but it is not only a right, it is a duty, too. Education in our country is **compulsory** and now lasts eleven years. It consists of primary **education and secondary education.**

**Primary education** starts at the age of 6 or 7 and continues for four years. After finishing primary school pupils go on to **secondary school**. The school year starts in September and ends in May. Generally there 4 school terms with holidays up to 10 days between them. The summer holidays last from June to September.

Most schools in Russia are c**omprehensive**, which take pupils of all abilities without **entrance exams.** As a rule, pstudents go to school 5 days a week. But there are also **specialized schools,** lyceums and gymnasiums, which give **profound knowledge** in various **academic subjects**. In lyceums and gymnasiums students study 6 days a week.

After finishing the 9th form students must take 4 examinations. Then young people can choose to stay at school, enter a college or a technical school. But to**enter a university** they have to study for two more years (either at school or at college).

There are many colleges and universities in our country, but it is not easy to **enter a university** or college as the **competition** is rather **fierce**. Most of the colleges and universities are **public** and students do not have to pay for their education.

After 4 years of study students can pass examinations and get a **bachelor’s degree**, after 5 years a **specialist’s degree** and after 6 years a **master’s degree.**

There are a lot of **institutions of higher education** in our country:

* the Moscow State University (Московский Государственный Университет)
* the Linguistic University, known as Maurice Thorez Institute of Foreign Languages (Лингвистический Университет, известный как Институт иностранных языков имени Мориса Терезы)
* People’s Friendship University of Russia (Российский Университет Дружбы Народов)

They are well-known not only in Russia but also abroad.

1. **Answer the following questions**
2. Is education compulsory in Russia?
3. What kind of school did you attend?
4. Did you pay for your education?
5. Would you like to study in a private school? Why?
6. Do you pay for your education now?
7. Are you planning to continue your education?
8. **Give Russian equivalents**

study academic subjects, there is a fierce competition, take entrance exams, enter a university, get profound knowledge, get a bachelor’s degree, get higher education, various institutions of higher education

1. **Write the following sentences putting the words into the correct order**
2. are / colleges /and /universities/there /many /in/ our/ country/.
3. of/ the /colleges/ and/most/universities/ are/ public. /
4. our/are /a of/ institutions/ of/there/education/higher/in /lot /country.
5. finishing /school go /primary pupils /on/ to /secondary/after/school.
6. lasts/education /our /in /is/ compulsory/ and/ eleven/ now /yearscountry.
7. **Give a summary of the text**

**Практическое занятие 5**

**Тема: Система образования Китая**

**Vocabulary**

1. **Learn the words**
2. Preschool — дошкольное образование
3. Primary education — начальное образование
4. Secondary education — среднее образование
5. Vocational education — профессиональное образование
6. Higher education — высшее образование
7. Gaokao — Гаокао (национальный вступительный экзамен в вузы)
8. Discipline — дисциплина
9. Academic standards — академические стандарты
10. Postgraduate studies — последипломное образование
11. Tutoring — репетиторство
12. Curriculum — учебная программа
13. Rural areas — сельские районы
14. Creativity — креативность
15. Critical thinking — критическое мышление
16. International exchange programs — программы международного обмена
17. **2.Read the Text**
18. **Education in China**

Education in China is highly valued and is considered a top priority by both families and the government. The Chinese education system is known for its strict discipline and high academic standards. There are several types of education in China: preschool education, primary education, secondary education (including lower and upper secondary), vocational education, higher education, and adult education.

Children usually start preschool at the age of three, which helps to prepare them for primary school. Primary education begins at the age of six and lasts six years. After that, students move on to lower secondary school for three years, and then upper secondary school for another three years. Upper secondary education is divided into general high schools and vocational schools. Vocational education provides students with practical skills for specific jobs.

After secondary education, students can take the National Higher Education Entrance Examination, called the Gaokao. This exam determines which universities or colleges students can attend. Higher education in China includes universities, colleges, and technical institutes. There are also opportunities for postgraduate studies, such as master's and doctoral programs. Adult education and continuing education are available for those who want to improve their skills or change careers.

Chinese students usually have a busy schedule, attending school five or six days a week, with classes in subjects like mathematics, Chinese, English, science, history, and physical education. Many students also attend extra classes or receive private tutoring to prepare for exams. The pressure to achieve high results is very strong.

The Chinese government invests a lot in education, aiming to improve quality and access for all students, including those in rural areas. There is a growing focus on creativity, critical thinking, and international exchange programs. However, challenges remain, such as differences in the quality of education between urban and rural regions.

Education in China is constantly developing and plays a key role in the country’s progress and international success.

**3.Answer the Questions**

1. Why is education considered important in China?
2. What types of education exist in China?
3. At what age do children usually start preschool in China?
4. How many years does primary education last?
5. What is the Gaokao?
6. What does vocational education provide?
7. What subjects do Chinese students study at school?
8. Why do many students attend extra classes or private tutoring?
9. What does the Chinese government do to improve education?
10. What are some challenges in Chinese education?
11. How is upper secondary education divided?
12. What opportunities are there after higher education?
13. How many days a week do Chinese students usually attend school?
14. What is the focus of modern Chinese education besides academic achievement?
15. Why is education in China constantly developing?

**4. Put the words in the correct order:**

1. (education / important / is / very / in China) (When / students / take / Gaokao / in China)?
2. Choose the correct tense: The government (invests/invested/will invest) a lot in education.
3. five /attend/ /or /six/ days/ a /students/ school /week.
4. The government invests in education.
5. many /in /have/ students /completed / higher/how /education / /China?

**5. Find English equivalents**

 Высшее образование, профессиональное образование, дошкольное образование, среднее образование, образование для взрослых, городские и сельские регионы, плотное расписание, международный успех, ключевая роль

1. **Write a short paragraph (4-5 sentences) comparing education in China and your country**
2. **Discussion**

**Question:** What are the main differences between the education system in China and in Russia? Discuss in pairs and give at least three examples.

1. Role Play

**Situation:** Imagine you are a Chinese student preparing for Gaokao, and your partner is a Russian student preparing for the Unified State Exam (ЕГЭ). Have a conversation about your daily routines, challenges, and how you feel about exams.

### 9. Opinion

**Question:** Do you think academic pressure in China is too high? Why or why not? Give your opinion and support it with examples.

**🕮 you may find Additional material on China education on page 198**

**Практическое занятие 6**

## Тема: Система образования Великобритании

**Vocabulary**

1. **Learn the words**

|  |  |
| --- | --- |
| 1. tradition | * традиция |
| 1. compulsory | * обязательный |
| 1. entrance requirements | * вступительные требования |
| 1. subject | * предмет |
| 1. independent | * независимый |
| 1. fee | * плата |
| 1. uniform | * форма |
| 1. assessment | * оценивание |
| 1. coursework | * курсовая работа |
| 1. scholarship | * стипендия |
| 1. residence | * общежитие |
| 1. disability | * инвалидность |
| 1. sustainability | * устойчивое развитие |
| 1. curriculum | * учебная программа |
| 1. partnership | * партнерство |
| 1. excursion | * экскурсия |
| 1. creativity | * креативность |
| 1. guidance | руководство |
| 1. vocational | профессиональный |
| 1. facilities | оборудование (инфраструктура |

1. **Read the text**

## The British Education System

The British education system is known for its long traditions and high standards. Education in the United Kingdom is divided into several stages: primary, secondary, further, and higher education. Children usually start primary school at the age of five. Primary education lasts for six years, after which pupils move on to secondary school at the age of eleven. Secondary education is compulsory until the age of sixteen. At the end of this period, students take their GCSE (General Certificate of Secondary Education) exams. After that, they may choose to continue their studies in the sixth form, where they prepare for A-level exams, which are necessary for entering a university.

British schools can be state or independent. State schools are funded by the government and are free for students, while independent schools charge fees. Many well-known independent schools, such as Eton and Harrow, have a long history and are famous for their traditions. School uniforms are common in the UK, especially in secondary schools.

Higher education in Britain is provided by universities and colleges. The most prestigious universities, such as Oxford and Cambridge, have strict entrance requirements. University courses usually last three or four years. Students can study a wide range of subjects, from science and engineering to arts and humanities. Education in the UK places great emphasis on developing independent thinking, creativity, and research skills.

Most British children attend local primary schools near their homes. Lessons in British schools typically start at 9 a.m. and finish at 3:30 p.m. Physical education is a compulsory subject in both primary and secondary schools. Students often participate in after-school clubs and sports teams. In some schools, pupils study foreign languages from the age of seven. The school year in the UK is divided into three terms: autumn, spring, and summer. Holidays usually take place in December, April, and July. Many schools organize educational trips and excursions for their students. Homework is an important part of the learning process in British schools. Teachers regularly assess students’ progress through tests and coursework.

Some students choose vocational courses instead of academic subjects after 16. Sixth form colleges offer a variety of subjects for A-level preparation. University students often live in halls of residence during their first year. Scholarships are available for talented students at some independent schools. Parents are encouraged to take part in school life and attend meetings. In recent years, there has been an increase in the number of international students in British schools and universities. Many schools offer special support for students with disabilities or learning difficulties. Technology is widely used in classrooms, with interactive whiteboards and computers being common. Some schools have partnerships with schools in other countries, allowing students to participate in exchange programmes. British schools often celebrate special events, such as Sports Day and cultural festivals. School assemblies are held regularly, where students gather for announcements and presentations. Environmental education and sustainability are becoming more important in the school curriculum. Career guidance is provided to help students plan their future education and work paths. Many schools have their own libraries and sports facilities for students’ use.

1. Answer the questions
2. At what age do children usually start primary school in the UK?
3. How long does primary education last?
4. What is the name of the exam taken at the end of secondary school?
5. What is the difference between state and independent schools?
6. Are school uniforms common in British schools?
7. What are A-level exams necessary for?
8. Name two famous independent schools in the UK.
9. Who funds state schools?
10. How long do university courses usually last in Britain?
11. What is emphasized in British higher education?
12. What are the entrance requirements for Oxford and Cambridge?
13. What subjects can students study at British universities?
14. Is secondary education compulsory in the UK?
15. Why are Oxford and Cambridge considered prestigious?

**4.Match the words with their definitions:**

|  |  |
| --- | --- |
| 1. A school that is not funded by the government | a) compulsory |
| 1. Examinations taken at the end of secondary education | b) fee |
| 1. Money paid for education | c) entrance requirements |
| 1. Something you must do by law | d) independent school |
| 1. Conditions you need to enter a university | e) GCSE |

**5. Give English equivalents**

Обязательный, университет, экзамен, плата, независимый

**6. Choose the correct option:**

1. Students in Britain must attend school until they are (14 / 16 / 18) years old.

2. Oxford and Cambridge are famous British (schools / colleges / universities).

3. Some students choose vocational courses instead of academic subjects after (10/12/16).

4. (A-level/B-level /C-level) exams are necessary for entering a university.

5. Children usually start primary school at the age of five/six/seven.

**7. Put the words in the correct order to make a sentence:**

1. is / in / common / school uniform / the UK.
2. entrance / strict / have / requirements / Oxford and Cambridge.
3. compulsory /a /physical/ is/ subject/education.
4. with /many/ offer/for/special/disabilities/schools/support/ students .
5. school/three/year/ in /the/the/i/s divided/ into /terms/ UK.
6. courses /university/three/usually/ or four /years/ last.
7. education/ how/ primary does/long /last?
8. education/the secondary/in /is/compulsory/ UK?
9. considered /why/ Cambridge/are/prestigious/and/Oxford?
10. schools/British/ can state/ independent/be/or.

### 8. Fill in the blanks with the correct word from the vocabulary list

1. Oxford and Cambridge have strict \_**\_\_**.
2. Physical education is a \_**\_\_** subject in British schools.
3. Many schools have their own sports \_**\_\_**.
4. Some students receive a \_**\_\_** for their achievements.
5. School \_**\_\_** are often required in secondary schools.
6. Parents are encouraged to take part in school \_**\_\_**.
7. The school \_**\_\_** includes science, arts, and languages.
8. After-school \_**\_\_** are popular among students.

### 9. Choose the correct tense (Present Simple, Present Continuous, Past Simple, or Future Simple)

1. Students usually \_**\_\_** (start) primary school at the age of five.
2. Many schools \_**\_\_** (organize) educational trips every year.
3. Last year, my cousin \_**\_\_** (attend) a British sixth form college.
4. Next term, our class \_**\_\_** (visit) a university.
5. Teachers regularly \_**\_\_** (assess) students’ progress.
6. Right now, the students \_**\_\_** (prepare) for their A-level exams.
7. Independent schools \_**\_\_** (charge) fees for education.
8. My friend \_**\_\_** (study) engineering at university last year.

### 10. Translate the sentences into English

1. Образование в Великобритании делится на несколько этапов.
2. Ученики сдают экзамены GCSE в возрасте шестнадцати лет.
3. Независимые школы взимают плату за обучение.
4. Многие школы организуют образовательные поездки.
5. Учителя регулярно оценивают прогресс учеников.
6. В некоторых школах изучают иностранные языки с семи лет.
7. В Великобритании большое внимание уделяется развитию творческого мышления.
8. Родители приглашаются участвовать в жизни школы.

## Speak on the points

### 1. Discuss in pairs:

What are the main differences between the British and Russian education systems? Give at least three differences.

### 2. Role-play:

One student is a British school student, the other is a Russian student. Have a dialogue about your school life, daily routine, and favourite subjects.

### 3. Monologue:

Describe a typical school day in the UK. Include information about lessons, breaks, after-school activities, and homework.

**🕮 you may find Additional material оn British Education System on page 201**

**Практическое занятие 7**

**Тема: Система образования США**

**Vocabulary**

1. **Learn the words**

1. Preschool — дошкольное учреждение
2. Kindergarten — детский сад (подготовительный класс)
3. Elementary school — начальная школа
4. Middle school — средняя школа
5. High school — старшая школа
6. Curriculum — учебная программа
7. Core subjects — основные предметы
8. Elective courses — предметы по выбору
9. Advanced Placement (AP) courses — курсы углубленного изучения
10. Assessment — оценивание
11. Grade — оценка
12. Diploma — диплом (аттестат)
13. Extracurricular activities — внеурочная деятельность
14. Standardized tests — стандартизированные тесты
15. Scholarship — стипендия

## Read the text

## The American Education System

Education in the United States is a complex and diverse system. It is divided into several stages: preschool, elementary school, middle school, high school, and higher education. Education is primarily the responsibility of individual states, so there are some differences in curricula and requirements across the country. However, there are common features that define the American education system.

Children usually start their formal education with preschool or kindergarten at the age of five or six. Elementary school generally covers grades 1 to 5 or 6. After that, students attend middle school, which includes grades 6 or 7 to 8. High school usually consists of grades 9 to 12, and students typically graduate at the age of 17 or 18.

School attendance is compulsory until the age of 16 or 18, depending on the state. The school year usually starts in late August or early September and ends in May or June. Students have long summer holidays, as well as shorter breaks in winter and spring.

The curriculum in American schools includes core subjects such as English, mathematics, science, and social studies. In addition, students can choose elective courses in areas like music, art, foreign languages, and technology. Many schools offer Advanced Placement (AP) courses, which allow students to study subjects at a college level and earn credits for higher education.

Assessment is based on a combination of homework, tests, quizzes, projects, and participation in class. Grades are usually given on a letter scale from A (excellent) to F (failing). At the end of high school, students receive a diploma if they have completed all the required courses.

Extracurricular activities play an important role in American schools. Students can join sports teams, clubs, music bands, and drama groups. Participation in these activities helps students develop leadership skills, teamwork, and creativity.

After high school, many students continue their education at colleges or universities. Admission to higher education often depends on the results of standardized tests like the SAT or ACT, as well as the studentâ€™s academic record and extracurricular achievements. Some students receive scholarships to help pay for tuition.

The American education system aims to provide students with not only knowledge, but also the skills necessary for active participation in society. It encourages critical thinking, independence, and social responsibility.

1. **Answer the following questions in English:**
2. At what age do children usually start kindergarten in the USA?
3. How many main stages are there in the American education system?
4. Which grades are usually included in elementary school?
5. What subjects are considered core in American schools?
6. What is the purpose of Advanced Placement (AP) courses?
7. How are students assessed in American schools?
8. What letter represents the highest grade in the American grading system?
9. What is required to receive a high school diploma?
10. Why are extracurricular activities important in American schools?
11. What kinds of extracurricular activities are available to students?
12. What standardized tests are mentioned in the text?
13. What factors influence admission to colleges and universities?
14. Is education in the USA the same in every state? Why or why not?
15. When does the school year usually begin and end?
16. What are some skills that the American education system aims to develop?

### Match the Words with Their Definitions

|  |  |
| --- | --- |
| 1. curriculum | a)A document received after completing a course of study |
| 1. compulsory | b) Activities outside the regular academic program |
| 1. diploma | c) The process of evaluating students’ knowledge |
| 1. assessment | d) The act of taking part in something |
| 1. extracurricular | e) Required by law or rules |
| 1. participation | f) The subjects studied in a school or college |
| 1. graduation | g) Financial support for students to study |
| 8.scholarship | h) The ceremony of receiving a degree or diploma |

1. **Fill in the blanks with the correct form of the word in brackets.**
2. Students are \_\_\_\_ (require) to attend school until the age of 16 or 18.
3. Many students \_\_\_\_ (participate) in sports and music clubs.
4. After finishing high school, students receive a \_\_\_\_ (diploma).
5. The school \_\_\_\_ (year) begins in September and ends in June.
6. Some students receive \_\_\_\_ (scholar) for their achievements.
7. **Rewrite the sentences using the words in brackets.**
8. Students must go to school until they are 18. (compulsory)
9. He finished high school last year. (graduated)
10. She takes part in the school choir. (participates)
11. The school offers many after-school activities. (extracurricular)
12. He got an A in mathematics. (grade)

## 7.Speak on the points

## Pair Discussion

 Compare the American education system with the education system in your country. What are the main similarities and differences? Discuss with your partner.

## 2.Monologue

 Describe a typical day of an American high school student. Use at least five words from the vocabulary list above in your answer.

## 3.Group Discussion

Do you think extracurricular activities are important for students? Why or why not? Give reasons and examples to support your opinion. Discuss in small groups.

**9. Write a short essay (120-150 words) about the advantages and disadvantages of the American education system.**

**10. Imagine you are an exchange student in the USA. Describe your first day at an American high school.**

**🕮 you may find Additional material on page 207**

**Практическое занятие 8**

**Тема: Система среднего профессионального образования в России**

**Vocabulary**

## Learn the words

1. secondary education — среднее образование
2. vocational — профессиональный
3. institution — учреждение
4. diploma — диплом
5. profession — профессия
6. skills — навыки
7. training — обучение, подготовка
8. internship — стажировка
9. apprenticeship — ученичество
10. employment — трудоустройство
11. specialist — специалист
12. field — область (деятельности)
13. practical — практический
14. equipment — оборудование
15. economy — экономика
16. general knowledge — общие знания
17. healthcare — здравоохранение
18. engineering — инженерное дело
19. lyceum — лицей
20. graduate — выпускник

## Read the text

## Secondary Vocational Education in Russia

Secondary vocational education in Russia is an important part of the national education system. It is designed for students who have completed their basic secondary education, usually after 9th or 11th grade. This type of education provides students with both general knowledge and professional skills necessary for specific jobs.

There are several types of institutions that offer secondary vocational education in Russia. The most common are technical schools, colleges, and lyceums. These institutions offer programs in various fields such as engineering, information technology, healthcare, economics, agriculture, and many others. The duration of study usually depends on the chosen specialty and the level of previous education, but it typically lasts from two to four years.

Students in secondary vocational institutions not only study general subjects like mathematics, Russian language, and foreign languages, but also receive training in their chosen profession. For example, future electricians learn about electrical systems and safety, while future nurses study medical subjects and practice in hospitals. Many programs include practical training, internships, and apprenticeships, which help students gain real work experience.

After graduation, students receive a diploma of secondary vocational education. This diploma allows them to start working in their profession or continue their studies at a university. Many graduates find employment quickly because their education is focused on practical skills that are in demand in the labor market.

Secondary vocational education is popular among Russian youth because it offers a faster way to start a career compared to university education. It is also a good option for those who prefer hands-on learning and want to become specialists in a particular field. In recent years, the Russian government has supported the development of vocational education by modernizing equipment and updating educational programs to meet the needs of the economy.

In conclusion, secondary vocational education in Russia plays a vital role in preparing qualified specialists for different sectors of the economy. It provides students with valuable knowledge, practical skills, and good employment opportunities.

1. **Answer the questions**
2. What is secondary vocational education in Russia?
3. When can students enter secondary vocational education?
4. Name three types of institutions that offer secondary vocational education.
5. List some fields of study available in vocational education.
6. How long do most vocational programs last?
7. What subjects do students study in these institutions?
8. Why is practical training important?
9. What do students receive after graduating?
10. What opportunities does a diploma give to graduates?
11. Why is vocational education popular among Russian youth?
12. How does vocational education differ from university education?
13. What support does the Russian government provide to vocational education?
14. How does vocational education help the labor market?
15. Can graduates continue their education after vocational school?
16. Why is secondary vocational education important for the Russian economy?
17. **Match the words with their definitions:**

|  |  |
| --- | --- |
| 1. A period of practical training in a job | 1. apprenticeship |
| 1. The process of having a paid job | 1. diploma |
| 1. The main area of study or work | 1. internship |
| 1. A document showing you have completed a course | 1. specialization |
| 1. Training with a skilled worker to learn a trade | 1. employment |

### 5. Complete the sentences with the correct form of the words in brackets:

1. Many students choose \_\_ (study) at a college after school.
2. After \_\_ (complete) the course, students receive a diploma.
3. Technical schools offer \_\_ (practice) training.
4. Vocational education helps students \_\_ (find) a job.
5. The government is \_\_ (modernize) vocational education.

### 6. Choose the correct answer:

1. Students can enter secondary vocational education after the \_\_\_ grade.
   * a) 5th
   * b) 9th
   * c) 7th
2. Most programs last from \_\_\_ to four years.
   * a) one
   * b) two
   * c) five
3. Graduates can continue their studies at a \_\_\_.
   * a) school
   * b) university
   * c) kindergarten

**7.Speak on the point**

1. **Role-play Dialogue**

Work in pairs. One of you is a student interested in secondary vocational education, and the other is a school counselor.

Discuss the following questions:

* Why do you want to choose vocational education?
* In which field do you want to become a specialist?
* What skills and training do you expect to receive?

1. **Describe a Profession**

Choose any profession you can get after secondary vocational education (for example, nurse, electrician, technician).

Describe in English:

* What skills and knowledge are important for this profession?
* Where can you have an internship or apprenticeship?
* Why is this profession important for the economy?

**3. Group Discussion** Discuss the following questions in small groups (in English):

* What are the advantages of secondary vocational education compared to university education?
* Which modern professions are most in demand in the labor market?
* How does the government support the development of vocational education?

Try to use the vocabulary from the list in your answers!

**Samara State Technical University College**

**1. Practice in reading of the following words**

1. Specialties [`speʃlti:z] technical [`teknɪk(ə)l] installation [`ɪnstə`leɪʃ(ə)n] structures [`strʌkʧəz] supply [sə`plaɪ] airfields [`ɛəfi:ldz] property [`prɔpətɪ] architecture [ˏα:kı`tᴂkʧə] tutorials [tju:`tɔ:rıəlz] theoretical [ˏӨıə`retik(ə)l] knowledge [`nɔlıʤ] experience [ɪk`spɪ(ə)riəns] lectures [`lekʧəz]succeed [sə`ksi:d] prestigious [prəs`tɪʤəs] core [kɔ:] require [ri`kwaiə]reliable[ri`laıəb(ə)l]opportunity[`opət`ju:niti] curriculum [kə`rıkjələm] education [edju`keiʃ(ə)n]foreign [`fɔrin] language [`lᴂŋgwɪʤ] science [`saıəns] scholarships [`skɔləʃıps] enterprise [`entəpraiz] decent [`di:s(ə)nt]

**2.Translate these words using a dictionary. Give at least 2 or 3 Russian words.**

1. to train
2. to obtain
3. to offer
4. to depend
5. to succeed
6. to provide
7. to require
8. prestigious
9. reliable
10. decent
11. remarkable
12. opportunity
13. curriculum
14. PhD degree
15. enterprise
16. apprenticeship

**3. Read the text**

The history of Samara State Technical University College started in 2007 when the Department of Secondary Vocational Education was organized. There were only some groups of 40 students in two specialties there. In 2017 the department was transformed into the college which became one of the remarkable colleges in the city. There are more than 800 students in it now.

Today the College is a part of Samara State Technical University. It offers a lot of different programs of training focusing mainly on technical field.

The College provides training in such specialties as Construction and Operation of Buildings and Structures, Installation and Operation of Gas Supply Systems, Construction and Operation of Roads and Airfields, Land and Property Relations, Architecture, Machine Building, Information Systems and Programming.

The college offers three - or four – years programs (depending on curriculum). During the first two years the students attend lectures and tutorials in core education classes: Maths, Physics, History, Computer Science, Foreign language and others.

The last two years require the knowledge of the subjects in the chosen field. During this period the students obtain theoretical knowledge and practical experience in their specific area.

The academic year is divided into two semesters. At the end of each semester the students get credits and take exams. If they pass the exanimations successfully they receive scholarships and grants.

The classes are conducted by experienced college teachers and leading university lecturers. The college offers various internship programs for the students. They do their internship at the industrial enterprises of the city.At the end of their studies, students receive a state diploma of secondary vocational education.

Outside of the classroom the college provides different opportunities: a library, gyms, social clubs, health center, sports and tourist camps.

Today SSTU College is one of the best and most reliable educational establishments in the city. Thousands of young people can get decent education in technical area here. They also have a great chance to get a prestigious job in the future.

**4.Match the columns:**

|  |  |
| --- | --- |
| 1. проходить практику | 1. to have an opportunity |
| 1. получать зачёты | 1. to pass examinations |
| 1. сдавать экзамены | 1. to receive a scholarship |
| 1. получать практический опыт | 1. to do internship |
| 1. получать стипендию | 1. to take examinations |
| 1. осуществлять подготовку | 1. to get credits |
| 1. иметь возможность | 1. to get a diploma |
| 1. сдать экзамены | 1. to obtain practical experience |
| 1. получить диплом | 1. vocational education |
| 1. профессиональное образование | 1. to provide training |

1. **GiveEnglish equivalents**

Строительство и эксплуатация зданий и сооружений, монтаж и эксплуатация систем газоснабжения, строительство и эксплуатация автомобильный дорог и аэродромов, машиностроение, архитектура, преподавательский состав, программа обучения, промышленные предприятия, предоставлять возможности, студенческая практика, среднее профессиональное образование

**6. Give Russian Equivalents**

Technical field, theoretical knowledge, chosen field, leading lecturers, industrial enterprises, educational establishments, decent education, core education classes, experienced college teachers, leading university lecturers, various internship programs, technical area, outside of the classroom.

|  |
| --- |
| ***Remember!***  focus ***on***  divide ***into***  succeed ***in***  devote ***to***  such ***as***  a lot (lots) ***of*** |

**7. Fill in the blanks with the prepositions**

1. The history of SSTU started \_\_\_ 1914.

2. A lot \_\_\_ programs are offered \_\_\_the College.

3. The programs are focused \_\_\_ technical area.

4. The academic year is divided \_\_\_\_ two terms.

5. Lots \_\_\_students succeed \_\_\_\_their semesters.

6. The students do their internships \_\_\_the enterprises \_\_\_the city.

7. The College provides training \_\_\_ many specialties.

8. During the last two years students devote their time\_\_\_\_ the subjects \_\_\_\_their chosen field.

9. The students study lots \_\_\_ different subjects such \_\_\_\_ Material Science, Material Resistance, Engineering Drawing, Computer Drawing.

10. The classes \_\_\_the college are conducted \_\_\_ experienced college teachers.

**8. Translate the following sentences from Russian into English.**

1. Эта учебная программа делится на 3 семестра.

2. Каждый колледж имеет несколько программ по разным специальностям.

3. Факультет среднего профессионального образования был преобразован в колледж в 2017 году.

4. Колледж — это образовательное учреждение, дающее как среднее, так и профессиональное образование.

5. Наш колледж предлагает программу подготовки, ориентируясь, в основном, на техническую сферу и сферу строительства

6. Студенты с дипломами Колледжа СамГТУ успешно работают в крупных строительных компаниях и на предприятиях cистем газоснабжения.

7. Те, кто хотят получить достойную работу в сфере строительства дорог должны получить образование по специальности «Строительство и эксплуатация автомобильных дорог и аэродромов».

8.Воспользуйтесь возможностями, которые вам предоставляет Университет и получите государственный диплом о среднем профессиональном образовании.

9. Вы можете пройти практику на государственных промышленных предприятиях города и получить там отличные теоретические знания и практический опыт.

10. Надёжная и престижная работа в будущем требует достойной учёбы в настоящем.

**9. Practice making questions. Make as many questions as possible.**

**e.g.**

1. When did the history of SSTU College start?

2. How many students were there at that time?...

1. **Give your own information on this point.**

**Практическое занятие 9**

**Тема: Круглый стол с обсуждением заранее подготовленных групповых сообщений на базе материала текстов предыдущих практических занятий по темам: «Сравнение среднего профессионального образования в России, Великобритании, США и Китае»; «Роль образования в жизни»; «Важность получения образования»**

**Практическое занятие 10-11**

**Тема:«Английский язык в современном мире»**

1. **Read the text guess why English is considered to be a Global language**

**Why English Is a Global Language?**

English is used as a mother tongue by approximately 400 million people in many countries around the world. Therefore, English is the 3rd most spoken language after Chinese and Spanish. Therefore, worldwide participation in exams such as IELTS is quite high.

**Why English Is a Global Language?**

Because many people must take such exams to work, study or live in English-speaking countries. Therefore, to improve your English and prepare well for IELTS, it is necessary to first understand why English is a world language.

Apart from the countries where English is used as the official language, English is the second most popular language in many countries around the world. As a result, when native and second language speakers are considered, English is the most spoken language with 1.8 billion speakers globally.

English is recognized as an official language in 67 independent and 27 autonomous countries around the world. It is also used in business life, as well as being the official language of several of the world's most important institutions, including the United Nations, NATO and the European Union.

**4 Reasons Why English Is A Global Language Today**

As we mentioned above, one of the main reasons why English is a global language today and is spoken by almost 2 billion people all over the world is the British Empire. During the 20th century, the United States of America, especially World War II. Its emergence as a major political superpower in the years after World War II, combined with the influence of Hollywood movies and the journalistic work of the BBC, helped keep the English language spreading throughout the century. The 4 reasons why English is widely used around the world today are as follows.

**Technology and Science**

The origin of the Internet in the USA paved the way for it to become a superpower in the world. English is widely used around the world in computers and all other technological equipment. For this reason, the English language is dominant in the world of science as well. Since science and technology play a huge role in our lives today, it is not possible for English to lose its importance in the future.

**British Empire**

The first and most important reason for the spread of English is the British Empire. Before nearly a quarter of the world was colonized by the British Empire, English was spoken only by the British. But when they started to trade, colonize with places like Asia and Africa, they naturally started the spread of English.

**United States of America**

I and II. The world after World War II was a vulnerable and changing world. American companies were booming and began to trade all over the world, as did Great Britain in the previous century. This has allowed English to be used as a global trade language. It was also heavily exported through American culture, music, and Hollywood movies. The emergence of jazz, rock n'roll and other popular music in both the USA and the UK has influenced the culture of countries all over the world and made English a common language for the masses.

**The Snowball Effect**

It is impossible to escape this, as English is now so widely used on the Internet, on the radio, in schools, and in the business world. To find a good job in today's global business world, the importance of knowing English is undeniable. Therefore, students work harder and make more effort to learn English more intensively and to speak fluently than before.

Apart from all these, English is used as a second language in countries where the mother tongue is not English. This both increases the universality of the language and the demand for that language. Moreover, not only this, but also many organizations in our country today require an IELTS document showing English language proficiency. This requires mastery of many parts of the language (speaking, writing, reading, and listening). For all these reasons, IELTS offers a reliable and objective exam system that millions of people around the world can apply for. Thanks to this exam, people can test their language skills in an environment with state-of-the-art equipment.

I hope that the question marks in your mind about why English is in such high demand have decreased a bit. Now all you must do is increase your language time and practice a lot!

**How to maximize your English learning**

It’s the time of year when many people begin to make plans and set goals. Often those goals include finding a new job, improving employment prospects and developing some new and positive habits.

One decision that can help with all of those is to [learn English online](https://englishlive.ef.com/en/) or increase your English proficiency.

There are a number of compelling reasons and some interesting anecdotal information concerning countries that speak English.

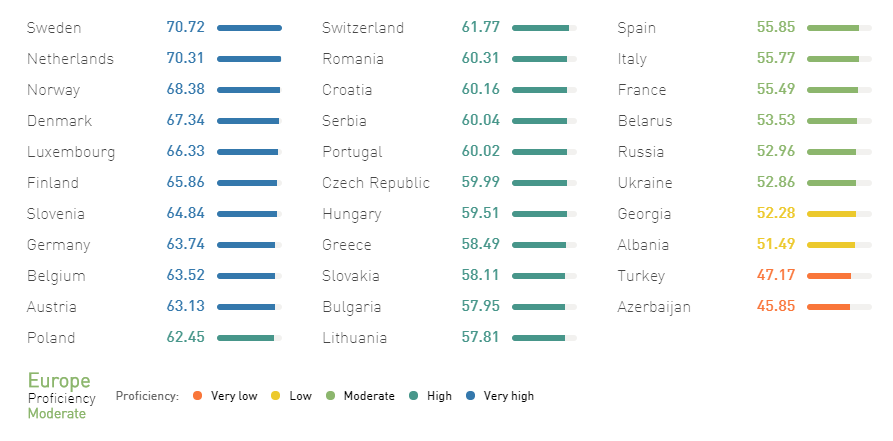
Most people are familiar with the countries where English is the main language. Those include the US, Canada (with the exception of Quebec), the UK, Australia and New Zealand. What many find surprising is the list of English speaking countries where English is the official language for business and higher education. Those countries include Singapore, Kenya, South Africa, Swaziland, Liberia, Malta, Botswana, Uganda, and Sierra Leone, among others.

[](https://a.storyblok.com/f/236180/5c69623808/epi_ef_ranking_world.png)

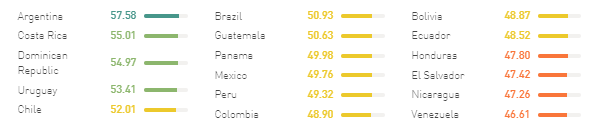
Recently [EF completed its annual English proficiency study.](https://www.ef.co.uk/epi/) Over the past year there has been a large increase in the number of people who speak English as a second language and the number of people looking to learn English.

As expected, those countries that are considered “emerging economies”, such as India and South Korea have shown considerable growth in the number of people who speak English. However, the biggest growth and concentration of English speaking countries is in Europe.

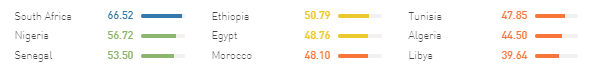
In Europe, the Scandinavian countries rank at the top of the list. Sweden tops the list and is closely followed by Norway, Denmark, and Finland. Poland, Germany, Austria, and Slovenia also rank highly in the top twenty countries in terms of the number of residents who speak English.

[](https://a.storyblok.com/f/236180/50c7c3ac82/epi_ef_ranking_europe.png)

Somewhat surprisingly the countries in Latin America rank fairly low in the number of [English-speaking](https://englishlive.ef.com/blog/study-tips/six-unusual-ways-improve-confidence-speaking-english/) residents. The percentage of English speakers in the Middle East is very low, although Afghanistan has experienced some growth over the past year in terms of those looking to take online English courses and increase their fluency.

[](https://a.storyblok.com/f/236180/34cf9be261/epi_ef_ranking_latinamerica.png)

Another interesting finding is the growth of English speakers and English proficiency in Africa. South Africa has shown a marked increase in the number of English speakers as is to be expected in a country where English is the official language of business and higher education. However, the growth of English speakers in other countries is a positive sign for the economic growth of those countries and shows the impact of a younger population looking to increase their standard of living and career prospects.

[](https://a.storyblok.com/f/236180/49c6f12786/epi_ef_ranking_africa.png)

**The Importance of English in Business**

It is logical to ask why English can have such an impact on one’s career and income.

English is the de-facto language of the business world.

Our study has shown that worldwide, a higher proficiency in English has a number of significant benefits including higher gross domestic product, higher average gross income, and other key economic indicators.

The study also shows that high English proficiency is one of the steps in an economy moving from an agricultural economy to a manufacturing or service one.

Retail businesses remain a key economic component, but as e-commerce continues its rapid growth, this area is changing as well. One of the key aspects of successful e-commerce businesses is making the site accessible to English speakers.

As more businesses, especially SMEs (Small and Medium Sized Enterprises) do business internationally, the demand for English-speaking staff continues to grow. At one point the heaviest demand for English speaking employees was at the upper levels. Now the demand exists in most areas of the companies. To meet the demand many companies have begun to offer [English language training to their employees](https://englishlive.ef.com/en/courses/business-english/).

English is also the main language for collaboration and idea sharing. More [scientific journals are published in English](https://englishlive.ef.com/blog/career-english/science-vocabulary/) than in any other language. This does not mean that ideas and concepts developed in Arabic, Chinese, or Polish are less valid and less feasible. The internet has made international collaboration the new norm. The ability to share ideas on a global scale is immensely positive.

English proficiency and a good internet connection also provide a wealth of educational and learning opportunities. The amount of information available with just a few keystrokes is staggering. A vast majority of this information is in English. Having English proficiency, rather than depending on translation apps, is a definite plus.

One somewhat surprising finding is that managers typically have higher English proficiency than executives. This may be in part a reflection of a younger workforce making its way up the corporate ladder.

**Steps for the future**

The New Year, new habits concept is a sound one and offers a number of benefits over the typical New Year’s resolution.

Here are some tips to help maximize your potential in the New Year.

* Enroll in an EF English Live course. The online format makes the classes convenient and you will work with skilled, knowledgeable instructors.
* Listen to English whenever possible. This includes listening to music, watching English language television programmes, movies, and plays.
* Engage in English chat rooms online. The internet provides a great way to practice speaking English on a variety of topics.
* Find books and internet articles in English. This not only provides practice but gives you the option to look up unfamiliar words.

Change your default setting on your devices. Many studies have shown that total immersion in a language speeds the learning

**Практическое занятие 12**

**Тема «Я и моя профессия»**

1. **learn the words**
2. environment – окружающая среда
3. humankind -человечество
4. complicated -сложный
5. generation -поколение
6. insights– видение, понимание
7. finding- находка, расследовать открытие
8. investigate –исследовать ,
9. evaluate -оценивать
10. solution– решение, выход
11. data -данные
12. contribute–вносить, способствовать
13. habitat –естественная среда обитания
14. promote – продвигать ,рекламировать
15. conservation efforts – реставрационные работы
16. sustainable practices– устойчивые практики
17. pollution – загрязнение
18. **Read the text**

**What Does an Ecologist Do?**

Earth is our planet and our only home and our life depends on the way we interact with each other, with other creatures and the environment. Today humankind faces a lot of complicated ecological problems and it is high time to solve these problems not only for our generation but for future generations as well. Ecology studies these problems and tries to cope with them.

An ecologist is a scientist who studies the relationships between living organisms and their environment. They investigate how these interactions affect the planet's ecosystems and the distribution of species. Ecologists often analyze data, evaluate environmental impacts, and contribute to solutions for environmental problems.

Ecologists study how different parts of an ecosystem, like plants, animals, and their physical surroundings, interact and function.

They assess the effects of natural events and human activities on the environment and various species.

Ecologists collect data through fieldwork, experiments, and lab studies, often using statistical

They contribute to solving environmental problems like pollution, habitat loss, and climate change by providing scientific insights.

Ecologists often communicate their findings to the public and policymakers to promote conservation efforts and sustainable practices.

Ecology is a career that can offer endless variety. There are so many different fields of ecology and so many different applications of the knowledge that ecologists are found working in many diverse areas for varied employers, from private business to national government.

Alongside the traditional routes of research and teaching, there are now more consultancy and policy-related jobs than ever before. The huge growth in interest in the environment has created a jobs market where demand for ecologists outstrips supply. Let’s look at the perspectives of this very important profession.

**What jobs can I do?**

**Scientific research**

Research is at the heart of ecology; it’s the way we gather knowledge and understand the world around us.  Like ecology itself it’s incredibly varied and the work is diverse, from hands-on fieldwork all over the world to ground-breaking laboratory experiments. Many businesses have their own science departments employing ecologists, which provides a different research career path to the more traditional academic one.

**Who can I work for?**

Universities, UK research councils, government departments, industrial clients, environmental charities.

**Conservation and environmental management**

Ecologists look after the land and living creatures that make up the world’s most ecologically important sites. As well as managing sites and projects, ecologists do the work to maintain them, such as habitat creation, woodland management and species surveys. The work can also involve fundraising, campaigning and working with volunteers.

**Who can I work for?**

Non-governmental organizations (NGOs) and charities such as RSPB, Greenpeace, The National Trust and wildlife trusts in around the world.

**Policy**

Ecologists work for NGOs advising governments and helping develop solutions to problems, as well as for governments themselves. The work involves researching and writing reports, organising events and bringing together scientists and policymakers. At a government level, ecologists can be directly involved with creating policies.

**Who can I work for?**

Professional organisations, learned societies such as the BES, think tanks, NGOs, government bodies.

**Ecological consultancy**

Consultants work with businesses and organizations to assess and help reduce the impact of their operations on the environment. The work involves surveying species and habitats to understand how they will be affected by a business’ activities. Ecologists also recommend ways to lessen impact and will carry out the work; for example, this could involve creating new habitats or moving species to a new home.

**Who can I work for?**

Private consultancies, engineering companies, research institutes or universities, NGOs, wildlife trusts.

**Science education**

Inspiring science teachers help people understand and engage with the natural world. A career in education may involve teaching in a school or field study centre or working for a charity or learned society. The work could involve engaging with people of all ages and backgrounds to help them understand ecology and its relevance to their lives.

**Who can I work for?**

Schools, field study centres, museums, learned societies, NGOs, charities.

**Environmental services**

Governments have a responsibility to promote the conservation of wildlife, habitats, and landscape quality, at a local and national level. Job opportunities could include advice on how the environment will be impacted after a flood, regulating industry to prevent pollution, or collecting samples to interpret the condition of the environment.

**Who can I work for?**

Environment Agency, government departments, planning authorities, think tanks, national parks.

**Science communication**

Scientists who can communicate their work to non-academics are vital to connecting people with ecology and the world around them. Communicating ecology includes but isn’t limited to a media career; involving audiences with the work of scientists can be done through workshops and events, as well as public relations for organisations.

**Who can I work for?**

Museums, universities, publishing companies, charities, funding councils, broadcasters, media outlets.

1. **Answer the following questions**
2. What is our only home according to the text?
3. Why is it important to solve ecological problems not only for our generation?
4. What does ecology study?
5. Who is an ecologist?
6. What do ecologists investigate?
7. How do ecologists contribute to solving environmental problems?
8. What parts of an ecosystem do ecologists study?
9. How do ecologists collect data?
10. Name two methods ecologists use to collect data.
11. Why do ecologists analyze data?
12. What environmental problems do ecologists help to solve?
13. How do ecologists share their findings?
14. Who do ecologists communicate their findings to?
15. What is the purpose of promoting conservation efforts?
16. In what areas can ecologists work?
17. Name two traditional routes for ecologists careers.
18. What new types of jobs are now available for ecologists?
19. Why is there a high demand for ecologists today?
20. What has caused the growth in the jobs market for ecologists?
21. What is the main perspective of the profession of an ecologist according to the text?
22. **Match the columns**

| **A** | **B** |
| --- | --- |
| 1. planet | 1. полевые работы |
| 1. environment | 1. охрана природы |
| 1. generation | 1. устойчивый |
| 1. complicated | 1. утрата среды обитания |
| 1. to solve | 1. загрязнение |
| 1. scientist | 1. планета |
| 1. relationships | 1. данные |
| 1. living organisms | 1. воздействие |
| 1. ecosystem | 1. оценивать |
| 1. species | 1. анализировать |
| 1. analyze | 1. виды |
| 1. evaluate | 1. экосистема |
| 1. impact | 1. живые организмы |
| 1. data | 1. отношения |
| 1. fieldwork | 1. учёный |
| 1. pollution | 1. решать |
| 1. habitat loss | 1. сложный |
| 1. climate change | 1. изменение климата |
| 1. conservation | 1. окружающая среда |
| 1. sustainable | 1. поколение |

**5. Discuss with your partner why ecology is important for our future.**

**6. Imagine you are an ecologist. Describe your daily work and main responsibilities.**

**7. In groups, talk about the most serious ecological problem in your region and suggest possible solutions.**

**8. Role-play: One student is an ecologist, the other is a government official. 9.Discuss how to promote conservation efforts in your city.**

1. Debate: Is it more important to prevent pollution or to restore habitats? Give arguments for both sides.

**Практическое занятие 13**

**Тема: Дискуссия: «Взаимосвязь иностранного языка и моей профессии» на базе текста и диалога.**

# The Connection between the English Language and the Profession of an Ecologist

In the 21st century, the profession of an ecologist is becoming increasingly important. Ecologists study the environment, analyze the impact of human activities on nature, and develop measures to protect ecosystems and prevent environmental disasters. To be successful in this field, it is not enough to have a strong background in biology, chemistry, and geography. Mastery of foreign languages, especially English, is also essential.

English plays a crucial role in the work of ecologists for several reasons. First, English is the global language of science. Most scientific articles, reports, and research in ecology are published in English. Leading scientific journals such as Nature, Science, and Environmental Research Letters present their publications in English. Without knowledge of English, it is difficult for ecologists to stay updated with the latest discoveries and trends in their discipline.

Second, ecologists often participate in international conferences, seminars, and forums where global environmental problems are discussed. Issues such as climate change, air and water pollution, species extinction, and sustainable use of natural resources require international cooperation. To effectively participate in these events, ecologists need to communicate fluently in English, understand presentations, ask questions, and share their own experiences.

Third, many environmental projects are implemented through international collaboration. For example, programs for the conservation of endangered species, reforestation, and environmental monitoring are often conducted together with foreign organizations. In these cases, communication between specialists is usually in English, and all documentation, reports, and instructions are also written in English.

Furthermore, English provides access to modern technologies and software that ecologists use in their work. Most specialized programs for modeling ecological processes, data analysis, and map creation have English-language interfaces and manuals.

Thus, English is an integral part of an ecologist’s professional activity. It helps specialists stay informed about global scientific achievements, participate in international projects, and exchange experience with colleagues from different countries. Proficiency in English increases a specialist’s competitiveness in the job market and opens up wide opportunities for professional development.

**Dialogue**

**Anna:** Hey, Ivan! Did you read the text about English and the profession of an ecologist?

**Ivan:** Yes, I did. I was surprised to learn how important English is for ecologists. I thought they only needed biology and geography.

**Anna:** Me too. But now I see that English is necessary to read scientific articles and reports. Most of them are published in English.

**Ivan:** Exactly. And if you want to work on international projects or attend conferences, you need to speak English well.

**Anna:** That’s true. I also didn’t know that most ecological software is in English. So, without knowing the language, it’s hard to use modern technologies.

**Ivan:** Right. I think knowing English opens more opportunities for ecologists. They can work with specialists from other countries and participate in global projects.

**Anna:** Yes, and it helps them stay updated with the latest research. Now I understand why our teachers say English is important for any profession.

**Ivan:** I agree. If I decide to become an ecologist, I will definitely improve my English skills.

**Anna:** Me too! It’s good motivation for us to study English more seriously.

**Практическое занятие 14**

**Тема: Профессиональный диалог на основе изученного материала предыдущих занятий**

**Практическое занятие15-16**

**Тема: «Светская беседа /small talk**

**Read the text and practice the small talk dialogues**

**The art of English small talk**

Small talk may often be trivial. But mastering it is a vital skill in the business world. Ian McMaster, editor-in-chief of *Business Spotlight*, gives tips on how to improve your English small talk skills.

**©man/shutterstock.com**

Learners of English often have more problems with the softer, social side of using English at work than with goal-orientated aspects of business, such as giving presentations, meetings or negotiating. In particular, making small talk with English-speaking business partners can cause difficulties. A few simple tips can help.

**Make, don’t have small talk!**

Semantics first. In English, you make small talk, you don’t have small talk or have a small talk.

The ability to make small talk is a vital skill for business people. In many cultures — for example, China — people put great emphasis on getting to know their business partners, and feeling comfortable with them, before making deals with them. In English-speaking countries, such as Britain and America, it is also common to “oil the wheels” of business with small talk.

**To introduce…**

To get small talk off to a good start, make sure you can introduce yourself clearly and simply in English. The best way is often just to say your name, job and company: “Hello. Michaela Braun. I’m the marketing manager at the Four Seasons hotel in Hamburg.” You also need to be able to carry out certain simple introductory conversations in English, such as the following:

**Susan:** How are you, Franz?  
**Franz:** Fine thanks, Susan. And you?  
**Susan:** Fine. How was your flight?

**…or not to introduce in small talk situations?**

In many situations, however, we make small talk without introducing ourselves at all. Imagine that you are visiting a company in London and someone says to you in the lift: “Nice weather, isn’t it?”  (Voice going down at the end of sentence, because this is not a real question — both of you already know what the weather is like).

In this conversation, it would be ridiculous to start by saying: “Good morning, Harald Schmidt from research and development at Volkswagen in Wolfsburg, Germany. Yes, you are right, the weather is nice.” Instead, an English person would typically reply: “Yes, lovely, isn’t it?” (Again, the voice goes down at the end of the sentence. Notice also the chance of adjective — from “nice” to “lovely” — which is typical in such exchanges.) 

It is important that you know how to introduce yourself in English — but also when it is not the time to introduce yourself in a conversation.

**Be open**

One of the most important skills during small talk is the ability to keep the conversation going. One way to do this is to ask open questions, which require your partner to answer with more than “yes” or “no”.

Practise using open questions in English — those that start with “when”, “where”, “how”, “how long” etc. For example: “When did you arrive in Germany?” or “What do you think of Berlin so far?”

**Give feedback, add information**

As the listener in a conversation, you can encourage the speaker by giving feedback. This can either be verbal — with expressions such as “I see”, “oh, that’s interesting” or “right” — or non-verbal noises, such as “uh-huh”. In small talk, silence is definitely not golden.

Another way that listeners can help to make conversation flow involves adding extra information. For example, if you are asked a closed question such as “Is your hotel alright?”, then, rather than simply replying “yes”, you could say, “Yes, thank you, it’s very comfortable, and the service has been excellent.”

You can help further by adding a question of your own: “Have you seen the swimming pool there? It has a very unusual design.”

**Classic small talk topics…**

There are a number of classic topics for business small talk, and you should make sure you know the English vocabulary and phrases to talk about them. These include: health (for example, “How have you been recently?”), travel (“How was your flight?”), accommodation (“How is your hotel?”), family (“How old are your children now?”), holidays (“Where did you go on holiday this year?), and, of course, the weather (“How’s the weather been here recently?”).

This area of English vocabulary is often underestimated by business people, who regard it as not being part of “business English”. In practice, however, these are often the areas where business people have most difficulties; they know the English jargon to talk about their jobs, but don’t know how to describe the thunderstorm last night.

**Keep small talk small**

It is sometimes said that, in light conversation, “the British talk about the weather, the Germans talk about their health”. But remember that your business partners do not want to hear a detailed report of your medical troubles.

I once greeted a young German student of business English in Munich with the innocent question, “Hi Maria, how are you?” and received the answer, “Not so very well, actually. I spent the whole night on the toilet.” This is more information than any business partner needs. Instead, she could either have pretended she was “fine” or, if she really wanted to let me know she wasn’t well, she could have said “actually I’m not feeling too good today, but I’ll be fine.”

…**and less common small talk topics**

Religion, sex and politics are usually thought of as conversation topics to be avoided during business small talk. However, while it is essential to be sensitive to your business partner’s culture and personality, it would be absurd to rule out three of life’s most interesting conversation topics. More important is how you talk about these matters. For example, a question such as “I believe you have elections coming up soon, don’t you?” could lead to an interesting discussion. 

There is no clear line between small talk and getting down to business.

**Getting down to business**

The transition from small talk to business can often be difficult. First, you need to be aware of how long you should spend on small talk. For this purpose, you need to be sensitive to the individual(s) to whom you are talking and not simply have fixed ideas such as “in Italy, people always make small talk for four and a half minutes before starting work”.

To make the transition to business, you can use phrases such as “Shall we get started” or “Maybe, we should get down to business now.”

**And more small talk…**

Many business people make the mistake of believing that small talk comes only at the start, before the “real business”. However, although you should not waste time in meetings or negotiations, look out for signals from your business partners that they, too, are ready for a short break from business talk. Often, short interludes of small talk during the business section can help to improve relations and make it easier to reach the deal you want.

**1. Telling a story**

**Gesine:**You’ll never guess what happened to my daughter the other day.  
**Susan:**What?  
**Gesine:**Well, she’s 15 and loves entering competitions. But sometimes, you have to be 18 to enter, so I let her use my name. Well, she won. Or rather, I did.  
**Susan:**Cool! What did you win?  
**Gesine:** A luxury holiday for two in the Maldives!  
**Susan:**That’s amazing! Are you taking your daughter or your husband?  
**Gesine:** My daughter, of course.

**2. Small talk about work**

**Jason:** So, are you still with the same company?  
**Ben:**Yeah, I am, actually. It’ll be ten years next year.  
**Jason:** And everything’s going well?  
**Ben:**Things have noticeably picked up, so that’s a relief. What about you? Have you been promoted yet?  
**Jason:***[laughs]*I have, actually. I remember telling you about that.  
**Ben:**Good for you! What’s your official title these days, then?  
**Jason:** Principal planning consultant.

**Inviting somebody along**

Especially if you meet at an event, you might want to ask the other person to join you for a cup of coffee or some other activity. Here is how you can do that:

**3. An invitation to the pub**

**Jason:**A few of us are going to the pub. Would you like to join us?  
**Ben:**I’d love to. Thanks. What time are you going?  
**Jason:** Around 7.30 this evening.  
**Ben:**Oh, I forgot. I’ve got to call the New York office at eight. I’m not going to be able to make it.  
**Jason:** Why don’t you come along after your call?  
**Ben:** OK, I could do that. Where are you going to be?  
**Jason:**At the Prince of Wales on Market Wynd.

**Ending a conversation**

Ending small talk can feel as awkward as starting the conversation. However, especially at professional events, it is important that you don’t spend the whole time talking to the same person. It’s therefore important that you know how to end a conversation politely in English.

**4. Saying Goodbye**

**Susan:** Is that the time? I’d better get back to work. Listen, it was lovely catching up. I’m so glad I bumped into you.  
**Gesine:** It was great to see you, too, Susan. It made my day.  
**Susan:**Give me a call next time you’re in London.  
**Gesine:** I will, for sure.  
**Susan:**Have a safe trip back home and a great time in the Maldives!  
**Gesine:** Thanks, Iwill! Takecare.

**Практическое занятие 17**

**Тема занятия: Структура делового письма**

**СТРУКТУРА ПИСЬМА**

Деловое письмо имеет соответствующую структуру, включающую определенные части:

1. Адрес отправителя (Sender's address). Адрес отправителя в английском письме пишется в правом верхнем углу страницы, хотя иногда его можно видеть и в левом верхнем углу.

2.Дата (The date). Дата отправления чаще всего указывается в правом верхнем углу, сразу же под адресом отправителя (если он есть), хотя иногда ее можно видеть и в левом верхнем углу.

3.Адрес получателя (Inside address). Адрес получателя в английском письме пишется в левом верхнем углу страницы.

4. Обращение (The salutation).

5. Зачин, или первая фраза (Opening sentence).

6.Текстписьма (The body of the letter).

7. Заключительная фраза (Closing sentence).

8. Заключительная формула вежливости (Complimentary close).

9. Фамилии и подпись отправителя (The Surname and the signature).

10. Постскриптум, т.е. приписка к оконченному письму (P.S. или Postscript), а также другие компоненты (приложение–Enclosure(s) – сокращенное Enc(s).) и т.д. включаются в письмо по мере необходимости.

Конечно, в каждом письме вовсе необязательно должны присутствовать все перечисленные выше 10 частей. Некоторые из них можно опустить. Например, в последнее время часто опускается адрес отправителя, или не всегда присутствует постскриптум. Тем не менее, основные или, по усмотрению отправителя, самые важные части должны присутствовать в каждом письме, т.к. они являются необходимыми элементами английского письменного этикета.

Расположение на странице стандартного размера указанных выше частей письма можно представить в виде схемы.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Наполним приведенную выше схему неким содержанием.

1. Номер квартиры/дома, офиса, название улицы, город, штат/район, почтовый индекс и страна отправителя, имя/ фамилия

2. Число, месяц, год

3. Имя/фамилия получателя, номер квартиры/ дома, название улицы, город, штат/район, почтовый индекс и страна получателя

4. Уважаемый господин Дуглас!

5. Благодарю Вас за письмо от 15 февраля...

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. С нетерпением жду Вашего ответа.

8. Искренне Ваш

9.Ричард Сноу

10. Enc. (Приложение)

После того как мы установили общую структуру и форму письма, перейдем к краткому описанию его отдельных частей.

**1. Адрес отправителя.**

Как видно из схемы, адрес отправителя в английском письме пишется в правом верхнем углу страницы, хотя иногда его можно видеть и в левом верхнем углу.

Специально подчеркнем, что (в отличие от русского) в английском письме номер дома в адресе ставится перед названием улицы, а название города— после названия улицы. Между номером дома и названием улицы запятая не ставится. Обратите внимание на то, что имя автора указывается после адреса.

Например:

1 Delfield Gardens

Caddington

25 North Road

London

W24RH

B. Richardson

До последнего времени было принято оканчивать каждую строчку адреса запятой, а весь адрес точкой. В настоящее время эта практика несколько устарела, и адрес пишется без запятых в конце строчек и без точки в конце.

**2. Дата.**

Дата отправления чаще всего указывается в правом верхнем углу, сразу же под адресом отправителя (если он есть).

Существует несколько вариантов написания даты: March 8th 2015 8thMarch 2015

March 8th, 2015 8thMarch, 2015

В настоящее время более распространено обозначение числа без букв th, кроме того, возможно употребление названия месяца в сокращенной форме:

January — Jan., May — May, September — Sept.,

February — Feb., June — Jun., October — Oct., April— Apr, August — Aug./Ag., November — Nov., March — Mar., July — Jul., December — Dec.

Например:

March 8, 2015 8 March, 2015

Sept. 15th 2015 18 Nov. 2015

После даты точка, как правило, опускается.

Думается, нелишним будет напомнить и об особенностях написания окончаний порядковых числительных в английском языке.

1 st, 21 st, 31 st — first 'первый'

2nd, 22nd — second 'второй'

3rd, 23rd–third'третий'

Дату можно указывать и цифрами, однако при этом следует помнить, что в американском варианте на первое место ставят месяц, на второе—число и на третье— год. Например, дата 22 декабря 2019 года цифрами в американском варианте будет представлена следующим образом: 12.22.19 или 12/22/19. В британском варианте на первое место ставится число, а на второе—месяц, как и в русском языке: 22.12.19 или 22/ 12/ 19.

**3. Адрес получателя.**

Если письмо направляется частному лицу, являющемуся сотрудником конкретной организации, то ссылка на него обязательна. Фамилию адресата нужно указать как на конверте, так и в письме. В письме фамилию обязательно обозначают в начале адреса в левом углу, отступив, примерно пять строк от верхнего края страницы.

Перед фамилией лица, которому вы направляете письмо (если, конечно, это не ваш родственник или хорошо знакомый), должна обязательно ставиться одна из трех форм: Mr., Mrs., Miss. Без фамилии эти формы не употребляются, а после форм Mr., Mrs., как правило, ставится точка\*.

**\*Иногда точка не ставится, особенно в британском варианте английского языка.**

Например:

Mr. JohnGordon господинуДжону Гордону

Mrs. JillLong госпоже ДжилЛонг MissMaryFowels госпоже МэриФауэлс

MissesRebeccaandAgnes госпожам Ребекка и Агнес Bosworth Бозуорт

Форма Mr. Употребляется по отношению к мужчине, Mrs.— к замужней женщине, Miss—к незамужней. В настоящее время в письмах можно встретить новую форму Ms., которая читается[miz] или [mis]. Эта форма, по сути дела, является языковым эквивалентом формы Mr., так как она употребляется по отношению к женщине безотносительно к факту ее замужества.

В качестве синонима формы Mr. В Англии иногда употребляют форму Esq. Однако она ставится не перед именем, а после него, и, естественно, в этом случае форма Mr. отсутствует.

Например:

Michael S. Johnson, Esq.

Эта форма восходит к слову esquire 'эсквайр'. В средневековой Англии эсквайр был оруженосцем рыцаря, впоследствии же это слово стало означать один из низших дворянских титулов. Некоторое время эта форма использовалась в письмах, однако теперь она встречается все реже и реже.

Д-р или Доктор может использоваться в отношении как мужчин, так и женщин, имеющих докторскую степень, а также в отношении врачей. Большинство практикующих хирургов традиционно предпочитают обращение Mr. Некоторые врачи предпочитают написание букв MD после имени, но не следует использовать одновременно Dr. и MD.

Часто после инициалов точки опускаются.

Если вы направляете письмо в фирму или организацию, владельцев или руководителей которой может быть несколько, то вы пишете:

Messrs.\* Bullman, Wilton, господам Булману, and Benson Уилтону и Бенсону

\*Чит. [`mesərz]

Mesdames\*\* BrooksandDouglas госпожам Брукс и Дуглас

Mmes. Brooks and Coleman

\*\*Чит.[`meidæm]

По фамилии обращаются к официальным лицам или к недостаточно знакомым людям. В таких случаях, как уже указывалось, фамилия человека употребляется только в сочетании с формами Mr., Mrs., Miss, Ms. Без фамилии эти формы не используются (напоминаем, что точки после форм Mr., Mrs., Ms., как правило, ставятся).

Mr. Brown господин Браун Mrs. Green госпожа Грин MissBright госпожа Брайт

Ms. S. Smith госпожа С.Смит

Имя адресата и следующий за ним адрес выглядят примерно так:

Dr Hilary Roberts King's College London Strand

London

WC2R 2LS United Kingdom

**4. Обращение.**

Форма обращения в письме зависит от степени знакомства или родственных связей с лицом, которому вы адресуете письмо. Так, к друзьям или хорошо знакомым вы обращаетесь:

Dear John, Дорогой Джон!

My dear John, Мой дорогой Джон! John, Джон!

Dearest, Дорогой!

My darling, Мой дорогой!

К малознакомым или незнакомым людям:

Dear Mr. Smith, Уважаемый господин Смит!

Dear MissSmith, Уважаемая госпожаСмит!

Dear Mrs. Wilson, Уважаемая госпожаУилсон!

Dear Ms. Green, Уважаемая госпожа Грин!

Dear Messrs. Smith Уважаемые господа Смит

and Jones, и Джоунз!

В строго официальных по тону и содержанию письмах вы пишете: My dear Sir: Глубокоуважаемый господин!

My dear Madam: Глубокоуважаемая госпожа!

В официальных письмах незнакомым людям, фамилий которых вы не знаете, используются следующие формы:

Sir: Господин!

Dear Sir, Уважаемый господин!

Dear Sirs, Уважаемые господа! Gentlemen: Господа!

Dear Sir or Madam: Уважаемый господин или госпожа!

Кроме того, в менее официальной и полуофициальной переписке можно встретить и такие формы:

Dear Colleague, Дорогой коллега!

Dear Reader, Уважаемый читатель!

Dear Editor, Уважаемый редактор!

Dear Publisher, Уважаемый издатель!

Вне официальных же ситуациях, т.е. при обращении к знакомым,

родственникам, друзьям, используются только имена.

В отличие от русского языка в англоязычных письмах после обращения ставится не восклицательный знак, а запятая или двоеточие. **Запятую принято ставить в соответствии с британской традицией, а двоеточие—в соответствии с американской, однако в настоящее время это отличие почти не соблюдается.**

Все сказанное об обращениях можно представить в виде общей схемы**.**

|  |  |  |
| --- | --- | --- |
| **Стиль** | **Ед. число** | **Мн. число** |
| **Формально и строго официально** | **My dear Sir / Sir**  **My dear Madam / Madam** |  |
| **Строго официально** | **Sir/ My dear**  **Mr. Smith Madam/ My dear Mrs. Smith** | **Sirs**  **Mesdames** |
| **Официально** | **DearSir**  **Dear Madam** | **Dear Sirs/ Sirs**  **Dear Mesdames/ Mesdames Gentlemen**  **Ladies** |
| **Менее формально (при наличии предыдущей**  **переписки)** | **Dear Mr. Jones**  **Dear Mrs. Jones** | **Dear Messrs. Jones and Smith**  **Dear Mmes. Jones and Smith** |
| **Неофициально** | **Dear Jack/ Jack** |  |

Другие возможные варианты:

**Your Excellency**- Ваше Превосходительство (так следует обращаться к послу)

**Your Majesty**- Ваше Величество (обращение к королю/королеве)

**Your Royal Highness**–Ваше Королевское Высочество

(употребляется в отношении членов королевской семьи)

**Dear Mr President**- Уважаемый господин президент

В деловой переписке также используют выражение:

**To whom it may concern (всем заинтересованным лицам)** (в ситуациях, когда у пишущего нет возможности узнать имя, пол и должность человека, к которому обращаются с просьбой). Речь может идти и об информационных письмах, адресованных большому числу людей/учреждений, о претензиях в адрес предприятий и организаций. Довольно часто в этих же случаях употребляют обращение

**Dear Sir/Madam**

**5. Зачин (заголовок письма).**

Зачин письма обычно состоит из слов благодарности за полученное ранее письмо или из каких-либо других фраз в зависимости от ситуации.

***Полезные обороты и фразы:***

-Благодарим за Ваше письмо, от 3 июня, и сообщаем вам, что…..

We thank you for your letter dated 3rdJune and write to tell you…(wish to inform you…)…

- В ответ на ваше письмо от 5 марта этого года сообщаем вам, что…

In reply to your letter of the 5thMarch this year we would like to inform you…

- Подтверждаем получение Вашего письма от 5 марта… We thank you for the letter of the 5thMarch…

- С удовольствием сообщаем Вам, что… We are pleased to inform you…

- Мы с удивлением узнали, что…

We are surprised to learn that…

- Ссылаемся на запрос от 10 июня этого года…

With reference to the enquiry of the 10th July this year…

- В дополнение к нашему письму от 5 марта 20… г. Further toour letter of 5th March, 20..

**6.Текст письма.** (Образцы писем приведены в основной части.)

Деловое письмо должно быть кратким и состоять из трех частей: Вступления, Основной части и Заключения. В первом абзаце следует объяснить почему вы обращаетесь с письмом, в последующих абзацах как правило развивается идея письма, а в заключительном абзаце подводится итог или делается вывод.

**Грамматические сокращения типа I’m, don’t, we’ve в деловых письмах не допустимы!**

***Могут быть полезны следующие обороты:***

а) извинения и сожаления:

- Сожалеем, что мы не можем…

We regret being unable to…

- К сожалению, мы не можем… Unfortunately we can not…

- Просим принять наши извинения за…

Please accept our apologies for…

- Извинитенасза…

We express our apology for…

- Мы приносим свои извинения за… Wemakeourapologiesfor…

б) благодарность:

- Мы были бы весьма признательны … We would be very much obliged…

- Мы будем Вам благодарны… We shall be grateful to you…

- Мы будем Вам признательны…

We shall appreciate…

в) просьба:

- Просим Вас сообщить нам… Please, let us know…

- МыпросилибыВас…

We would ask (request) you to….

- Мы были бы обязаны, если бы Вы… We would be obliged if…

- Мы были бы рады получить Ваш последний каталог

We would be glad to have your latest catalogue.

- Просим Вас известить нас о ходе выполнения заказа. Kindly inform us of the position of the order.

г) подтверждение:

- Подтверждаем свое согласие с… We confirm our consent to…

**7. Заключительная фраза**

Заключительный абзац письма содержит намерения, надежды и ожидания отправителя о действиях в будущем, т.е. подводит итог тому, что обсуждалось и дает перспективу в отношении того, что нужно предпринять.

***Полезные обороты и фразы:***

- С нетерпением ждем Вашего ответа в ближайшем будущем.

We look forward to hearing from you soon.

- Мы будем Вам благодарны за скорый ответ.

Your prompt (early) reply will be appreciated.

-Надеемся установить с Вашей фирмой полезные деловые отношения.

We hope to establish fruitful business relation with your company.

**8. Заключительная формула вежливости**

Как и форма обращения, заключительная формула вежливости зависит от того, кому вы пишете письмо. Однако в английском письменном этикете в настоящее время используется более или менее общая формула Sincerely yours, которая в зависимости от тона всего письма может восприниматься и как строго официальная, и как менее официальная, и как совершенно неофициальная. На русский язык эта формула переводится в зависимости от ситуации как 'С уважением' или 'Искренне Ваш/ Искренне твой'. Эта формула может иметь несколько вариантов если имя получателя известно:

Sincerely,

Sincerely yours,

Very sincerely yours,

Yours sincerely,

Yours very sincerely,

Always sincerely yours ит.д.

Менее официальными являются:

Faithfully yours, С уважением/ С совершенным почтением, если речь идет о письмах с обращением Dear

Sir/Madam

Cordially yours, ИскреннеВаш

Подчиненные обычно обращаются к своему начальству:

Respectfully yours, С уважением

В письмах родственникам или хорошо знакомым могут использоваться те же формы: Yours cordially,

Very cordially yours, Сердечно твой/Ваш

Faithfully yours,

Yours (always) faithfully, Всегда преданный тебе/Вам

Yours ever, Every ours, As ever,

Yours as always, Всегда твой/ Ваш

Yours affectionately,

Lovingly yours, Любящий тебя/ Вас

Devotedly(yours),

Yours truly, Преданный тебе/ Вам

Your very sincere friend, Твой/ Ваш искренний друг

После заключительной формулы вежливости ставится запятая, на следующей строке пишется имя или фамилия.

**9. Подпись**

Все деловые письма должны подписываться от руки, четко и разборчиво, тем лицом, которое пишет письмо. В большинстве деловых писем имя подписывающего письмо печатается ниже заключительной формулы вежливости, оставляя место для подписи. Подпись должна быть полной и всегда быть одинакова по стилю.

**Практическое занятие18**

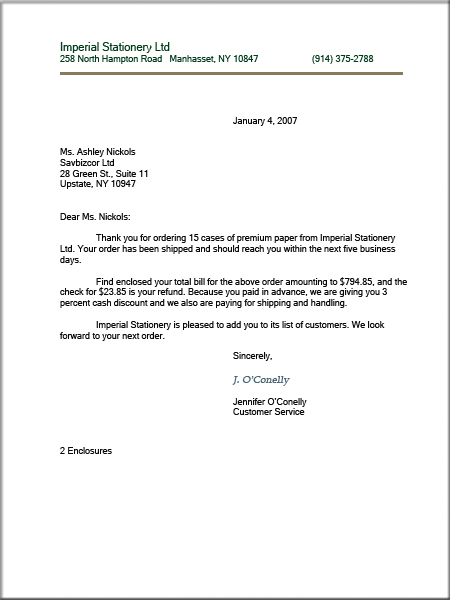
**Тема: Виды делового письма**

**Vocabulary**

1. **Learn the words**
2. Inquiry — запрос
3. Order — заказ
4. Complaint — жалоба
5. Application — заявление
6. Cover letter — сопроводительное письмо
7. Recipient — получатель
8. Sender — отправитель
9. Signature — подпись
10. Delivery — доставка
11. Quantity — количество
12. Qualification — квалификация
13. Motivation — мотивация
14. Product — продукт
15. Service — услуга
16. Structure — структура
17. **Read the text**

**Business Letters: Types and Structure**

Business correspondence is a vital part of modern professional life. In the globalized world, people from different countries and cultures communicate daily to solve business issues, negotiate contracts, place orders, and discuss cooperation. One of the main tools for such communication is the business letter. Understanding the types and structure of business letters is essential for successful international collaboration and effective problem-solving.

There are several main types of business letters, each serving a specific purpose. The first is the **inquiry letter**, which is written when someone needs information about products, services, prices, or terms of cooperation. For example, a company may send an inquiry to a supplier to ask about the availability of certain goods or to request a catalogue. Inquiry letters should be clear, polite, and concise, focusing only on the necessary information.

The **order letter** is used when a person or company wants to buy goods or services. This letter must include all relevant details, such as the name and quantity of the items, delivery address, preferred date, and payment method. It is important to be precise, as any mistake can lead to misunderstandings or delivery problems.

A **complaint letter** is written when the sender is dissatisfied with a product, service, or situation. For instance, if goods are delivered late or in poor condition, the buyer writes a complaint letter to the supplier. This letter should describe the problem, provide relevant details (like order number or date), and suggest a solution or compensation. The tone should remain respectful and professional, even when expressing dissatisfaction.

An **application letter** is usually written to apply for a job, internship, or educational program. In this letter, the applicant presents their qualifications, experience, and motivation. The goal is to convince the recipient that the applicant is the right person for the position. Application letters are often accompanied by a **cover letter**, which provides additional information about the candidate and explains why he or she is interested in the position.

The structure of a business letter is formal and follows certain rules. It typically includes the sender’s address, the date, the recipient’s address, a formal salutation (such as "Dear Mr. Smith"), the main body (where the purpose of the letter is explained), a polite closing (like "Yours sincerely"), and the sender’s signature. The language used in business letters is formal, clear, and polite. It is important to avoid slang, contractions, and emotional language. Correct grammar and spelling are crucial because mistakes can create a negative impression and lead to misunderstandings.

In addition to the main types, there are also letters of recommendation, letters of thanks, and letters of confirmation. Each type requires a specific approach and vocabulary. For example, a letter of recommendation should highlight the positive qualities of a person, while a letter of thanks expresses gratitude for cooperation or support.

Business letters can be written on paper or sent by email. In both cases, the structure and rules remain the same. However, emails may be shorter and less formal, depending on the relationship between the sender and recipient.

Mastering the skill of writing business letters is important for every student, as it is required in almost every profession. Whether you want to become a manager, engineer, doctor, or teacher, you will need to communicate in writing with colleagues, clients, and partners. Learning to write different types of business letters helps you organize your thoughts, present information logically, and achieve your goals in the business world.

1. **Answer the Questions**
2. What is the main purpose of a business letter?
3. Name three types of business letters.
4. What information is usually included in an inquiry letter?
5. Why is it important to be precise in an order letter?
6. What should a complaint letter contain?
7. How should the tone of a complaint letter be?
8. What is the goal of an application letter?
9. What is a cover letter usually sent with?
10. List the main parts of a business letter.
11. Why should slang be avoided in business letters?
12. What is the difference between a sender and a recipient?
13. What is the function of the body of a letter?
14. How do you close a business letter formally?
15. Why is correct grammar important in business letters?
16. Can business letters be sent by email? If yes, what are the differences?

**4. Complete the sentences with the correct form of the word in brackets.**

1. He sent an (inquiry) to the company.
2. She (apply) for the job last week.
3. We (order) new equipment yesterday.
4. The manager (complain) about the delay.
5. They (receive) the products on time.
6. I (write) a cover letter now.
7. The letter (sign) by the director.
8. The quantity (be) incorrect in the invoice.

**5. Choose the correct word.**

1. An (order/inquiry) letter asks for information.
2. A (complaint/application) letter expresses dissatisfaction.
3. The (sender/recipient) receives the letter.
4. (Delivery/Signature) shows who wrote the letter.
5. A (cover/application) letter is sent with a CV.
6. The (body/closing) contains the main message.
7. (Quantity/Qualification) means the amount of goods.
8. (Motivation/Product) is the reason for applying.

**6. Make questions for the answers.**

1. The main types are inquiry, order, and complaint letters.
2. You should mention the quantity and delivery details.
3. The recipient is the person who gets the letter.
4. A cover letter is sent with a résumé.
5. The sender’s address is written at the top.
6. The application letter highlights qualifications.
7. You close a letter with “Yours sincerely”.
8. Correct grammar makes a good impression.

**7. Fill in the gaps.**

1. An **\_\_** letter asks for information.
2. The **\_\_** sends the letter.
3. The **\_\_** receives the letter.
4. The **\_\_** of the letter contains the main message.
5. The **\_\_** is written at the end of the letter.
6. A **\_\_** letter is sent when buying goods.
7. A **\_\_** letter is written when you are unhappy with a service.
8. An **\_\_** letter is used to apply for a job.

**8. Translate the sentences into English.**

1. Я отправил запрос вчера.
2. Она написала жалобу.
3. Мы разместили заказ на новое оборудование.
4. Получатель письма — директор.
5. Его подпись внизу письма.
6. Я приложил сопроводительное письмо к резюме.
7. Количество товара указано в письме.
8. Структура делового письма очень важна.

**9. Rewrite the sentences in passive voice.**

1. The manager writes the complaint letter.
2. They send the order every Monday.
3. The company receives many inquiries.
4. The applicant attaches the cover letter.
5. The director signs the application.
6. The secretary delivers the letters.
7. The team prepares the documents.
8. The customer describes the problem.

**10. Choose the correct tense.**

1. I (write/wrote) an inquiry letter yesterday.
2. She (is writing/writes) a cover letter now.
3. They (have sent/had sent) the order already.
4. The complaint (was/were) received last week.
5. The company (receives/received) many applications every year.
6. He (will send/sends) the letter tomorrow.
7. The products (are/were) delivered on time.
8. We (have attached/had attached) the documents.

**11. Read the letters and define their types**

**1.**

Dear Sir or Madam,

I am writing to inquire about your new range of laptops. Could you please send me the latest catalogue and price list? I would also like to know about your delivery terms.

Thank you in advance for your assistance.

Yours faithfully, Ivan Petrov

**2.**

Dear Mr. Brown,

We would like to place an order for 20 office chairs, model X200. Please confirm the availability and expected delivery date.

We look forward to your prompt reply.

Yours sincerely, Anna Ivanova

**3.**

Dear Customer Service,

I am writing to express my dissatisfaction with the recent delivery of goods. Several items were missing from the order, and some were damaged. Please arrange for the missing items to be sent and the damaged goods to be replaced.

I look forward to your response.

Yours faithfully, Sergey Smirnov

**4.**

Dear Ms. Green,

I am writing to apply for the position of Sales Manager at your company. I have five years of experience in sales and a degree in Business Administration. I am confident that my qualifications and motivation make me a suitable candidate.

Thank you for considering my application.

Yours sincerely, Maria Sokolova

**5.**

Dear Mr. Johnson,

Please find attached my résumé for the position of Marketing Specialist. I believe my skills and experience match your requirements. I look forward to the opportunity to discuss my application in more detail.

Yours sincerely, Alexey Kuznetsov

**12. Write one of business letters**

**Практическое занятие 19**

# Тема: Деловой разговор по телефону

### Read the information in Russian

В современном мире деловое общение по телефону является неотъемлемой частью профессиональной деятельности. Умение вести деловой разговор по телефону на английском языке важно для успешного взаимодействия с иностранными коллегами, партнерами и клиентами. Компании и организации во всем мире используют телефон как основной инструмент для быстрых коммуникаций, поэтому знание правил телефонного этикета и владение соответствующей лексикой становится необходимым навыком для каждого, кто стремится к успеху в международной среде. В этом тексте мы рассмотрим основные этапы делового телефонного разговора, полезные фразы, правила этикета, а также дадим советы по эффективному общению.

### Основные этапы делового телефонного разговора

Деловой телефонный разговор обычно состоит из нескольких этапов:

1. **Приветствие и представление**
2. **Уточнение цели звонка**
3. **Основная часть разговора**
4. **Подведение итогов и прощание**

#### 1. Приветствие и представление

Разговор начинается с приветствия и представления. Важно четко назвать свое имя, должность и организацию. Примеры фраз:

* Good morning/afternoon. This is Anna Ivanova from ABC Company.
* Hello, my name is Dmitry Petrov. I am calling from XYZ Ltd.

Если вы принимаете звонок, можно использовать:

* Good morning, ABC Company. Anna Ivanova speaking. How may I help you?
* Good afternoon, this is the sales department. How can I assist you?

Вежливое обращение и четкое произношение имени помогут создать положительное первое впечатление и настроить собеседника на деловой лад.

#### 2. Уточнение цели звонка

После приветствия важно уточнить цель звонка. Это помогает сразу перейти к сути разговора.

* I am calling to discuss our recent order.
* I would like to ask about the delivery schedule.
* I am phoning regarding the contract details.

Если вы не расслышали цель звонка, вежливо переспросите:

* Could you please repeat that?
* I am sorry, could you speak a bit slower?

Иногда собеседник может быть не готов сразу ответить на ваш вопрос. В таком случае можно предложить связаться позже:

* Would you like me to call back later?
* When would be a convenient time for you to talk?

#### 3. Основная часть разговора

В основной части обсуждаются вопросы, которые стали поводом для звонка. Важно быть вежливым, кратким и по возможности следовать плану разговора.

* I would like to clarify some details about our agreement.
* Could you please send me the invoice by email?
* We are interested in placing a new order.

Если нужно что-то уточнить или получить дополнительную информацию:

* Could you give me more details, please?
* May I ask who is responsible for this issue?
* Could you spell your name, please?

Если в ходе разговора возникли трудности с пониманием, не стесняйтесь переспрашивать или просить разъяснений. Это поможет избежать ошибок и недоразумений.

#### 4. Подведение итогов и прощание

В конце разговора важно подвести итоги, убедиться, что все вопросы решены, и попрощаться.

* Thank you for your help.
* I will send you the documents by the end of the day.
* If you have any further questions, feel free to contact me.
* Goodbye. Have a nice day.

Если требуется последующее общение, обязательно уточните, когда и как вы свяжетесь в следующий раз:

* I will call you back tomorrow with the information.
* Let’s stay in touch by email.

### Правила телефонного этикета

Соблюдение этикета — важная часть делового общения. Вот несколько советов:

* **Будьте вежливы**. Используйте слова “please”, “thank you”, “excuse me”.
* **Говорите четко и ясно**. Избегайте слишком сложных выражений.
* **Не перебивайте собеседника**. Дайте ему закончить мысль.
* **Записывайте важную информацию**. Это поможет избежать недоразумений.
* **Соблюдайте конфиденциальность**. Не обсуждайте по телефону личные или секретные данные.
* **Соблюдайте пунктуальность**. Если договорились о звонке, не опаздывайте.
* **Извиняйтесь, если допустили ошибку или задержку**. Например: I apologize for the delay.

### Советы по успешному деловому разговору по телефону

1. **Готовьтесь к разговору заранее**. Запишите основные вопросы и информацию, которую хотите обсудить.
2. **Держите под рукой бумагу и ручку** для записей.
3. **Проверьте качество связи**. Если связь плохая, вежливо попросите перезвонить.
4. **Соблюдайте деловой стиль общения**. Избегайте сленга и неформальных выражений.
5. **Улыбайтесь во время разговора** — даже по телефону это чувствуется по вашему тону.
6. **Старайтесь говорить медленно и четко**, особенно если ваш собеседник не является носителем языка.
7. **Повторяйте важные детали** (например, даты, номера, имена), чтобы избежать ошибок.
8. **Practice the dialogues**

**1**

* A: Good morning. This is Olga Smirnova from Techno Ltd.
* B: Good morning, Olga. How can I help you?
* A: I am calling to confirm our meeting on Friday.
* B: Yes, the meeting is scheduled for 10 a.m.
* A: Thank you very much. See you on Friday.
* B: You are welcome. Goodbye.

**2**

* A: Hello, this is Ivan Petrov from RosExport.
* B: Good afternoon, Ivan. What can I do for you?
* A: I would like to discuss the shipment details.
* B: Of course. What exactly would you like to know?
* A: Could you tell me the estimated delivery date?
* B: The shipment will arrive next Monday.
* A: Thank you for the information.
* B: My pleasure. Have a nice day!

**3**

* A: Good afternoon, this is Maria from the accounting department.
* B: Hello, Maria. How can I assist you?
* A: I have a question regarding the payment terms for our last invoice.
* B: Certainly. The payment is due within 30 days of receipt.
* A: Thank you for clarifying. I will inform my manager.
* B: You are welcome. If you need any further information, please let me know.

### Распространённые трудности и способы их преодоления

Во время делового разговора по телефону могут возникать трудности: плохая связь, акцент собеседника, непонимание отдельных слов или выражений. В таких случаях можно использовать следующие фразы:

* Could you please repeat that?
* I’m sorry, the line is bad. Could you speak up?
* Let me make sure I understood correctly…

Если вы не знаете ответа на вопрос, не бойтесь признаться в этом:

* I am not sure about that. Let me check and get back to you.

### Заключение

Деловой разговор по телефону требует соблюдения определённых правил и владения специальной лексикой. Умение грамотно вести такие беседы на английском языке поможет вам быть уверенным в любой деловой ситуации, построить хорошие отношения с партнёрами и достичь профессиональных целей. Не забывайте практиковаться, учить новые фразы и развивать навыки аудирования — это залог успешного делового общения. Помните, что уверенность приходит с опытом, а каждый новый разговор делает вас более профессиональным и компетентным специалистом. В современном мире, где международное сотрудничество становится всё более важным, навык делового общения по телефону на английском языке открывает перед вами новые возможности для карьерного роста и личного развития.

**Практическое занятие 20**

**Тема**: Поиск работы. Структура резюме

Резюме

.«*Resume*» или «*CV*»

Резюме на английском называется «*Resume*» или «*CV*» (сокращенно от латинского *Curriculum Vitae* — «жизнеописание»). В *CV* можно более подробно рассказать о своих карьерных целях, знаниях, умениях, публикациях и увлечениях. Особое внимание студентам следует уделить личным качествам, дать информацию об окончании курсов, участии в конкурсах, олимпиадах, семинарах, конференциях, проектах, наличии наград, грамот. Если у студента есть неофициальный опыт работы, об этом также стоит написать.

Как правило, к резюме на английском языке предъявляются те же требования, что и к резюме на русском. Поэтому, если у вас уже есть резюме на родном языке, необходимо грамотно его перевести на английский. Не забудьте при этом подкорректировать его под квалификационные требования желаемой должности.

Составляя резюме студента, главное не акцентировать внимание на небольшом опыте работы или полном его отсутствии. Сделайте акцент на навыках и достижениях, то есть пишите не об опыте, а о том, что вы умеете делать. Нужно выделить образование и личные качества, а также дополнительные знания.

**Структура резюме**

Эффективное резюме студента на английском языке предлагает информацию в лаконичном виде и включает в себя 6 основных блоков и 3 необязательных.

**1. Personal Information (Личная информация)**

Этот блок должен содержать:

* имя студента (*First Name*),
* фамилию (*Surname*),
* адрес проживания (*Address*),
* контактные телефоны (*Phone*: мобильный (*Cell phone*)),
* электронный адрес (*E-mail*).

Помните правило написания ФИО в английском языке: сначала пишем имя, затем первую букву отчества, а затем фамилию. Как правило, контактные данные располагают посередине листа. ФИО выделяют более крупным, полужирным шрифтом. Можно отчество на английском не указывать.

Блок может выглядеть таким образом:

|  |
| --- |
| **Andrey V. Ivanov**  11-106 Novosadovaya str., Samara, Russia  Phone: +7(846)924-97-32  E-mail: Andrey06@mail.ru |

Этот раздел резюме можно расширить за счет таких деталей (по желанию):

* *Date of birth* (дата рождения),
* *Age* (возраст),
* *Marital status(семейное положение)*
* *Nationality* (национальность).

Например:

|  |
| --- |
| **Personal information**  **Name:** Viktor Savin  **Address:** 33716, Samara, Russia  Kirov prospect 53/3, ap. 160  **Phone:** +7-927-100-38-94  **E-mail:** savin\_vik@gmail.com  **Date of birth:** 16 August 1994  **Age:** 29  **Marital status:** Single  **Nationality:** Russian |

**2. Objective (цель)**

Здесь нужно указать должность, на которую претендует студент, либо сферу, в которой он планирует развиваться.

Есть два варианта заполнения блока:

1) Вы просто указываете должность, на которую претендуете. Все слова в названии должности в английском пишутся с большой буквы.

|  |
| --- |
| **Objective:** Sales Manager (менеджер по продажам) |

Или

|  |
| --- |
| **Objective:** Executive Secretary (исполнительный секретарь) |

2) В одном-двух предложениях напишите, что бы вы хотели сделать для той компании, в которую обращаетесь, и в какой должности. Вот список полезных фраз на английском, с которых студент может начать описание:

|  |  |
| --- | --- |
| **Objective:** | *To obtain a position as …*(получить должность в качестве…)  *или*  *To apply skills as …*(применить навыки в качестве…)  *или*  *A career in …*(карьера в …)  *или*  *To provide services …*(обеспечить услуги…) |

Например:

|  |  |
| --- | --- |
| **Objective:** | *Apply my skills as a regional sales manager with a company focused on quality, dedication and ingenuity*  *(применить свои навыки в качестве торгового представителя в компании, концентрируясь на качестве, лояльности и изобретательности)* |

Или:

|  |  |
| --- | --- |
| **Objective:** | *To provide advanced administrative services for your company, carry out office management and information management tasks*  *(применить свои навыки в качестве торгового представителя в компании, концентрируясь на качестве, лояльности и изобретательности)* |

Или:

|  |  |
| --- | --- |
| **Objective:** | *To contribute outstanding skills to achieving your company’s goals as a sales manager*  *(внести вклад в развитие Вашей компании, используя свои выдающиеся способности менеджера по продажам).* |

Если вы составляете CV, а не резюме, то этот раздел можно обозначить на английском как «Career goals» (карьерные цели). В этом случае нужно определить предполагаемое место данной позиции в вашей карьере. Студенты могут описать свои достижения в будущей профессиональной области. Укажите причины, по которым вы считаете себя достойным претендентом на эту вакансию.

Чтобы показать, чем вы превосходите других кандидатов, можно использовать английские слова и выражения, подчеркивающие вашу активность и достижения:

* directed, managed, supervised (управлял);
* achieved (достигал), generated (производил), increased (повышал), initiated (предпринял), established (основал) and launched (начал);
* cut (сократил), reduced (уменьшил);
* created (создал), developed (развил), performed (выполнял), produced (производил) и т.д.

В резюме студента на английском **стоит избегать таких клише** как:

* dynamic (динамичный), people-oriented (ориентированный на людей), results-oriented (ориентированный на результат), self-motivated (целеустремлённый), visionary (дальновидный).

**3. Work Experience (опыт работы)**

Опыт работы приводите в обратном хронологическом порядке. Укажите Dates (период работы), Position (должность), Title of company (название компании), City (город), Major Duties или Responsibilities (обязанности), Special Projects (особые проекты), Accomplishments (достижения). Не забудьте правильно перевести на английский язык компании и должности. Учтите, если работодателю нужен продавец, то указывайте тот опыт работы, который хотя бы косвенно связан с продажами.

Если же у вас нет опыта работы, то этот блок в свое **резюме студента на английском** вы не включаете. Конечно, студент не может в полной степени представить свою кандидатуру из-за отсутствия опыта работы. С другой стороны, работодатель это понимает, когда берет на работу студента. Так что, свое резюме усильте за счет других пунктов: образования и навыков.

Пример оформления:

|  |
| --- |
| **Work Experience**  May 2011 – September 2011 Receptionist  (LLC) “Tradecontact”, Tver, Russia  Responsibilities: answer calls; negotiations arrangement; office work; business documentary; advertising. |

Или:

|  |
| --- |
| **Work Experience**  20013 – present Sales Manager  ABC Company, Moscow  Responsibilities: Recommended computerized bookkeeping and supervised all data entry, improved sales projections, advertising and budget planning.  Accomplishments: Organized special holiday sales promotion, which increased sales by 15%. |

**4. Education (образование)**

Эта часть резюме студента одна из самых важных. Сведения лучше расположить в таком порядке: Dates (период учебы), Major (специальность), Department (факультет), Degree (звание/ученая степень), Title of educational institution (название учебного заведения), City (город), Country (страна). Самое важное – правильно подобрать английский вариант названия специализации. Здесь можно упомянуть о дополнительном образовании (тренингах, курсах). Укажите на английском название курсов, название организации, город и страну. Годы обучения в ВУЗе или на курсах (или год окончания) можно указывать в начале или в конце.

**Пример образования студента:**

|  |  |
| --- | --- |
| **Education** | |
| 2010 – present | Agronomy, Agrarian faculty, 4th year study, The Peoples’ Friendship University of Russia, Moscow, Russia |
| March – June 2010 | Senior Management, Management courses at Moscow International Higher Business School, Moscow, Russia |

Или:

|  |  |
| --- | --- |
| **Education** | |
| Moscow State University | Candidate for Bachelor of Science Degree in International Relations, June 2013 |

Также этот раздел может включать и сведения о вашей школе:

|  |  |
| --- | --- |
| **Education** | |
| 2013 — present time | Law Department, 2nd year study, Baikal Institute of economics and law, Irkutsk, Russia |
| 2003 — 2013 | Secondary school № 1, Ivolginsk Russia |

Дополнительное образование можно вынести отдельным блоком:

|  |  |
| --- | --- |
| **Additional Education** | |
| 2009–2012 | Course of French  Moscow school of foreign languages, Moscow, Russia |

**5. Honours (награды) или Achievements (достижения)**

Этот блок резюме студентам заполнять не обязательно. Однако, если вы успешный студент, то это стоит указать. Достижения и награды — это отличный способ продемонстрировать важные качества. Обозначьте такие детали на английском: Title (название награды), Awarding Organization (организация, которая награждала), дата (Date).

К примеру:

|  |
| --- |
| **Honours** |
| 2010 Moscow Business College – graduated with honours. 2012 Recipient of the President’s Scholarship, Moscow State University |

**6. Publications (публикации)**

Этот блок также необязателен для заполнения студентами. Здесь указываются на английском публикации в газетах или журналах, если они есть. Важны такие пункты: Title (тема публикации) and Type (Note, Article, etc.)(тип (заметка, статья и т.п.), Publisher (в каком журнале или газете была опубликована), Date (дата).

**7. Skills (навыки)**

Этот блок называют также Special (профессиональные) или Additional Skills (особые навыки). Это важный пункт в **резюме студента на английском.**

Здесь приводится следующее:

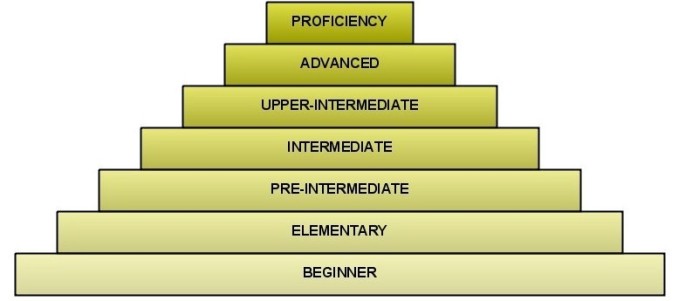
* fluency in foreign languages (уровень владения иностранными языками),
* knowledge of a particular computer applications (уровень владения ПК, знание программ),
* driving license (наличие водительских прав).

При желании, раздел «Языки» можно выделить отдельным блоком, как в примере.

Выделяют такие [уровни владения языками](https://lingua-airlines.ru/our-courses/levels/):

* native — родной язык;
* fluent — свободно владеете;
* working knowledge — можете читать и говорить, но не свободно;
* basic knowledge — читаете со словарем.

Иногда встречается допустимый вариант – свободный английский или эксперт (fluent English / expert). Если вы составляете резюме на английском, то ваш уровень владения английским языком не может быть низким.



К примеру:

|  |  |
| --- | --- |
| **Skills** | |
| *Experience of computing:* | Internet, Power Point, Internet, Outlook Express |
| *Languages:* | Russian — native English — expert |

Или:

|  |  |
| --- | --- |
| **Skills** | |
| Computer skills: | MS Office (Word, Excel), Internet, Outlook Express, 1C, Photoshop |
| Languages: | Russian — native  English — working knowledge  French — basic knowledge |
| Driving Licence: | Category B |

Помимо знания английского и других языков студент может указать и другие полезные навыки, которыми он владеет, в зависимости от желаемой должности: знание языков программирования; навыки бюджетирования; навыки делового общения и деловой переписки; навыки работы с оргтехникой и т.д.

**8. Interests / Activities (хобби / интересы)**

Студенты могут заполнять этот блок резюме по желанию. Здесь можно перечислить на английском свои увлечения. Укажите только самое главное, это не та информация, которая интересует работодателя в первую очередь. Однако, если ваше хобби — изучение языков, кроме английского, об этом стоит написать!

|  |
| --- |
| **Interests / Activities:**  Member of Moscow High School Tennis Team  Piano  Learning languages: Esperanto, Japanese |

Или:

|  |
| --- |
| **Interests / Activities:** Chess, volleyball, traveling, reading |

References (рекомендации)

Если вы можете предоставить рекомендации с места учебы, укажите это в резюме. Рекомендации студентам могут дать декан или заведующий кафедрой.

Существует такой вариант заполнения этого блока:

1) ФИО, должность человека, который может дать Вам хорошие рекомендации, название организации, ее местонахождение, адрес, контактный телефон, электронный адрес:

|  |
| --- |
| **References**  Letter of Reference is available upon request from:  Irina A.Smirnova, Chief of Sales Department, (LLC) “Vesta”, Chkalov st., 7/2b,  Moscow, Russia.  Phone: +7(495)934-56-31  E-mail: vesta\_most@mail.ru |

2) Можно указать, что письменные рекомендации есть в наличии и будут предъявлены по первому требованию:

|  |
| --- |
| **References** Available upon request |

Такие разделы резюме, как Honors, Publications, Personal Information, References заполняют по желанию, при наличии соответствующих данных у студентов.

Дополнительным преимуществом при трудоустройстве студента будет наличие сопроводительного письма.

**Практическое занятие 21**

**Тема: Трудоустройство. Интервью и собеседование**

**Просмотр Видео “10 Common Job interview questions and answers”**

**https://www.youtube.com/watch?v=AX05e0VCX2s**

**Практическое занятие 22**

**Тема: Составление собственного резюме** по образцу.

**Как усилить резюме студента на английском**

Для того чтобы привлечь внимание к резюме, студентам нужно не только грамотно и информативно наполнить его, но и постараться соблюсти следующие рекомендации:

— Объем вашего резюме не должен превышать 1 страницы.

— В верхнем углу резюме можете поместить свое фото.

— Студентам с небольшим опытом работы информацию об образовании лучше разместить сразу после раздела Objective, а затем раскрывать опыт работы.

— Резюме на английском должно быть удобным для чтения, четко структурированным. Названия разделов, компаний и должностей выделите жирным шрифтом.

— Не подчеркивайте слова и не используйте курсив.

— Используйте стандартные шрифты (Times Roman, Arial, Tahoma, Garamond).

— Включайте в резюме лишь ту информацию, которая имеет отношение к рассматриваемой позиции.

— И, конечно же, английский язык, на котором написано ваше резюме, должен быть безупречен.

И главное: чтобы резюме студента смогло вызвать интерес у потенциального работодателя, отнеситесь к его написанию с полной ответственностью. Не забывайте, что хорошо написанное резюме на английском — это первое впечатление о вас. Сделайте его максимально сильным!

**полный образец резюме студента на английском**

**Resume**

|  |  |
| --- | --- |
| **Personal information** | **Name:** Viktor Savin  **Address:** 33716, Saint-Petersburg, Russia  Bogatyrskiy avenue 53/3, app. 160  **Phone:** +8-812-100-38-94  **E-mail:** savina\_vik@gmail.com  **Date of birth:** 16 August 2003  **Age:** 20  **Marital status:** Single  **Nationality:** Russian |
| **Objective** | To provide advanced administrative services for your company, carry out office management and information management tasks as an Executive Secretary |
| **Education** | 2020 — present time Teacher of History and Social Studies,  Historical Department, 3nd year study,  Moscow State University, Russia  2010 — 2020 Secondary school № 1, Saint-Petersburg, Russia |
| **Work Experience** | May 2013 – September 2013 Receptionist  (LLC) “Tradecontact”, Moscow, Russia  Responsibilities: answer calls; negotiations arrangement; office work; business documentary; advertising. |
| **Skills** | **Computer skills:** Microsoft Office (Word, Excel), 1C, Outlook Express  **Languages:**  Russian — native  English — working knowledge  French — basic knowledge  Driving Licence: Category B |
| **References** | Letter of Reference is available upon request from:  Irina A.Morozova, Executive Director (LLC) “Tradecontact”,  Chkalov st., 7/2b,  Moscow, Russia  Phone: +7(495)934-56-31  E-mail: tele\_most@mail.ru |

**Практическое занятие 23**

**Тема: «Собеседование при приеме на работу».**

* + - 1. **Read the following information**
* **Собеседование (Job interview)**
* Собеседование при устройстве на работу в зарубежную компанию практически ничем не отличается от подобной процедуры, которую проходят соискатели в крупных российских фирмах. Однако, в зарубежной компании с вами скорее всего будут общаться на иностранном языке. В нашем случае, на английском. Поэтому подготовке к собеседованию нужно уделить должное внимание.
* Прежде всего нужно убедиться, что ваше резюме **(*resume*)** отражает реальную картину вашей занятости, ваших достижений. Поэтому время от времени его нужно редактировать. У вас также должно быть сопроводительное письмо **(*cover letter*)**, которое вы отправляете потенциальному работодателю.

**ПРИВЕСТСТВИЕ**

В начале собеседования нужно поздороваться с представителем работодателя:

***“Good morning”****или* ***“Hello”****.*

Если интервьюер произнес ***“How are you?”***, не стоит ограничиваться стандартным ***“ I am fine.”.*** Можно ответить следующим образом:

***“I am great. Thank you. I am at an interview for a job I have dreamt of for years.”***

Старайтесь звучать естественно, это всегда помогает установить хороший контакт с интервьюером.

**МОИ СИЛЬНЫЕ СТОРОНЫ**

На определенном этапе собеседования вас непременно спросят о ваших сильных сторонах (*your strengths*). Работодателю важно узнать, какими знаниями, навыками вы обладаете, как вы будете способствовать развитию и росту компании.

Как интервьюеры обычно формулируют свои вопросы? Вот несколько примеров:

***“Why are suited for the company?”****– “Почему вы подходите компании?”*

***“What could you bring to the table?”****– “Какую лепту вы можете внести в работу компании?”*

***“How could you benefit the company?”****– “Какую пользу вы можете принести компании?”*

Отвечая на вопросы, сделайте акцент на тех навыках, профессиональных умениях, которые выгодно отличают вас от других соискателей. Формулируя ответ, следует использовать ключевые слова **(*powerful words*)**, которые вы включили в текст резюме. Например,

*“****I excelate data processing.”****— “Я заметно отличаюсь от других в обработке данных.”*

***“I am good at data processing.”****– “Я хорошо выполняю обработку данных.”*

В список качеств, характеристик, которые работодатель непременно примет во внимание, включите ваш родной язык и/ или первый иностранный язык. Многие международные компании имеют представительства и производственные мощности в нескольких странах, поэтому работники, владеющие двумя или несколькими языками (***bilingual/ multilingual employees***), высоко ценятся работодателем, т.к. им легче интегрироваться в международный коллектив, работать в поликультурной среде.

Ниже приведены ключевые слова, которыми рекомендовано пользоваться, если вы рассказываете о своих сильных сторонах:

**Существительные: *skills, competencies, abilities, knowledge, asset (to the company)****.*

**Глаголы: *monitor, organize, evaluate, coach, budget, encourage, develop, excel.***

**Прилагательные: *diverse, global, bilingual, multilingual.***

**МОИ СЛАБЫЕ СТОРОНЫ.**

Почему работодатель хочет знать, каковы ваши слабые стороны? Потому что вряд ли найдется человек, у которого нет недостатков. Очень важно уметь посмотреть на себя самокритично, и именно этого ожидает от вас ваш потенциальный работодатель.

Как ни странно, наши сильные стороны в профессиональной сфере очень часто непосредственно связаны с нашими слабыми сторонами. Например, если вы всегда укладываетесь в срок (***meetdeadlines***), вы можете пропускать какие-то детали (**цифры, данные и т.д**.), как раз потому что вы работаете в напряженном темпе. И, наоборот, если вы уделяете много внимания отдельным деталям (***detail oriented***), вы часто рискуете не уложиться в сроки.

Вопросы, которые вам могут задать

**“What is your greatest weakness?”** – “*Что является вашим самым большим недостатком?”*

***“What would your colleagues say they dislike about working with you?”*** *– “Что бы сказали ваши коллеги о том, почему им не нравится работать с вами?”*

***“What would your former boss say your biggest opportunities are?”****– “Что бы ваш бывший руководитель сказал о том, над чем вам нужно работать?»*

В последнем вопросе слово **“opportunities”** означает **“потенциал, который нужно реализовать”**.

Какую стратегию выбрать, отвечая на эти вопросы? Нужно уметь выгодно представить свои недостатки. В ответах старайтесь использовать следующие **наречия частотности** (***adverbs of frequency***): ***occasionally, sometimes, at times***. Включая их в свои предложения, вы подчеркиваете, что ваши ошибки, недочеты, погрешности не случаются с регулярной повторяемостью. Они – не норма, а исключение из правил.

Вам также следует объяснить, почему эти погрешности случаются. В этом случае также следует обращать внимание на выбор лексики. Например, предложение ***“They say I am bossy.”*** не будет положительно воспринято работодателем. Но можно попробовать сказать следующее:

***“I often delegate roles to the team members which sometimes makes them feel I overlook their feelings.”*** *– “Я часто даю поручения членам группы, в результате им кажется, что я игнорирую их чувства.”*

Почему такое предложение предпочтительно? Во-первых, работодатель понимает, что вы знаете о своем недостатке, а это означает, что вы самокритичны и, скорее всего, сможете над ним работать.

Предположим, вашим слабым местом является профессиональная лексика или деловой английский? Вы можете сообщить от этом на собеседовании, но при этом подчеркнуть, как вы работаете над своим недостатком. Например,

***“I read a couple of articles in The Financial Times every day and I highlight the words and expressions I am unfamiliar with. I look them up in the dictionary and use them in the sentences of my own.”****– “Каждый день я читаю несколько статей из Файненшл Таймс. Я подчеркиваю незнакомые слова и выражения. Я смотрю их значение в словаре и использую в своих собственных предложениях.”*

Очень важно показать работодателю, что ваша проблема носит временный характер, потому что вы работаете над ее преодолением. Старайтесь использовать следующие выражения: ***occasionally, sometimes, at times***.

**ПРОШЛЫЙ ОПЫТ РАБОТЫ**

Представитель работодателя непременно задаст вам вопросы о том, где вы работали раньше. Анализируя ваш предыдущий опыт, он имеет возможность предположить, как вы сможете применить свои знания и опыт на новой должности.

Как подготовиться к этому этапу собеседования? Начните с повторения времен группы Past. Затем можете ознакомиться с примерными вопросами работодателя:

***“What were your duties and responsibilities in your previous job? How did you tackle them?”*** *– “Какие обязанности были у вас на предыдущей работе? Как вы подходили к их исполнению?”*

Задавая этот вопрос, ваш потенциальный работодатель ожидает получить информацию о ваших последних должностях, о том, какую работу вы выполняли. Не следует рассказывать о том, что вы делали 7- 10 лет назад. Каким образом можно ответить на вопрос: ***«How did you tackle your daily tasks?”****(Как вы подходили к выполнению ежедневных заданий?) ?*

Вот примерный вариант ответа:

***“I was a sales representative in charge of the Southeast region. My responsibilities included meeting a sales quota every three months. I tackled my task by setting goals, learning more about the product and establishing contacts in the local community.”****– “Я работал торговым представителем, отвечающим за юго—восточный регион. В мои обязанности входило выполнение обязательств по торговым квотам. Для выполнения задания я ставил перед собой цели, изучал продукт, а также устанавливал контакты с местными жителями».*

К сожалению, не каждый вопрос подразумевает прямой и подробный ответ. Иногда интервьюеры формулируют вопросы таким образом, чтобы проанализировать ваши аналитические навыки или узнать ваше отношение к различным рабочим ситуациям. Например,

***“When were you last most disappointed at work? What were your feelings? What did you do about it?”****–“Когда вы последний раз испытывали разочарование на работе? Что вы чувствовали? Что вы предприняли в этой ситуации?”*

Стратегия ответа будет следующей:

* Сформулируйте проблему.
* Расскажите о действиях, которые вы предприняли.
* Конечный результат.

Например,

* ***“After my colleague resigned, I was given all his responsibilities. Needless to say, Iwas feeling overwhelmed.”*** – *“Мой коллега уволился, после чего все его должностные обязанности передали мне. Нет необходимости говорить, что я чувствовал, что я не в состоянии справиться.”*
* ***“I looked into the job duties for the position.”****– “Я вник в новые должностные обязанности.”*
* ***“I succeeded in combining related responsibilities and could complete them all together.”****— “Мне удалось совместить обязанности, относящиеся к обеим должностям. Ия успешно их выполнял”*

Когда вы рассказываете о прошлом опыте работы, сосредоточьтесь на должностных обязанностях (duties and responsibilities, tasks and assignments). Воспользуйтесь следующей лексикой: ***“answerable for”, “accountable for”, “in charge of”, “responsible for”, “meet strict deadlines”, “understaffed”, “tight schedule”.***

**ПЕРСПЕКТИВЫ. ПРОГНОЗЫ**.

Вы обязательно должны показать работодателю, что вы способны ставить цели и ориентированы на их достижение. Наличие целей, связанных с вашей профессиональной деятельностью, свидетельствует о том, что вы заинтересованы в том, чтобы компания была успешной в своей отрасли. На собеседовании вам придется в своих ответах использовать будущее время (в английском это Future Simple, конструкция «to be going to»). Рассказывая представителю работодателя о своих целях на будущее, начинайте предложения следующим образом: «I will» или «I am going to». Например,

***I will contribute. I am going to contribute***( Я буду способствовать.)

Далее, сделаем предложения более распространенными:

***“I will contribute to the company’s growth. I am going to contribute to the company’s development****.”* – *“Я буду способствовать росту компании. Я буду вносить вклад в развитие компании.”*

На этом этапе собеседования вам могут задать следующий вопрос:

***“Where will you be in three years?”*** *— “Где вы будете находиться через три года?”*

Задавая этот вопрос, работодатель или его представитель ожидает честный ответ. Ему необходимо знать, насколько ваши личные цели совпадают с долгосрочными целями компании.

Вот примерный вариант ответа:

***“I will be managing a team of sales reps to achieve the major sales objectives.”*** *– “Я буду руководить командой торговых представителей для достижения основных целей компании в области продаж.”*

**СЛОЖНЫЕ ВОПРОСЫ**

В ходе собеседования вам могут быть заданы вопросы, цель которых, определить ваш подход к решению нестандартных задач в стрессовых ситуациях. Вопросы могут показаться абсурдными. Например,

***“How many oranges are grown in California annually?”*** – *“Какое количество апельсинов выращивают в Калифорнии ежегодно?”*

***“How many restaurants are there in Manhattan?”*** – *“Сколько ресторанов в Манхеттене?”*

Естественно, что вы можете не знать ответа на подобные вопросы. Поэтому ваша стратегия в данной ситуации будет выглядеть вот так:

* Размышляйте вслух.
* Высказывайте предположения и умозаключения.
* Сформулируйте ответ.

Используйте следующие фразы:

***Assuming that*** – предположим, что/ принимая во внимание тот факт, что.

***Supposing that*** – допустим, что/ предположим, что.

***Let’s say that*** – допустим, что/ предположим, что.

В большинстве случаев вы дадите неправильный ответ, но это не страшно. Представитель работодателя должен убедиться, что вы умеете размышлять над проблемой, искать пути ее решения в самых экстремальных ситуациях.

**ВОПРОСЫ РАБОТОДАТЕЛЮ**

В конце собеседования у вас будет возможность задать вопросы работодателю. Работодатели или их представители всегда ждут вопросы соискателей. Им интересно, что соискатели думают о компании и о той должности, на которую они претендуют.

Кандидатам следует задавать вопросы, касающиеся работы компании и специфики будущей работы. Например,

***“Could you tell me what my daily duties and responsibilities be like in this position?”*** *– Скажите, пожалуйста, каковы мои ежедневные обязанности на данной должности?”*

Вам непременно следует дать понять работодателю, что вы заинтересованы в профессиональном росте. Поинтересуетесь, какие курсы повышения квалификации компания предлагает.

Задавая вопросы, постарайтесь показать работодателю ваши личные предпочтения, увлечения, ваши сильные стороны. Например, вы можете поинтересоваться, есть ли перспектива работы в зарубежных отделениях компании. Но важно сообщить работодателю, почему вам интересна работа за границей:

***“I am passionate about foreign languages and I studied Chinese at university. Will this job give me an opportunity to work in China?”*** – *“Я увлекаюсь иностранными языками. В университете я изучал китайский язык. Будет ли у меня на этой должности возможность работать в Китае?”*

**БОЛЬШЕ УВЕРЕННОСТИ.**

Скорее всего, собеседование (возможно, не полностью, а частично) будет проходить на английском языке, который для вас является иностранным. Поэтому для многих сам факт общения на иностранном языке может привести к потере уверенности. Почему? Потому что собеседование на иностранном языке – это не просто общение на иностранном языке ради общения. Ваша задача – убедить работодателя, что вы идеально подходите компании, у вас есть качества, знания, опыт, которые отличают вас от других соискателей. Естественно, что вы должны свободно владеть языком.

Но это не единственное условие. Чтобы подчеркнуть свою уверенность, не забывайте о языке телодвижений и мимику – пользуйтесь жестами, улыбнитесь, приветствуя сотрудника компании, проводящего собеседование. Даже если вы сделали ошибку (грамматическую или в употреблении профессиональной терминологии), не комплектуйте – вам важно произвести впечатление человека, полностью уверенного в своей квалификации, в своих знаниях.

Невозможно чувствовать себя уверенным, если вы не обладаете **полной информацией о компании**, в которой бы вы хотели работать. Вам необходимо знать следующее:

* Положение компании в отрасли, на отечественном и международном рынках.
* Продукция или услуги компании. Производство, спрос, реализация.
* Цели и задачи компании.

Где искать данную информацию? Обязательно изучите сайт компании, ознакомьтесь с ее пресс релизами, а также финансовыми отчетами компании, которые обычно опубликованы на ее сайте. Представитель работодателя может задать вам несколько вопросов о деятельности компании. Например, вас могут спросить:

***“What do you think the company’s biggest opportunities will be in the next five years?”*** – *“Как вы думаете, каковы самые большие возможности компании на ближайшие пять лет?”*

При подготовке к собеседованию необходимо проговорить возможные вопросы и ответы, этот также поможет вам чувствовать себя уверенно.

И, пожалуй, самое последнее– всегда оставайтесь самим собой! Вы не можете знать, как ваш потенциальный работодатель представляет себе своего будущего работника, поэтому ведите себя естественно. В любом случае, если вы подходите компании, то вас непременно возьмут на должность, даже если у вас есть какие-либо недостатки.

* + - 1. Make up the dialogue and dramatize it.

**Job interview**

-Hello, Ms Smith. I’m Tom Kelly. Thanks so much for coming in.

=It’s my pleasure, thanks so much for meeting with me.

-Of course. Did you have any trouble finding the office?

=Nope. The directions on your website were great.

-Would you like some coffee or water before we begin?

=No, I’m OK, thanks.

-So to get started, why don’t you tell me a little bit about yourself?

= Sure, I’m currently studying at Samara State Technical University. I’m a second-year student of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-. And I’m having a part-time job at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_right now.\*\*\*\*\*

- Can you tell me how you heard about this position?

= I read about this position on your website and I also heard about it from my friend working in Accounting

-What attracted you to our company?

=I was really impressed with the perspectives. As I could see from your website your plans are great and you support your research department.

-I see. What is your greatest strength?

=My greatest strength , I think, is flexibility. I find that this is very important when I’m working with lots of different people and opinions and besides I’m I’m proficient in many computer programs. I am well organized, and I’m a very fast learner.

-We’re hoping the successful applicant can start at the beginning of next month. We’ll finish our interviews tomorrow and make a decision by the weekend. We’ll contact you next week.

=Thank you very much. It’s been a pleasure meeting you. I hope to hear from you soon.

-Thank you for coming in to see us, Ms Smith

**Практическое занятие 24**

**Тема: Ролевая игра «Собеседование с работодателем в кадровом агентстве» на основе пройденного материала предыдущих занятий.**

**Практическое занятие 25**

Тема : Достижения и инновации в науке и технике. Открытия 21 века.

**Vocabulary**

**1. Learn the following words**

|  |  |
| --- | --- |
| 1. Discovery | -открытие |
| 1. Invention | -изобретение |
| 1. Genome | -геном |
| 1. Artificial Intelligence | -искусственный интеллект |
| 1. Renewable Energy | -возобновляемая энергия |
| 1. Algorithm | -алгоритм |
| 1. Vaccine | -вакцина |
| 1. Breakthrough | -прорыв |
| 1. Data | -данные |
| 1. Disease | -болезнь |
| 1. Efficiency | -эффективность |
| 1. Environment | -окружающая среда |
| 1. Biotechnology | -биотехнология |
| 1. Space exploration | -исследование космоса |
| 1. Gene editing | -редактирование генов |

1. **Work in pairs. Discuss and write down as many inventions or discoveries of the 21st century as you can.**

Examples: smartphones, electric cars, mRNA vaccines, CRISPR gene editing, reusable rockets, etc.

1. **Give English equivalents:**

a) Искусственный интеллект b) Возобновляемая энергия c) Геном d) Вакцина e) Алгоритм f) Прорыв g) Данные h) Болезнь i) Эффективность j) Окружающая среда k) Биотехнология l) Исследование космоса m) Редактирование генов n) Изобретение o) Открытие

1. **Read the title "21st Century Discoveries" and answer the questions:**
2. What discoveries do you think have had the biggest impact on society?
3. Why do you think scientific progress is faster now than before?
4. Which areas of life have changed the most due to new inventions?

#### Read the text

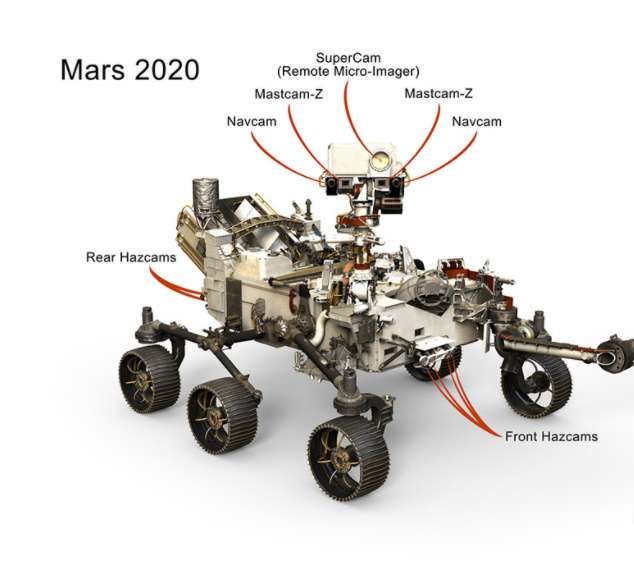
#### HUMAN GENOME PROJECT21st Century Discoveries

The 21st century has been a time of rapid scientific and technological progress. Many discoveries and inventions have changed the way we live, work, and communicate. One of the most important achievements was the completion of the Human Genome Project in 2003. Scientists managed to map all the genes in human DNA, which gave doctors new tools to diagnose and treat genetic diseases. This breakthrough has already helped millions of people by making medicine more personalized and effective.

Another major development is artificial intelligence (AI). AI is now used in many areas, from self-driving cars and facial recognition to medical diagnostics and financial services. In 2012, scientists created deep learning algorithms, which improved the ability of computers to recognize images, understand speech, and even play games at a superhuman level. AI continues to develop quickly, raising both hopes and ethical questions about its future role.

Energy is another field that has seen significant innovation. Renewable energy sources, such as solar and wind power, are now more efficient and affordable. Thanks to technological improvements, the cost of solar panels has dropped dramatically, making clean energy available to more people. The Paris Agreement in 2015 marked a global effort to reduce pollution and slow climate change by encouraging the use of renewable energy.

Medical science has also made impressive progress. In 2020, the world faced the COVID-19 pandemic. Scientists responded by developing the first mRNA vaccines in record time. These vaccines have saved millions of lives and demonstrated the power of modern biotechnology. Other advances, such as CRISPR gene editing, now allow scientists to change genes with high precision, offering hope for treating genetic disorders in the future.

Space exploration has entered a new era as well. Reusable rockets, developed by private companies, have made space travel cheaper and more frequent. In 2021, the Mars rover Perseverance landed on the Red Planet to search for signs of ancient life and collect data for future missions.

Overall, the discoveries of the 21st century show how science and technology can solve problems and improve our lives. However, they also bring new challenges and responsibilities. It is important for people to understand these changes and use new knowledge wisely.

1. **Answer the following questions:**
2. What was achieved by the Human Genome Project in 2003?
3. How has the Human Genome Project helped doctors?
4. In which year were deep learning algorithms developed?
5. Name two areas where artificial intelligence is used today.
6. What is one advantage of renewable energy sources?
7. Why did the cost of solar panels decrease?
8. What global agreement was signed in 2015 to fight climate change?
9. What was the world's response to the COVID-19 pandemic in 2020?
10. How do mRNA vaccines work?
11. What is CRISPR gene editing used for?
12. Which company developed reusable rockets?
13. What is the purpose of the Mars rover Perseverance?
14. What are some of the challenges brought by new discoveries?
15. Why is it important to use new knowledge wisely?
16. Name one way science and technology have improved our everyday life.
17. **Match the words to their definitions**

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|  |  |
| --- | --- |
| 1. Space exploration | 1. A major advance in knowledge or technology |
| 1. Artificial Intelligence | 1. A disorder or incorrect function of the body |
| 1. Vaccine | 1. The act of traveling and investigating outer space |
| 1. Disease | 1. A new device or method that has been created |
| 1. Efficiency | 1. A substance that helps the body fight a particular illness |
| 1. Algorithm | 1. The act of finding something new |
| 1. Invention | 1. A set of instructions for solving a problem, especially by a computer |
| 1. Discovery | 1. The ability to achieve maximum productivity with minimum wasted effort |
| 1. Breakthrough | 1. The surroundings or conditions where a person, animal, or plant lives |
| 1. Environment | 1. The ability of a machine to imitate human actions and intelligence |

1. **Put the verbs in brackets into the correct tense (Present Perfect or Past Simple):**
2. Scientists (complete) **\_\_** the Human Genome Project in 2003.
3. Researchers (develop) **\_\_** deep learning algorithms in 2012.
4. Solar panels (become) **\_\_** more efficient over the last decade.
5. The world (see) **\_\_** many technological advances in the 21st century.
6. The first mRNA vaccines (save) **\_\_** millions of lives since 2020.
7. SpaceX (launch) **\_\_** its first reusable rocket in 2015.
8. The Paris Agreement (encourage) **\_\_** countries to use clean energy.
9. Medical science (make) **\_\_** impressive progress recently.
10. Perseverance rover (land) **\_\_** on Mars in 2021.
11. CRISPR gene editing (offer) **\_\_** new hope for treating diseases.
12. **Discuss the questions in pairs:**
13. Which 21st-century discovery do you think is the most important? Why?
14. How do you think artificial intelligence will change our lives in the future?
15. Would you like to travel to space if it became possible for ordinary people? Why or why not?
16. What are the possible risks of new technologies?
17. How can we balance innovation and safety in science?
18. **Translate the following sentence into Russian:**

"Renewable energy and artificial intelligence are among the most influential discoveries of the 21st century, but they also require responsible use."

1. **Write a short essay (100–150 words) on the topic and using ADDITIONAL MATERIAL bellow:**

"How have 21st-century discoveries improved our lives and what challenges do they bring?"

**Практическое занятие 26**

**Тема «Отраслевая выставка»**

* 1. **Read the text**

**TRADE FAIRS AND EXHIBITIONS**

Tips and English Phrases

**Ever wondered what it’s like to navigate the bustling world of trade fairs?** Whether you’re a professional or just starting out, these events offer a unique opportunity to connect with industry leaders, discover new products, and expand your network.

In this material you will find tips on how to make the most of your trade fair visits. From pre-event planning to post-fair follow-ups, to using learning absolutely useful phrases to be used as an exhibitor or visitor.

Trade Fair Tips: From Pre-Event Planning to Post-Fair Follow-Ups

**Pre-Event Planning**

1. **Set Clear Goals:** Determine what you hope to achieve at the fair. Are you looking to generate leads, network with industry professionals, or showcase your products?
2. **Research Exhibitors:** Identify key exhibitors and their products. This will help you prioritize your time and focus on the most relevant companies.
3. **Create a Schedule:** Plan your itinerary in advance to ensure you don’t miss any important events or presentations.
4. **Prepare Materials:** Gather necessary materials, such as business cards, brochures, and product samples, to distribute to potential clients.
5. **Pack Smart:** Pack comfortably and efficiently to avoid unnecessary stress. Remember to bring essentials like chargers, adapters, and comfortable shoes.

**During the Fair**

1. **Arrive Early:** Beat the crowds and secure a prime parking spot or convenient booth location.
2. **Network Strategically:** Engage in meaningful conversations with attendees and exhibitors. Exchange business cards and follow up with potential clients.
3. **Leverage Social Media:** Share updates and photos from the fair on your social media channels to increase visibility.
4. **Attend Workshops and Seminars:** Participate in educational sessions to learn about industry trends and best practices.
5. **Collect Feedback:** Gather feedback from attendees about your products or services to identify areas for improvement.

**Post-Fair Follow-Ups**

1. **Send Thank-You Notes:** Express your gratitude to everyone you met at the fair, including exhibitors, attendees, and organizers.
2. **Follow Up on Leads:** Contact potential clients within a timely manner to discuss next steps and address any questions they may have.
3. **Analyze Your Performance:** Evaluate the success of your trade fair participation by tracking leads, sales, and other key metrics.
4. **Identify Areas for Improvement:** Use your post-fair analysis to identify areas where you can improve your performance at future events.
   1. **Answer the questions**
5. What are some main goals you can set before attending a trade fair?
6. Why is it important to research exhibitors before the event?
7. How can creating a schedule help you during a trade fair?
8. What materials should you prepare before going to a trade fair?
9. Why is it suggested to pack smartly for a trade fair?
10. What are the benefits of arriving early at a trade fair?
11. How can you network strategically during the fair?
12. What role does social media play during a trade fair?
13. Why should you attend workshops and seminars at a trade fair?
14. How can collecting feedback at the fair help your business?
15. What should you do after the trade fair to express gratitude?
16. Why is it important to follow up on leads after the fair?
17. How can you analyze your performance after participating in a trade fair?
18. What should you do with the results of your post-fair analysis?
19. Give two examples of useful items to bring to a trade fair.
20. How can exchanging business cards benefit you at a trade fair?
21. What is the purpose of distributing brochures and product samples?
22. Why is comfort important when choosing what to wear or bring to a trade fair?
23. How can participating in educational sessions at a trade fair help your career?
24. What is the final step recommended before setting off for your trade fair event?
    1. **Practise the dialog you could have during the conversation with your potential client, or if you are a visitor – with the exibitor.**

**EXHIBITOR AND VISITOR AT TRADE FAIR**

**Exhibitor**: *Good morning! Welcome to our****booth****How can I help you today?*

**Visitor**: *Good morning! I’m just having a look around, but I’m particularly interested in your latest products. Could you tell me a bit about them?*

**Exhibitor**: *Of course! We’ve just****launched****our new line of eco-friendly packaging solutions. These are designed to be both****sustainable****and****cost-effective****). Are you looking for something specific in terms of size or material?*

**Visitor**: *That sounds interesting! Actually, I’m looking for packaging that is both****durable****and****recyclable****I’m in the food industry, so it needs to meet strict hygiene standards as well.*

**Exhibitor**: *I see. Our packaging is made from 100% recyclable materials and****complies with****) all food safety regulations. In fact, several of our clients are in the food industry, so we’re quite familiar with those requirements. Would you like to see some****samples***

**Visitor**: *Yes, that would be great. Could you also explain how your packaging compares to traditional plastic****in terms of****cost and durability?*

**Exhibitor**: *Absolutely. In terms of durability, our materials are designed to be just as strong, if not stronger, than traditional plastics. As for cost, while the initial price may be slightly higher, the long-term benefits, like reducing waste and****enhancing****your brand’s sustainability, often outweigh the extra cost. We also offer competitive pricing for****bulk orders****).*

**Visitor**: *That’s good to know. Sustainability is becoming a major focus for us, but of course, we still need to****keep an eye on the budget****) . Do you offer any****customized****) solutions?*

**Exhibitor**: *Yes, we do. We can customize the packaging in terms of size, shape, and even branding. Our design team would work closely with you to meet your exact needs. If you’d like, I can arrange a meeting with one of our specialists after the fair.*

**Visitor**: *That would be perfect. I’d like to get more details and maybe discuss a potential partnership. Could you give me a brochure or something with more information?*

**Exhibitor**: *Certainly! Here’s a brochure with detailed specifications, and I’ll also give you my business card. Feel free to reach out if you have any questions or if you’d like to schedule that meeting.*

**Visitor**: *Thank you very much. This has been really helpful. I’ll definitely be in touch soon.*

**Exhibitor**: *My pleasure! Enjoy the rest of the trade fair, and I look forward to hearing from you.*

**Visitor**: *Thanks! Have a great day.*

**Trade Fair: Useful Phrases**

**Exhibitor**

* Can I help you? Please sit down. It’s quieter over here – we can talk without being disturbed.
* I see from your name badge that you work at [Company Name].
* I saw that you were looking at [Product]. It’s our latest model. You can see the quality.
* What kind of thing are you looking for?
* I think this model might suit your needs better.
* We have it on display over there at the back of the stand.
* Let me give you a catalogue/brochure – it explains everything we’ve talked about.
* Here’s my card – please feel free to email or call at any time. I’m here to help.
* If you leave your details, I’ll get our technical people to call you.

**Visitor**

* I’m interested in… I work for a company that…
* Can you tell me a little more about…?
* We’re thinking of changing our… and we want to see what is available on the market.
* I’m already a customer of yours. I use your…
* I’d like to know what upgrades are available.
* I’m not interested in buying at this stage, I just want to collect more information.
* I was looking at a similar product on the stand over there – how is your product different?
* Do you have any samples?
* Is it available in other colors/sizes?
* What are your usual delivery times?
* What kind of after-sales service do you provide?

**Практическое занятие 27**

**Подготовка сообщений «Достижения в области науки и техники, изменившие мою жизнь» и «Посещение отраслевой выставки».** 

**Практическое занятие 28**

**Дискуссия по теме «Достижения в области науки и техники, изменившие мою жизнь» и «Посещение отраслевой выставки».**

**Практическое занятие 29**

**Тема: Безопасность прежде всего**

**Vocabulary**

1. **Learn the words**
2. **Accident** — несчастный случай
3. **Slips** — поскальзывания
4. **Trips** — спотыкания
5. **Falls** — падения
6. **Lifting** — подъём
7. **Carrying** — переноска
8. **Cuts** — порезы
9. **Burns** — ожоги
10. **Collision** — столкновение
11. **Preventable** — предотвратимый
12. **Hard hat** — каска
13. **Overalls** — спецодежда
14. **Gloves** — перчатки
15. **Mandatory** — обязательный

**2. Read the text**

**Safety first**

The main causes of accidents in the workplace are not dramatic fires and explosions, but very ordinary accidents that can be easily prevented by workers looking out for their own safety and the safety of others. Many of these accidents are minor, but some cause death or serious injury. The most common cause of accidents is from slips , trips and falls, followed by lifting and carrying. Accidents involving cuts, burns, dropped objects, falling from height, and collisions are also common but often avoidable.

The main preventable measure is safety training. All employees in the oil and gas industry go through regular safety training courses to encourage a strong safety culture. For hazardous areas , employees will be issued with personal protective equipment (PPE) which must be worn in signed areas. Safety boots , hard hats, overalls, gloves, and safety glasses are usually a standard issue. In addition, ear protectors and special trades’ equipment such as welding shields, goggles, and gloves will be issued.

Safety signage has to be followed. Signs are classified with different shapes and colours to denote whether they are mandatory , warnings, or giving information. Most signs are independent of language and use standard symbols as ideograms. The meaning of some of these signs is not always immediately obvious and so they should be learnt. Following information signs is practiced in fire drills where workers must follow signs to safe areas. Those working offshore will attend special courses on helicopter escape, use of life jackets and survival craft, and escape through smoke. There are often opportunities for workers to volunteer as fire officers or first aiders, and special training is given.

**3. Answer the questions**

1. What are the main causes of accidents in the workplace?
2. Are most workplace accidents dramatic or ordinary?
3. Which type of accident is the most common in the workplace?
4. What usually follows slips, trips, and falls as a cause of accidents?
5. Name three other types of common workplace accidents.
6. How can many workplace accidents be prevented?
7. What is the main preventive measure for workplace safety?
8. Why do employees in the oil and gas industry go through safety training?
9. What does PPE stand for?
10. List at least three items of personal protective equipment.
11. What is the purpose of safety signage in the workplace?
12. How are safety signs classified?
13. Why are most safety signs independent of language?
14. What do workers practice during fire drills?
15. What special training do offshore workers receive?

**4. Match the English words (A) with their Russian translations (B).**

|  |  |
| --- | --- |
| **A** | B |
| 1. dropped objects | 1. учебные пожарные тревоги |
| 1. safety training | 1. знаки безопасности |
| 1. fire drills | 1. средства индивидуальной защиты |
| 1. safety signage | 1. защитная обувь |
| 1. personal protective equipment (PPE) | 1. обучение технике безопасности |
| 1. safety boots | 1. падающие предметы |

## 5. Match the columns

|  |  |
| --- | --- |
| 1. C:\Users\1\Desktop\402_medium.jpg | 1. Gloves |
| 1. C:\Users\1\Desktop\images.jpg | 1. Goggles |
| 1. C:\Users\1\Desktop\foto_79341415.jpg | 1. Boots |
| 1. C:\Users\1\Desktop\скачанные файлы.jpg | 1. Hard hat |
| 1. C:\Users\1\Desktop\4049big.jpg | 1. Face guard |
| 1. C:\Users\1\Desktop\009.001.jpg | 1. Ear protectors |
| 1. C:\Users\1\Desktop\pl-2b.jpg | 1. respirator |
| 1. C:\Users\1\Desktop\images (1).jpg | 1. Safety harness |

**6. Look at the personal protection equipment (ex. 5) and complete the sentences below**

1. A hard hat protects your\_\_\_\_\_\_\_\_
2. A face guard protects your\_\_\_\_\_\_\_\_\_\_
3. Boots protect your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_protect your ears from noise
5. \_\_\_\_\_\_\_\_\_\_ protect your hands
6. \_\_\_\_\_\_\_\_\_\_protect your eyes
7. A \_\_\_\_\_\_\_ protects you from smoke and dangerous fumes
8. A \_\_\_\_\_\_\_ protects you from a fall

## 7. Work in pairs. Speak on the points

## Discuss the following questions:

* Have you ever seen or experienced an accident at school or at work?
* What happened and how could it have been prevented?
* Why is it important to follow safety rules even if the risk seems small?

## 2. Role Play

Student A is a new employee at an oil and gas company. Student B is a safety instructor. Act out a conversation where Student B explains the importance of safety training and personal protective equipment to Student A. Use as many words from the vocabulary list as possible.

## 3. Group Debate

Divide the class into two groups. One group argues that "Most accidents are caused by carelessness," and the other group argues that "Most accidents are caused by lack of proper training." Each group should give reasons and examples to support their opinion.

**Практическое занятие 30**

**Тема: Категории знаков безопасности (предупреждающие, запрещающие, обязательные)**

**Categories of safety signs**

**(Part 1)**

**Vocabulary**

1. **Learn the words**

|  |  |
| --- | --- |
| 1. prohibition | * запрет |
| 1. command | * команда, распоряжение |
| 1. to convey | * передавать, выражать |
| 1. format | * формат |
| 1. colour | * цвет |
| 1. to indicate | * указывать |
| 1. to extinguish | * тушить |
| 1. to reinforce | * усиливать, подкреплять |
| 1. hazard | * опасность |
| 1. flammable | * воспламеняющийся |
| 1. regulatory | * нормативный |
| 1. requirement | * требование |
| 1. mandatory | * обязательный |
| 1. to comply | * соответствовать |
| 1. assessment | * оценка |

1. **Read the text**

Safety signs are divided into categories according to the type of message they are intended to convey. Each category is assigned a specific format and set of colours.

**Prohibition Signs**

These signs should be used to convey “Do Not” type commands .For example, to indicate that smoking is not allowed or that, where a particular material reacts dangerously with water or water should not be used to extinguish a fire. In the workplace they should be used to reinforce instructions prohibiting dangerous activities. Such instructions, however, should also form part of the employees training. Signs prohibiting an activity consist of a circular red band and single diagonal cross bar descending from left to right at an angle of 45 degrees. The background should be white with the pictogram indicating the nature of the command in black.

**Warning Signs**

These signs should be used to make people aware of a nearby danger. For example, a flammable liquid store or a laboratory where radioactive substances are in use should have an appropriate warning sign near the entrance. These signs are required by the Health and Safety (Safety Signs and Signals) Regulations and in specific cases by the Dangerous Substances (Notification and Marking of Sites) Regulations .Signs warning of a particular hazard consist of a black band in the shape of an equilateral triangle. The background within the band should be yellow with the pictogram indicating the type of hazard in black positioned centrally on the sign.

**Mandatory Signs**

These signs should he used to indicate actions that must be carried out in order to comply with statutory requirements. For example , self-closing fire doors that must be kept closed to comply with the fire risk assessment should be labeled with “FIRE DOOR KEEP SHUT” signs. An area of a construction site where hard hats should be worn should also have appropriate signs at the entry points. It should he noted that the Health and Safety (Safety Signs and Signals) Regulations do not apply to mandatory fire instructions, but apply to health and safety mandatory signs where pictograms are required. The minimum regulatory requirement is for the sign to include an appropriate pictogram. There are no pictograms for fire safety instruction signs and although mandatory in the UK through inclusion in the requirements of workplace fire assessments, such signs are not considered as health and safety signs within these Regulations. Thus the familiar white on blue fire safety mandatory signs using text only will remain in place and will not have to be changed.  
Fire instruction notices, which list actions that occupants must carry out in the event of a fire are, by convention, written as white text on a blue background but not in the circular format. The colours are used to convey the mandatory nature of the instructions but because of the amount of text normally needed a rectangular format is used. The general mandatory sign of a white exclamation mark on a blue circle may be used in conjunction with a fire instructions notice.  
Signs indicating mandatory requirements consist of a blue circle with the pictogram or text in white positioned centrally.

1. **Answer the questions**
2. What are safety signs divided into?
3. What do safety sign categories depend on?
4. What is the purpose of prohibition signs?
5. Give an example of a prohibition sign.
6. What shape and colours are used for prohibition signs?
7. Why should prohibition signs be used in the workplace?
8. What should accompany prohibition signs in the workplace?
9. What is the background colour of a prohibition sign?
10. What is the purpose of warning signs?
11. Where should warning signs be placed in a workplace?
12. What regulations require warning signs?
13. What shape is used for warning signs?
14. What colour is used inside the warning sign’s band?
15. What does the pictogram on a warning sign indicate?
16. What do mandatory signs show?
17. Give an example of a mandatory sign.
18. What is the minimum regulatory requirement for mandatory signs?
19. Are there pictograms for fire safety instruction signs?
20. What colours are used for fire instruction notices?
21. What shape is used for mandatory signs with pictograms?
22. **Match the columns**

|  |  |
| --- | --- |
| 1. safety sign | 1. инструкция |
| 1. category | 1. знак безопасности |
| 1. instruction | 1. категория |
| 1. pictogram | 1. обитатель, находящийся |
| 1. occupant | 1. пиктограмма |

### 5. Fill in the blanks with the appropriate words from the vocabulary:

1. The \_**\_\_** of a warning sign is yellow.
2. Prohibition signs are used to \_**\_\_** “Do Not” commands.
3. A \_**\_\_** must be included on a mandatory sign.
4. Fire instruction notices are usually written in white text on a \_**\_\_** background.
5. It is important to \_**\_\_** with statutory requirements.

**6. Translate into English:**

1. Знак безопасности предупреждает об опасности.
2. Обязательные знаки указывают, что нужно делать.
3. На рабочем месте запрещено курить.
4. Пиктограмма помогает понять инструкцию.
5. Требования по безопасности важны для всех сотрудников.

**7. Choose the correct option:**

1. Prohibition signs (allow / prohibit) dangerous activities.
2. Warning signs (inform / ignore) people about hazards.
3. Mandatory signs (suggest / require) certain actions.
4. The background of a warning sign is (yellow / red).
5. Fire instruction notices are (circular / rectangular).

**8. Change the sentences to the passive voice:**

1. The company uses safety signs.
2. The inspector checks the fire instructions.
3. The workers follow the mandatory requirements.
4. The manager labels the doors.
5. The regulations require warning signs.

**9. Make questions to the underlined words:**

1. **Prohibition signs** are used to convey “Do Not” commands.
2. Warning signs make people aware of a **nearby danger**.
3. Mandatory signs consist of a **blue circle**.
4. The pictogram is positioned **centrally** on the sign.
5. Fire instruction notices are written as **white text** on a blue background.

**10. Speak on the points**

* 1. **Describe** the differences between prohibition, warning, and mandatory signs in your own words.
  2. **Explain** why it is important to follow the instructions given by safety signs at school or at work.
  3. **Discuss** what might happen if safety signs are ignored in dangerous areas.
  4. **Imagine** you are responsible for safety in your school. What signs would you put up and where?
  5. **Role play**: One student is a safety inspector, another is a new employee. The inspector explains the meaning of three different safety signs.

**Практическое занятие 31**

**Тема: Категории знаков безопасности** (знак безопасного состояния знак выхода).

**Categories of safety signs**

**(Part 2)**

**Vocabulary**

1. **Learn the words**

|  |  |
| --- | --- |
| 1. escape route | * путь эвакуации |
| 1. emergency exit | * аварийный выход |
| 1. safe condition sign | * знак безопасного состояния |
| 1. rectangle | * прямоугольник |
| 1. square | * квадрат |
| 1. pictogram | * пиктограмма |
| 1. legislation | * законодательство |
| 1. comply | * соответствовать |
| 1. exit sign | * знак выхода |
| 1. provision | * обеспечение |
| 1. risk assessment | * оценка риска |
| 1. premises | * помещение |
| 1. significant | * существенный |
| 1. directional arrow | * указательная стрелка |

1. **Read the text**

**Safe Condition Signs**

These signs should he used to indicate escape routes, emergency exits, first aid equipment, emergency showers and the others. Safe condition signs consist of a green rectangle or square with the pictogram or text in white positioned centrally. In the same way as for mandatory signs some UK fire safety signs in this category are not required by the Health and Safety (Safety Signs and Signals) Regulations For example “PUSH BAR TO OPEN” is not required to comply and there is no pictogram with that meaning. Such signs are still needed for compliance with other UK legislation.

**Exit Signs**

In order to comply with the requirements of the Building Regulations, every doorway or other exit providing access to a means of escape, other than exits in ordinary use, should be provided with an exit sign. Installation of signs conforming to British Standard will satisfy both the Building Regulations and the Health and Safety (Safety Signs and Signals Regulations). In general these Regulations will not require any changes where existing fire safety signs containing symbols comply Fire safety signs, notices and graphic symbols.

**Provision of exit signs**

The regulations place a duty on employers to ensure that safety signs are provided in circumstances where the risk to the health and safety of employees, identified through the risk assessment requirement contained with the Management of Health and Safety at Work Regulations cannot be entirely, engineered or managed out of the workplace. It should be noted that the Regulations do not require safety signs to be used where there are no significant risks to the health and safety of employees. The issue which then requires to be resolved is whether it is necessary to indicate exits with signs. In arriving at a decision the fundamental issue which will underpin the process is whether the risk of injury or death to employees from a fire within a particular premises is deemed to be significant enough to warrant the provision of signs indicating fire exit routes and final exits. If it is deemed that the risk is not significant then there is no need to install the signs. Thus, for example, a small, single storey premises with one clearly visible exit should not require a fire exit sign because it would be obvious to staff that the door is their only means of access and hence there should not be a significant risk to their health and safety from fire by not signing the door as an exit. However, those buildings with more complex internal layouts incorporating multiple exits, some of which may not be readily visible nor frequently used, or where large numbers of the public congregate, will require fire exit signs. They should be complete with directional arrows, if there is a significant risk of individuals not being able to find their way to a place of safety in the event of a fire.

**Fire Fighting Equipment Signs**

These signs are used to mark the location of fire fighting equipment and fire alarm activation points. However, where possible, fire equipment should be positioned where it is clearly visible. Red to be used as the identifying colour for fire fighting equipment. If the equipment itself is red this will satisfy the requirement. Where it is not red then highlighting the position of fire fighting equipment by colouring background behind the equipment red may be enough to comply.  
Fire equipment signs consist of a red rectangle or square with the pictogram in white positioned centrally on the sign.

1. **Answer the questions**
2. What are safe condition signs used to indicate?
3. What colors are used for safe condition signs?
4. Where is the pictogram or text positioned on a safe condition sign?
5. Are all UK fire safety signs required by the Health and Safety Regulations?
6. Give an example of a sign that is not required to comply with the Regulations.
7. Why are exit signs installed?
8. What standard should exit signs conform to?
9. Who is responsible for ensuring that safety signs are provided?
10. When are safety signs not required?
11. What is the fundamental issue when deciding to indicate exits with signs?
12. Is a fire exit sign necessary in a small, single storey building with one visible exit?
13. When are directional arrows added to fire exit signs?
14. What color identifies fire fighting equipment?
15. What should be done if fire fighting equipment is not red?
16. How is the pictogram positioned on a fire equipment sign?
17. **Match the colomns**

|  |  |
| --- | --- |
| 1. fire fighting equipment | 1. средства первой помощи |
| 1. first aid equipment | 1. обязательный |
| 1. emergency shower | 1. противопожарное оборудование |
| 1. activation point | 1. по центру |
| 1. mandatory | 1. точка активации |
| 1. centrally | 1. аварийный душ |

### 5. Translate the sentences into Russian.

1. Safe condition signs have a green rectangle or square background.
2. Exit signs must be installed to meet Building Regulations.
3. Employers must provide safety signs if risks cannot be managed otherwise.
4. Fire equipment signs are red with a white pictogram.
5. Some fire safety signs are not required by law.
6. Directional arrows help people find exits in complex buildings.
7. The risk assessment determines if signs are necessary.
8. Fire fighting equipment should be clearly visible.

### 6. Fill in the gaps with suitable words from the vocabulary.

1. The \_**\_\_** must be positioned centrally on the sign.
2. If the equipment is not red, the \_**\_\_** behind it should be red.
3. \_**\_\_** exits must have exit signs according to the law.
4. Employers must do a \_**\_\_** before deciding on signs.
5. Not all signs are \_**\_\_** by the Regulations.
6. The \_**\_\_** issue is the risk of fire injury or death.
7. \_**\_\_** arrows are used when exits are not visible.
8. The sign must \_**\_\_** with British Standards.

### 7. Make questions to the highlighted words.

1. Employers must provide safety signs. (Who)
2. Fire equipment signs are red. (What color)
3. Exit signs should be installed in every doorway. (Where)
4. The pictogram is positioned centrally. (How)
5. Some signs are not required by the Regulations. (Which)
6. Directional arrows show the way to exits. (What)
7. The risk assessment is necessary. (Why)
8. Fire fighting equipment must be visible. (What)

### 8. Translate into English.

1. Знак выхода должен быть установлен над дверью.
2. Оборудование для тушения пожара должно быть красного цвета.
3. Работодатель обязан обеспечить наличие знаков безопасности.
4. Если риск незначителен, знаки не требуются.
5. Пиктограмма размещается по центру знака.
6. Некоторые знаки обязательны по закону.
7. Оценка риска проводится для определения необходимости знаков.
8. Указательные стрелки помогают найти выход.

### 9. Find synonyms in the text for the following words:

1. Law
2. Obligatory
3. Position
4. Apparatus
5. Requirement
6. Danger
7. Visible
8. Compliance

### 10. Change the sentences into the passive voice.

1. Employers provide safety signs.
2. Fire exit signs indicate escape routes.
3. The law requires risk assessment.
4. The company installs fire equipment.
5. The regulations place a duty on employers.
6. Fire fighting equipment marks its location.
7. The sign shows the direction.

## 11. Speak on the points

### 1. Describe how escape route signs should look and explain why their design is important for safety.

### 2. Imagine you are in a large shopping mall and a fire starts. Explain how you would find your way to an exit using the signs.

### 3. Discuss why legislation requires safety signs in the workplace. What other safety measures would you suggest to improve fire safety?

**Практическое занятие 32**

**Тема: Техническая документация**

* + 1. **Read the information bellow**
    2. **Guess what type of documentation they are**
    3. **Discuss the main purposes of the documents**

## Fire Safety Instructions for Students

### 1. General Fire Safety Rules

1. **Stay Calm** If you notice signs of a fire (smoke, smell, flames), do not panic. Keeping calm helps you think clearly and act quickly.
2. **Report Immediately** Inform your teacher or the nearest adult about the fire. If you are alone, activate the nearest fire alarm and call the emergency number (101).
3. **Listen to Instructions** Follow your teacher’s or emergency personnel’s instructions without question.

### 2. Actions When a Fire is Detected

1. **Do Not Use Elevators** Always use stairways to leave the building. Elevators can stop working or become dangerous during a fire.
2. **Leave Personal Belongings Behind** Do not try to collect your belongings. Your safety is more important than any item.
3. **Close Doors and Windows** If possible, close doors and windows behind you to slow the spread of fire and smoke.

### 3. Evacuation Procedure

1. **Know Your Evacuation Route** Familiarize yourself with the school’s evacuation plan and all exits in advance.
2. **Move Quickly and Quietly** Walk quickly, but do not run, to avoid accidents or injuries. Stay quiet to hear instructions.
3. **Stay in Line** Follow your classmates and do not push or overtake others.
4. **Cover Your Nose and Mouth** If there is smoke, cover your nose and mouth with a wet cloth or your sleeve to reduce smoke inhalation.
5. **Keep Low** Smoke rises, so stay as low as possible to the floor while evacuating.

### 4. If You Are Trapped

1. **Stay Calm and Signal for Help** If you cannot leave the room, stay calm. Signal for help by waving a cloth out of the window or making noise.
2. **Seal the Room** Use wet towels or clothes to seal cracks around doors and vents to prevent smoke from entering.
3. **Call Emergency Services** Call 101 and provide your exact location.

### 5. After Evacuation

1. **Go to the Assembly Point** Go directly to the designated assembly area outside the building.
2. **Do Not Re-enter the Building** Do not return to the building for any reason until it is declared safe by emergency personnel.
3. **Report Your Presence** Inform your teacher or the responsible adult that you are safe and present.

### 6. Important Fire Safety Tips

1. **Know the Emergency Numbers** In Russia, the fire emergency number is 101.
2. **Participate in Fire Drills** Take all fire drills seriously. They prepare you for real emergencies.
3. **Report Hazards** Inform teachers about blocked exits, faulty wiring, or any fire hazards.

### 7. Fire Safety Equipment

1. **Fire Extinguishers** Know the location of fire extinguishers in your school. Only use them if you have been trained and it is safe to do so.
2. **Fire Alarms** Know where the nearest fire alarm is located.
3. **Emergency Exits** Always keep emergency exits clear and accessible.

### 8. Key Rules to Remember

* **Do not use matches or lighters in school.**
* **Do not play with electrical outlets or appliances.**
* **Do not block corridors, stairways, or emergency exits.**
* **Follow all instructions from teachers and emergency services.**

### 9. The Science Behind Fire Safety

Fire needs three elements to burn, known as the fire triangle:

* **Heat**
* **Fuel**
* **Oxygen**

If you remove any one of these elements, the fire will go out. This is why closing doors (removes oxygen) or using water (removes heat) can help stop a fire.

The relationship can be shown as:

Fire%20%3D%20f%28Heat%2C%20Fuel%2C%20Oxygen%29

If any variable is zero:

Fire%20%3D%200

### 10. What To Do If Clothes Catch Fire

Remember the rule: **Stop, Drop, and Roll**

* **Stop** where you are.
* **Drop** to the ground and cover your face with your hands.
* **Roll** over and over to smother the flames.

### 11. First Aid for Burns

1. **Cool the Burn** Hold the burned area under cool running water for at least 10 minutes.
2. **Do Not Apply Ointments or Creams** Do not use creams, oils, or ice.
3. **Cover the Burn** Use a clean, non-stick cloth or bandage.
4. **Seek Medical Attention** Always report burns to a teacher or nurse.

### 12. Summary Checklist

* Know the evacuation plan.
* Know the emergency numbers.
* Keep calm during emergencies.
* Never use elevators during a fire.
* Always follow instructions.
* Participate in fire drills.

**Remember:** Your safety and the safety of others depend on your actions. Always be prepared and responsible!

**2**

# Earthquake Safety Instructions

## Introduction

Earthquakes are sudden and unpredictable natural disasters that can cause significant damage and pose serious threats to human life and property. It is important to be prepared and know how to act before, during, and after an earthquake. Please read the following safety instructions carefully and follow them in case of an earthquake.

## Before an Earthquake

1. **Learn Emergency Procedures:**
   * Familiarize yourself with the school’s evacuation plan and emergency exits.
   * Know the location of first-aid kits and fire extinguishers.
2. **Prepare an Emergency Kit:**
   * Keep a small emergency kit with water, snacks, a flashlight, and a whistle.
3. **Secure Heavy Objects:**
   * Make sure shelves, cabinets, and heavy items are fixed securely to walls.

## During an Earthquake

1. **Stay Calm:**
   * Do not panic. Try to remain as calm as possible.
2. **Drop, Cover, and Hold On:**
   * Drop to your hands and knees to prevent being knocked over.
   * Cover your head and neck with your arms and, if possible, take shelter under a sturdy desk or table.
   * Hold on to the shelter until the shaking stops.
3. **Stay Away from Windows and Heavy Objects:**
   * Move away from windows, glass doors, mirrors, and anything that can shatter.
   * Avoid standing near bookshelves, cabinets, or other heavy furniture.
4. **Do Not Use Elevators:**
   * Use stairs only if evacuation is necessary and it is safe to do so.
5. **If Outside:**
   * Move to an open area away from buildings, trees, streetlights, and power lines.
6. **If in a Vehicle:**
   * Stop in a safe place away from bridges, tunnels, and overpasses. Remain inside the vehicle until the shaking stops.

## After an Earthquake

1. **Check for Injuries:**
   * Examine yourself and others for injuries. Provide first aid if necessary.
2. **Be Prepared for Aftershocks:**
   * Aftershocks may follow the main earthquake. Stay alert and be ready to protect yourself again.
3. **Evacuate the Building if Necessary:**
   * If the building is damaged or there is a risk of fire, calmly evacuate using the stairs.
4. **Avoid Using Phones:**
   * Use phones only for emergency calls to keep lines free for rescue operations.
5. **Listen for Official Information:**
   * Follow instructions from teachers, emergency personnel, or authorities.
6. **Stay Away from Damaged Areas:**
   * Do not enter damaged buildings or go near fallen power lines.

## Important Reminders

* Stay calm and act quickly.
* Help others if you can do so safely.
* Always follow the instructions of responsible adults and emergency personnel.

## Conclusion

Knowing what to do during an earthquake can save your life and the lives of others. Practice these safety procedures regularly and stay prepared. Remember: **Drop, Cover, and Hold On** is the key action during an earthquake.

**Практическое занятие 33-34**

**Тема: Подголовка сообщений «Техника безопасности и охрана труда на производстве. Составление диалогов по заданным ситуациям и визуальным материалам**

1. **Read the information below**

**Safety signs: colours and shapes**

Safety signs are very important because the oil and gas industry has many hazards. Hazards are possible dangers like electricity, chemicals, hot things, gas, machines, noise, falling objects, and slippery surfaces. There are four main kinds of safety signs:

* Black and yellow triangles.

These signs warn us about hazards.

* Blue and white circles

These signs tell us “You must wear or do the thing in the picture”

* Red and white circles

These signs usually have a red band across them. They tell us we must not do things.

* Green and white squares or rectangles

These signs give information about safety.

1. **Match the signs with the descriptions given below.**

|  |  |  |
| --- | --- | --- |
| 1. C:\Users\1\Desktop\priem_pishi.jpg | 1. C:\Users\1\Desktop\0tectionrequired3.png | 1. C:\Users\1\Desktop\DSC_0702.JPG |
| 1. C:\Users\1\Desktop\Nosmoke1-297x300 (1).jpg | 1. C:\Users\1\Desktop\gws251951.gif | 1. C:\Users\1\Desktop\7rotection.png |
| 1. C:\Users\1\Desktop\0efootwear.png | 1. C:\Users\1\Desktop\images (2).jpg | 1. C:\Users\1\Desktop\EC_01.jpg |
| 1. C:\Users\1\Desktop\1287132451_foto.jpg | 1. C:\Users\1\Desktop\17.jpg | 1. C:\Users\1\Desktop\eye-protection-required.png |
| 1. C:\Users\1\Desktop\8ve.png | 1. C:\Users\1\Desktop\2_znaki-tehniki-bezopasnosti-soglasno-gost-r-12-4-026--2001.jpg | 1. C:\Users\1\Desktop\4480879_w200_h200_e_01_02.jpg |

1. Wear goggles
2. Don’t smoke here
3. This way to the emergency exit
4. Wear ear protectors
5. Don’t eat here
6. Danger! High voltage!
7. Fire exit
8. Wear boots
9. Wear respirator
10. Do not enter
11. Danger!Radiation
12. Danger! Overhead crane!
13. This way to the pharmacy
14. Do not touch!
15. Drinking water is here

**3.Read the health and safety officer talking to a team of welders and pipe-fitters**

**H** - health and safety officer

**P1**- pipe-fitter1

**P2**- pipe-fitter2

**P3**- pipe-fitter3

**H** There are six main hazards for welders. Can you name them?

**P1** Electric shock

**H**  Right. So what do we do?

**P2**  Weld dry. Don’t stand in water.

**P3**  And wear leather shoes and always wear gloves.

**H** Right . we also check our equipment often. We switch off equipment when we are not using it. Another hazard?

**P3** Gas cylinders. Gas cylinders can explode.

**H** Correct . So how do we stay safe?

**P1** Don’t drop them!

**H** Right. How?

**P2** Always secure the cylinders. And always move them safely**.**

**H** . Ok. And three steps before moving?

**P2**  Close the valve, remove the regulator , and replace the valve cap. Then use a cart to move a cylinder.

**H** Right. And always close the valve when you go on break or at the end of the day. Also , you should always wear your safety glasses when you’re working. OK, that’s two hazards. What else?

**P3** Arc rays They burn eyes and skin

**H** Precautions?

**P1** Cover skin and eyes. Never look at the spark. Always use a welder’s helmet and gloves.

**H** . Those things also protect us from arc sparks. Hot sparks can burn clothes and start fires. So wear your protective clothes. Cotton trousers are good. And no pockets! Pockets catch sparks. Another hazard?

**P2** Smoke. Smoke from welding can be dangerous .

**P1** So we use respirators. And we always know the material we’re welding.

**H** That’s right . And indoors, we always use the ventilation system. OK, there’s one more hazard on my list . Trips and falls You work in confined spaces, sometimes underground, sometimes high u. So what do you do?

**P3** Always think about where you are. Wear a safety harness.

**P2** Keep the work area clean and tidy**.**

**H** Right

**4 . Number the welding hazards in the order you hear them**

1. Gas cylinders d) smoke
2. Arc sparks e) electric shock
3. Arc rays f) trips and falls

**5. Match each hazard (a-f) in 6 above with a precaution**

1. Weld dry.
2. Always move it safely.
3. Cover up skin and eyes.
4. No pockets!
5. Know the material we’re welding .
6. Keep the work area clean and tidy.

**6.Read again. Tick the pieces of safety equipment you hear.**

1. Safety glasses 7. Respirator
2. Welder’s helmet 8. Boots
3. Face guard 9. Ventilation system
4. Gloves 10. Ear protectors
5. Cotton trousers 11. Safety harness
6. Welding jacket 12. Leather shoes

**7. What safety precautions do you take when you drive a car, or ride a motorcycle or bicycle?**

**8. Choose the correct words to complete each sentence.**

1. We switch off equipment/an equipment
2. There are six main hazard/ hazards for welders
3. Gas cylinder / cylinders can explode.
4. Never look at spark/ the spark.
5. Hot sparks can burn clothes / a clothes and start fires.
6. Smoke/ A smoke from welding can be dangerous.
7. Use cart / a cart.
8. We always know material/ the material we’re welding.
9. Cover skin/ a skin and eyes.
10. Don’t stand in water / a water.

**9.The pictures are from a safety manual for drilling crews**. Which person is

1 wearing loose clothes?

2 standing under a load?

3. running up or down steps?

4. eating near chemicals?

5 handling chemicals without PPE?

6 walking below people working?

7 standing between a wall and a moving load?

1. using a broken tool?
2. climbing without a safety harness?
3. doing the right thing : lifting correctly and keeping his back straight?



10. Say what might happen in each situation?

**Практическое занятие 35-36**

**Тема: Инструменты, оборудование. станки/ ГАЗОАНАЛИЗАТОР**

Vocabulary

1. **Learn the words**

1. Gas analyzer — газоанализатор

1. Concentration — концентрация
2. Measurement — измерение
3. Hazardous — опасный
4. Infrared spectroscopy — инфракрасная спектроскопия
5. Sensor — датчик
6. Detection — обнаружение
7. Environment — окружающая среда
8. Calibration — калибровка
9. Maintenance — техническое обслуживание
10. Portable — переносной
11. Stationary — стационарный
12. Emissions — выбросы
13. Quantify — количественно определять
14. Safety — безопасность

**2. Read the text**

**gas analyzer**

A gas analyzer is a scientific device used to measure the concentration of different gases in the air or in a specific environment. Gas analyzers are essential in many areas, such as environmental monitoring, industrial safety, medical diagnostics, and laboratory research. The main function of a gas analyzer is to detect and quantify gases like oxygen, carbon dioxide, methane, carbon monoxide, and other hazardous or important substances.

Modern gas analyzers use various methods to identify gases. The most common techniques include infrared spectroscopy, electrochemical sensors, and semiconductor sensors. Infrared spectroscopy is based on the absorption of infrared light by gas molecules. Each gas absorbs light at specific wavelengths, allowing the analyzer to determine its concentration. Electrochemical sensors use chemical reactions to produce an electrical signal proportional to the amount of a particular gas. Semiconductor sensors change their electrical resistance when exposed to certain gases.

Gas analyzers are widely used in industries to ensure safety and prevent accidents. For example, in chemical plants, they monitor the air for toxic or flammable gases. In environmental science, gas analyzers help measure air pollution and greenhouse gas emissions. In medicine, they are used to check a patient’s breath for gases like oxygen or carbon dioxide, which can indicate health problems.

Portable gas analyzers are convenient for fieldwork, while stationary analyzers are installed in laboratories or factories. Some advanced models can detect multiple gases simultaneously and provide real-time data. Regular calibration and maintenance are necessary for accurate measurements.

In conclusion, gas analyzers play a crucial role in protecting human health, ensuring workplace safety, and monitoring the environment. Their development has greatly improved our ability to detect and control dangerous gases.

**3. Answer the questions**

1. What is the main purpose of a gas analyzer?
2. Which gases can be measured by a gas analyzer?
3. Name two common methods used in gas analyzers.
4. How does infrared spectroscopy work in gas analysis?
5. What is the function of an electrochemical sensor?
6. Why are gas analyzers important in industry?
7. How are gas analyzers used in environmental science?
8. What role do gas analyzers play in medicine?
9. What is the difference between portable and stationary gas analyzers?
10. Why is calibration important for gas analyzers?
11. What kind of data can advanced gas analyzers provide?
12. How does a semiconductor sensor detect gases?
13. What could happen if gas analyzers are not maintained properly?
14. Give an example of a situation where a gas analyzer could prevent an accident.
15. Why is it important to detect hazardous gases?

### 4. Choose the correct form of the verb

1. Gas analyzers (is/are) used in many industries.
2. The sensor (detect/detects) hazardous gases.
3. Engineers (calibrate/calibrates) the device regularly.
4. The analyzer (show/shows) real-time data.
5. Technicians (perform/performs) maintenance once a month.
6. The machine (need/needs) to be checked often.
7. Scientists (use/uses) gas analyzers in research.
8. The device (work/works) with different gases.

**5. Fill in the blanks with the correct word**

1. The main **\_\_\_\_** of a gas analyzer is to detect gases. (function)
2. **\_\_\_\_** analyzers are easy to carry. (Portable)
3. **\_\_\_\_** is necessary for accurate results. (Calibration)
4. The analyzer measures the **\_\_\_\_** of carbon dioxide. (concentration)
5. **\_\_\_\_** gases can be dangerous. (Hazardous)
6. The device must undergo regular **\_\_\_\_**. (maintenance)
7. The **\_\_\_\_** uses infrared spectroscopy. (sensor)
8. The analyzer helps ensure **\_\_\_\_** at work. (safety)

**6. Translate the sentences into English**

1. Газоанализатор измеряет концентрацию кислорода.
2. Переносные устройства удобны для полевых работ.
3. Калибровка необходима для точности.
4. Датчик обнаруживает опасные газы.
5. Анализатор помогает предотвратить аварии.
6. В медицине анализируют дыхание пациента.
7. Инфракрасная спектроскопия используется для идентификации газов.
8. Заводы используют газоанализаторы для контроля выбросов.

### 7. Speak on the points

**1. Work in pairs. Discuss the following situation:**

***You are engineers in a chemical plant. There is a leak of an unknown gas***.

* Decide together which type of gas analyzer you will use and why.
* Explain how you will ensure the safety of your team.
* Discuss what steps you will take after detecting the gas.

**2. Role Play**

Student A: You are a laboratory technician explaining to a new employee how to use a gas analyzer. Student B: You are the new employee.

* Student A, explain step by step how to calibrate the analyzer and why each step is important.
* Student B, ask questions about what to do if the analyzer shows an error or if the readings are unusual.

**3. Mini-Presentation**

Prepare a short presentation (2-3 minutes) on one of the topics:

* The importance of gas analyzers in environmental protection
* How gas analyzers help prevent industrial accidents
* The difference between portable and stationary gas analyzers Use at least five key words from the vocabulary list in your speech.

**Практическое занятие 37-38**

**Тема: Инструменты, оборудование. Станки/ Регистратор данных**

**Vocabulary**

1. **Learn the words**

|  |  |
| --- | --- |
| 1. Data logger | * регистратор данных |
| 1. Sensor | * датчик |
| 1. Record | * записывать |
| 1. Interval | * интервал |
| 1. Memory | * память |
| 1. Transfer | * передавать |
| 1. Analysis | * анализ |
| 1. Accuracy | * точность |
| 1. Portable | * портативный |
| 1. Battery-powered | * работающий от батареи |
| 1. Environmental | * экологический |
| 1. Monitoring | * мониторинг |
| 1. Wireless | * беспроводной |
| 1. Affordable | * доступный |
| 1. Essential | * необходимый |

1. **Read the text**

**data logger**

A data logger is an electronic device designed to automatically record measurements over time or in relation to specific locations. These devices are equipped with sensors that can detect and collect information such as temperature, humidity, voltage, pressure, light, or even movement. Data loggers are widely used in scientific research, environmental monitoring, industry, agriculture, medicine, and many other fields. Their main advantage is that they can operate without human supervision, providing precise and reliable data.

For example, in environmental studies, scientists use data loggers to monitor changes in temperature and humidity in forests, oceans, or the atmosphere. This information helps researchers study climate change and predict weather patterns. In agriculture, farmers use data loggers to control conditions in greenhouses, ensuring optimal growth for plants by measuring soil moisture and air temperature. In medicine, data loggers can monitor patients’ vital signs, such as heart rate and body temperature, over long periods, allowing doctors to make better diagnoses.

Most data loggers are compact, portable, and battery-powered, which makes them easy to use in remote locations. The sensors are connected to the logger, and the device can be programmed to record data at specific intervals, for example, every minute, every hour, or once a day. The recorded information is stored in the device’s internal memory. After the data collection period, the data can be transferred to a computer or another device for analysis. Some modern data loggers are equipped with wireless technology, such as Wi-Fi or Bluetooth, which allows them to send data in real time to a central server or smartphone.

Operating a data logger is straightforward. First, you need to connect the necessary sensors and set the recording interval according to your needs. Next, you place the data logger in the required location. The device will automatically start recording data according to the programmed schedule. After the data collection is complete, you can download the data using a USB cable, memory card, or wireless connection. Special software is then used to analyze and visualize the collected information, making it easier to identify trends or unusual events.

Data loggers are highly valued for their accuracy, reliability, and ability to save time. They eliminate the need for manual data recording, reducing the risk of human error. In industry, data loggers help engineers monitor manufacturing processes, control quality, and ensure safety. In meteorology, they are essential for collecting long-term weather data. In transportation, data loggers track vehicle conditions and performance.

As technology advances, data loggers are becoming smaller, more efficient, and more affordable. Today, even students and amateur researchers can use them for school projects or hobbies. The development of smart sensors and cloud technologies enables the integration of data loggers into larger monitoring systems, making them an essential tool for the modern world.

1. **Answer the questions**
2. Which types of information can data loggers collect?
3. What is a data logger and what is its main function?
4. Why are data loggers useful in environmental research?
5. How do farmers benefit from using data loggers in agriculture?
6. In what way are data loggers used in medicine?
7. What are the advantages of portable and battery-powered data loggers?
8. How is the recorded information stored and transferred?
9. What is the role of wireless technology in modern data loggers?
10. Describe the steps for operating a data logger.
11. Why do data loggers help to reduce human error?
12. How do data loggers support engineers in industry?
13. What is the importance of data loggers in meteorology?
14. How has technology made data loggers more accessible?
15. What new possibilities do smart sensors and cloud technologies offer for data loggers?
16. Name at least three fields where data loggers are essential and explain why.

### Match the words to their definitions:

1. Sensor
2. Interval
3. Portable
4. Accuracy
5. Wireless
6. Essential
7. Monitoring
8. Affordable
   1. The ability to move easily b) Checking something regularly c) Not expensive d) A device that detects changes e) No need for cables f) Something very important g) The degree of correctness h) The period between two actions

### Fill in the gaps with the correct form of the word in brackets:

1. Data loggers (use) **\_\_** in various fields of science and industry.
2. The device (record) **\_\_** information automatically without human help.
3. Sensors (collect) **\_\_** data about temperature, humidity, and other parameters.
4. The recorded information (store) **\_\_** in the device’s memory.
5. You (can/transfer) **\_\_** the data to a computer for analysis.
6. Modern data loggers (send) **\_\_** data wirelessly to a central server.
7. After the data collection period, you (analyze) **\_\_** the information using special software.
8. Technology (make) **\_\_** data loggers more efficient and affordable.

### 6. Choose the correct option:

1. Data loggers are (portable/portability) and easy to use.
2. The (sensor/sense) detects changes in the environment.
3. Data loggers work (automatic/automatically) over long periods.
4. The data is (analysis/analyzed) after collection.
5. (Environmental/Environment) monitoring is an important application.
6. The device is powered by (battery/batteries).
7. The collected data is very (accurate/accuracy).
8. Some data loggers can use (wireless/wire) technology.

### 7. Translate into English:

1. Учёные используют регистраторы данных для мониторинга климата.
2. Инженеры анализируют собранные данные.
3. Данные передаются на компьютер для дальнейшего анализа.
4. Современные устройства работают от батареи и очень портативны.
5. Это устройство очень доступное и простое в использовании.
6. Датчики собирают информацию о давлении и влажности воздуха.
7. Мониторинг окружающей среды важен для защиты природы.
8. Регистраторы данных экономят время и повышают точность.

### 8. Make questions for the answers:

1. A data logger records temperature and humidity.
2. The data is stored in the device's memory.
3. You can transfer the data using a USB cable or wireless connection.
4. Scientists use data loggers in environmental studies.
5. The device is battery-powered and portable.
6. Data loggers are becoming more efficient and affordable.
7. The sensors are connected to the logger before use.
8. The data is analyzed with special software after collection.

### Complete the sentences:

1. Data loggers are used in **\_\_**, industry, and medicine.
2. The device records data at specific **\_\_** set by the user.
3. Wireless data loggers send data using **\_\_** or Bluetooth.
4. The information is stored in the device’s **\_\_**.
5. Data loggers are usually powered by **\_\_**.
6. Sensors collect **\_\_** such as temperature and pressure.
7. The data is **\_\_** with special software after it is collected.
8. Modern data loggers are small, **\_\_**, and easy to use.

### 10. Find the mistake and correct it:

1. Data loggers is important in science.
2. The device can records data every hour.
3. Data are stored in the computer.
4. Sensors collecting information about humidity.
5. The logger send data by Bluetooth.
6. Engineers use data logger for control process.
7. The data is analyze by software.
8. It is a essential tool for scientists.

## Speak on the points

1. **Describe** the process of using a data logger in a scientific experiment. What steps do you take from setup to data analysis? What difficulties might you face, and how would you solve them?
2. **Discuss** the advantages and disadvantages of using data loggers in environmental monitoring. Give examples from real life or your studies. How do data loggers improve the quality of research?
3. **Imagine** you are an engineer. Explain to your classmates why data loggers are important in your work. How do they help control quality, ensure safety, and save time in industrial processes? Give specific examples.

**Практическое занятие 39**

**Тема: Инструменты, оборудование \Измеритель водородного показателя**

**Vocabulary**

1. **Learn the words**

|  |  |
| --- | --- |
| 1. acidity | * кислотность |
| 1. alkalinity | * щелочность |
| 1. solution | * раствор |
| 1. probe | * зонд, электрод |
| 1. calibration | * калибровка |
| 1. buffer | * буфер |
| 1. distilled | * дистиллированный |
| 1. contamination | * загрязнение |
| 1. accurate | * точный |
| 1. measurement | * измерение |
| 1. display | * дисплей |
| 1. voltage | * напряжение |
| 1. moisture | * влага |
| 1. lifespan | * срок службы |
| 1. essential | * необходимый |

**2.Read the Text**

** pH Meter**

A pH meter is a scientific instrument used to measure the acidity or alkalinity of a solution. The term "pH" stands for "potential of hydrogen" and is a scale that ranges from 0 to 14. A pH of 7 is considered neutral, values below 7 indicate acidity, and values above 7 indicate alkalinity. The pH meter is widely used in chemistry, biology, medicine, agriculture, and environmental science.

The pH meter consists of a probe and an electronic meter. The probe is a sensitive glass electrode that detects hydrogen ion activity in a solution. When the probe is placed in a liquid, it produces a small voltage that changes depending on the concentration of hydrogen ions. The electronic meter interprets this voltage and displays the corresponding pH value on a digital screen.

To get accurate results, the pH meter must be calibrated before use. Calibration is usually done with buffer solutions of known pH, such as pH 4, pH 7, and pH 10. After calibration, the probe is rinsed with distilled water to avoid contamination. The probe is then placed in the solution to be tested, and after a few seconds, the pH value appears on the display.

PH- meters are important in many fields. In agriculture, they help farmers check soil acidity to ensure healthy crops. In medicine, they are used to test blood and urine samples. In environmental science, pH meters help monitor water quality in rivers and lakes. Accurate pH measurements are essential for many experiments and industrial processes.

Proper care of the pH meter is important. The probe should always be kept moist, usually in a special storage solution. If the probe dries out, it may not work correctly. Regular calibration and careful cleaning will help maintain the accuracy and lifespan of the instrument.

1. **Answer the questions**
2. What does "pH" stand for?
3. What is the pH range of the scale?
4. What pH value is considered neutral?
5. What does a pH below 7 indicate?
6. What does a pH above 7 indicate?
7. What are the main parts of a pH meter?
8. What is the function of the probe?
9. How does the meter display the pH value?
10. Why is calibration important?
11. Which solutions are used for calibration?
12. Why should the probe be rinsed with distilled water?
13. Name two fields where pH meters are used.
14. Why is pH measurement important in agriculture?
15. How should the probe be stored?
16. What can happen if the probe dries out?

**4. Complete the sentences with the correct form of the verb in brackets.**

1. The pH meter (to measure) **\_\_\_\_** the acidity of solutions.
2. The probe (to detect) **\_\_\_\_** hydrogen ions in the liquid.
3. Scientists (to use) **\_\_\_\_** pH meters in many experiments.
4. The probe (to need) **\_\_\_\_** to be calibrated regularly.
5. The display (to show) **\_\_\_\_** the pH value.
6. Farmers (to check) **\_\_\_\_** soil pH before planting.
7. The probe (to be) **\_\_\_\_** sensitive to hydrogen ions.
8. If the probe (to dry) **\_\_\_\_**, it may not work correctly.

**5. Fill in the blanks with the appropriate word from the vocabulary list.**

1. The **\_\_\_\_** is used to measure pH.
2. **\_\_\_\_** water is used to rinse the probe.
3. The **\_\_\_\_** must be kept moist.
4. **\_\_\_\_** solutions are used for calibration.
5. **\_\_\_\_** is important for correct results.
6. The meter shows the pH on the **\_\_\_\_**.
7. **\_\_\_\_** is necessary for plants to grow well.
8. **\_\_\_\_** can affect the accuracy of the measurement.

**6. Make questions using the words given.**

1. What / pH meter / do?
2. How / probe / work?
3. Why / calibration / be / important?
4. Where / pH meters / use?
5. When / probe / rinse?
6. Who / use / pH meters / in agriculture?
7. What / happen / if / probe / dry out?
8. How / display / show / pH value?

**7. Rewrite the sentences in the passive voice.**

1. Scientists use pH meters in laboratories.
2. The probe detects hydrogen ions.
3. Farmers check soil pH.
4. The meter displays the pH value.
5. Calibration ensures accuracy.
6. Students clean the probe after use.
7. The manufacturer provides a storage solution.
8. The technician calibrates the meter.

**8. Choose the correct option.**

1. The pH meter (shows/show) the pH value.
2. The probe (is/are) sensitive to hydrogen ions.
3. Buffer solutions (is/are) used for calibration.
4. The probe (must/mustn’t) be kept dry.
5. The display (show/shows) numbers.
6. Calibration (help/helps) to get accurate results.
7. Scientists (use/uses) pH meters.
8. The probe (needs/need) to be clean.

**9. Translate the sentences into English.**

1. Калибровка важна для точных измерений.
2. Зонд должен быть влажным.
3. Буферные растворы используются для калибровки.
4. Дисплей показывает значение pH.
5. Кислотность почвы влияет на рост растений.
6. Не загрязняйте зонд.
7. Учёные используют pH-метры в экспериментах.
8. Щелочность воды важна для рыб.

**10.Make negative sentences and special questions.**

1. The pH meter is expensive.
2. The pH meter must be calibrated before use.
3. The pH meter consists of a probe and an electronic meter.
4. The solution is acidic.
5. Regular calibration and careful cleaning will help maintain the accuracy of the instrument.
6. The probe was dirty.
7. The meter seems old.

**11. Speaking Exercises**

1. Describe the process of measuring pH with a pH meter in your own words.

2. Discuss why pH measurement is important in everyday life. Give examples.

3. Imagine you are a scientist. Explain to your class how to take care of a pH meter and why it is important.

**Практическое занятие 40**

**Тема: Программы и программное обеспечение в экологии**

**Vocabulary**

1. **Learn the words**

|  |  |
| --- | --- |
| 1. ecologist | 1. эколог |
| 1. software | 1. программное обеспечение |
| 1. model | 1. моделировать |
| 1. predict | 1. предсказывать |
| 1. pollution | 1. загрязнение |
| 1. climate change | 1. изменение климата |
| 1. visualize | 1. визуализировать |
| 1. map (verb) | 1. составлять карту |
| 1. data analysis | 1. анализ данных |
| 1. sensor | 1. датчик |
| 1. stellite | 1. спутник |
| 1. pattern | 1. закономерность |
| 1. monitoring | 1. мониторинг |
| 1. endangered species | 1. виды под угрозой |
| 1. threat | 1. угроза |

**Software in Ecology**

In the modern world, the role of software in ecology is becoming more significant every year. Environmental problems such as climate change, deforestation, air and water pollution, and the loss of biodiversity require innovative solutions. Scientists and ecologists use various software tools to study, monitor, and solve these problems effectively.

One of the main uses of software in ecology is modeling and simulation. With the help of computer programs, researchers can create virtual models of ecosystems. For example, they can simulate how a forest reacts to fires, drought, or human activity. Predictive models allow ecologists to foresee the consequences of different scenarios and make recommendations for environmental protection. This is especially important for planning actions to prevent environmental disasters.

Another important application is data collection and analysis. Modern software can process large volumes of information from satellites, sensors, and field observations. For instance, Geographic Information Systems (GIS) are used to map forests, rivers, and urban areas. GIS helps visualize changes in land use, track illegal logging, and monitor the spread of invasive species. Statistical programs such as R and Python are widely used for analyzing ecological data, identifying patterns, and making predictions about the future state of the environment.

Environmental monitoring is also impossible without specialized software. Automated systems measure air and water quality, track weather conditions, and detect pollution sources. Thanks to real-time data, ecologists can quickly respond to emergencies, such as oil spills or forest fires. Mobile applications allow citizens to participate in environmental monitoring by reporting problems in their neighborhoods.

Furthermore, software plays a key role in environmental education and public awareness. Interactive programs, online platforms, and virtual reality can teach people about the importance of protecting nature. By using modern technologies, ecologists can share their findings with the government, non-profit organizations, and the general public.

In conclusion, software has revolutionized the field of ecology. It enables scientists to collect and analyze data more efficiently, predict environmental changes, and educate society. As technology continues to develop, the influence of software on ecology will only increase, helping humanity to protect the planet for future generations.

1. **Answer the Questions**
2. What are the main environmental problems mentioned in the text?
3. How do ecologists use modeling in their work?
4. What is the purpose of predictive models in ecology?
5. Why is data collection important for environmental science?
6. How does GIS help ecologists?
7. What types of information can satellites and sensors provide?
8. Which software tools are popular for data analysis in ecology?
9. What is environmental monitoring?
10. How do automated systems improve ecological research?
11. In what ways can citizens participate in environmental monitoring?
12. How does software help in environmental education?
13. Why is visualization of environmental data important?
14. What actions can ecologists recommend based on software analysis?
15. How has software changed the field of ecology?
16. What is the future role of software in protecting the environment?

**3. Complete the sentences with the correct form of the word in brackets.**

1. Ecologists often **\_\_** (analyze) data using computers.
2. Pollution **\_\_** (affect) many ecosystems.
3. Satellites **\_\_** (provide) important information.
4. The program **\_\_** (help) scientists make predictions.
5. Endangered species **\_\_** (need) protection.
6. Software **\_\_** (become) more advanced every year.
7. Sensors **\_\_** (detect) changes in the environment.
8. Scientists **\_\_** (share) their results with the public.

**4. Choose the correct word.**

1. GIS is used to (visualize / predict) environmental changes.
2. R and Python are (animals / programs) for data analysis.
3. Monitoring helps (ignore / detect) pollution.
4. Ecologists (model / destroy) future scenarios.
5. Satellites (collect / reduce) environmental data.
6. Software can (help / harm) protect nature.
7. Patterns in data are (visible / invisible) with special programs.
8. Automated systems (slow down / speed up) monitoring processes.

**5. Fill in the blanks with suitable words.**

1. **\_\_** is used to analyze large amounts of data.
2. **\_\_** change is a global problem.
3. Ecologists use **\_\_** to map forests.
4. Illegal logging is a **\_\_** to biodiversity.
5. **\_\_** help collect information from remote areas.
6. Data **\_\_** is essential in ecology.
7. Endangered **\_\_** need constant monitoring.
8. **\_\_** systems can work without people.

**6. Make questions from the words.**

1. software / do / ecologists / What / use?
2. does / How / help / GIS / scientists?
3. predict / can / software / What?
4. important / is / Why / monitoring?
5. satellites / use / ecologists / How / do?
6. protect / How / does / software / nature?
7. share / Who / can / ecologists / with / findings?
8. changed / How / has / science / software / environmental?

**7. Rewrite the sentences in Passive Voice.**

1. Ecologists use software to model pollution.
2. Scientists analyze data with computers.
3. Satellites collect information about the Earth.
4. Programs help predict environmental changes.
5. Sensors monitor air and water quality.
6. Researchers map forests using GIS.
7. Automated systems detect illegal logging.
8. Ecologists share results with the public.

**8. Choose the correct tense.**

1. Ecologists (used / use / will use) software for modeling.
2. The program (predicts / predicted / will predict) pollution levels.
3. Scientists (analyze / analyzed / will analyze) data every day.
4. Sensors (detect / detected / will detect) changes in real time.
5. The team (shares / shared / will share) results online.
6. GIS (helps / helped / will help) map changes.
7. Endangered species (monitored / are monitored / will be monitored) by ecologists.
8. Software (becomes / became / will become) more important.

**8. Match the words to their definitions.**

|  |  |
| --- | --- |
| 1. Ecologist | 1. The process of observing something regularly |
| 1. Software | 1. A device that detects changes |
| 1. Sensor | 1. A repeated or regular way in which something happens |
| 1. Pattern | 1. A machine in space for collecting information |
| 1. Monitoring | 1. A danger |
| 1. Satellite | 1. Computer programs |
| 1. Threat | 1. The process of examining information |
| 1. Data analysis | 1. A person who studies the environment |

**9. Speaking Exercises**

**1. Discuss in pairs:**

How can software help solve environmental problems in your region?

**2. Role-play:**

One student is an ecologist explaining to a government official how software helps protect endangered species. The other is the official asking questions.

**3. Debate:**

"Technology is the most important tool for protecting the environment." Do you agree or disagree? Give reasons.

**Практическое занятие 41**

**Тема: Групповая презентация «Необходимое оборудование в моей работе»**

**Практическое занятие 42-43**

**Тема: Основные операции в профессинальной деятельности. Работа с измерителем водородного показателя**

**Vocabulary**

1. **Learn the words**

|  |  |
| --- | --- |
| 1. electrode | * электрод |
| 1. voltage | * напряжение |
| 1. display | * дисплей |
| 1. solution | * раствор |
| 1. membrane | * мембрана |
| 1. reference | * эталонный |
| 1. potential | * потенциал |
| 1. amplifier | * усилитель |
| 1. probe | * зонд |
| 1. selective | * избирательный |
| 1. hydrogen-ion | * ион водорода |
| 1. immersion | * погружение |
| 1. exchange | * обмен |
| 1. electrochemical | * электрохимический |
| 1. magnitude | * величина |

1. **Read the text**

**Principles of operation**

**(Part 1)**

[Potentiometric](https://en.wikipedia.org/wiki/Potentiometric) pH meters measure the voltage between two electrodes and display the result converted into the corresponding pH value. They comprise a simple electronic amplifier and a pair of electrodes, or alternatively a combination electrode, and some form of display calibrated in pH units. It usually has a [glass electrode](https://en.wikipedia.org/wiki/Glass_electrode) and a [reference electrode](https://en.wikipedia.org/wiki/Reference_electrode), or a combination electrode. The electrodes, or probes, are inserted into the solution to be tested. pH meters may also be based on the [antimony electrode](https://en.wikipedia.org/wiki/Antimony_electrode) (typically used for rough conditions) or the [quinhydrone electrode](https://en.wikipedia.org/wiki/Quinhydrone_electrode).

In order to accurately measure the potential difference between the two sides of the glass membrane [reference electrode](https://en.wikipedia.org/wiki/Reference_electrode), typically a [silver chloride electrode](https://en.wikipedia.org/wiki/Silver_chloride_electrode) or [calomel electrode](https://en.wikipedia.org/wiki/Calomel_electrode) are required on each side of the membrane. Their purpose is to measure changes in the potential on their respective side. One is built into the glass electrode. The other, which makes contact with the test solution through a porous plug, may be a separate reference electrode or may be built into a combination electrode. The resulting voltage will be the potential difference between the two sides of the glass membrane possibly offset by some difference between the two reference electrodes, that can be compensated for. The article on the [glass electrode](https://en.wikipedia.org/wiki/Glass_electrode#Galvanic_cell_schematic_representation) has a good description and figure.

The design of the electrodes is the key part: These are rod-like structures usually made of glass, with a bulb containing the sensor at the bottom. The glass electrode for measuring the pH has a glass bulb specifically designed to be selective to hydrogen-ion concentration. On immersion in the solution to be tested, hydrogen ions in the test solution exchange for other positively charged ions on the glass bulb, creating an electrochemical potential across the bulb. The electronic amplifier detects the difference in electrical potential between the two electrodes generated in the measurement and converts the potential difference to pH units. The magnitude of the electrochemical potential across the glass bulb is linearly related to the pH according to the [Nernst equation](https://en.wikipedia.org/wiki/Nernst_equation).

1. **Answer the questions**
2. What does a potentiometric pH meter measure?
3. How many electrodes are usually in a pH meter?
4. What is the function of the glass electrode?
5. What is the role of the reference electrode?
6. What is a combination electrode?
7. How are the electrodes used during measurement?
8. Which alternative electrodes can a pH meter use?
9. Why are silver chloride or calomel electrodes needed?
10. How does the reference electrode make contact with the test solution?
11. What is the key part of the pH meter design?
12. What material are the electrodes usually made of?
13. What happens when the glass bulb is immersed in the solution?
14. What does the electronic amplifier do in the pH meter?
15. How is the electrochemical potential related to pH?
16. What equation describes the relationship between potential and pH?

**4. Fill in the blanks with the correct word from the vocabulary list**

1. The pH meter uses a glass **\_\_**.
2. The **\_\_** electrode is important for accuracy.
3. The **\_\_** shows the pH value.
4. The **\_\_** is selective to hydrogen ions.
5. The **\_\_** between electrodes is measured.
6. The **\_\_** is immersed in the solution.
7. The **\_\_** detects the potential difference.
8. The **\_\_** of the potential is related to pH.

**5. Change the sentences to passive voice**

1. The amplifier detects the potential.
2. The user inserts the electrodes.
3. The meter measures the voltage.
4. The solution exchanges ions with the glass bulb.
5. The reference electrode contacts the solution.
6. The device converts voltage to pH units.
7. The manufacturer calibrates the display.
8. The scientist uses a silver chloride electrode.

**6. Put the verbs in brackets into the correct form (Present Simple, Present Perfect, Passive)**

1. The pH meter (measure) **\_\_** the voltage.
2. The electrodes (insert) **\_\_** into the solution.
3. The potential difference (detect) **\_\_** by the amplifier.
4. The display (calibrate) **\_\_** in pH units.
5. The glass bulb (design) **\_\_** to be selective.
6. The ions (exchange) **\_\_** on the glass bulb.
7. The reference electrode (use) **\_\_** for accuracy.
8. The voltage (convert) **\_\_** into pH.

**7. Choose the correct option**

1. The pH meter (measure/measures) the voltage.
2. The electrodes (is/are) inserted into the solution.
3. The display (show/shows) the pH value.
4. A reference electrode (is/are) important for accuracy.
5. The glass bulb (create/creates) an electrochemical potential.
6. The amplifier (detect/detects) the potential difference.
7. The solution (exchange/exchanges) ions with the glass bulb.
8. The magnitude (is/are) related to pH.

**8.Make questions for the following answers**

1. The pH meter measures the voltage.
2. The electrodes are made of glass.
3. The reference electrode makes contact through a porous plug.
4. The display shows the pH value.
5. The amplifier detects the potential difference.
6. The glass bulb is selective to hydrogen ions.
7. The voltage is converted into pH units.
8. The Nernst equation describes the relationship.

**9. Translate the sentences into English**

1. Электроды вставляются в раствор.
2. Усилитель обнаруживает разницу потенциалов.
3. Дисплей откалиброван в единицах pH.
4. Мембрана избирательна к ионам водорода.
5. Справочный электрод используется для точности.
6. Стеклянная колба создает электрохимический потенциал.
7. Потенциал связан с pH.
8. Напряжение измеряется pH-метром.

**10. Match the words to their definitions**

|  |  |
| --- | --- |
| 1. electrode | A thin layer that separates two solutions |
| 1. voltage | A device that increases electrical signal |
| 1. membrane | The act of putting something into a liquid |
| 1. amplifier | A device showing information |
| 1. probe | The difference in electric potential |
| 1. display | A device used to measure or test something |
| 1. immersion | A process in which substances change places |
| exchange | A conductor through which electricity enters or leaves |

**11. Translate the following fragment into Russian in written form**

The glass electrode for measuring the pH has a glass bulb specifically designed to be selective to hydrogen-ion concentration. On immersion in the solution to be tested, hydrogen ions in the test solution exchange for other positively charged ions on the glass bulb, creating an electrochemical potential across the bulb.

**12. Compose 5 sentences using new vocabulary words**

Example: The reference electrode is necessary for accurate pH measurement.

**13. Write a short description (3-4 sentences) of how a pH meter works. Use at least 5 words from the vocabulary list.**

**14. Speak on the points**

**1. Describe the process**

Describe, step by step, how a pH meter measures the pH of a solution. Use at least 5 words from the vocabulary list.

**2. Compare and contrast**

Compare a glass electrode and a reference electrode. What are their functions? How are they similar and how are they different?

**3. Explain the importance**

Explain why accurate pH measurement is important in science and industry. Give at least two examples where a pH meter is necessary.

**Formula**

The relationship between potential and pH is described by the Nernst equation:

E%20%3D%20E%5E0%20-%20%5Cfrac%7B2.303RT%7D%7BF%7D%20%5Ccdot%20pH

where E is the measured potential, E%5E0 is the standard electrode potential, R is the universal gas constant, T is the temperature, and F is the Faraday constant.

**Практическое занятие 44-45**

**Тема: Основные операции в профессинальной деятельности. Работа с измерителем водородного показателя**

**Vocabulary**

1. **Learn the words**

|  |  |
| --- | --- |
| 1. reference electrode | * электрод сравнения |
| 1. insensitive | * нечувствительный |
| 1. metallic conductor | * металлический проводник |
| 1. electrolyte solution | * электролитический раствор |
| 1. potassium chloride | * хлорид калия |
| 1. porous ceramic membrane | * пористая керамическая мембрана |
| 1. voltmeter | * вольтметр |
| 1. voltage | * напряжение |
| 1. immersion | * погружение |
| 1. circuit | * электрическая цепь |
| 1. potential difference | * разность потенциалов |
| 1. calibration | * калибровка |
| 1. combination probe | * комбинированный зонд |
| 1. equilibrate | * уравновешивать |
| 1. stable | * стабильный |

**2.Read the text**

**Principles of operation**

**(Part 2)**

The [reference electrode](https://en.wikipedia.org/wiki/Reference_electrode) is insensitive to the pH of the solution, being composed of a metallic conductor, which connects to the display. This conductor is immersed in an electrolyte solution, typically potassium chloride, which comes into contact with the test solution through a porous ceramic membrane.[]](https://en.wikipedia.org/wiki/PH_meter#cite_note-Seafriends-9)The display consists of a [voltmeter](https://en.wikipedia.org/wiki/Voltmeter), which displays voltage in units of pH.

On immersion of the glass electrode and the reference electrode in the test solution, an [electrical circuit](https://en.wikipedia.org/wiki/Electrical_circuit) is completed, in which there is a potential difference created and detected by the voltmeter. The circuit can be thought of as going from the conductive element of the reference electrode to the surrounding potassium-chloride solution, through the ceramic membrane to the test solution, the hydrogen-ion-selective glass of the glass electrode, to the solution inside the glass electrode, to the silver of the glass electrode, and finally the voltmeter of the display device.[[9]](https://en.wikipedia.org/wiki/PH_meter#cite_note-Seafriends-9) The voltage varies from test solution to test solution depending on the potential difference created by the difference in hydrogen-ion concentrations on each side of the glass membrane between the test solution and the solution inside the glass electrode. All other potential differences in the circuit do not vary with pH and are corrected for by means of the calibration.

For simplicity, many pH meters use a combination probe, constructed with the glass electrode and the reference electrode contained within a single probe. A detailed description of combination electrodes is given in the article on [glass electrodes](https://en.wikipedia.org/wiki/Glass_electrode).

The pH meter is [calibrated](https://en.wikipedia.org/wiki/Calibrated) with solutions of known pH, typically before each use, to ensure [accuracy](https://en.wikipedia.org/wiki/Accuracy) of measurement. To measure the pH of a solution, the electrodes are used as probes, which are dipped into the test solutions and held there sufficiently long for the hydrogen ions in the test solution to [equilibrate](https://en.wikipedia.org/wiki/Dynamic_equilibrium) with the [ions](https://en.wikipedia.org/wiki/Ions) on the surface of the bulb on the glass electrode. This equilibration provides a stable pH measurement.

1. **Answer the questions**
2. What is the main function of the reference electrode?
3. Why is potassium chloride used in the reference electrode?
4. What role does the porous ceramic membrane play in the pH meter?
5. How does the voltmeter display the pH value?
6. Describe the path of the electrical circuit in the pH measurement process.
7. What causes the potential difference detected by the voltmeter?
8. Why do other potential differences in the circuit not affect the pH measurement?
9. How are these other potential differences corrected?
10. What is a combination probe?
11. Why is calibration necessary before using a pH meter?
12. What happens during the equilibration process?
13. How long should the electrodes stay in the test solution for a stable measurement?
14. What is the significance of the glass electrode in the measurement?
15. What would happen if the reference electrode were sensitive to pH?
16. How does the concentration of hydrogen ions affect the voltage measured?
17. **Complete the sentences with the correct word from the vocabulary list.**
18. The **\_\_\_\_** is used to compare the potential of the test solution.
19. A **\_\_\_\_** is needed to measure the voltage in the circuit.
20. The **\_\_\_\_** solution allows ions to move freely.
21. The **\_\_\_\_** membrane separates the test solution from the reference solution.
22. **\_\_\_\_** is a common salt used in the reference electrode.
23. The **\_\_\_\_** must be calibrated before each use.
24. The **\_\_\_\_** probe contains both the glass and reference electrodes.
25. The measurement is stable after the ions **\_\_\_\_**.
26. **Rewrite the sentences in the passive voice.**
27. The technician calibrates the pH meter.
28. The display shows the voltage.
29. The probe measures the pH of the solution.
30. The ions equilibrate on the surface of the glass electrode.
31. The reference electrode connects to the display.
32. The ceramic membrane separates the solutions.
33. The circuit completes when the electrodes are immersed.
34. The device corrects other potential differences.

.

1. **Choose the correct tense** (**Present Simple vs. Present Continuous)**
2. The reference electrode (is/are) insensitive to pH.
3. The technician (calibrates/is calibrating) the meter right now.
4. The circuit (completes/is completing) when both electrodes are immersed.
5. The display (shows/is showing) the voltage in pH units.
6. The ions (equilibrate/are equilibrating) at this moment.
7. The probe (contains/is containing) two electrodes.
8. The voltage (varies/is varying) from solution to solution.
9. The calibration (ensures/is ensuring) accuracy.

**7. Make as many Questions as possible**

Form questions for the answers given.

1. The reference electrode is insensitive to pH.
2. Potassium chloride is used as the electrolyte.
3. The ceramic membrane allows contact between solutions.
4. The voltmeter displays the voltage.
5. The circuit is completed when electrodes are immersed.
6. The calibration corrects other potential differences.
7. The combination probe contains both electrodes.
8. The ions equilibrate on the glass electrode.

**8.Use the correct form of the word in brackets.**

1. The **\_\_\_\_** (measure) of pH is important in chemistry.
2. The **\_\_\_\_** (combine) probe is convenient.
3. The **\_\_\_\_** (calibrate) must be accurate.
4. The **\_\_\_\_** (immerse) of electrodes is necessary.
5. The **\_\_\_\_** (stable) of the reading is important.
6. The **\_\_\_\_** (conduct) connects to the display.
7. The **\_\_\_\_** (separate) membrane is porous.
8. The **\_\_\_\_** (display) shows the result.
9. **Translate the sentences into English.**
10. Электрод сравнения нечувствителен к pH раствора.
11. Вольтметр показывает разность потенциалов.
12. Калибровка необходима для точности.
13. Мембрана позволяет ионам проходить.
14. Проба содержит два электрода.
15. Напряжение зависит от концентрации ионов водорода.
16. Электрическая цепь замыкается при погружении электродов.
17. Измерение становится стабильным после уравновешивания ионов.

**10.Choose the correct word to complete the sentence.**

1. The (reference / glass) electrode is insensitive to pH.
2. The (display / probe) shows the voltage.
3. The (electrolyte / membrane) solution is usually potassium chloride.
4. The (potential / voltage) difference is measured by the voltmeter.
5. The (combination / calibration) probe contains both electrodes.
6. The (display / circuit) is completed by immersion.
7. The (calibration / immersion) is done before each use.
8. The (ions / electrons) equilibrate on the surface of the glass electrode.

**11. Speak on the points**

1. Explain step-by-step how a pH meter measures the pH of a solution. Use as many technical terms from the text as possible.
2. Compare a traditional pH meter with a combination probe. Discuss the advantages and disadvantages of each type.
3. Imagine the pH meter gives an unstable reading. Discuss possible reasons for this problem and suggest solutions.

**Практическое занятие 46-47**

**Тема: Основные операции в сфере профессиональной деятельности**

**Vocabulary**

1. **Learn the words**

1.Environmental monitoring — экологический мониторинг

1. Assessment — оценка
2. Sustainable development — устойчивое развитие
3. Harmful substances — вредные вещества
4. Pollution — загрязнение
5. Risk — риск
6. Biodiversity — биоразнообразие
7. Campaign — кампания
8. Recycling — переработка
9. Eco-friendly — экологически чистый
10. Implementation — внедрение
11. Protected area — охраняемая территория
12. Documentation — документация
13. Reporting — отчетность
14. Awareness — осведомленность

**2. Read the text**

**Main Operations in the Professional Activity of an Environmentalist**

An environmentalist is a specialist who studies and protects the environment from harmful human activities. The main operations in the professional activity of an environmentalist include several important tasks that help to preserve nature and ensure sustainable development.

First, environmentalists conduct **environmental monitoring**. This means they regularly observe and measure the state of air, water, and soil. They use special equipment to collect samples and analyze them in laboratories. For example, they measure the concentration of harmful substances, such as CO_2, NO_2, and heavy metals. The results help to identify sources of pollution and assess environmental risks.

Second, environmentalists are involved in **environmental assessment**. This operation includes evaluating the impact of industrial enterprises, construction sites, or other human activities on the environment. They prepare reports, called Environmental Impact Assessments (EIA), which describe possible negative consequences and propose measures to minimize harm. For example, if a new factory is planned, an environmentalist will analyze how its work might affect local water resources, air quality, and biodiversity.

Another important operation is **environmental education and awareness**. Environmentalists organize lectures, seminars, and campaigns for the public and students. Their goal is to inform people about environmental problems and teach them how to protect nature. For example, they can explain the importance of recycling, saving energy, and using eco-friendly products.

Environmentalists also participate in **development and implementation of environmental projects**. These projects can include planting trees, cleaning rivers, or creating protected natural areas. They work together with local communities, government bodies, and businesses to achieve these goals.

Additionally, environmentalists are responsible for **preparing documentation and reporting**. They write reports, fill in forms, and create maps and diagrams that show the state of the environment. Accurate documentation is necessary for decision-making by authorities and for informing the public.

In summary, the main operations in the professional activity of an environmentalist are monitoring, assessment, education, project implementation, and reporting. These activities help to protect the environment and ensure a healthy future for all living beings.

**3. Answer the Questions**

1. What is the main goal of an environmentalist?
2. What does environmental monitoring involve?
3. Name three harmful substances that environmentalists measure.
4. Why is environmental assessment important?
5. What is an EIA report?
6. How do environmentalists educate the public?
7. What are some examples of environmental projects?
8. Who do environmentalists cooperate with?
9. Why is documentation important in the work of an environmentalist?
10. How can recycling help the environment?
11. What does “eco-friendly” mean?
12. What is the purpose of environmental reporting?
13. What is sustainable development?
14. How do environmentalists assess environmental risks?
15. Why is biodiversity important?

**4. Fill in the blanks with the correct word from the vocabulary list.**

1. Environmentalists conduct regular **\_\_** to check air and water quality.
2. **\_\_** is the process of converting waste into reusable material.
3. **\_\_** substances like CO_2 and NO_2 can damage the environment.
4. The **\_\_** of a new factory must be evaluated before construction.
5. An **\_\_** area is a place where nature is conserved.
6. **\_\_** helps people understand environmental problems.
7. Accurate **\_\_** is necessary for making decisions.
8. Environmentalists often take part in public **\_\_** to raise awareness.

**5. Choose the correct form of the verb in brackets.**

1. Environmentalists (monitor/monitors) the environment regularly.
2. They (collect/collects) samples from rivers and lakes.
3. The data (is/are) analyzed in laboratories.
4. Environmentalists (prepare/prepares) reports for authorities.
5. They (work/works) with local communities.
6. Campaigns (raise/raises) public awareness.
7. Environmentalists (organize/organizes) seminars and lectures.
8. The results (help/helps) to identify risks.

**6. Make questions using the prompts.**

1. What / environmental monitoring / include?
2. How / environmentalists / assess / pollution?
3. Why / biodiversity / be / important?
4. Who / environmentalists / cooperate with?
5. What / EIA / stand for?
6. How / recycling / help / environment?
7. What / documentation / necessary for?
8. When / environmentalists / prepare / reports?

**7. Match the terms with their definitions.**

|  |  |
| --- | --- |
| 1. Biodiversity | 1. Evaluation or estimation of something |
| 1. Implementation | 1. A series of actions to achieve a goal |
| 1. Eco-friendly | 1. The act of giving information about something |
| 1. Campaign | 1. The variety of life in the world |
| 1. Reporting | 1. The process of putting a plan into action |
| 1. Assessment | 1. The presence of harmful substances in the environment |
| 1. Pollution | 1. Development that meets present needs without harming future generations |
| 1. Sustainable development | 1. Not harmful to the environment |

**8.Complete the sentences with your own ideas.**

1. Environmentalists monitor the environment because...
2. Recycling is important because...
3. Biodiversity supports life on Earth by...
4. An EIA report helps to...
5. Eco-friendly products are better because...
6. Campaigns can change public opinion by...
7. Documentation is necessary for...
8. Sustainable development means...
9. **Make sentences using the words.**
10. environmentalist / monitor / air quality
11. recycling / reduce / pollution
12. report / describe / environmental risks
13. campaign / raise / awareness
14. biodiversity / protect / nature
15. implementation / project / start
16. documentation / necessary / decision-making
17. eco-friendly / product / use

**10.Correct the mistakes in the sentences.**

1. Environmentalists works with communities.
2. Recycling help to reduce waste.
3. The report describe the risks.
4. Biodiversity are important for nature.
5. They organizes seminars.
6. Pollution causes by factories.
7. Assessment is make before construction.
8. Documentation help authorities.

**11. Speak on the poins**

**1. Discuss in pairs:**

Describe the main operations of an environmentalist and explain why each is important.

**2. Role-play:**

One student is an environmentalist, and the other is a factory manager. Discuss the environmental impact of building a new factory.

**3. Presentation:**

Prepare a short presentation about one environmental project in your city or region. Explain its goals, activities, and results.

**Практическое занятие 48-50**

**Тема: подготовка сообщений «Основные операции в сфере профессиональной деятельности»**

**Практическое занятие 51-52**

**Тема: Профессиональный рост и самосовершенствование в профессиональной деятельности**

**Vocabulary**

1. **Learn the words**
2. Professional — профессиональный
3. Growth — рост
4. Development — развитие
5. Career — карьера
6. Skills — навыки
7. Knowledge — знания
8. Workshop — семинар, мастер-класс
9. Conference — конференция
10. Self-education — самообразование
11. Mentoring — наставничество
12. Networking — установление профессиональных связей
13. Goal — цель
14. Progress — прогресс
15. Motivation — мотивация
16. Leadership — лидерство
17. **Read the text**

**Professional Growth and Development in Professional Activity**

Professional growth and development are essential parts of any successful career. In today’s fast-changing world, it is not enough to simply finish school or university and get a job. Professionals must constantly improve their knowledge and skills to keep up with new technologies, trends, and requirements in their fields. Continuous learning helps employees to adapt to changes, solve complex problems, and become more valuable to their employers.

There are many ways to achieve professional growth. One of the most common methods is attending workshops, seminars, and conferences. These events allow professionals to learn about the latest innovations and exchange experiences with colleagues. Another important way is self-education: reading books, taking online courses, and watching educational videos. Many companies also offer training programs for their staff to help them develop new skills or improve existing ones.

Mentoring is another key aspect of professional development. Experienced colleagues can share their knowledge and help newcomers avoid common mistakes. Networking is also important, as it helps professionals find new opportunities and stay informed about industry news.

Professional growth is closely connected with setting goals. It is important to regularly evaluate your progress and set new objectives. This helps people stay motivated and focused on their careers. In addition, developing soft skills such as communication, teamwork, and leadership is as important as improving professional knowledge.

In conclusion, professional growth and improvement in professional activity are vital for career success. By investing time and effort in learning and self-development, people can achieve their goals, become experts in their fields, and build a successful future.

1. **Answer the Questions**
2. Why is professional growth important in today’s world?
3. What are some ways professionals can improve their skills?
4. How do workshops and seminars help in professional development?
5. What is the role of self-education in career growth?
6. Why do companies offer training programs to their employees?
7. What is mentoring, and how does it help newcomers?
8. How can networking benefit a professional’s career?
9. Why is it important to set goals for professional growth?
10. What are soft skills, and why are they important?
11. How often should professionals evaluate their progress?
12. What are the benefits of continuous learning?
13. Can professional growth influence job satisfaction? How?
14. What is the difference between hard skills and soft skills?
15. How can professionals stay motivated in their development?
16. Give examples of how technology affects professional growth.

**4. Speaking Tasks**

1. Describe a person you know who has achieved significant professional growth. What did they do to improve themselves?
2. Discuss the importance of lifelong learning in your future career. Do you think it will be necessary for you?
3. Imagine you are planning your own professional development. What steps would you take in the next five years?
4. Talk about a skill you would like to improve for your future profession. Why is it important?
5. Debate with a partner: Is it better to develop soft skills or hard skills for career success? Give reasons for your opinion.

**Практическое занятие 53**

**Тема: Дискуссия «Если я буду участвовать во всероссийском чемпионате»**

**ДОПОЛНИТЕЛЬНЫЕ МАТЕРИАЛЫ**

**🕮Additional material**

**China's Education System: The Oldest in the World**

It may sound incredible, but China’s formal education system—the oldest in the world—was established nearly two millennia ago. The imperial education and examination system in China is estimated to have been founded as early as the Han dynasty (206 BCE to 220 CE), and is strongly based on meritocratic ideals that persist in Chinese education to this day. Because of China’s expansion over the centuries, its education system reflects the country’s need to find the most efficient and fair way to measure students’ academic capabilities.

One of the longest legacies of the imperial education tradition is the (in)famous *Gaokao*, or the National College Entrance Examination, which is the sole determining factor of a student’s eligibility to enroll in universities. Every year on June 7 and 8, nine million students take the Gaokao. In the U.S., there are multiple elements in a student’s college application, including a transcript, personal essays, SAT/ACT scores, and recommendation letters; in China, a student’s score on the Gaokao is the only factor that determines their eligibility to enroll in university. The higher their score, the more prestigious the university they can attend. This might sound extremely stressful and intimidating—indeed, for most Chinese secondary school students, the Gaokao is the culmination of their past twelve years of schooling.

Prior to taking the exam, students must choose between the humanities track and science track. This decision is usually made in a student’s first year of high school, and it determines which subject they will be tested on in the Gaokao, in addition to the three mandatory subjects of Chinese, math, and a foreign language. The Gaokao is administered only once a year, making it one of the highest pressure examinations in the entire world. Those who don’t perform well on this high-stakes exam end up with few options—many will spend the following year studying in preparation to re-take the exam, while others choose to find low-level jobs and opt out of higher education altogether. Nevertheless, in a country that prizes education, success or failure on the Gaokao is viewed as the greatest determining factor of how a person will live out the rest of his or her life.

But what happens to Chinese students after they get into college? As you may expect, Chinese students tend to become more laid-back after they enter college, given that they’ve overcome the humongous obstacle of the Gaokao. They now have more time to join extracurricular activities, hang out with friends, or even pursue romantic relationships. For students in China, high school is definitely the roughest part of their education experience; after working so hard, perhaps they deserve to have a little more freedom and fun in their college years!

China’s higher education statistics have exploded in the past twenty-five years. In 1990, only four percent of 18 to 22 year olds were pursuing higher education; by 2014, that number had increased almost tenfold, to 37.5 percent. This education boom has to do with a number of factors, including a rapidly growing middle class, economic expansion, and government policies. As of 2016, there are approximately seven million Chinese graduates of higher education that are seeking jobs in the labor market. However, there are drawbacks to this education boom as well. The government has been criticized for focusing too much on the top-tier universities, and creating an imbalance in the quality of education available across the country.

Let’s take a closer look at China’s university education system, which is currently the largest higher education system in the world. Despite its long history, China’s present-day university system has been strongly influenced by Western education traditions. Academic departments, requirements, and student living are all based on the Western style of university education. Nevertheless, the Chinese university system still contains qualities unique to China’s history and economic development. For example, the majority of the best universities in China are all public universities that are government-funded. Private universities are beginning to increase in number, but they have a mixed reputation and variable quality. Another unique aspect of Chinese university education lies in the teaching and learning experience. Professors in China have historically been highly venerated, and to this day students are still expected to respect their teachers to a great degree. This, as you may imagine, creates a very different learning experience for students at Chinese universities.

In fact, there has been growing criticism and concern, from both foreigners and Chinese citizens alike, about the quality and methods of teaching and learning at Chinese higher education institutions. The desire for China’s economy to leave the manufacturing stage and establish itself as the most important and powerful economy in the world has created a strong desire to see China put out innovators and entrepreneurs to establish the Apple or Google of China. Yet many young Chinese people lament China’s relative lack of equivalent figures. They criticize Chinese-style education as suppressing creativity and individuality. Rote memorization, a core teaching method in Chinese schools, is the main culprit in their eyes.

In a study on the teaching quality of higher education in China, published in the journal *Assessment & Evaluation in Higher Education*, scholars found that many students complained of teachers failing to train independent thinking in their students, and prioritizing a “surface” approach to learning as opposed to striving for a “deep” understanding of the material. So why can’t these Chinese professors change their teaching methods? The answer could lie in the Confucian concept mentioned earlier—teachers have the ability to lead others toward knowledge and a better life. This idea, while it has morphed and been distilled throughout the centuries, still exists in the minds of many Chinese teachers. Thus, many Chinese teachers and professors teach in a lecture style, not allowing much room or time for questions or discussion with the students. Students are still mainly expected to be deferential toward their teachers by listening to them.

Chinese students are increasingly seeking options to customize their education to their best needs and interests. In fact, many Chinese students are increasingly opting to study abroad at foreign universities; the U.S. in particular is the top destination for these students. Not only are these students turned off by the fierce competition for admission to top-tier Chinese universities, but also they may be drawn to the prestige and reputation of American universities, as well as the more holistic teaching style of American education that privileges class participation and seminar discussions. Also, China’s rapid economic growth has also resulted in many Chinese citizens able to afford the tuition of studying abroad. Hence, there are currently more than 300,000 Chinese students studying in the U.S., enrolled in both undergraduate and graduate studies.

Nonetheless, the Chinese education system is still one of the most rigorous and esteemed education systems in the world. Millions of young students work hard and study every day with the belief that education is the golden ticket to a better life. With increasing Western globalization and culture clash, the Chinese education system is facing some existential quandaries as to how it can be revised to fit the needs of its country’s students.

**🕮Additional material**

**The British Education System**

The British Education System can be very different and potentially confusing for new overseas parents looking to enrol their child at school in the UK. The Bright World team hopes this guide can provide a clear step-by-step introduction to each stage of British education.

The education system in the UK is divided into four main parts; primary education, secondary education, further education and higher education.

The education system in the UK is also split into "key stages" which breaks down as follows:

* **Key Stage 1:**5 to 7 years old
* **Key Stage 2:**7 to 11 years old
* **Key Stage 3:**11 to 14 years old
* **Key Stage 4:**14 to 16 years old

**secondary school - years 7 and 8**

Years 7 and 8 are the first two years of secondary school education in the UK. In some independent schools they are included in the Junior School, in others, they are part of the Senior School.

Under the UK school system, all students study English, Maths, Sciences, a Humanities subject and a Modern Language. Besides these, each school has a list with optional subjects such as Art, Music, Drama, Latin, Sport Science, Design Technology, Computer Science, etc. and students may choose a few subjects that interest them.

* In some schools, students sit the Common Entrance Exam in year 7. There are 3 examination sessions, in November, January and May/June. The transition from Junior to Senior School (from year 8 to year 9) may be conditioned upon the Common Entrance Exam results in those schools.

Year 9 is a very important year in the British school system, as many students make the transition from Junior School to Senior School. It is also a very good foundation for the GCSE programme and it is an entry point to all schools

**secondary education - years 10 and 11**

GCSE programme

In the last two years of secondary education, which are called Year 10 and Year 11, starting at age 14, students prepare for GCSE exams that are taken after two years (General Certificate of Secondary Education).

In the UK school system, during the GCSE programme, students study between 9 and 12 subjects. Some of them are compulsory (English, Maths, Sciences, Humanities, a Modern Language etc.), some are chosen by each student according to their abilities and preferences. At the end of the 2 year GCSE programme, following the examinations on each studied subject, students receive their GCSE Certificates.

The chosen subjects and the GCSE results are very important for their Further Studies (A-Level or IB) and for their University admission.

Intensive 1 year GCSE

Some schools offer a 1 Year GCSE programme in Year 11 for international students seeking a school education in the UK. These intensive, one year courses, are available for students aged 15 plus, with the appropriate academic level from their own country. Fewer subjects are studied (maximum 6).

IGCSE

The IGCSE programme (**International** General Certificate of Secondary Education) prepare international students for A-Level and/or IB.

Students study between 5 and 7 subjects, English, Maths and Science being included. Each school has a list of available subjects for IGCSE students. At the end of Year 11, students take exams in each studied subject and receive IGCSE Certificates.

A level study

In the UK school system, once a student reaches the age of 16, they can start a 2 year programme which leads to A (Advanced) level examinations. Students specialise in 3 or 4 subjects, that are usually relevant to the degree subject they wish to follow at university. A levels are state examinations and are recognised by all UK universities and by institutions worldwide.

At the end of Year 13, following the examinations in each subject, the students receive A level Certificates.

International Baccalaureate (IB)

Those who would like to study more than 3-4 subjects, may continue their studies in a broader number of subjects with the International Baccaularete Diploma Programme, offered by some independent schools.

 During the IB, students study 6 subjects, 3 at higher level (HL) and 3 at standard level (SL). Each school offers different subjects at different study levels (HL/SL). The IB programme also includes a compulsory Core programme consisting of Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity, Service (CAS).

Students take written examinations on each subject at the end of their courses.

International students can either choose a state sixth form college or a college of further education as an alternative to private education. Both offer GCSE and A level courses for students from the age of 16. Colleges of further education also offer foundation and diploma courses. All colleges can prepare students for entry to a  UK university or any university in the world. Bright World works with a number of state colleges in the UK which provide a multitude of vocational and academic courses. These courses can enable students to pursue their chosen career or to gain a place at a university of their choice.

The British school system also extends to BTEC courses which are designed for students who would like to develop practical knowledge and skills in a specific subject (Business, Psychology, Engineering, Sport, Art & Design) and find traditional exams challenging. Focussing on practical, skills-based learning, the BTEC students are assessed during the course. After each unit students are assessed through assignments, tasks or tests, and not at the end of the programme as it happens with GCSE or A-Level students.

**university - foundation courses**

From age 17, international students can opt to study one year foundation programmes, instead of A levels or IB. These courses lead to private examinations that are an alternative to A levels. Foundation courses at colleges are recognised by universities with whom they have partnerships.

Some universities also offer foundation courses that lead onto their own degree programmes.

Bright World has partnerships with a number of colleges and Pathway providers and can help place students into Foundation and Diploma courses in London and across the UK.

In the UK, a British bachelors degree normally takes three years to complete and most are awarded at honours level. Examples of first degrees are: BA (Bachelor of Arts), BEng (Bachelor of Engineering), and BSc (Bachelor of Science).

State colleges offer some 2 year vocational diplomas that grant exemption from the first and sometimes second year of a degree programme. Some private tutorial colleges offer a one year diploma programme which is equivalent to year 1 of university. Students taking 1 year diplomas are awarded second year entry at some universities.

Postgraduate courses in the UK education system are very intensive. This means that the courses are usually much shorter than in other countries. A master's degree typically takes 12 months to complete, for example an MA - Master of Arts and an MEng - Master of Engineering. An MBA (Master of Business Administration) is a high profile Masters course which can take 2 years. Applicants will usually be high achieving with at least 2 years managerial experience. A PhD research degree in the UK can take between 2 and 7 years.

**boarding schools**



Bright World works almost exclusively with privately funded schools and colleges. A boarding school is a residential school where pupils live and study during the school year. There are approximately 500 boarding schools across England, Wales, Scotland and Northern Ireland.

UK boarding schools offer pupils an outstanding education, helping them to develop their skills and progress to university. All UK boarding schools have to meet strict government standards on the quality of their teaching, facilities and student care.

Many UK boarding schools combine beautiful, centuries-old buildings with a mix of modern classrooms and traditional architecture. The excellent facilities help make living and learning a great experience and pupils will improve their English skills while they study.

**tutorial colleges**

Tutorial Colleges start at age 15 and have a more flexible programme range, focussing on fast access to UK university.

Many of the independent private sixth form colleges in Oxford, Cambridge and London work on a 'tutorial system' and are often referred to as 'tutorial colleges'. The tutorial system originates from Oxford and Cambridge Universities and is a very highly regarded and much tested system. It it is still used today and is the cornerstone of an 'Oxbridge' education. A tutorial is a small class of only a few students, in which the tutor (a lecturer or other academic faculty member) gives individual attention to the students.

**state boarding schools**

A state boarding school is one where you pay for boarding and the education is free. The government pays for the education as it would at any other state school in England.

Admission to state boarding schools in the UK is limited to children who are nationals of the UK and are eligible to hold a full UK passport, or those who are nationals of other European Union countries or those who have the right of residence in the UK. Please note that the holding of a BN(O) passport does not make the child eligible for a state boarding school in the UK.

**F E Colleges**

An FE college is an institution that provides education for those above school age (age 16). There are many types of FE colleges including, sixth form colleges, specialist colleges and adult education institutes. FE Colleges are state run and as such those members of the EU joining can benefit from free education. There is also a competitive fee structure available for non-EU international students.

**pathway courses at university**

If you need to improve your English language or study skills before attending a UK university, pathway providers offer unique foundation courses which often lead to direct degree-level entry upon completion. There are several private companies who operate Foundation and Diploma programmes on the campuses of UK universities. Often these courses offer accelerated access to undergraduate degrees.

**Universities**

The UK is one of the world's most popular destination for students from overseas. In fact, more than 400,000 international students enrol each year. International students considering an education in the UK have a choice of over 140 universities and higher education institutions, each offering a great range of tertiary qualifications that will be recognised the world over. Students join a 3 year undergraduate programme or a 1 year postgraduate course.

**🕮Additional material**

**Additional material**

**the American Education System**

The American education system offers a rich field of choices for international students. There is such an array of schools, programs and locations that the choices may overwhelm students, even those from the U.S. As you begin your school search, it’s important to familiarize yourself with the American education system. Understanding the system will help you narrow your choices and develop your education plan.

**The Educational Structure**

**Primary and Secondary School**

Prior to higher education, American students attend primary and secondary school for a combined total of 12 years. These years are referred to as the first through twelfth grades.

Around age six, U.S. children begin primary school, which is most commonly called “elementary school.” They attend five or six years and then go onto secondary school.

Secondary school consists of two programs: the first is “middle school” or “junior high school” and the second program is “high school.” A diploma or certificate is awarded upon graduation from high school. After graduating high school (12th grade), U.S. students may go on to college or university. College or university study is known as “higher education.”

**Grading System**

Just like American students, you will have to submit your academic transcripts as part of your application for admission to university or college. Academic transcripts are official copies of your academic work. In the U.S. this includes your “grades” and “grade point average” (GPA), which are measurements of your academic achievement. Courses are commonly graded using percentages, which are converted into letter grades.

The grading system and GPA in the U.S. can be confusing, especially for international students. The interpretation of grades has a lot of variation. For example, two students who attended different schools both submit their transcripts to the same university. They both have 3.5 GPAs, but one student attended an average high school, while the other attended a prestigious school that was academically challenging. The university might interpret their GPAs differently because the two schools have dramatically different standards.

**Therefore, there are some crucial things to keep in mind:**

* You should find out the U.S. equivalent of the last level of education you completed in your home country.
* Pay close attention to the admission requirements of each university and college, as well as individual degree programs, which may have different requirements than the university.
* Regularly meet with an educational advisor or guidance counselor to make sure you are meeting the requirements.

Your educational advisor or guidance counselor will be able to advise you on whether or not you must spend an extra year or two preparing for U.S. university admission. If an international student entered a U.S. university or college prior to being eligible to attend university in their own country, some countries’ governments and employers may not recognize the students’ U.S. education.

**Academic Year**

The school calendar usually begins in August or September and continues through May or June. The majority of new students begin in autumn, so it is a good idea for international students to also begin their U.S. university studies at this time. There is a lot of excitement at the beginning of the school year and students form many great friendships during this time, as they are all adjusting to a new phase of academic life. Additionally, many courses are designed for students to take them in sequence, starting in autumn and continuing through the year.

The academic year at many schools is composed of two terms called “semesters.” (Some schools use a three-term calendar known as the “trimester” system.) Still, others further divide the year into the quarter system of four terms, including an optional summer session. Basically, if you exclude the summer session, the academic year is either comprised of two semesters or three quarter terms.

**The U.S. Higher Education System: Levels of Study**

* **First Level: Undergraduate**

A student who is attending a college or university and has not earned a bachelor’s degree, is studying at the undergraduate level. It typically takes about four years to earn a bachelor’s degree. You can either begin your studies in pursuit of a bachelor’s degree at a community college or a four-year university or college.

Your first two years of study you will generally be required to take a wide variety of classes in different subjects, commonly known as prerequisite courses: literature, science, the social sciences, the arts, history, and so forth. This is so you achieve a general knowledge, a foundation, of a variety of subjects prior to focusing on a specific field of study.

Many students choose to study at a community college in order to complete the first two years of prerequisite courses. They will earn an Associate of Arts (AA) transfer degree and then transfer to a four-year university or college.

A “major” is the specific field of study in which your degree is focused. For example, if someone’s major is journalism, they will earn a Bachelor of Arts in Journalism. You will be required to take a certain number of courses in this field in order to meet the degree requirements of your major. You must choose your major at the beginning of your third year of school.

A very unique characteristic of the American higher education system is that you can change your major multiple times if you choose. It is extremely common for American students to switch majors at some point in their undergraduate studies. Often, students discover a different field that they excel in or enjoy. The American education system is very flexible. Keep in mind though that switching majors may result in more courses, which means more time and money.

* **Second Level: Graduate in Pursuit of a Master’s Degree**

Presently, a college or university graduate with a bachelor’s degree may want to seriously think about graduate study in order to enter certain professions or advance their career. This degree is usually mandatory for higher-level positions in library science, engineering, behavioral health and education.

Furthermore, international students from some countries are only permitted to study abroad at a graduate level. You should inquire about the credentials needed to get a job in your country before you apply to a postgraduate university in the USA.

A graduate program is usually a division of a university or college. To gain admission, you will need to take the GRE (graduate record examination). Certain master’s programs require specific tests, such as the LSAT for law school, the GRE or GMAT for business school, and the MCAT for medical school.

Graduate programs in pursuit of a master’s degree typically take one to two years to complete. For example, the MBA (master of business administration) is an extremely popular degree program that takes about two years. Other master’s programs, such as journalism, only take one year.

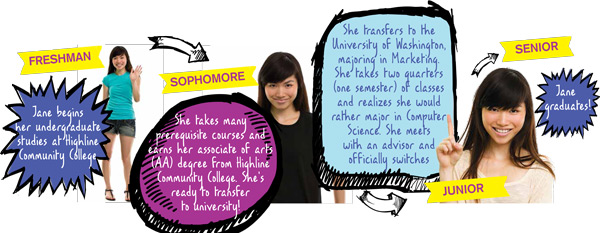
The majority of a master’s program is spent in classroom study and a graduate student must prepare a long research paper called a “master’s thesis” or complete a “master’s project.”

* **Third Level: Graduate in Pursuit of a Doctorate Degree**

Many graduate schools consider the attainment of a master’s degree the first step towards earning a PhD (doctorate). But at other schools, students may prepare directly for a doctorate without also earning a master’s degree. It may take three years or more to earn a PhD degree. For international students, it may take as long as five or six years.

For the first two years of the program most doctoral candidates enroll in classes and seminars. At least another year is spent conducting firsthand research and writing a thesis or dissertation. This paper must contain views, designs, or research that have not been previously published.

A doctoral dissertation is a discussion and summary of the current scholarship on a given topic. Most U.S. universities awarding doctorates also require their candidates to have a reading knowledge of two foreign languages, to spend a required length of time “in residence,” to pass a qualifying examination that officially admits candidates to the PhD program, and to pass an oral examination on the same topic as the dissertation.



**Characteristics of the U.S. Higher Education System**

**Classroom Environment**

Classes range from large lectures with several hundred students to smaller classes and seminars (discussion classes) with only a few students. The American university classroom atmosphere is very dynamic. You will be expected to share your opinion, argue your point, participate in class discussions and give presentations. International students find this one of the most surprising aspects of the American education system.

Each week professors usually assign textbook and other readings. You will be expected to keep up-to-date with the required readings and homework so you can participate in class discussions and understand the lectures. Certain degree programs also require students to spend time in the laboratory.

**Professors issue grades for each student enrolled in the course. Grades are usually based upon:**

* Each professor will have a unique set of **class participation** requirements, but students are expected to participate in class discussions, especially in seminar classes. This is often a very important factor in determining a student’s grade.
* A **midterm** examination is usually given during class time.
* One or more **research or term papers**, or laboratory reports must be submitted for evaluation.
* **Possible short exams or quizzes** are given. Sometimes professors will give an unannounced “pop quiz.” This doesn’t count heavily toward the grade, but is intended to inspire students to keep up with their assignments and attendance.
* **A final examination** will be held after the final class meeting.

**Credits**

Each course is worth a certain number of credits or credit hours. This number is roughly the same as the number of hours a student spends in class for that course each week. A course is typically worth three to five credits.

A full-time program at most schools is 12 or 15 credit hours (four or five courses per term) and a certain number of credits must be fulfilled in order to graduate. International students are expected to enroll in a full-time program during each term.

**Transfers**

If a student enrolls at a new university before finishing a degree, generally most credits earned at the first school can be used to complete a degree at the new university. This means a student can transfer to another university and still graduate within a reasonable time.

**Types of U.S. higher education**

**1. State College or University**

A state school is supported and run by a state or local government. Each of the 50 U.S. states operates at least one state university and possibly several state colleges. Many of these public universities schools have the name of the state, or the actual word “State” in their names: for example, Washington State University and the University of Michigan.

**2. Private College or University**

These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than state schools. Often, private U.S. universities and colleges are smaller in size than state schools.

Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a percentage of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded.

**3. Community College**

Community colleges are two-year colleges that award an associate’s degrees (transferable), as well as certifications. There are many types of associate degrees, but the most important distinguishing factor is whether or not the degree is transferable. Usually, there will be two primary degree tracks: one for academic transfer and the other prepares students to enter the workforce straightaway. University transfer degrees are generally associate of arts or associate of science. Not likely to be transferrable are the associate of applied science degrees and certificates of completion.

Community college graduates most commonly transfer to four-year colleges or universities to complete their degree. Because they can transfer the credits they earned while attending community college, they can complete their bachelor’s degree program in two or more additional years. Many also offer ESL or intensive English language programs, which will prepare students for university-level courses.

If you do not plan to earn a higher degree than the associate’s, you should find out if an associate’s degree will qualify you for a job in your home country.

1. **US universities**

**US universities** are considered the most prestigious in the world. According to the QS 2020 ranking, 38 of American universities are among the world’s top 150. The front-runners are [Massachusetts Institute of Technology](https://www.unipage.net/en/massachusetts_institute_of_technology), [Harvard University](https://www.unipage.net/en/harvard_university), and [Stanford University](https://www.unipage.net/en/stanford_university). Largely due to their reputation, an American degree opens up excellent career prospects anywhere in the world. However, when submitting documents, one should take into account that there is no free education in the USA.

Admission to US universities and colleges is characterized by extremely high competition. Another challenge is taking standardized tests such as [SAT](https://www.unipage.net/en/exam_sat) / [ACT](https://www.unipage.net/en/exam_act) and [GRE](https://www.unipage.net/en/exam_gre) / [GMAT](https://www.unipage.net/en/exam_gmat). The selection is also based on the [language test](https://www.unipage.net/en/exams) results, [Grade Point Average](https://www.unipage.net/en/gpa_calculate), [letter of motivation](https://www.unipage.net/en/letter_motivation) and other application documents.

**5. Institute of Technology**

An institute of technology is a school that provides at least four years of study in science and technology. Some have graduate programs, while others offer short-term courses.

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**3.2.3. Дополнительные источники**

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