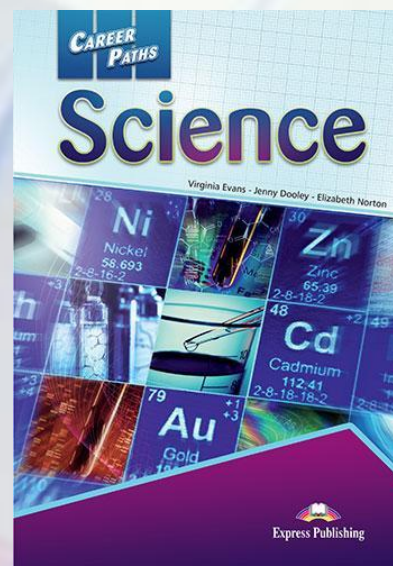
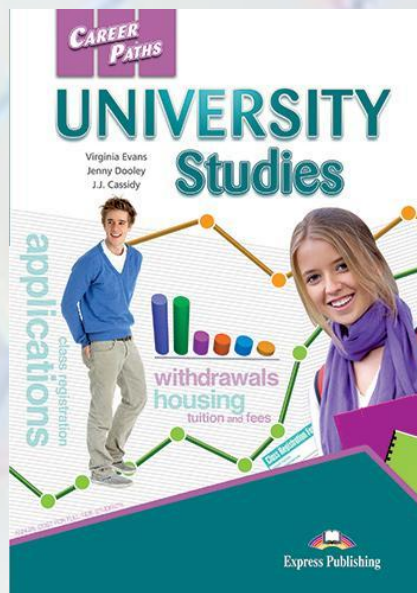


Из школьников – в студенты, из студентов – в молодых учёных и профессионалов

Teach – don't preach! – Новый взгляд на профильное обучение



The House That We Build

Scientific English

EAP C1-C2

Soft Skills

ESP (B1-C1)

EAP (B1+ - C1)

Student's English

ESP (A1-B1)

EAP (A2+ - B1)

Exam English

16-18
лет

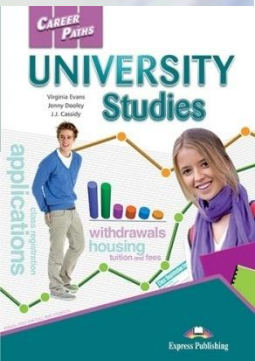
General English

General English (8-15 лет)

Let's design topics for future students!

Unit	Topic
1	Preparing to Attend a University
2	Choosing a University
3	Applying to a University
4	Orientation
5	Registration 1
6	Registration 2
7	Academic Planning
8	Tuition and Fees
9	Financial Aid
10	Transferring
11	Courses of Study
12	Types of Students
13	Degrees and Certificates

Unit	Topic	Reading context	Vocabulary	Function
1	The Campus	Bulletin	auditorium, congregate, field, fountain, green, gym, hang out, multi-purpose, parking structure, quad, rally, stadium	Asking about/ expressing intention
2	Meeting People	Advice column	awkward, bulletin board, community, confident, friendly, in common, lounge, make friends, outside one's comfort zone, peer, recreation, social, study group	Offering advice
3	On-Campus Housing	Brochure	amenity, apartment, dorm room, family housing, furnished, housing, intersession, laundry, maintenance, quiet hours, RA, residence hall, Wi-Fi	Making a recommendation
4	Living with Roommates	Poster	adapt, boundary, common area, share, compatible, compromise, conflict, lifestyle, neighbor, privacy, respectful, resolution, roommate, RA	Expressing possibility
5	On-Campus Dining	Guide	allergic, buffet, café, cafeteria, dietary restriction, dining hall, food court, meal plan, mini-mart, menu, vegetarian, vending machine	Making a suggestion
6	Campus Regulations	Report	academic dishonesty, academic standing, conduct, dangerous, damage, disciplinary, dismissal, inappropriate, probation, regulation, suspension, violation	Describing results
7	Campus Safety	Article	emergency services, escort, intruder, officer, police, report, security, self defense, suspicious, target, unattended, witness	Expressing agreement
8	Transportation	Flyer	bicycle, bike lane, bus, bus pass, carpool, commute, drop off, parking pass, pedestrian, rail, shuttle, student rate, transit	Giving/Reacting to advice
9	Balancing School and Life	Handout	cram, dedicated, downtime, flexible, overwhelmed, prioritize, procrastinate, relax, responsibility, stress, time management, to-do list, workload	Asking/Talking about feelings
10	Nutrition	Report	calorie, dehydrated, energy, fat, junk food, maintain, nutrition, produce, regulate, routine, snack, sodium, sugar, whole grain, vitamin	Asking for clarification
11	Health	Webpage	clinic, counseling, doctor, immunization, medical, lab test, nurse, nurse practitioner, outpatient, pharmacy, prescription, primary care, radiology, referral	Inquiring about necessity
12	Fitness	Form	aerobic, cardiovascular, climbing wall, cycling, exercise, fitness, flexible, jogging, personal trainer,	Offering help
			degree, license, MA, MBA, MS, PhD	opinion



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What information do colleges review before selecting students?
- 2 How can secondary school students prepare for college?



It's never too early to start planning!

Now is the time to prepare for college. Don't wait until your **secondary education** is over! Think about your **goals** for after **high school**.

Remember, it's important to maintain your **grades** up until the very end. Colleges want students with consistent **GPA**s. So earn the highest possible **scores**, especially on standardized tests.

Look at the **curriculums** of colleges that interest you. Find out what **preparatory** classes you need. It's best to do this as early as possible. That way, you can complete the **requirements** in plenty of time.

If you feel confused or stressed, talk to your **counselor**. He or she **will** help you get on the right path.

Reading

2 Read the flyer. Then, choose the correct answers.

- 1 What is the main idea of the flyer?
 - A applying to a particular university
 - B deciding whether or not to attend college
 - C becoming familiar with life at a university
 - D preparing for college during secondary school
- 2 Which of the following is NOT a suggestion in the flyer?
 - A Start college classes while still in high school.
 - B Maintain grades through the end of high school.
 - C Research requirements of particular colleges.
 - D Seek advice from a counselor.
- 3 According to the flyer, why should students look at college curriculums?
 - A to determine whether their grades are high enough
 - B to prepare topics to discuss with a counselor
 - C to help them prepare for standardized tests
 - D to find out what the preparatory requirements are

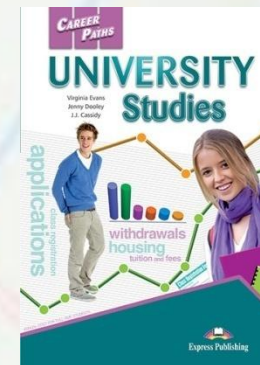
Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|------------------|--------------------------|
| 1 __ GPA | 4 __ curriculum |
| 2 __ score | 5 __ requirement |
| 3 __ preparatory | 6 __ secondary education |

- A a measurement of overall academic performance
- B a period of schooling before college
- C a measurement of performance on a test
- D something that someone must do
- E something that makes someone ready for something else
- F the series of courses in a program or institution

<http://storage1.expresspublishingapps.co.uk/careerpaths/UniversityStudies.pdf>



GPA (Grade Point Average) — средний балл аттестата или диплома. Он показывает общую успеваемость школьника или студента. По российской и европейской шкале он может принимать значение от 0.0 до 5.0, по американской — от 0.0 до 4.0.

1 The Campus

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common outdoor areas around a university campus?
- 2 What are some common buildings on a university campus?



quad



green



rally

gym



auditorium



fountain

SU — Events for the week of: SEPTEMBER 15

- Monday** Welcome back everyone! Come to the Back-to-Class **rally** on the **quad**. Enjoy some food and music. Or just **hang out** with your friends on the **green**!
- Tuesday** Basketball season starts! Join the march to the **stadium** before the game. You can park at the south **parking structure**. The group will **congregate** there at 7:30 p.m. Wear your SU school colors!
- Wednesday** The athletics department is hosting an orientation for the **gym**. You don't have to be an athlete to get exercise. It meets in the **multi-purpose** room at 6:00 p.m. Then, the group will move to the **field** for outdoor instruction. Learn to keep your body healthy!
- Thursday** Unfortunately, the University **fountain** was damaged over the summer. Help rebuild this popular water feature! The clean-up crew meets at 10:00 a.m.
- Friday** Don't miss the concert of the year! Musician Steve Hound is playing at the Willow Center **auditorium**.

Reading

2 Read the bulletin. Then, choose the correct answers.

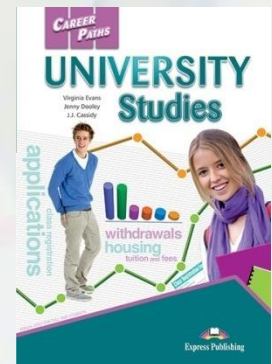
- 1 What is the main idea of the bulletin?
 - A changes to the academic calendar
 - B events scheduled for a particular week
 - C several new buildings on campus
 - D a guide to different areas of the school
- 2 Which of the following is NOT happening on the campus?
 - A Students are holding a rally on the quad.
 - B The basketball team is playing at the stadium.
 - C The school is building a new parking structure.
 - D A musician is performing at the auditorium.
- 3 What area had a problem during the summer?

Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|---------------|--------------------|
| 1 __ quad | 4 __ hang out |
| 2 __ field | 5 __ congregate |
| 3 __ fountain | 6 __ multi-purpose |
- A to gather together in a group
 - B having various different uses
 - C a large expanse of grass where events occur
 - D a structure that features running water
 - E an outdoor area surrounded by

What is 'campus' actually? Why is it dramatic for university to have campus? What don't we have because we do not 'live on campus'? Why is it important to learn about living on campus?



Glossary

academic affairs [N-UNCOUNT-U15] **Academic affairs** is an office on campus that manages school-related activities occurring on campus.

acceptance [N-UNCOUNT-U3] **Acceptance** is the act of allowing someone to join a group or organization.

accredited [ADJ-U10] If an institution is **accredited**, it follows certain standards that are set by an official agency, such as a government.

add [V-T-U6] To **add** a course is to join it officially.

admissions [N-UNCOUNT-U15] **Admissions** is an office on campus that processes applications from potential students.

advisor [N-COUNT-U7] An **advisor** is a university administrator or instructor who helps a student determine what courses to take and tracks his or her academic progress.

applicable [ADJ-U10] If something is **applicable**, it is functional or useful in a particular situation.

application fee [N-COUNT-U3] An **application fee** is an amount of money that someone must pay in order to apply for something.

apply [V-I-U3] To **apply** is to formally request to enter or join something, such as a school.

articulation agreement [N-COUNT-U10] An **articulation agreement** is a set of standards between two or more universities indicating which courses are considered equivalencies for others.

arts [N-COUNT-U14] The **arts** are branches of study that deal with creative expression, and include painting, music, theater, dance, and other fields.

assess [V-T-U8] To **assess** a fee is to include it on a bill.

associate's degree [N-COUNT-U13] An **associate's degree** is a lower-level degree that is awarded to students who have typically completed a two-year program at a university or community college.

attend [V-T-U4] To **attend** something is to go to an official event or institution.

audit [V-T-U12] To **audit** a course is to attend the course in order to learn about the subject, but without receiving college credit for attending.

award [V-T-U9] To **award** something is to give it to someone officially.

BA [N-COUNT-U13] A **BA** (Bachelor of Arts) is an undergraduate degree that is awarded to students who have typically completed a three- to five-year academic program in an area of liberal arts or some sciences.

BS [N-COUNT-U13] A **BS** (Bachelor of Sciences) is an undergraduate degree is that awarded to students who have typically completed a three- to five-year academic program in an area of science or other technical studies.

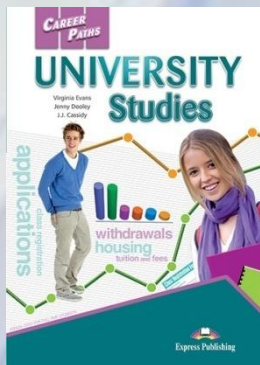
bursar [N-COUNT-U15] The **bursar**, also called the cashier, is an office on campus that handles students' payments and other financial matters.

business [N-UNCOUNT-U14] **Business** is a branch of study that deals with the practices of earning and managing money.

cancellation [N-UNCOUNT-U8] **Cancellation** is the process of stopping something from happening, usually before it begins.

cashier [N-COUNT-U15] The **cashier**, also called the bursar, is an office on campus that handles students' payments and other financial matters.

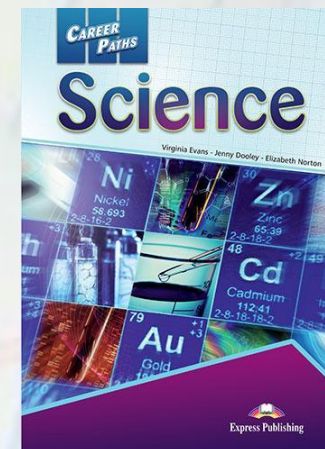
catalog [N-COUNT-U5] A **catalog** is a list of all the courses that are offered during an academic term, and typically includes additional information such as class schedule, instructor, and location.



Из студентов – в молодых вузцы

Unit	Topic	Reading context	Vocabulary	Function
1	Science	Magazine article	branch, discover, evaluate, improve, lab, progress, question, research, science, study	Showing agreement
2	Lab Equipment 1	Memo	beaker, buret, dropper, Erlenmeyer flask, funnel, graduated cylinder, pipette, test tube, volumetric flask, wash bottle	Correcting someone
3	Lab Equipment 2	Safety poster	burner, clamp, forceps, hot plate, mortar, pestle, spatula, stirring rod, tongs, tubing	Making an assumption
4	Lab Equipment 3	Product listing	analytical balance, balance, centrifuge, desiccator, incubation oven, microscope, orbital shaker, pH meter, spectrophotometer, thermometer	Describing necessity
5	The Microscope	Manual	arm, base, coarse focus, fine focus, head, magnification, objective lens, ocular lens, slide, stage	Asking for help
6	Safety Procedures	Handbook excerpt	coveralls, eye wash station, flammable, fume hood, glove, goggles, hazardous, respirator, safety can, toxic, MSDS	Giving a warning
7	Measurements 1	Conversion guide	convert, foot, imperial, kilogram, length, meter, metric, ounce, pound, weight	Asking for clarification
8	Measurements 2	Employee manual	Celsius, cubic centimeter, degree, Fahrenheit, kelvin, liter, milliliter, scale, temperature, volume	Recognizing an error
9	SI Units	Poster	amount, base unit, derived unit, force, joule, molar mass, mole, newton, pascal, pressure, SI	Making a realization
10	Numbers and Basic Math	Chart	add, divide by, equal, -hundred, less, minus, multiply by, over, plus, subtract, times	Working with numbers
11	Large Numbers	Email	cubed, exponent, integer, leading zero, rounding error, scientific notation, significant figure, squared, to the nth power, trailing zero	Describing expectations
12	Analyzing Quantities	Guide	decimal number, fraction, improper fraction, mixed number, -out of, percent, percentage, point, quantity, reduce, whole number	Making an apology
13	Tables and Graphs	Report	bar graph, column, legend, line graph, pie chart, row, scatter plot, table, x-axis, y-axis	Making a suggestion

<http://storage1.expresspublishingapps.co.uk/careerpaths/Science.pdf>

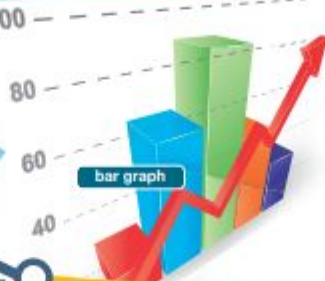
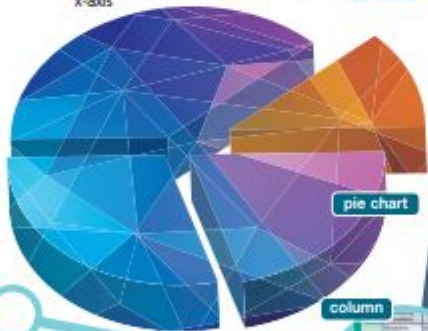
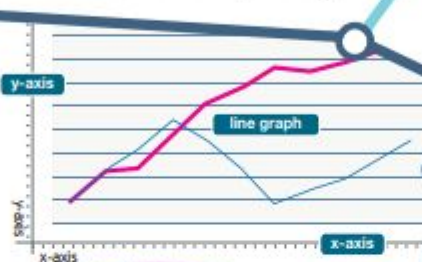


13 Tables and Graphs

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some visual ways to organize data?
- 2 What are some different parts of a graph?



Sharpe DATA Analysts

Client: Actola Manufacturing, Inc.

Results for: **New Machine Component Test**
Summary of Results:

We tested the strength of each part. This appears on the **line graph**. The **x-axis** represents months and the **y-axis** represents performance. Part A's line remains steady, while Part B's line declines sharply. The **scatter plot** shows individual tests. (See the **legend** for information about reading plots.)

Part A is stronger, but it is also more expensive. The **bar graph** shows a cost comparison. However, Part A is still more efficient. See the cost-analysis **table**. The **rows** show each part. The **columns** show yearly replacement costs. Part A is more expensive at first. But Part B requires more frequent replacement. The **pie charts** break down replacement costs versus maintenance costs.

Reading

2 Read the report. Then, choose the correct answers.

- 1 What is the main idea of the report?
 - A which graphs in a set need corrections
 - B how to identify the different parts of a graph
 - C why particular graphs are more effective than others
 - D which results are displayed in several graphs
- 2 Which of the following does NOT address costs?

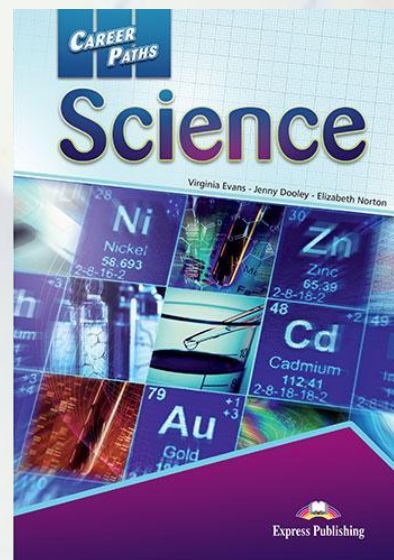
A line graph	C table
B bar graph	D pie chart

Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|-------------|-----------------|
| 1 __ row | 4 __ legend |
| 2 __ table | 5 __ bar graph |
| 3 __ y-axis | 6 __ line graph |

- A a display in which data is organized into a grid of boxes
- B a display in which the size of each section is relative to its value
- C the line that runs up and down along a graph
- D a horizontal series of boxes from side to side



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 scatter plot / pie chart

A A _____ displays multiple points along x and y axes.

B A circular graph is called a _____.

2 x-axis / column

A On many graphs, the _____ is a scale of time.

B A(n) _____ is a series of boxes on a table.

5 Listen and read the report again. What is the difference between a line graph and a scatter plot?

Listening

6 Listen to a conversation between two scientists. Mark the following statements as true (T) or false (F).

- ___ The woman tried to use a scatter plot.
- ___ The man suggests using two separate graphs.
- ___ The woman plans to use a line graph.

7 Listen again and complete the conversation.

Scientist 1: Yes. Rounds of testing are along 1 _____ . And performance is on the y-axis.

Scientist 2: So you want to show both components on the 2 _____ ?

Scientist 1: Right. I tried a 3 _____ , but there's just too much data.

Scientist 2: I see. I don't think you need to include 4 _____ . Just show the averages per round.

Scientist 1: Oh, and maybe connect them on a 5 _____ ?

Scientist 2: Yeah. It'll be 6 _____ to read.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I could use some help with ...

So you want to ...?

I don't think ...

Student A: You are a scientist. Talk to Student B about:

- presentation materials you are creating
- what you tried already
- his or her suggestions

Student B: You are a scientist. Talk to Student A about presentation materials he or she is creating.

Writing

9 Use the report and the conversation from Task 8 to fill out the report summary.

Sharpe DATA Analysts

Client: _____

Report on: _____

Display 1: Line Graph

Features shown: _____

Conclusions: _____

Display 2: _____

Features shown: _____

Conclusions: _____





Express Publishing

e.g. "951-1" or "Spark 1"

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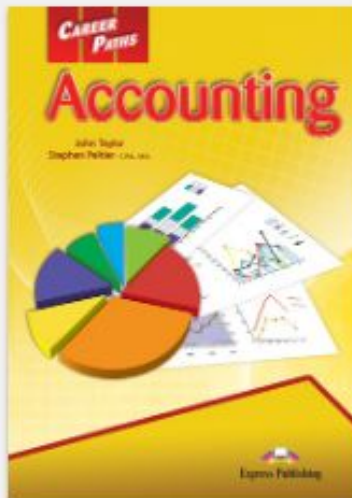
READERS

ESP

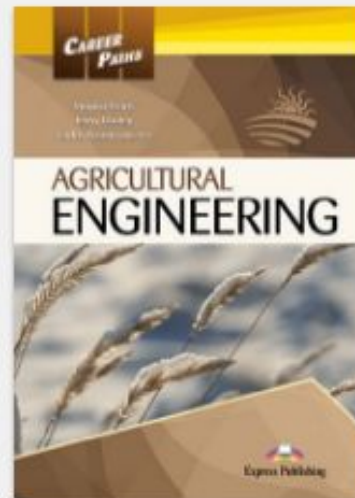
ESP

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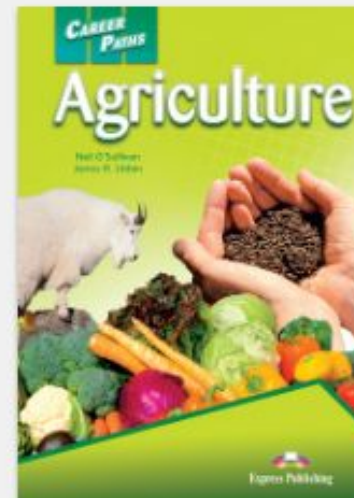
A | B | C | D | E | F | G | H | I | J | K | L | M | N | P | R | S | T | U | W



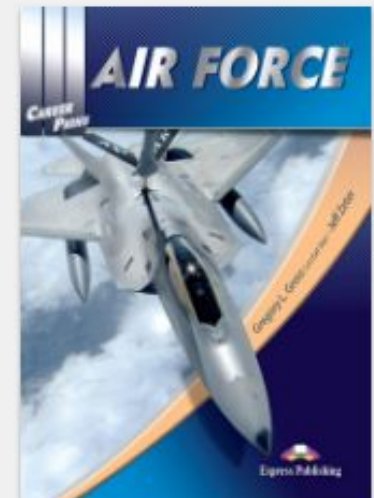
Career Paths: Accounting



Career Paths: Agricultural Engineering



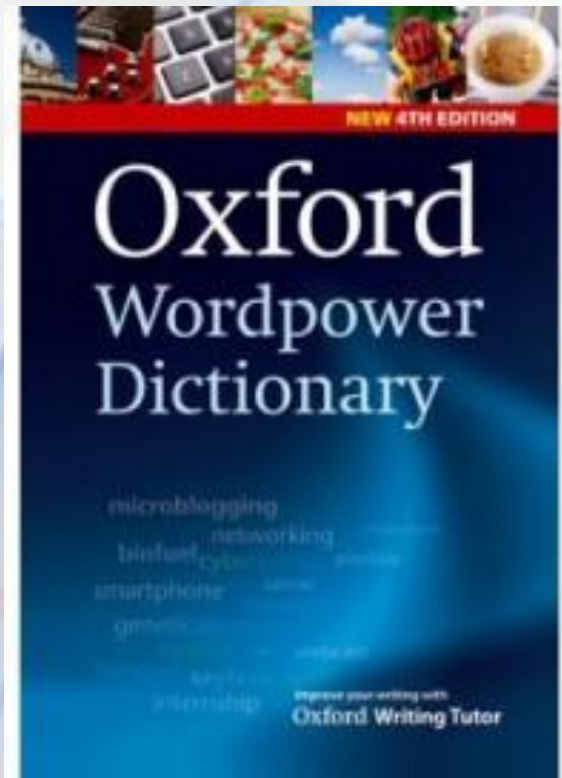
Career Paths: Agriculture



Career Paths: Air Force

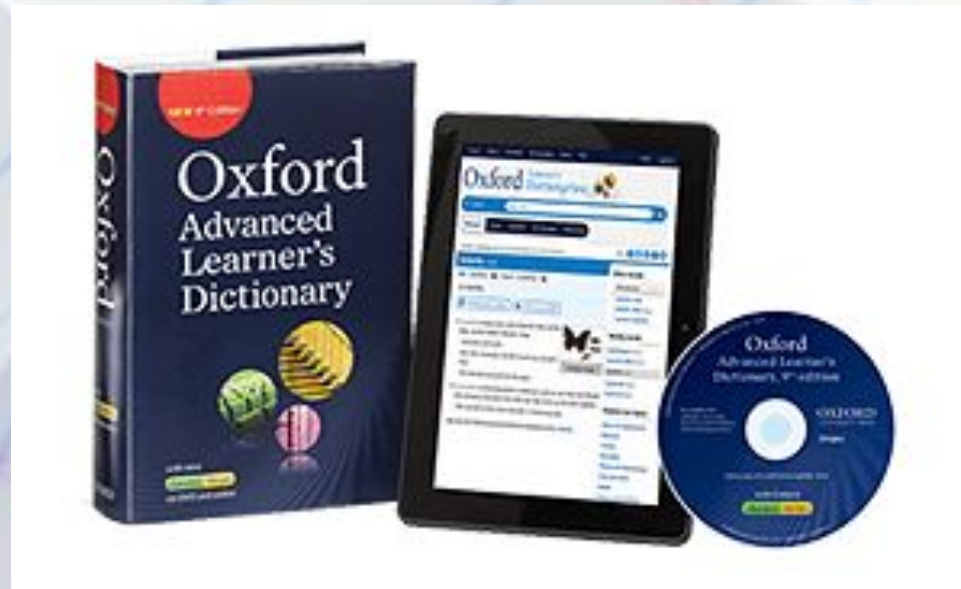
EAP&GP – writing tools

<https://www.youtube.com/watch?v=rSjySCVMg7E>



OALD iSpeaker realistic
conversations

<https://www.youtube.com/watch?v=8tCFVuCwHMg>



Useful links

- <https://www.expresspublishing.co.uk/ru/content/career-paths-science> Science (3 уровня сложности: A1 A2 B1)
- <https://www.expresspublishing.co.uk/ru/content/career-paths-university-studies> University Studies
- <http://storage1.expresspublishingapps.co.uk/careerpaths/Science.pdf> Science sample