MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

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Methodological guidelines

for practical work

on the subject

“ENGLISH”

(for 2-year full-time Bachelor degree students majoring in speciality 185 – Oil and Gas Industry and Technologies)

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INTRODUCTION

These educational materials are designed for the ESP students of Oil and Gas Industry department of the first year of studies to develop their knowledge and skills in the English language.

This manual is based on the authentic texts from different sources concerning cross-cultural issues. It contains the tasks for reading and translation, vocabulary tasks and grammar exercises.

Each unit contains:

- An authentic text for reading and translation.
- Comprehension exercises.
- Exercises for memorization and mastering new vocabulary.
- Grammar exercises.
- Supplementary reading.

The manual is recommended for practical lessons.

UNIT 1 English- speaking countries.

Task 1. Read the text and answer the questions

1.1 Great Britain

Learning English naturally leads to learning facts about the country it is spoken in. Lots of people are greatly interested in everything connected with Great Britain. So here are some basic facts about this country.

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands. The total area of the islands is over 224'000 square kilometers.

The UK is made up of four countries: England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast respectively. Great Britain consists of England, Scotland and Wales and doesn't include Northern Ireland. But in everyday speech "Great Britain" is used to mean the UK.

The capital of the UK is London. It stands on the River Thames. The British Isles are separated from the European Continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands; while the south, which has beautiful valleys and plains, is called the Lowlands. The north and the west of England are mountainous, but all the rest-east, center and southeast - is a vast plain. Mountains are not very high. Ben Nevis in Scotland is the highest mountain (1343 meters over the sea level).

There are a lot of rivers in Great Britain, but they are not long. The Severn is the longest river, while the Thames is the deepest and the most important one.

The mountains, the Atlantic Ocean and the warm waters of Gulf Stream influenced the climate of the British Isles. It is mild all over the year round.

The UK is a highly developed industrial country. It's known as one of the world's largest producers and exporters of machinery, electronics, textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding. The main industrial centers and at the same time the largest cities of the country are London, Manchester, Liverpool, Birmingham, Glasgow.

Two characteristic of the British Constitution confuse most foreigners: there is no written constitution; it is not contained in any single document. There are two kinds of rules by which GB is governed: Rules of Law and Rules of Custom. The Rules of Law are those set out in such historical declarations as Magna Charta (1215)? The Bill of Rights of 1689 and the Act of Settlement of 1701. Many principles of the British Constitution by which Britain is governed are principles of

Common Law. There are principles, which are not established by any law passed by Parliament but established in the courts.

The British developed their own character and way of life. They came to respect privacy and to value old traditions. They developed a dry wit, a love for personal freedom and a high degree of self-criticism. They have produced some of the world's greatest writers, scientists, explorers, artists and political figures. The undying genius of William Shakespeare determined the development of the whole world's literature, influenced the minds of many generations, became their moral compass.

Some of the British national traits are resulting from the British way of life. The British are known as a people self-assured, absolutely confident in their national sense of superiority.

The British display a very wide toleration of individual differences among themselves, and even among others.

The history of the UK is the story of how a small island country became the world's most powerful nation and then declined. Though it is no longer the world's power, the UK is still a leading industrial and trading nation. The UK of today is in a state of change and is seeking its new role in the world.

Task 2. Answer the questions

1. What does Great Britain consist of?
2. Where is it situated?
3. What is the name of the longest river?
4. Why is the UK a highly developed industrial country?
5. What characteristic of the British Constitution confuse most foreigners?
6. What can you tell about the British?

Task 3. Read the text again and complete the gaps

1. The British Isles consist of …….
2. The UK is made up of……
3. The western coast of Great Britain is washed by……..
4. Ben Nevis in Scotland is……
5. One of the chief industries of the country is……..
6. The British developed their own……
7. The British are known as……

Task 4. Fill in the appropriate words from the list. Use the words only once.

Greatly basic beautiful the surface of the longest a highly developed aircraft and navigation to value a very wide

……..interested in

……..toleration

……..valleys and plains

……..equipment

……..river

…….facts

…….the British Isles

…….old traditions

……..industrial country

Task 5. Find the word out

Sea – river – lake – mountain

Country – city – population – region

North – forth – west – east

Valleys – ships – hills – plains

Population – people – persons – males

Literature – writers – scientists – explorers

Leading – ruling – governing – stimulating

The young – the Swedish – the British – the Italian

Seeking – hiding – looking for – searching

Task 6. Complete the sentences with the following verbs in the correct form (Present Simple)

Be include consist of display want confuse

1. The British Isles ……. two large islands, Great Britain and Ireland, and about five thousand small islands.
2. Great Britain …….. Northern Ireland.
3. Ben Nevis in Scotland …… the highest mountain.
4. Two characteristic of the British Constitution …… most foreigners.
5. The British ……. a very wide toleration of individual differences among themselves, and even among others.
6. Lot of people ……. to visit the UK.

Task 1 Read and translate the text

1.2 Australia

The Great Barrier Reef on the coast of Queensland is a *garden* under the sea. There are 1,400 different kinds of fish, and more than 300 kinds of coral. Tropical fruit and flowers grow on the beautiful islands. It's not surprising that more *holiday-makers* come to Queensland every year.

Tasmania, the island south of Australia, is small. It's the same size as England. It is also very different from the other *states*. There are no deserts in Tasmania. It often rains, both in winter and summer. Only a half of million people live in Tasmania, and a large part of the island is still covered with wild, beautiful wild forests. These forests are full of wonderful flowers and interesting animals.

In the Northern Territory you will find the red heart of Australia. And it is really red, with red rocks, red sand, and red skies in the evening. Every year, thousands of *tourists* visit Ayers Rock and a strange group of huge red stones called "the Olgas". But these places are also holy to the Aboriginals. They believe that the land itself has life.

Sydney is the best known place in New South Wales. In fact, it's the best known place in Australia. But New South Wales has more than cities. There are, for example, the Blue Mountains. They are covered with forests of blue colored eucalyptus trees. The air above the forest contains millions of microscopic drops of eucalyptus oil. When the sun shines, the air of the Blue Mountains is a real, beautiful blue.

Less than a hundred years ago, there was nothing except sheep in Canberra. But then Australians decided to build a capital city.. The work began in 1913. Now, Canberra is an international city, full of diplomats and government offices. It's beautiful place, with parks, lakes, big open streets and fine buildings.

Australia is sometimes called "the lucky country". One reason is the wonderful *riches* under the earth: gold, silver, iron, coal and many precious metals. The Bass Strait, of the coast of Victoria, has been one of the country's biggest oil fields for many years.

South Australia is the driest of all the states, but it does have the Murrey River. The river brings greenness and life to the south-east corner. In the early of the Australian history, the Murrey River was South Australia's main road. Before real roads and railways came, the river carried people and *goods* from the east up into the country. Some towns on the Murrey still keep the old river boats, and visitors can ride on them.

There are two kinds of gold in Western Australia. First, there's real kind – the kind that comes out of the ground. Gold was found in Kalgoorlie in1893, and the "Golden Mile" was for a time the most expensive piece of land in the world.

Kalgorlie still exports some gold, but new gold of Western Australia is *wheat*. Big farms grow millions of tones of wheat every year, and wheat has become Australia's second biggest export.

Task 2. Answer the questions

1. What is Australia famous for?
2. What is Northern Territory famous for?
3. What Blue Mountains are covered with?
4. What is the best known place in Australia?
5. Why is Australia sometimes called "the lucky country"?
6. Would you like to visit Australia?

Task 3. Look at the words in italic in the text and try to explain them

Task 4. Some sentences are correct, but some need **the** (perhaps more than one). Correct the sentences there necessary. Put ' *right*' if the sentence is correct.

1. Milan is in north of Italy.
2. Ben Nevis in Scotland is the highest mountain (1343 meters over the sea level).
3. Tasmania is the southern island of Australia.
4. Every year thousands of *tourists* visit Ayers Rock.
5. Sydney is best known place in New South Wales.
6. But New South Wales has more than cities.
7. When sun shines, the air of Blue Mountains is a real, beautiful blue.
8. South Australia is the driest of all the states, but it does have the Murrey River.
9. In the early of the Australian history, Murrey River was South Australia's main road.

Task 5. Put the verb into correct form. (Present Continuous). Sometimes you need the negative.

1. Please don't bother me, I …….(.try) to concentrate.
2. Michael …….(travel) in Australia at the moment.
3. Let's go out. It ……..(rain) any more.
4. Henry …… (work) this week. He is on holiday. He ……..(visit) his relatives in Sydney.
5. Australia ……(seek) its new role in the world today.

UNIT 2. Higher Education

Task1. Read and translate the text.

2.1 Higher education in Ukraine

Higher education in Ukraine has a long and rich history. Its students, graduates and academics have long been known and appreciated worldwide. The pioneering research of scholars working in the country's higher education institutions and academies, such as Dmytro Mendeleyev, Mykola Zhukovsky, and Yeugeny Paton, are part of the universal history of scientific progress.

Brief historical survey

The first higher education institutions (HEIs) emerged in Ukraine during the late 16th and early 17th centuries. The first Ukrainian higher education institution was the Ostrozka School, or Ostrozkiy Greek-Slavic-Latin Collegium, similar to Western European higher education institutions of the time. Established in 1576 in the town of Ostrog, the Collegium was the first higher education institution in the Eastern Slavic territories. The oldest university was the Kyiv Mohyla Academy, first established in 1632 and in 1694 officially recognized by the government of Imperial Russia as a higher education institution. Among the oldest is also the Lviv University, founded in 1661. More higher education institutions were set up in the 19th century, beginning with universities in Kharkiv (1805), Kiev (1834), Odessa (1865), and Chernivtsi (1875) and a number of professional higher education institutions, e.g.: Nizhyn Historical and Philological Institute (originally established as the Gymnasium of Higher Sciences in 1805), a Veterinary Institute (1873) and a Technological Institute (1885) in Kharkiv, a Polytechnic Institute in Kiev (1898) and a Higher Mining School (1899) in Katerynoslav. Rapid growth followed in the Soviet period. By 1988 a number of higher education institutions increased to 146 with over 850,000 students. Most HEIs established after 1990 are those owned by private organizations.

The *Constitution of Ukraine (1996)*, *Law on Education (1996)*, and the *Law on Higher Education (2002)* constitute the legal framework for Ukrainian higher education. The Ukrainian legislation regulating higher education includes also more limited legislation as well as decrees and regulations of the President and the Cabinet of Ministers of Ukraine.

Higher education qualifications

Higher education qualifications combine both academic and professional qualifications. This is a very important feature of Ukrainian higher education inherited from its Soviet past. The State Diploma serves as both an educational certificate and a professional licence. Employment is determined by a match between

the state determination of the knowledge and skills required for different occupation levels and the state determination of levels of educational qualification. Hence is the correspondence between classification of educational qualification and that of the occupational structure, leading to the introduction of the term 'educational-proficiency' level.

The *Law on Higher Education* (2002) establishes the three-level structure of higher education: incomplete, basic, and complete educational levels with corresponding educational-proficiency levels of Junior Specialist, Bachelor, Specialist and Master.

Junior Specialist

Junior Specialist is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained incomplete higher education, special skills and knowledge sufficient for discharging productive functions at a certain level of professional activity, stipulated for initial positions in a certain type of economic activity. The normative period of training makes 2.5–3 years.

Persons with basic secondary education may study in the educational and professional programs of junior specialist's training, obtaining at the same time complete secondary education.

Bachelor

Bachelor is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained basic higher education, fundamental and special skills and knowledge, sufficient to cope with tasks
and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of training makes 4 years (240 ECTS credits).

Training specialists of the educational-proficiency level of Bachelor may be carried out according to the shortened program of studies on the basis of the educational- proficiency level of Junior Specialist.

Specialist

Specialist is an educational-proficiency level of higher education of a person who on the basis of the educational-proficiency level of Bachelor has attained complete higher education, special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of training makes 1 year (60 ECTS credits).

Master

Master is an educational-proficiency level of higher education of a person who has attained complete higher education, special skills and knowledge, sufficient to cope with professional tasks and duties (work) of innovative character at a certain level of professional activity (in engineering, busyness administration, pedagogics, arts, etc.).

Training specialists of the educational-proficiency level of Master may also be carried out on the basis of the educational-proficiency level of Specialist. The period of training makes typically 1–1.5 year (60-90 ECTS credits).

During his/her studies at the Master's or Specialist's level, students are required to write his/her final work on a selected subject and make its presentation, to be able to collect, analyse and summarize, synthesize and to communicate study and practical material; often knowledge of a foreign language is required.

Training specialists of the educational-proficiency level of Specialist or Master in such fields as medicine, dentistry, veterinary medicine, teaching is carried out on the basis of complete secondary education within the period of 5–6 years (301-360 ECTS credits) (as is common in Western Europe for state registered professions).

Diplomas and Certificates

Higher education graduates are awarded qualifications of the appropriate educational-proficiency levels and they are granted diplomas of the state format. The Diploma is the State-recognized document which serves as both an educational certificate and a professional licence, confirming the attainment of the appropriate higher educational level and qualification of a certain educational-proficiency level (an academic degree in a field of study and speciality). The *Law on Higher Education* (2002) establishes the following types of documents that confirm higher education qualifications:

- *Dyplom Molodshoho Spetsialista* (Diploma/ qualification of Junior Specialist).
- *Dyplom Bakalavra* (Diploma/ qualification of Bachelor).
- *Dyplom Spetsialista* (Diploma/ qualification of Specialist).
- *Dyplom Mahistra* (Diploma/ qualification of Master).

Types of Universities (Academies)

The Ministry of Education and Science (Sports and Youth) recognizes the following categories of institutions of the top-level accreditation:

- Classical Universities.
- Technical Universities.
- Technological (Construction, Transportation).

- Pedagogical (Humanitarian, Physical Education and Sports).
- Culture (Arts, Design).
- Health Care Universities.
- Agrarian Universities.
- Economics (Finance, Administration, Entrepreneurship).
- Law (Law enforcement, Civil protection and life safety).
- Private Universities.

Postgraduate education

In Ukraine Postgraduate education is regarded as specialist education and professional training commencing after the Specialist, Master phase. The *Law of Higher Education (Article 10)* and the *Law on Education (Article 47)* regard Post-Graduate education as specialised education and professional training on the basis of the previously obtained educational-proficiency level and experience of the practical work. It is defined as retraining, specialisation within a profession; expansion of the professional profile; probation within a profession, i.e. post-qualifying education or continuous professional development. The system of Postgraduate training serves as a ground for lifelong learning.

Task 2. Answer the questions

1. What can you tell about history of higher education development in Ukraine?
2. When did the first university emerge in Ukraine?
3. What are educational-proficiency levels of education?
4. What types of universities do you know?
5. How is Postgraduate education regarded?

Task 3. What do these numbers refer to?

17, 1576, 1632, 1805, 1834, 1865, 1875, 1996, 2002, 2.5-3, 4, 1.

Task 4. Match the left column with the right one according to the text.

The first higher education institutions (HEIs)	both academic and professional qualifications.
The oldest university was	also the Lviv University, founded in 1661.
Among the oldest is	at a certain level of professional activity

Higher education qualifications combine	emerged in Ukraine during the late 16th and early 17th centuries.
Higher education graduates	the Kyiv Mohyla Academy, first established in 1632.
to cope with tasks and duties (work)	are awarded qualifications of the appropriate educational-proficiency level.

Task 5. Among three options choose the most suitable synonym for the underlined word.

The first higher education institutions (HEIs) emerged in Ukraine during the late 16th and early 17th centuries.

a) Appeared b) developed c) run

More higher education institutions were set up in the 19th century, beginning with universities in Kharkiv (1805), Kiev (1834), Odessa (1865), and Chernivtsi (1875).

a) Inhabited b)established c)built

Persons with basic secondary education may study in the educational and professional programs of junior specialist's training, obtaining at the same time complete secondary education.

a) Sufficient b)full c)absolute

In Ukraine Postgraduate education is regarded as specialist education and professional training commencing after the Specialist, Master phase.

a) considered b) allowed c)put

Task 6. Put the verb in brackets into the correct form (Present Simple, Past Simple)

1. The first Ukrainian higher education institution ….. (be) the Ostrozka School, or Ostrozkiy Greek-Slavic-Latin Collegium, similar to Western European higher education institutions of the time.

2. By 1988 a number of higher education institutions ……(increase) to 146 with over 850,000 students.
3. The *Law on Higher Education* (2002) …… (establish) the three-level structure of higher education.
4. Higher education qualifications ……(combine) both academic and professional qualifications.
5. The normative period of training …….. (make) 4 years (240 ECTS credits).
6. The Ministry of Education and Science (Sports and Youth) …… (recognize) the following categories of institutions of the top-level accreditation.

Task 1. Read and translate the text.

2.2 Education in England

The chapel of King's College, Cambridge University.

0	**D**

Education in England is overseen by the Department for Education and the Department for Business, Innovation and Skills. Local authorities (LAs) take responsibility for implementing policy for public education and state schools at a local level.

The education system is divided into early years (ages 3–4), primary education (ages 4–11), secondary education (ages 11–18) and tertiary education (ages 18+).

Full-time education is compulsory for all children aged between 5 and 17 (from 2013, and up to 18 from 2015), either at school or otherwise, with a child beginning primary education during the school year he or she turns 5. Students may then continue their secondary studies for a further two years (sixth form), leading most typically to A-level qualifications, although other qualifications and courses exist, including Business and Technology Education Council (BTEC) qualifications, the

International Baccalaureate (IB) and the Cambridge Pre-U. The leaving age for compulsory education was raised to 18 by the Education and Skills Act 2008. The change takes effect in 2013 for 16-year-olds and 2015 for 17-year-olds. State-provided schooling and sixth form education is paid for by taxes. England also has a tradition of independent schooling, but parents may choose to educate their children by any suitable means.

Higher education often begins with a three-year bachelor's degree. Postgraduate degrees include master's degrees, either taught or by research, and the doctorate, a research degree that usually takes at least three years. Universities require a Royal Charter in order to issue degrees, and all but one are financed by the state via tuition fees, which cost up to £9,000 per academic year for English, Welsh and EU students.

1

Until 1870 all schools were charitable or private institutions, but in that year the Elementary Education Act 1870 permitted local governments to complement the existing elementary schools, to fill up any gaps. The Education Act 1902 allowed local authorities to create secondary schools. The Education Act 1918 abolished fees for elementary schools.

2

The school year begins on 1 September (or 1 August if a term starts in August). Education is compulsory for all children from the next "prescribed day" which falls either on or after their fifth birthday to the last Friday in June of the school year in which they turn 16. This will be raised, in 2013, to the year in which they turn 17 and, in 2015, to their 18th birthday. The prescribed days are 31 August, 31 December and 31 March.

3

State-run schools and colleges are financed through national taxation, and take pupils free of charge between the ages of 3 and 18. The schools may levy charges for activities such as swimming, theatre visits and field trips, provided the charges are voluntary, thus ensuring that those who cannot afford to pay are allowed to participate in such events. Approximately 93% of English schoolchildren attend such schools.

A significant minority of state-funded schools are faith schools, which are attached to religious groups, most often the Church of England or the Roman Catholic Church.

There is also a small number of state-funded boarding schools, which typically charge for board but not tuition. Boarding fees are limited to £12,000 per annum.

4

The University of Birmingham, a 'Red Brick university'.

Students normally enter university from age 18 onwards, and study for an academic degree. Historically, all undergraduate education outside the private University of Buckingham and BPP University College was largely state-financed, with a small contribution from top-up fees, however fees of up to £9,000 per annum have been charged from October 2012. There is a distinct hierarchy among universities, with the Russell Group containing most of the country's more prestigious, research-led and research-focused universities. The state does not control university syllabuses, but it does influence admission procedures through the Office for Fair Access (OfFA), which approves and monitors access agreements to safeguard and promote fair access to higher education. Unlike most degrees, the state still has control over teacher training courses, and uses its Ofsted inspectors to maintain standards.

The typical first degree offered at English universities is the bachelor's degree, and usually lasts for three years. Many institutions now offer an undergraduate master's degree as a first degree, which typically lasts for four years. During a first degree students are known as undergraduates. The difference in fees between undergraduate and traditional postgraduate master's degrees (and the possibility of securing LEA funding for the former) makes taking an undergraduate master's degree as a first degree a more attractive option, although the novelty of undergraduate master's degrees means that the relative educational merit of the two is currently unclear.

Some universities offer a vocationally based foundation degree, typically two years in length for those students who hope to continue on to a first degree but wish to remain in employment.

5

Students who have completed a first degree are eligible to undertake a postgraduate degree, which might be a:

- Master's degree (typically taken in one year, though research-based master's degrees may last for two)
- Doctorate (typically taken in three years)

Postgraduate education is not automatically financed by the state, and so admissions are highly competitive.

Task 2. Answer the questions

1) What is education in England overseen by?
2) How is the education system divided into?
3) Is education compulsory for children aged between 5 and 17?

Task 3. Choose the most suitable heading from the list A-G for each part (1-6) of the text. There is one extra heading which you do not need to use. There is an example at the beginning (0).

A Postgraduate education

B Primary and secondary education

C History of English education

D Introduction

E Principles of education in England

F State-funded school system

G Higher education

Task 1. Read and translate the text.

2.3 Education in the USA

The USA does not have a national system of education. All educational matters are left to states. 50 per cent of funds for education come from state sources, about 40 from local funds, and only 6 per cent from the federal government. There are two major types of schools in the USA— public which are free, and private, or fee-paying. Four of five private schools are run by churches and other religious groups.

Elementary education starts at the age of 6 and continues till 10-11 years. Secondary education is provided from the age 11 — 12. Intermediate school includes grades 6 through 9 for ages 11-12 up to 14—15. A senior high school may include grades 9—10 through 12. A senior high school may be comprehensive, general or vocational. A comprehensive school offers a broad program of academic and vocational education, a general school offers a more limited program. A vocational school focuses on vocational training with some general educational subjects. All such programs — academic, technical, or practical are generally taught under one roof. Nevertheless, many students of high school don't finish it. 1 per cent of American citizens at the age of 14 can neither read, nor write. High school students who wish to attend a college or a university go through one of the two standard tests – SAT (Scholastic Aptitude Test) and ACT (American College Test). They are given by non-profit, non-governmental organizations.

There are several ways to continue in education: universities, colleges, community colleges, and technical and vocational schools. A university in the USA usually consists of several colleges; each college specializes in a subject area. There are colleges of liberal arts, colleges of education and business colleges. A program for undergraduates usually takes four years and leads to the Bachelor of Arts or Science degree. After that, students may leave the university or go on for a graduate or professional degree. The university may be funded from several different sources. A publicly funded university gets some money form the state government. A privately funded university gets money from private sources only. A university may be funded by a religious group.

College students usually spend four years at the college, too, and get the Bachelor's degree. In contrast to universities, colleges don't have graduate or professional programs. Colleges in the USA differ greatly in size — they may include from 100 students to 5000 and more. Most of the larger institutions fall into the category of universities, the largest being the University of California, State university of New York, New York university, Columbia University and others.

The course of study in a community college lasts two years and doesn't lead to any degree. Community colleges may give courses in the regular academic subjects or subject like dental technology, sewing and other non-academic subjects. Not all students of community colleges have high school diplomas. Technical, or vocational schools have no academic programs and provide only job training. Programs may take from six months to two years and more.

Task 2. Answer the questions

1) What are characteristics of education in the USA?
2) What are two major types of schools in the USA?
3) Ta what age does elementary (secondary, intermediate, senior high school) education starts?

4) What does a comprehensive school offer?
5) What does a vocational school focus on?
6) What are the ways to continue in education?

Task 3. Translate the following sentences into English.

1. В США, где все вопросы образования находятся в ведении штатов, образование финансируется штатами, из местных фондов и религиозными группами, и только около 6 процентов финансирования исходит от федерального правительства.

2. В США общественные школы бесплатные, а частные школы платные.

3. Школьное образование состоит из начального образования, промежуточного образования и старших классов средней школы.

4. В старших классах средней общеобразовательной школы предлагается обширная программа академических и профессиональных предметов, преподаваемых в одном здании.

5. Программа общей школы более ограничена, чем программа общеобразовательной школы.

6. Программа профессиональной школы предлагает профессиональную подготовку и некоторые академические предметы.

7. Выпускники средней школы должны сдать один из двух стандартных тестов, SAT или ACT, которые проводятся некоммерческими, неправительственными организациями.

8. Выпускники средней школы, которые хотят продолжить образование в вузе, могут попытаться поступить в университет, колледж или техническую или профессиональную школу.

9. Программа для студентов колледжа или университета заканчивается присвоением звания бакалавра гуманитарных или точных и естественных наук.

10. Выпускники колледжа должны идти в университет, чтобы получить ученую степень выше бакалавра или профессиональную степень.

Task 1. Read and translate the text.

2.4 Higher Education in the USA

Many students, upon finishing high school, choose to continue their education. The system of higher education includes 4 categories of institutions.

The community college, which is financed by the local community in different professions. Tuition fees are low in these colleges, that's why about 40 per cent of all American students of higher education study at these colleges. On graduation from such colleges American students get "associate degree" and can start to work or may transfer to 4-year colleges or universities (usually to the 3rd year).

The technical training institution, at which high school graduates may take courses ranging from six months to three-four years, and learn different technical skills, which may include design business, computer programming, accounting, etc. The best-known of them are: the Massachusetts Institute of Technology and the Technological Institute in California.

The four-year college, which is not a part of a university. The graduates receive the degree of Bachelor of Arts (BA) or Bachelor of Science (BS). There are also small Art Colleges, which grant degrees in specialized fields such as ballet, film-making and even circus performance. There are also Pedagogical Colleges.

The university, which may contain:

several colleges for students who want to receive a bachelor's degree after four years of study;

one or more graduate schools for those who want to continue their studies after college for about two years to receive a master's degree and then a doctor's degree. There are 156 universities in the USA.

Any of these institutions of higher education may be either public or private. The public institutions are financed by state. Most of the students, about 80 per cent, study at public institutions of higher education, because tuition fees here are much lower. Some of the best-known private universities are Harvard. Yale and Princeton.

It is not easy to enter a college at a leading university in the United States. Successful applicants at colleges of higher education are usually chosen on the basis of:

their high-school records which include their class rank, the list of all the courses taken and all the grades received in high school, test results;

recommendation from their high-school teachers;

the impression they make during interviews at the university, which is in fact a serious examination;

scores on the Scholastic Aptitude Tests.

The academic year is usually nine months, divided into two terms. Studies usually begin in September and end in July. Each college or university has its own curriculum. During one term a student must study 4 or 5 different courses. There are courses that every student has to take in order to receive a degree. These courses or subjects are called major subjects or "majors".

At the same time there are subjects which the student may choose himself for his future life. These courses are called 'electives". A student has to earn a certain number of "credits" (about 120) in order to receive a degree at the end of four years of college. Credits are earned by attending lectures or laboratory classes and completing assignments and examinations.

Students who study at a university or four-year college are known as undergraduates. Those who have received a degree after 4 years of studies are known as graduates. They may take graduate program for another 2 years in order to get a master's degree. Further studies are postgraduate which result in a doctor's degree.

Task 2. Answer the questions

1) What categories does the system of higher education include?
2) What is the community college financed by?
3) What does studing in the technical training institution include?
4) What may the university contain?
5) Are institutions of higher education public or private?
6) What courses are called 'electives"?

Task 3. Match the left column with the right one

The system of higher education	small Art Colleges.
The institutions of higher education	includes 4 categories of institutions.
Tuition fees are low	may be either public or private.
Students who study at a university or	after 4 years of studies are known as graduates.
Those who have received a degree in	community colleges
There are also	four-year college are known as undergraduates.

Task 4. Put the verbs into Active or Passive voice

1) Many students, upon finishing high school, ……..(choose) to continue their education.
2) The community college ……(finance) by the local community in different professions.
3) In the technical training institution high school graduates……(may, take) courses ranging from six months to three-four years.
4) The academic year ……(be) usually nine months, divided into two terms.
5) These courses or subjects …….(call) major subjects or "majors".
6) . Credits ……..(earn) by attending lectures or laboratory classes and completing assignments and examinations.
7) Students who study at a university or four-year college …….. (know) as undergraduates.
8) They ……..(may, take) graduate program for another 2 years in order to get a master's degree.

UNIT 3. Kharkiv

Task 1. Read the text and answer the questions

3.1 From the history of Kharkiv.

The city of Kharkiv is one of the major industrial, commercial, scientific and cultural centres of Ukraine. Its architecture has been influenced by varying conditions of life, habits and traditions of the Ukrainian people.

The river Dnieper has always played the most important role in life and economic activities of the Ukrainian people. The river divides the country into two halves called Left-Bank and the Right-Bank Ukraine.

In the 14th century the right-Bank Ukraine and small regions on the left bank of the Dnieper were occupied by Poland and Lithuania, later united into Rzecz Pospolita.

Many Ukrainian peasants and Cossacs often rebelled against the power of Polish Roman Catholic nobility and began to flee to desolate parts of the Left-Bank Ukraine. They began growing crops, building villages, townships and fortresses. There were no big landlords on that territory then. Therefore this land was called Slobodskaya Ukraina, i.e. “free Ukrainian Land”.

In the 1650’s a fortress was built on the bank of the river Kharkiv and a small township of the same name grew around it. During the first 12 decades of its existence the town was self-governed. Its administration was elected by the Cossacs

and headed by the Cossac Colonel, also an elected official. The Voyevoda controlled only military affairs.

The population was almost Ukrainian and it was only in the second quarter of the 19th century that it became multinational. In the 1770's Catherine II abolished the autonomy of the Cossacs and divided Ukraine into a number of provinces (governorates) headed by Governors appointed by Monarch.

Since then the city has been developing rapidly. Its squares were surrounded with wooden or brick houses of one or two or even three storeys.

In 1805 the University of Kharkov was founded. The Assumption Cathedral, the oldest in city, was built in 1778. And in 1821-1844 its magnificent belfry was erected to mark the victory of the Russian Army over Emperor Napoleon of France.

Kharkovites have always loved theatre. They first saw theatre performances in the end of 18th century. In 1841 a building was erected for the permanent Drama Theatre.

The architecture of Kharkiv reflected variety of styles. There worked lots of famous architects.

After 1934 Kharkiv remained one of the most important and beautiful cities of Ukraine.

Task 2. Answer the questions

1. What is Kharkiv famous for?
2. Who occupied the right-Bank Ukraine and small regions on the left bank of the Dnieper in the 14th century?
3. Why did many Ukrainian peasants and Cossacs begin to flee to desolate parts of the Left-Bank Ukraine?
4. What did they begin doing?
5. What did Catherine II do in the 1770's?
6. What was founded in 1805?
7. What architects worked in Kharkiv?

Task 3. Match the sentences halves.

1 The river Dnieper has always played	a)only military affairs.
2 They began growing crops, building	b)the autonomy of the Cossacs
3 The Voyevoda controlled	c)in city, was built in 1778.

4 In the 1770's Catherine II abolished	d)villages, townships and fortresses.
5 The Assumption Cathedral, the oldest	e)the most important role in life and economic activities of the Ukrainian people.
6 Kharkovites have always	f)loved theatre.

Task 4. Read these statements. Decide whether you think they are true or false.

1. The river divides the country into two halves called Left-Bank and the Right-Bank Ukraine.
2. Ukrainian peasants and Cossacs were always satisfied with their conditions of life.
3. In the second quarter of the 19th century the population of Ukraine became almost Ukrainian.
4. In the 1650's a fortress was built on the bank of the river Kharkiv and a small township of the same name grew around it.
5. Kharkovites first saw theatre performances in the end of 17th century.

Task 5. Complete the sentences with the correct form of the passive

1. Architecture of Kharkiv (influence) ……. by varying conditions of life, habits and traditions of the Ukrainian people for many years.
2. In the 14th century the right-Bank Ukraine and small regions on the left bank of the Dnieper (occupy) ……. by Poland and Lithuania.
3. In the 1650's a fortress (build)……. on the bank of the river Kharkiv.
4. Squares of Kharkiv (surround)……. with wooden or brick houses of one or two or even three storeys at that time.
5. And in 1821-1844 its magnificent belfry (erect)…….. to mark the victory of the Russian Army over Emperor Napoleon of France.
6. Today Kharkiv (visit) ……. by lots of tourists.

UNIT 4. How the Oil and Gas Industry Works

Task 1. Read and translate the text

Crude oil and natural gas are naturally occurring substances present in rock amid the earth's crust. Oil and gas are organic materials, and are the result of the remains of plants and animals compressed in sedimentary rock such as sandstone, limestone and shale.

Sedimentary rock is a product of sediment deposits in ancient oceans and other bodies of water. As layers of sediment were deposited on the ocean floor, decaying

remains of plants and animals were integrated into the forming rock. This organic material eventually transformed into oil and gas after being exposed to specific temperatures and pressure ranges deep within the earth's crust.

Oil and gas are less dense than water, which occurs in huge quantities in the earth's subsurface, so they migrate through porous sedimentary source rock toward the earth's surface. When the hydrocarbons are trapped beneath less-porous cap rock, an oil and gas reservoir is formed. These reservoirs, which are simply layers of rock containing large quantities of oil and gas, are our sources for crude oil and gas.

To bring the hydrocarbons to the surface, a well must be drilled through the cap rock and into the reservoir. Drilling rigs work in a similar fashion as a hand drill. A drill bit is attached to a series of drill pipes, and the whole thing is rotated to make a well in the rock. Once the drill bit reaches the reservoir, a productive oil or gas well can be completed, and the hydrocarbons can be pumped to the surface.

When the drilling activity does not find commercially viable quantities of hydrocarbons, the well is classified as a "dry hole." Dry holes are typically plugged and abandoned.

Task 2 Answer the questions

1. What are oil and gas originated from?
2. Can oil and gas migrate through porous sedimentary source rock toward the earth's surface?
3. What are the sources for crude oil and gas?
4. How a well can be made in the rock?

Task 3. Match the left column with the right one

the remains of	were deposited
as layers of sediment	plants and animals
Oil and gas are less	dense than water
an oil and gas reservoir	oil and gas
large quantities of	is formed
Dry holes are typically	plugged and abandoned.

Unit 5. The future of oil and gas: Seven bold industry predictions

Talal Husseini

As oil prices tentatively recover from the 2014 crash and investments in alternative renewable energy sources gain momentum, oil and gas companies need to innovate to stay competitive and keep the fuel flowing. Offshore Technology asks industry experts for their insight into how technological advancements will shape the future of oil and gas.

Task 1. Read and translate the text.

The future of oil and gas: 'Smart drilling'

Nowadays, it seems like more and more companies want to become the Carl Lewis or Usain Bolt of drilling. Get out the blocks fast, hit every stride sweetly and cross the finish line to first oil in record time.

As any elite runner will tell you, the equipment alone doesn't win you the race. Equally, if not more important, is developing a race plan, road-testing that plan, and developing the intelligence to know exactly when, where and how to hit the gas.

So when it comes to the future of the oil and gas industry, 'smart drilling' will be key and require a combination of technology and thinking that reimagines how firms manage and execute a more harmonised approach to early well life.

"As drilling projects grow in ambition, smarter equals faster."

The key is ensuring that design, analysis, equipment selection and implementation are all aligned and buttressed by operational expertise. Where companies lack the expertise or resource, initiation specialists will fill the void.

As drilling projects grow in ambition, smarter equals faster. By combining integration and intelligence through specialist providers in the initiation phase with best-in-class technology, 'smart drilling' promises to give projects the solid footing needed to keep the industry running for decades to come.

– James Larnder, managing director, Aquaterra Energy

Task 2. Complete the sentences with the words from the text

lack selection grow comes equipment ensuring fill

1. As any elite runner will tell you, the ……alone doesn't win you the race.
2. When it ……..to the future of the oil and gas industry, 'smart drilling' will be key.

3. The key is …….that design, analysis, equipment ……..and implementation are all aligned and buttressed by operational expertise.
4. Where companies ……..the expertise or resource, initiation specialists will ……the void.
5. As drilling projects ……..in ambition, smarter equals faster.

Task 3. Read and translate the text.

The future of oil and gas: Incorporating blockchain

One technology set to transform the oil and gas sector is blockchain. In fact, the blockchain revolution is starting here and now. The real task for the oil and gas sector is how quickly it can move to take advantage of the many opportunities that blockchain will bring.

For oil and gas businesses, data has gone from an asset to a burden. Companies are drowning in data and urgently need a way to control and authenticate information. Blockchain has enormous potential to reduce the risk of fraud, error, and invalid transactions in energy trading, make financial transactions more efficient, facilitate regulatory reporting requirements, and enable interoperability.

Blockchain will have huge benefits both upstream and downstream. From scheduling equipment maintenance to managing exploration acreage records, blockchain offers a single, unalterable record of transactions and documentation between numerous parties. Distributed ledgers also create more efficient and transparent downstream activities, such as exchanging products, secondary distribution delivery documentation, demurrage, and claims management. Mid-stream, it will revolutionise joint ventures, risk management, contracting, and regulatory compliance.

The possibilities of blockchain in oil and gas have few limits – and we're yet to see more than a glimpse of its full capabilities.

– Simon Tucker, Head of Energy and Commodities, Infosys Consulting

The energy sector is seen as the next frontier for blockchain development outside the financial sector, where the distributed ledger technology has had its biggest impact to date. Blockchain is critical to unlocking the efficiency potential of distributed energy generation and disintermediating the public and private utility companies. So too does blockchain open up efficient fundraising through initial coin offerings (ICO's).

More than 1,500 ICOs have taken place in the energy space over the last two or three years. Admittedly, a disproportionate number of these token offerings have been electricity or renewables-focused, but the number of token offerings in the traditionally technologically phobic oil and gas sector is now rising.

"Blockchain is critical to unlocking the efficiency potential of distributed energy generation."

We have already seen strong interest in our own ICO for an onshore hydrocarbon concession and another standout example of an ICO in the sector is WePower, a Lithuanian-based green energy trading platform, which raised €32m ($40m) in February 2018 – the largest ICO in the energy sector to date.

Distributed ledger technology could also see the advent of peer-to-peer energy trading, as demonstrated by Power Ledger, which allows consumers to buy and sell clean solar energy, disrupting the established norms of energy provision."

Task 4. Complete the sentences with the words from the text

place revolutionize efficient facilitate reduce opportunities task blockchain transactions technology

1. In fact, the ……revolution is starting here and now.
2. The real ……..for the oil and gas sector is how quickly it can move to take advantage of the many ……..that blockchain will bring.
3. Blockchain has enormous potential to ……the risk of fraud, error, and invalid transactions in energy trading, make financial ……more efficient, …….regulatory reporting requirements, and enable interoperability.
4. Distributed ledgers also create more ……..and transparent downstream activities, such as exchanging products, secondary distribution delivery documentation, demurrage, and claims management.
5. Mid-stream, it will …….joint ventures, risk management, contracting, and regulatory compliance.
6. More than 1,500 ICOs have taken ……..in the energy space over the last two or three years.
7. Distributed ledger …….could also see the advent of peer-to-peer energy trading, as demonstrated by Power Ledger

Task 5. Read and translate the text.

The future of oil and gas: Blurring the lines between fossil and renewable

Liquid fuels are still difficult to replace and while their reliance will be reduced as they get supplemented by biofuel and electrical energy sources, it will be a number of decades before they are phased out completely.

The prices of oil and gas will be perpetually lower for the foreseeable future as fracking will gradually open up more sources of cheap production, while demand slowly falls with the adoption of more renewables.

Better renewable energy technology and sources will eventually replace the use of oil as a combustible fuel but this will free it and other sources such as coal to be used to produce more sophisticated carbon products, hydrocarbons and polymers making it a feedstock rather than a fuel.

Finally, the ability to chemically synthesise oil and gas from more types of natural materials will blur the line between renewable and fossil fuels to the extent where it becomes a forgotten issue. The ability to synthesise these products will mean that even fossil fuels can be readily replaced so the market will drive the source again.

– Michael Martella, CEO, Anergy.

Task 6. Read and translate the text

The future of oil and gas: A 'gig economy'?

Despite the market's challenging period, there won't be a Kodak moment. Oil and gas isn't going anywhere and the reality is that the transition to 100% renewable energy use in the UK won't happen in our lifetimes. Globally, emerging countries will also want to capitalise on their oil reserves – providing, literally and figuratively, a pipeline of growth for the future.

The industry will also become more collaborative. The billions of pounds spent on exploration and building platforms in new oil fields will be shared amongst multiple industry backers. As a whole, the oil and gas industry will become significantly more risk-averse, with companies working on joint ventures in order to avoid another big downturn.

"Expect the 'gig economy' to come to the oil and gas industry."

The aversion to risk will filter into the organisational culture, with companies looking at how they can run leaner and meaner operations. Having project teams sitting around waiting in the wings for a new assignment will no longer exist. The industry will rely more and more on flexible workers to be brought in for specific projects. Expect the 'gig economy' to come to the oil and gas industry.

Technology will be a facilitator in the transformation of organisations. The future of oil and gas is unmanned platforms, with workers transitioning from offshore to onshore office-based roles. Generalist manager roles will die out as the demand for short-term, niche skill sets to implement IT systems and bring oil fields 'online' grow.

– Terry Noble, lead consultant for the Energy and Utilities Practice, Odgers Interim

Task 7. Put the verbs into the correct form (Active or Passive voice)

1. Liquid fuels ……..(be) still difficult to replace and while their reliance …….(reduce) as they get supplemented by biofuel and electrical energy sources, it will be a number of decades before they …….(phase) out completely.
2. Better renewable energy technology and sources …… eventually (replace) the use of oil as a combustible fuel.
3. The ability to chemically synthesise oil and gas from more types of natural materials ……..(blur) the line between renewable and fossil fuels to the extent where it …….(become) a forgotten issue.
4. The ability to synthesise these products ……..(mean) that even fossil fuels ……. readily (can,replace) so the market ……. (drive) the source again.

Task 8. Complete the sentences with the words from the text

facilitator avoid collaborative renewable combustible platforms completely ability exploration

1. It will be a number of decades before they are phased out…….
2. Better renewable energy technology and sources will eventually replace the use of oil as a …….fuel.
3. Finally, the ……..to chemically synthesize oil and gas from more types of natural materials will blur the line between ……..and fossil fuels to the extent where it becomes a forgotten issue.
4. The industry will also become more……..
5. The billions of pounds spent on ……..and building platforms in new oil fields will be shared amongst multiple industry backers.
6. As a whole, the oil and gas industry will become significantly more risk-averse, with companies working on joint ventures in order to …….another big downturn.
7. Technology will be a ……in the transformation of organisations.
8. The future of oil and gas is unmanned……., with workers transitioning from offshore to onshore office-based roles.

UNIT 6. Oil and Gas Industry Impact on Ecology of the Earth

Task 1. Read and translate the text

Written by DanMu

The oil and gas industry is one of the most vital to our civilization. Even though several experiments are going on in terms of finding alternative sources of energy, it is petroleum that makes our lifestyle possible. Only for 2016, the IEA Oil Market Report forecasted an average demand of circa 96 million barrels of oil and liquid fuels per day, meaning more than 35 billion barrels per year.

Unfortunately, it comes with a price. The oil and gas industry has a significant impact on our environment. Thankfully, some effort has been made in order to minimize its negative effects over the recent years.

Carbon dioxide emission is one of the major environmental concerns

According to studies, the petroleum industry has a negative impact on many aspects of our environment due to its level of toxicity. The globe's climate change that is currently experienced has also been considered as a result of the constant extraction of oil, due to the greenhouse effect created by the large amounts of carbon dioxide in the atmosphere.

According to EIA (U.S. Energy Information Administration), around 19.64 pounds of carbon dioxide (CO2) are originated from burning a non-ethanol gallon of gasoline; and around 22.38 pounds of CO2 are produced from a gallon of diesel fuel.

The crude oil itself is the cause of death and birth defects on fish and birds every year. When the Deepwater Horizon 2010 spilt 205.8 million gallons of oil and 225,000 tons of methane into the Gulf of Mexico in 2010, only 25 % of the product was recovered. And, according to the Center for Biodiversity report, it might have resulted in the harm of 82k birds, 6k sea turtles, and almost 26k marine mammals. Crude oil can also decrease the count of white cell in humans, destroying the immunologic system and leading to many forms of cancer, especially to leukemia.

The combustion of distillate oil is also an incomplete process that sends to the atmosphere several components toxic to life. These elements are also blamed for causing heart and lung diseases. Acid rain is another consequence of the combustion of petroleum, which is considered as the cause of death coral reefs, corrosion of machinery and structures, and the destruction of archaeological ruins.

Automobile exhaust and oil spills come next

Benzene, present in the automobile exhaust, is known for being extremely toxic, carcinogenic, and to damage DNA. Waste oil, such as used oil, is a source of

many concerns originated from natural petroleum, as its toxins might eventually reach the environment, poisoning drinking water, soil, rivers, and oceans.

Regarding natural gas, there are several issues been taken into consideration. For starters, it is a non-renewable fuel that emits carbon dioxide when burned, and that contains 80 to 95 % of methane, a gas related to the greenhouse effect. Natural gas is also explosive, potentially dangerous, and requires extensive pipelines to be transported over land.

Finally, oil spills are a constant cause of international discussions. Oil tankers, tank vessels, and facilities are the main sources of this form of pollution, usually happening as a result of routine operations, but are those caused by accidents that have the largest amounts of the oil spill and environmental damage consequently.

In the last year, approximately 7,000 tons of oil were spilt in the environment, most of it due to major spills: one in Singapore, when 4,500 tons of crude oil were lost; and the second in Turkey, when 1,400 tons of naphtha were released to the environment. A collision was the cause of both incidents.

What has been done to minimize the negative impact?

The oil and gas industry has been investing in technology and safety management so to minimize the negative impact of their products on the environment. And they are doing it not only for understanding their role but also for a question of business survival.

For instance, according to a study by PwC, 70% of oil and gas CEOs consider climate change and environmental damage as key risk to their industry. And 39% of them affirmed that there would be soon a significant shift in the way they manage this issue in order to respond to stakeholders expectations.

The number of incidents regarding oil spills has also dramatically fallen since the 70s when major incidents took place. In that decade, the average number of spills per year was 24.5 and nowadays it is of 1.8 per year. And several regulations and standards have been imposed by governments in many countries to ensure that the emission of greenhouse and other harmful gases will decrease in the next decades. So it is just a matter of time to the oil and gas industry makes relevant changes, and that we notice them on top companies' reviews, to maintain the sustainability of their business.

Task 2 Answer the questions

1. How do oil and gas industry impact our environment?
2. Why **is c**arbon dioxide emission one of the major environmental concerns?
3. How do automobiles influence our environment?
4. Are people aware of our future?
5. What has been done to minimize the negative impact?

Task 3 Put the verbs into the correct form. Sometimes you need the Passive voice.

1. Even though several experiments ……..(go on) in terms of finding alternative sources of energy, it is petroleum that …….(make) our lifestyle possible.
2. Some effort ……(make) in order to minimize its negative effects over the recent years.
3. The globe's climate change …… also ……(consider) as a result of the constant extraction of oil, due to the greenhouse effect created by the large amounts of carbon dioxide in the atmosphere.
4. When the Deepwater Horizon 2010……(spill) 205.8 million gallons of oil and 225,000 tons of methane into the Gulf of Mexico in 2010, only 25% of the product ……(recover).
5. The combustion of distillate oil ……..(be) also an incomplete process that ……(send) to the atmosphere several components toxic to life.
6. These elements ……. also……..(blame) for causing heart and lung diseases.
7. . Natural gas ……(be) also explosive, potentially dangerous, and ……(require) extensive pipelines to be transported over land.
8. The oil and gas industry ……..(invest) in technology and safety management.
9. And they ……(do) it not only for understanding their role but also for a question of business survival.
10. Several regulations and standards…….(impose) by governments in many countries to ensure that the emission of greenhouse and other harmful gases ……..(decrease) in the next decades.

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