Министерство науки и высшего образования Российской Федерации

Федеральное государственное бюджетное образовательное учреждение высшего образования
«Сибирский государственный индустриальный университет»

Университетский колледж

УТВЕРЖДАЮ
Директор института передовых инженерных технологий
_____ И.Ю. Кольчурина
подпись
«____» _____ 20___ г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Иностранный язык в профессиональной деятельности

15.02.18 «Техническая эксплуатация и обслуживание роботизированного производства (по отраслям)»
(направленность (профиль): «Техническая эксплуатация и обслуживание роботизированного производства»)

Квалификация выпускника
Техник

Форма обучения
Очная форма

Срок обучения: 3 года 10 месяцев

Год начала подготовки 2025

Новокузнецк
2025

СибГИУ
Подлинник электронного документа хранится в системе электронного согласования документов СибГИУ
ДОКУМЕНТ ПОДПИСАН ЭП
Сертификат: fc9174b54ee9e52ecccebc4447325f87f55889f2
Владелец: Директор ИПИТ Кольчурина Ирина Юрьевна
Действителен: с 17 апреля 2024 г. по 11 июля 2025 г.
Дата и время: 03-04-2025 17:09:36 ПРОВЕРИТЬ ПОДПИСЬ

1 Цели и задачи освоения учебной дисциплины

Целями учебной дисциплины являются:

– формирование навыка общения на профессиональные темы на иностранном языке;
– формирование компетенции пользоваться профессиональной документацией на иностранном языке.

Задачами учебной дисциплины являются:

– освоение правил употребления базовых грамматических конструкций и лексических единиц общесоциального и профильного характера;
– овладение лексическим минимумом в размере (1200-1400 лексических единиц) и грамматическим минимумом, необходимым для общения, чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

2 Место учебной дисциплины в структуре ООП по специальности

Учебная дисциплина относится к учебным дисциплинам социально-гуманитарного цикла ООП по специальности 15.02.18 «Техническая эксплуатация и обслуживание роботизированного производства (по отраслям)».

Учебная дисциплина базируется на предварительном усвоении обучающимися учебных дисциплин:

– Иностранный язык.

Учебная дисциплина дополняет умения и знания, получаемые по одновременно изучаемым и последующим учебным дисциплинам:

– Защита дипломного проекта (работы).

3 Планируемые результаты обучения по учебной дисциплине

Процесс изучения учебной дисциплины направлен на формирование следующих компетенций:

Общие компетенции

– ОК 02.: Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности

– ОК 03.: Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по правовой и финансовой грамотности в различных жизненных ситуациях

– ОК 04.: Эффективно взаимодействовать и работать в коллективе и команде

– ОК 05.: Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста

– ОК 09.: Пользоваться профессиональной документацией на государственном и иностранном языках.

В результате освоения учебной дисциплины обучающийся должен уметь, знать:

Код ОК, ПК	Уметь	Знать
ОК 02. ОК 03. ОК 04. ОК 05. ОК 09.	вести диалог (диалог-расспрос, диалог-обмен мнениями/суждениями, диалог-побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения сообщать сведения о себе и заполнять различные виды анкет, резюме, заявлений и др. понимать относительно полно (общий смысл) высказывания на английском языке в различных ситуациях профессионального общения читать чертежи и техническую документацию на английском языке называть на английском языке инструменты, оборудование, оснастку, приспособления, станки, используемые при выполнении профессиональной деятельности применять профессионально-ориентированную лексику при выполнении профессиональной деятельности устанавливать межличностное общение между участниками движения WS разных стран самостоятельно совершенствовать устную и письменную профессионально-ориентированную речь, пополнять словарный запас	лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) английского профессионально-ориентированного текста лексический и грамматический минимум, необходимый для заполнения анкет, резюме, заявлений и др. основы разговорной речи на английском языке профессиональные термины и определения для чтения чертежей, инструкций, нормативной документации

4 Объем и содержание учебной дисциплины

Учебная деятельность обучающихся предусматривает учебные занятия (практическое занятие), самостоятельную работу, а также другие виды учебной деятельности, определенные учебным планом и календарным планом воспитательной работы.

Объем учебной дисциплины

Семестр / курс	***ИТОГО***	***3 семестр***	***4 семестр***	***5 семестр***	***6 семестр***	***7 семестр***	***8 семестр***
Форма промежуточной аттестации		*зачет*	*зачет*	*зачет*	*зачет*	*зачет*	*зачет*
Трудоёмкость, *академ. час.*	***190***	*36*	*38*	*18*	*44*	*20*	*34*
Лекции, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*
Лабораторные работы, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*
Практические занятия, *академ. час.*	***142***	*32*	*38*	*16*	*22*	*16*	*18*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*
Курсовая работа / проект, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*
Консультации, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*
Самостоятельная работа, *академ. час.*	***48***	*4*	*0*	*2*	*22*	*4*	*16*
в форме практической	***0***	*0*	*0*	*0*	*0*	*0*	*0*

подготовки							
Контроль, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*

Содержание учебной дисциплины

Раздел 1 Английский язык в профессиональном общении;

Тема 1.1 Я и моя профессия (Современный мир профессий. Проблемы выбора будущей профессии. Компетенции старшего техника. Востребованность профессии в современном мире.
Английский язык-язык международного общения в современном мире. Его необходимость для развития профессиональной квалификации. Роботизированное производство. Типовые инструкции по охране труда.
Грамматический материал: временные категории будущего времени: Future Simple, Present Progressive. Степени сравнения прилагательных. Модальные глаголы.
Лексический материал: Лексические единицы с обозначением профессий и описание соответствующих им действий по модели (an engineer looks after machines). Чтение текстов с профессиональной направленностью.
Говорение: Group discussion «Advantages and Disadvantages of the chosen profession». Монологическое высказывание по теме «It is important to be a qualified professional».);

Тема 1.2 Чтение чертежей и технической документации на английском языке (Грамматический материал: модальные глаголы, Participle 2, времена группы Perfect.
Лексический материал: обозначение реквизитов чертежа; техническая документация, чтение и перевод инструкций.
Говорение: презентация чертежа.);

Тема 1.3 Электронные устройства (Грамматический материал: герундий, инфинитив, Passive Voice, вопросительные конструкции, условные предложения (Zero conditional, First conditional).
Лексический материал: лексические единицы, обозначающие названия инструментов; суффиксальное словообразование терминологических единиц (reduce-reductor; digit-digital; condensecondenser); предлоги места.

Говорение: Group discussion: «Solving technical problems».);

Тема 1.4 Обслуживание и эксплуатация мобильной робототехники (Грамматический материал: условные предложения (Second and Third conditional).
Лексический материал: изучение и отработка лексики по теме «Обслуживание и эксплуатация мобильной робототехники»
Говорение: Тематическая ролевая игра);

Тема 1.5 Основные операции в профессиональной деятельности (Грамматический материал: фразовые глаголы (phrasal verbs).
Лексический материал: союзы и их употребление (and, but, than, because of).
Говорение: презентация на тему «Профессиональная деятельность».);

Раздел 2 Трудоустройство в международную компанию по специальности;

Тема 2.1 Речевой этикет (Грамматический материал: порядок слов в предложении (word order)
Лексический материал: формулы вежливости в диалоговом общении (could you, would you, if you don't mind).
Говорение: Telephone Talk; тематическая ролевая игра (собеседование при устройстве на работу).);

Тема 2.2 Составление резюме (Грамматический материал: порядок слов в предложении (word order)
Лексический материал: лексика и фразы, используемые при составлении резюме.
Говорение: Тематическая ролевая игра);

Раздел 3 Деловое общение с клиентами и партнерами;

Тема 3.1 Участие в переговорах в качестве специалиста (Грамматический материал: определенный артикль.
Лексический материал: диалоговые речевые клише
Говорение: диалог «Организация и участие в переговорах, деловых встречах. Ведение переговоров».);

Тема 3.2 Торговые операции (Грамматический материал: исчисляемые существительные
Лексический материал: тематическая лексика (invoice, order, shipment, brochure, leaflet, catalogue)
Говорение: презентация по теме «Торговля в разных странах».);

Тема 3.3 Ведение деловой переписки. (Грамматический материал: неисчисляемые существительные
Лексический материал: реквизиты и структура делового письма
Развитие навыков письменной речи: написание делового письма.);

Раздел 4 Представительство компании;

Тема 4.1 Структура компании (Грамматический материал: few-a few; little-a little
Лексический материал: корпоративная лексика (stuff, CEO, chief engineer, company, business integrity)
Говорение: презентация компании);

Тема 4.2 Финансовые операции (Грамматический материал: much-many
Лексический материал: тематическая лексика (account, share, shareholders, sales, profit, income, business strategy, loss)

Говорение: Group discussion: «The history of money», диалог «At the bank».);

Тема 4.3 Участие в совещании (Грамматический материал: Косвенная речь
Лексический материал: лексика и речевые клише по теме «Business meeting and agenda»
Говорение: диалог «Discussing budget planning»);

Тема 4.4 Участие в выставках в качестве специалиста (Грамматический материал: Косвенная речь
Лексический материал: лексика и речевые клише по теме «Business negotiation» «Advertisement».
Говорение: презентация оборудования);

Раздел 5 Работа над проектом «Инновационные разработки в робототехнике»;

Тема 5.1 Робототехника на производстве (Грамматический материал: косвенные вопросы
Лексический материал: лексика и речевые клише по теме «Modern inventions».
Говорение: презентация «Industrial robotics».);

Тема 5.2 Перспективы развития роботизированного производства (Грамматический материал: косвенные вопросы
Лексический материал: лексика и речевые клише по теме «Modern inventions».
Говорение: презентация «Innovative developments in robotics».).

5 Перечень тем лекций

№ раздела / темы дисциплины	Темы лекций	Трудоемкость, *академ.час*	
		всего	**в форме практической подготовки**
	Отсутствуют		
Итого:		**0**	**0**

6 Перечень тем практических занятий (семинаров)

№ раздела / темы дисциплины	Темы практических занятий (семинаров)	Трудоемкость, *академ.час*	
		всего	**в форме практической подготовки**
Раздел 1; Тема 1.1.	Я и моя профессия	14	
Раздел 1; Тема 1.2.	Чтение чертежей и технической документации на английском языке	8	
Раздел 1; Тема 1.3.	Электронные устройства	10	
Раздел 1;	Обслуживание и	28	

Тема 1.4.	эксплуатация мобильной робототехники		
Раздел 1; Тема 1.5.	Основные операции в профессиональной деятельности	10	
Раздел 2; Тема 2.1.	Речевой этикет	4	
Раздел 2; Тема 2.2.	Составление резюме	4	
Раздел 3; Тема 3.1.	Участие в переговорах в качестве специалиста	8	
Раздел 3; Тема 3.2.	Торговые операции	10	
Раздел 3; Тема 3.3.	Ведение деловой переписки	12	
Раздел 4; Тема 4.1.	Структура компании	8	
Раздел 4; Тема 4.2.	Финансовые операции	8	
Раздел 4; Тема 4.3.	Участие в совещании	4	
Раздел 4; Тема 4.4.	Участие в выставках в качестве специалиста	4	
Раздел 5; Тема 5.1.	Робототехника на производстве	6	
Раздел 5; Тема 5.2.	Перспективы развития роботизированного производства	4	
Итого:		**142**	**0**

7 Перечень тем лабораторных работ

№ раздела / темы дисциплины	**Темы лабораторных работ**	**Трудоемкость, *академ.час***	
		всего	**в форме практической подготовки**
	Отсутствуют		
Итого:		**0**	**0**

8 Перечень тем курсовых работ (проектов)

№ раздела / темы дисциплины	**Темы курсовых работ (проектов)**	**Трудоемкость, *академ.час***	
		всего	**в форме практической подготовки**
	Отсутствуют		
Итого:		**0**	**0**

9 Виды самостоятельной работы

№ раздела / темы дисциплины	**Виды самостоятельной работы**	**Трудоемкость, *академ.час***	
		всего	**в форме**

			практической подготовки
Раздел 1; Тема 1.1; Тема 1.2; Тема 1.3.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Подготовка к практическому занятию; 4. Подготовка презентации; 5. Прохождение тестирования.	4	
Раздел 1; Тема 1.4; Тема 1.5.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Подготовка к практическому занятию; 4. Подготовка презентации.		
Раздел 2; Тема 2.1; Тема 2.2; Раздел 3; Тема 3.1.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Подготовка диалога; 4. Подготовка к практическому занятию; 5. Прохождение тестирования.	2	
Раздел 3; Тема 3.2; Тема 3.3.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Подготовка к практическому занятию; 4. Подготовка презентации; 5. Прохождение тестирования.	22	
Раздел 4; Тема 4.1; Тема 4.2.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и	4	

	работа с текстом; 3. Подготовка к практическому занятию; 4. Подготовка презентации; 5. Прохождение тестирования.		
Раздел 4; Тема 4.3; Тема 4.4; Раздел 5; Тема 5.1; Тема 5.2.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Подготовка диалога; 4. Подготовка к практическому занятию; 5. Подготовка презентации; 6. Прохождение тестирования.	16	
Итого:		**48**	**0**

10 Матрица компетентностных задач по учебной дисциплине

Контролируемые разделы (темы) дисциплины	Контролируемые компетенции	Оценочные средства
Раздел 1; Тема 1.1; Тема 1.2; Тема 1.3.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом; 4. Презентация; 5. Тестовые задания
Раздел 1; Тема 1.4; Тема 1.5.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом; 4. Презентация
Раздел 2; Тема 2.1; Тема 2.2; Раздел 3; Тема 3.1.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Диалог; 2. Контрольно-тренировочные упражнения; 3. Наблюдение за работой на практическом занятии; 4. Перевод и работа с текстом; 5. Тестовые задания
Раздел 3; Тема 3.2; Тема 3.3.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом;

		4. Презентация; 5. Тестовые задания; 6. Учебные задания
Раздел 4; Тема 4.1; Тема 4.2.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Диалог; 2. Контрольно-тренировочные упражнения; 3. Наблюдение за работой на практическом занятии; 4. Перевод и работа с текстом; 5. Презентация; 6. Тестовые задания
Раздел 4; Тема 4.3; Тема 4.4; Раздел 5; Тема 5.1; Тема 5.2.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Диалог; 2. Контрольно-тренировочные упражнения; 3. Наблюдение за работой на практическом занятии; 4. Перевод и работа с текстом; 5. Презентация; 6. Тестовые задания
Зачет (3 семестр); Зачет (4 семестр); Зачет (5 семестр); Зачет (6 семестр); Зачет (7 семестр); Зачет (8 семестр).	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Зачет на основе результатов текущего контроля

11 Входной контроль

11.1 Цель входного контроля − определить начальный уровень подготовленности обучающихся и выстроить индивидуальную траекторию обучения. В условиях личностно-ориентированной образовательной среды результаты входного оценивания обучающегося используются как начальные значения в индивидуальном профиле академической успешности обучающегося.

11.2 Описание оценочных средств

Форма проведения входного контроля – тестирование.

Длительность тестирования – 20 минут.

Для проведения тестирования используются тестовые задания для входного контроля (для ответа на 1 вопрос, как правило, выделяется 1 минута).

Шкала оценивания результатов тестирования

За каждый правильный ответ выставляется 1 балл. Оценка выставляется в зависимости от процента правильных ответов:

Оценка формируется в соответствии с критериями таблицы:

Процент результативности (правильных ответов)	Оценка

86 до 100	«отлично»
от 67до 85	«хорошо»
от 50 до 66	«удовлетворительно»
менее 50	«неудовлетворительно»

Основываясь на результатах тестирования, формируется индивидуальная траектория обучающегося (группы обучающихся), исходя из следующих соображений:

– 86 – 100 % – обучающийся готов к изучению учебной дисциплины без дополнительного повторения изученного ранее материала;

– 50 – 67 % – обучающийся в целом готов к изучению учебной дисциплины, требуется повторение отдельных вопросов(тем) изученного ранее материала, необходимого для успешного освоения учебной дисциплины;

– 49% и менее – обучающийся имеет слабую подготовку к изучению учебной дисциплины, необходимы корректирующие занятия и консультации.

Тестовые задания для входного контроля знаний обучающихся приведены в приложении.

12 Текущий контроль

12.1 Текущий контроль знаний используется для оперативного и регулярного управления учебной деятельностью (в том числе самостоятельной) обучающихся. Данный вид контроля стимулирует у обучающихся стремление к систематической самостоятельной работе по изучению учебной дисциплины и позволяет оценить степень освоения изученного материала.

Текущий контроль успеваемости осуществляется в течение семестра, в ходе повседневной учебной работы по индивидуальной инициативе педагогического работника, в том числе посредством использования СУО «Moodle».

Формы проведения текущего контроля – диалог; контрольно-тренировочные упражнения; наблюдение за работой на практическом занятии; перевод и работа с текстом; презентация; тестовые задания; учебные задания.

12.2 Описание оценочных средств

Шкалы оценивания (методики оценки)

12.2.1 Рекомендации по оцениванию результатов тестирования обучающихся

Тестирование проводится по изученным разделам (темам) учебной дисциплины для выявления уровня умений и знаний обучающегося, мотивирования обучающегося к активизации самостоятельной работы

по усвоению учебного материала, выявления и устранения пробелов в знаниях, повышения дисциплины и организации учебной деятельности обучающегося.

Тестирование проводится в СУО «Moodle» в рамках часов, отведенных на самостоятельную работу обучающихся. Для тестирования используется не менее 20 вопросов из базы типовых тестовых заданий по изученным разделам (темам) учебной дисциплины. В случае выбора неправильного ответа обучающийся получает за данный вопрос 0 баллов; в случае правильного ответа – 1 балл; в заданиях на соответствие за каждый правильный ответ – 0,5 баллов.

Оценка формируется в соответствии с критериями таблицы:

Максимальный балл	Проходной балл	Оценка
20	не менее 18	отлично
17	не менее 14	хорошо
13	не менее 10	удовлетворительно
9	–	неудовлетворительно

12.2.2 Рекомендации по оцениванию в процессе наблюдения за работой на практическом занятии

Наблюдение за работой на практическом занятии – важнейший компонент контроля деятельности обучающихся и качества их обучения.

Критерии оценки в процессе наблюдения за работой на практическом занятии:

– самостоятельность выполнения задания и работы с методическими указаниями (учитывается работа в течение занятия, быстрота и способность нахождения в методических указаниях нужной информации);

– правильность выполнения работы (учитывается последовательность выполняемых действий, умение работать с инструментами и/или средствами вычислительной техники);

– рациональность использования времени, отведенного на задание (не одобряется затянутость выполнения работы с учетом индивидуальных особенностей обучающихся);

– активность обучающегося при выполнении практической работы (учитывается индивидуальная работа и работа в группе).

Критерии оценки по результатам наблюдения за работой на практическом занятии

Наименование параметра оценки	Максимальное количество баллов
Самостоятельно выполняет задания; умеет работать с методическими указаниями.	2,5
Указанные в методических указаниях действия выполняет в	1,25

Наименование параметра оценки	Максимальное количество баллов
правильной последовательности; умеет работать с инструментами и/или средствами вычислительной техники.	
Рационально использует время, отведенное на задание; проявляет активность при выполнении практической работы.	1,25
Итого	**5**

Максимальное количество – 5 баллов соответствует оценке «отлично», 4 балла – «хорошо», 3 балла – «удовлетворительно», 2 балла – «неудовлетворительно».

12.2.3 Рекомендации по оцениванию выполнения контрольно-тренировочных упражнений

Контрольно-тренировочные упражнения – упражнения / задания по грамматике и лексике, а также по развитию речевой деятельности, выполняемые студентами самостоятельно с использованием справочников, словарей и методических указаний.

Критерии оценки грамматических/лексических упражнений

Процент выполнения	Баллы	Оценка
100-80%	50-40	отлично
79-65%	39-32	хорошо
64-45%	31-22	удовлетворительно
менее 45%	менее 22	неудовлетворительно

12.2.4 Рекомендации по оцениванию выполнения презентации

Презентация – средство или метод, который используют в обучении (особенно иностранным языка) и подготовке работников и специалистов для представления информации.

Рекомендации по оцениванию

Оценка	Критерии оценки
отлично	Цель коммуникации достигнута, ситуация раскрыта, условия коммуникации соблюдены, ответная коммуникация адекватна, выбор форм обращения, терминологии и клише соответствует цели коммуникации, отсутствуют грубые языковые ошибки, допускаются незначительные стилистические погрешности, ошибки не влияют на понимание высказывания.

хорошо	Условия коммуникации соблюдены, ответная коммуникация адекватна, выбор форм обращения, терминологии и клише соответствует цели коммуникации, имеются незначительные языковые ошибки, допускаются стилистические погрешности, ошибки не существенно влияют на понимание высказывания.
удовлетворительно	Цель коммуникации достигнута частично, ситуация не полностью раскрыта, условия коммуникации нарушены, ответная коммуникация не вполне адекватна, выбор форм обращения, терминологии и клише не полностью соответствует цели коммуникации или эти единицы недостаточны, присутствуют грубые языковые ошибки, ошибки влияют на понимание высказывания.
неудовлетворительно	Цель коммуникации не достигнута, ситуация не раскрыта, условия коммуникации нарушены, ответная коммуникация неадекватна, выбор форм обращения, терминологии и клише не соответствует цели коммуникации или эти единицы отсутствуют, присутствуют грубые языковые ошибки, ошибки влияют на понимание высказывания.

12.2.5 Рекомендации по оцениванию перевода текста и работы с текстом

Перевод текста – очень краткое, сжатое изложение иноязычного текста, иноязычной статьи и т.д. или текстов, статей близкого содержания по специальности студента на родном языке.

Критерии оценки	Оценка
В переводе полностью отсутствуют смысловые искажения, неточности, неясности и вольности, нормативно-языковые (неграмотность) и узуальные ошибки. Перевод отражает основные мысли автора и стиль текста оригинала.	отлично
В переводе отсутствуют смысловые искажения, неточности, неясности и вольности. Перевод отражает основные мысли автора и стиль текста оригинала, но в нем присутствуют незначительные нормативно-языковые (неграмотность) и	хорошо

узуальные ошибки.	
Перевод отражает основные мысли автора, но в нем имеются незначительные смысловые искажения, неточности, неясности, вольности и стиль текста оригинала не сохранен.	удовлетворительно
В переводе имеются существенные смысловые искажения, нормативно-языковые ошибки, стиль текста оригинала нарушен.	неудовлетворительно

12.2.6 Рекомендации по оцениванию диалога

Критерии оценки диалога – устной разговорной речи (максимальное количество баллов 10)

Баллы / Критерии	2	1	0
1.Содержание	Соблюден объем высказывания. Высказывание соответствует теме; отражены все аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация на уровне, нормы вежливости соблюдены.	Не полный объем высказывания. Высказывание соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация не всегда на соответствующем уровне, но нормы вежливости соблюдены.	Незначительный объем высказывания, которое не в полной мере соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи не в полной мере соответствует типу задания, аргументация не на соответствующем уровне, нормы вежливости не соблюдены.
2.Организация	Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач.	Коммуникация немного затруднена.	Коммуникация существенно затруднена, обучающийся не проявляет речевой инициативы.
3.Лексика	Лексика адекватна поставленной задаче и требованиям	Лексические ошибки незначительно влияют на	Лексические ошибки значительно влияют на

	данного года обучения языку.	восприятие речи обучающегося.	восприятие речи обучающегося.
4.Грамматика	Использованы разные грамматические конструкций в соответствии с задачей и требованиям данного года обучения языку. Редкие грамматические ошибки не мешают коммуникации.	Грамматические незначительно влияют на восприятие речи обучающегося.	Количество грамматических конструкций крайне ограниченно; значительное количество грамматических ошибок, в том числе грубых.
5.Произношение	Артикуляцию говорящего легко понять; темп речи нормальный; звучание достаточно громкое; интонирование верно; речь звучит в естественном темпе, нет грубых фонетических ошибок.	Говорящего иногда сложно понять из-за неправильного произношения и/ли тихого голоса; речь иногда неоправданно паузирована; в отдельных словах допускаются фонетические ошибки (замена, английских фонем сходными русскими); общая интонация обусловлена влиянием родного языка.	Говорящего очень сложно понять; речь воспринимается с трудом из-за большого количества фонетических ошибок; интонация обусловлена влиянием родного языка.

В зависимости от количества набранных обучающимися баллов за диалог оценка ставится по следующей градационной сетке:

Количество набранных баллов	Оценка
9-10	отлично
7-8	хорошо
5-6	удовлетворительно
0-4	неудовлетворительно

12.2.7 Рекомендации по оцениванию учебных заданий

Учебные задания – это форма учебной деятельности обучающегося, которая осуществляется под руководством и контролем

со стороны преподавателя с целью формирования знаний и умений. Одним из видов учебного задания является электронное письмо.

Электронное письмо – письмо, написанное другу или родственнику в дружеском стиле на иностранном языке в ответ на письмо-стимул, содержащее 3 вопроса.

Рекомендации по оцениванию электронного письма

Критерии оценки	Баллы	
Решение коммуникативной задачи	2	- даны полные и точные ответы на три заданных в письме-стимуле вопроса; - правильно выбрано стилевое оформление речи с учетом цели высказывания и адресата (обращение, завершающая фраза, подпись); - соблюдены принятые в языке нормы вежливости (в частности, есть благодарность за полученное письмо, упоминание о предыдущих и будущих контактах).
	1	- даны ответы на три вопроса, но на один вопрос дан неполный ответ (например, нет ответа на вопрос «почему», который является составной частью одного из вопросов) ИЛИ дан неточный ответ на один из вопросов; - есть 1-2 нарушения в стилевом оформлении (например, в выборе обращения) И/ИЛИ отсутствует благодарность за полученное письмо, упоминание о предыдущих или будущих контактах.
	0	- коммуникативная задача не решена: отсутствуют ответы на два/три заданных в письме-стимуле вопроса) - ИЛИ объем письма менее 90 слов.
Организация текста	2	- текст письма логично выстроен и правильно разделен на абзацы; - правильно использованы языковые средства для передачи логической связи; - оформление письма соответствует нормам письменного этикета, принятого в англоязычных странах.
	1	- текст письма в целом выстроен логично, но

		допущены ошибки в выделении абзацев; -И/ИЛИ имеются 1–2 ошибки при использовании средств логической связи; - имеются отдельные нарушения в оформлении письма: отсутствуют 1-2 элемента, характерных для оформления личного письма, например, отсутствует дата или неправильно написан адрес.
	0	- допущены многочисленные нарушения в логике письма; - И/ИЛИ оформление письма не соответствует нормам письменного этикета, принятого в англоязычных странах.
Лексико-грамматическое оформление высказывания	2	- использованная лексика и грамматические структуры соответствуют поставленной коммуникативной задаче; - употреблена разнообразная лексика, - используются простые и сложные грамматические структуры; -используются простые и сложные предложения; - допущено не более 4 языковых ошибок, не затрудняющих понимание; -ИЛИ языковые ошибки отсутствуют, но используется лексические единицы и простые грамматические структуры только элементарного уровня.
	1	- использованная лексика и грамматические структуры в целом соответствуют поставленной коммуникативной задаче; - употреблена лексика в основном элементарного уровня; - используются в основном простые грамматические структуры; - допущено не более 5 языковых ошибок, не затрудняющих понимание текста; -И/ИЛИ допущены языковые ошибки, которые затрудняют понимание текста письма (не более

		1-2 ошибок)
	0	В письме допущены многочисленные языковые ошибки, затрудняющие понимание текста письма.
Орфография и пунктуация	2	- орфографические и пунктуационные ошибки отсутствуют; - ИЛИ допущены отдельные орфографические и пунктуационные ошибки (не более 2), которые не затрудняют понимание текста.
	1	- допущены орфографические и пунктуационные ошибки (не более 3-4), которые не затрудняют понимание текста.
	0	допущены многочисленные языковые ошибки, затрудняющие понимание текста письма (например, отсутствие точек в конце некоторых утвердительных предложений).

Шкала оценивания:
2 – критерий представлен в полном объеме
1 – критерий представлен частично
0 – критерий не представлен (отсутствует)

Процент выполнения	Баллы	Оценка
100-80%	12-9	отлично
79-65%	8-7	хорошо
64-45%	6-5	удовлетворительно
менее 45%	менее 5	неудовлетворительно

Задания и вопросы для текущего контроля знаний обучающихся по разделам (темам) учебной дисциплины приведены в приложении.

13 Промежуточная аттестация

13.1 Оценочные материалы для промежуточной аттестации обучающихся по учебной дисциплине предназначены для оценки степени достижения запланированных результатов обучения по завершению изучения учебной дисциплины в установленной учебным планом форме и позволяют определить качество усвоения изученного материала.

Итоговой формой контроля сформированности компетенций у обучающихся по учебной дисциплине является: зачет (3-8 семестр).

Оценочные материалы для промежуточной аттестации обучающихся включают: зачет на основе результатов текущего контроля.

13.2 Оценивание обучающегося на зачете

Оценка	Требования к знаниям
зачтено	Оценка «зачтено» выставляется обучающемуся при условии выполнения всех заданий в семестре, предусмотренных фондом оценочных средств по дисциплине в полном объеме.
не зачтено	Оценка «не зачтено» выставляется обучающемуся, если задания, предусмотренные фондом оценочных средств по дисциплине, выполнены не в полном объеме

Задания и вопросы для промежуточной аттестации обучающихся приведены в приложении.

14 Учебно-методическое и информационное обеспечение учебной дисциплины

а) основная литература:

1 Невзорова, Г. Д. Английский язык. Грамматика : учебник для среднего профессионального образования / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2025. — 213 с. — (Профессиональное образование). — ISBN 978-5-534-09886-0. – URL: https://urait.ru/bcode/562160 (дата обращения: 28.03.2025);

2 Кузьменкова, Ю. Б. Английский язык для технических колледжей (A1) : учебное пособие для среднего профессионального образования / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2025. — 195 с. — (Профессиональное образование). — ISBN 978-5-534-17397-0. . – URL: https://urait.ru/bcode/565874 (дата обращения: 28.03.2025).

б) дополнительная литература:

1 Коваленко, И. Ю. Английский язык для инженеров : учебник и практикум для среднего профессионального образования / И. Ю. Коваленко. — Москва : Юрайт, 2022. — 278 с. — (Профессиональное образование). — ISBN 978-5-534-02712-9. – URL: https://urait.ru/bcode/489721 (дата обращения: 28.03.2025);

2 Першина, Е. Ю. Английский язык для металлургов и машиностроителей : учебник и практикум для среднего профессионального образования / Е. Ю. Першина. — 2-е изд., испр. и

доп. — Москва : Издательство Юрайт, 2023. — 179 с. — (Профессиональное образование). — ISBN 978-5-534-08134-3. —. – URL: https://urait.ru/bcode/516930 (дата обращения: 28.03.2025).

в) ресурсы информационно-телекоммуникационной сети «Интернет»:

1 Консультант студента : электронно-библиотечная система / ООО «КОНСУЛЬТАНТ СТУДЕНТА». – Москва, [200 –]. – URL: http://www.studentlibrary.ru. – Режим доступа: для авторизир. пользователей;

2 ЛАНЬ : электронно-библиотечная система : [Единая профессиональная база знаний издательства Лань для СПО - Издательство Лань (СПО)] / ООО «Издательство ЛАНЬ». – Санкт-Петербург, [200 –]. – URL: http://e.lanbook.com. – Режим доступа: для авторизир. пользователей;

3 НАУЧНАЯ ЭЛЕКТРОННАЯ БИБЛИОТЕКА eLIBRARY.RU : база данных / ООО «НЭБ». – Москва, [200 –]. – URL: http://elibrary.ru. – Режим доступа: по подписке;

4 Образовательная платформа ЮРАЙТ / ООО «Электронное издательство ЮРАЙТ». – Москва, [200 –]. – URL: https://urait.ru. – Режим доступа: для авторизир. пользователей;

5 Университетская библиотека онлайн : электронно-библиотечная система / ООО «Директ-Медиа». – Москва, [200 –]. – URL: https://biblioclub.ru. – Режим доступа: для авторизир. пользователей;

6 Электронная библиотека // Научно-техническая библиотека СибГИУ : сайт. – Новокузнецк, [200 –]. – URL: http://library.sibsiu.ru/LibrELibraryFullText.asp. – Режим доступа: для авторизир. пользователей. – URL: https://library.sibsiu.ru/LibrELibraryFullText.asp;

7 Электронные периодические издания ИВИС : универсальная база данных / ООО «ИВИС». – Москва, [200 –]. – URL: http://eivis.ru. – Режим доступа: по подписке;

8 Электронный каталог : сайт / Научно-техническая библиотека СибГИУ. – Новокузнецк, [199 –]. – URL: http://libr.sibsiu.ru. – URL: https://libr.sibsiu.ru.

г) лицензионное и свободно распространяемое программное обеспечение:

– 7-Zip;
– Adobe Acrobat Reader;
– Astra Linux Special Edition;
– Kaspersky Endpoint Security;
– LibreOffice;
– Microsoft Office;
– Microsoft Windows;
– OnlyOffice;
– Р7-Офис.

д) базы данных и информационно-справочные системы:

1 ГАРАНТ : справочно-правовая система / ООО «Правовой центр «Гарант». – Кемерово, [200 –]. – Режим доступа: компьютерная сеть Сиб. гос. индустр. ун-та.;

2 КонсультантПлюс : справочно-правовая система / ООО «Информационный центр АНВИК». – Новокузнецк, [199 –]. – Режим доступа: компьютерная сеть библиотеки Сиб. гос. индустр. ун-та.;

3 Техэксперт : информационно-справочная система / ООО «Группа компаний «Кодекс». – Кемерово, [200 –]. – Режим доступа: компьютерная сеть Сиб. гос. индустр. ун-та.

15 Материально-техническое обеспечение учебной дисциплины

Материально-техническое обеспечение учебной дисциплины включает учебные аудитории для проведения занятий всех видов, предусмотренных учебным планом, в том числе групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, а также помещения для самостоятельной работы.

кабинет «Иностранного языка» для проведения практических занятий, оснащенный средствами обучения.
Демонстрационные учебно-наглядные пособия:
1) демонстрационные материалы;
2) словари.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к информационно-телекоммуникационной сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду.

Рабочая программа дисциплины составлена в соответствии с требованиями ФГОС СПО по направлению подготовки (специальности) 15.02.18 «Техническая эксплуатация и обслуживание роботизированного производства (по отраслям)».

Составитель(и):

преподаватель Григорьева Наталья Геннадьевна (университетский колледж).

Рабочая программа дисциплины рассмотрена и утверждена на Педагогическом совете Университетского колледжа.

Согласована:

доцент кафедры английского язы
преподавания НФИ КемГУ,
к.ф.н., доцент



Н.Ю. Киселёва

Приложение

В целях эффективной оценки результатов обучения (компетенций) приложение к рабочей программе дисциплины включает:

– тестовые задания, вопросы для устного обсуждения (опроса), вопросы к экзамену (зачету) и т.д. – не менее 25 заданий (в зависимости от трудоемкости учебной дисциплины);

– кейс-задачи, задачи, ситуационные задачи, домашнее задание, деловую игру, контрольную работу, задачи к экзамену и т.д. – примеры заданий (в зависимости от трудоемкости учебной дисциплины).

Тестовые задания для входного контроля знаний обучающихся

Выберите один правильный ответ.

Вопрос №1 (один ответ)
I _____Michael for ages.
Ответ №1 didn't see
Ответ №2 don't see
Ответ №3 haven't seen
Ответ №4 saw not

Вопрос №2 (один ответ)
I _____get up very early now.
Ответ №1 must to
Ответ №2 have to
Ответ №3 should to
Ответ №4 ought

Вопрос №3 (один ответ)
How much_____ to fly to New York?
Ответ №1 costs it
Ответ №2 it costs
Ответ №3 does cost
Ответ №4 does it cost

Вопрос №4 (один ответ)
My brother Nick is very good_____moths.
Ответ №1 for
Ответ №2 at
Ответ №3 about
Ответ №4 In

Вопрос №5 (один ответ)
When did you discover that your car_____ ?
Ответ №1 was disappeared
Ответ №2 had been disappeared

Ответ №3 had disappeared
Ответ №4 disappearing

Вопрос №6 (один ответ)
If he_____ hard, he'll fail his final exams.
Ответ №1 doesn't work
Ответ №2 won't work
Ответ №3 hadn't worked
Ответ №4 wouldn't work

Вопрос №7 (один ответ)
Have you heard the _____news?
Ответ №1 last
Ответ №2 previous
Ответ №3 latest
Ответ №4 do want

Вопрос №8 (один ответ)
Which of you_____ to go on an excursion?
Ответ №1 wants
Ответ №2 want
Ответ №3 does want
Ответ №4 do want

Вопрос №9 (один ответ)
I'd like to know_____ .
Ответ №1 where is my diary
Ответ №2 where it is my diary
Ответ №3 where my diary is
Ответ №4 my diary is where

Вопрос №10 (один ответ)
I'm very busy at the moment. I_____for my English exam.
Ответ №1 am preparing
Ответ №2 prepare
Ответ №3 have been preparing
Ответ №4 Am gong prepare

Вопрос №11 (один ответ)
_____you've given me!
Ответ №1 What a good advice
Ответ №2 What good advices
Ответ №3 What the good advice
Ответ №4 What good advice

Вопрос №12 (один ответ)
Ann said that she _____a new dress.
Ответ №1 had bought
Ответ №2 bought
Ответ №3 will buy
Ответ №4 buy

Вопрос №13 (один ответ)
Christmas is____ popular and colourful holiday in Great Britain.
Ответ №1 most
Ответ №2 the most
Ответ №3 most of all
Ответ №4 Very

Вопрос №14 (один ответ)
There is _____noise in Moscow.
Ответ №1 so many
Ответ №2 so much
Ответ №3 such much
Ответ №4 a lot

Вопрос №15 (один ответ)
Have you read any books _____Oscar Wilde?
Ответ №1 from
Ответ №2 since
Ответ №3 by
Ответ №4 For

Вопрос №16 (один ответ)
Are you_____ angry with me?
Ответ №1 yet
Ответ №2 else
Ответ №3 still
Ответ №4 While

Вопрос №17 (один ответ)
This time tomorrow_____ in the Black Sea.
Ответ №1 I'll be swimming
Ответ №2 I swim
Ответ №3 I'll swim
Ответ №4 I'll swimming

Вопрос №18 (один ответ)
I have known Dr Simon_____ 1982.

Ответ №1 since
Ответ №2 for
Ответ №3 about
Ответ №4 From

Вопрос №19 (один ответ)
Do you know_____ foreign languages?
Ответ №1 some
Ответ №2 some of
Ответ №3 any
Ответ №4 The

Вопрос №20 (один ответ)
This book_____ into 14 languages.
Ответ №1 translated
Ответ №2 has translated
Ответ №3 being translated much
Ответ №4 has been translated

Задания и вопросы для текущего контроля знаний обучающихся по разделам учебной дисциплины

1. Задания для выполнения на практических занятиях и для самостоятельной работы

1.1 Контрольно-тренировочные упражнения

Контрольно-тренировочные упражнения – *упражнения / задания по грамматике и лексике, а также по развитию речевой деятельности, выполняемые студентами самостоятельно с использованием справочников, словарей и методических указаний.*

3 семестр

Раздел 1 Тема 1.1 Я и моя профессия

1. Заполните пропуски am, is, are.
    1. I ___ from London.
    2. He ___ from Prague.
    3. She ___ from Vienna.
    4. It ___ from Moscow.
    5. You ___ from Paris.
    6. We ___ from Berlin.
    7. They ___ from St. Petersburg.
2. Дополните предложения am, is, are.

1. My name ___ Ann.
6. He is my friend. His name _ Max.

2. Where ___ you from?
3. I ___ from England.
4. What's her name? Her name __ Ada.
5. Bill and Sam __ from New York.
7. Where __ she from?
8. This _ my dad. His name _ Bob.
9. She _ interested in computers.
10. They _ good at languages.
11. What _ she? She _ a nurse.

3. Вставьте в предложения соответствующую форму глагола to be.
1. I __ 18 years old.
2. I __ 15 three years ago.
3. My family __ not very big.
4. Our flat __ in the centre of the city.
5. We ___ ___ married yet.
6. Last year his uncle ___ 45 years old.
7. My mother and father ___ at work.
8. I __ __ an engineer in four years.
9. Mark ___ a sociable boy at school.
10.__ you __ a programmer after you graduate from university?
11.___ they married in 2008?
12. Alex ___ ___ her brother, he __ her boyfriend.
13. Maria's mother ___ in her office at 12 o'clock yesterday.
14. I __ ___ at home now. I __ at the lesson.

4. Заполните пропуски соответствующей формой глагола to have.
1. Paul and Liza ___ a daughter.
2. ___ Paul and Liza ___ a son?
3. Three years ago the family ___ a dog. It's name was Rex.
4. ___ they ___ a dog three years ago?
5. Kelly Green ___ a husband.
6. Kelly ___ two children when she was 26 years old.
7. __ the family ___ a good time tomorrow?
8. Six years ago Mark and Kelly Green were married and they ___ two children.
9. Bob ___ a brother.
10. Maggy ___ a brother.
11. ___ Maggy ___ a sister?
12. Bob and Maggy ___ a grandma and a grandpa.

5. Заполните пропуски в таблице:

I	we	you		she	it	
Me			him			them

Раздел 1 Тема 1.2 Чтение чертежей и технической документации на английском языке.

1. Choose *must, can, need*.

1. I ... not believe. I failed another test. — But you ... go to more classes and fewer parties. 2. Perhaps we ... meet next week. 3. ... he speak English in childhood? 4. My neighbours ... grow their own vegetables. 5. ... you turn the music down, please. 6. I ... not believe. I am already out of money. — You ... learn not to spend so much. — But I ... not help it, there are just things that I ... to buy. 7. If you want to improve your English, you ... work very hard. 8. ... I take this book? — Certainly, but you ... not give it to anybody. 9. Mother, ... I go to the country tomorrow? — No, you ... not. The doctor says you ... stay at home for a day or two. 10. There is something wrong with your television set. You ... call a repairman. — Oh, we ... not do, it! My brother ... fix it himself. 11. ... we bring these textbooks every day? — No, you ... not: you ... take them from the library. 12. ... you go to the country with us? — No, I am afraid I ... not: I ... go to the library.

2. Complete the following sentences using the most appropriate forms of the verbs.

1. Jack has got a headache. He … sleep well recently.
   a) can't
   b) couldn't have
   c) hasn't been able to
2. I … sleep for hours when I was a little girls.
   a) could
   b) am able to
   c) can
3. Tom … play tennis well but he … play a game yesterday because he was ill.
   a) couldn't, could
   b) can, was able
   c) can, couldn't
4. I didn't want to be late for the meeting. We … meet at 5 sharp.
   a) were to
   b) had to
   c) could
5. Where are my gloves? — I … put them on because it's cold today.
   a) can't
   b) have to
   c) needn't
6. You … take an umbrella today. The Sun is shining.
   a) needn't
   b) mustn't
   c) can't
7. I'm sorry, you didn't invite me to your birthday party. You … invite me next time.

a) must
b) should
c) need to

8. Well, it's 10 o'clock. I … go now.
a) can
b) has to
c) must

9. You … smoke so much.
a) would
b) can't
c) shouldn't

10. We have got plenty of time. We … hurry.
a) must
b) needn't
c) should

3. Translate the sentences into Russian paying attention to the Participle II.

1. He doesn't like boiled milk.
2. I remember well his words said at the meeting.
3. We don't like the book bought last week.
4. The stolen things were returned to the owner.
5. Asked about this event, he replied nothing.
6. The explanation given was not complete.
7. When burnt, coal produces heat.
8. The results received were of great importance for the further work.
9. When reconstructed the theatre looked more beautiful than before.
10. She showed us a list of the newly published books.

4. Use the Participle II in the sentences and translate them.

1. The letter (to write) by him was very long.
2. We are interested in the goods (to produce) by this factory.
3. She didn't understand the word (to say) by him.
4. He didn't see the things (to keep) in her box.
5. I don't like the video (to buy) yesterday.
6. This is the house (to build) many years ago.
7. The question (to put) to the professor was important.
8. When (to offer) to work abroad, he refused.
9. The article on agriculture (to publish) in this magazine was written by Smith.
10. You can get the book (to recommend) by our teacher in the library.
11. When (to use) for building purposes, concrete is very important.
12. When (to complete) the new building will accommodate 3000 students

5. Complete the pairs of sentences. Use the Present Perfect or the Past Simple.

1. I (know) _____ her for six years.
   I (know) _____ him when I was at school.
2. He (live) _____ in Paris from 1997 to 2000.
   He (live) _____ in New York since 2001.
3. Where's Pete? I (not see) _____ him for ages.
   I (not see) _____ Pete last night.
4. We (be) _____ at primary school from 1993 to 1998.
   We (be) _____ in this class since September.
5. I (not watch) _____ this video yet.
   I (not watch) _____ a video at the weekend.

6. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I _____ (never/ be) to the USA. I _____ (want) to go there last summer but I couldn't.
2. He _____ (live) in this street all his life.
3. His father _____ (come back) to London last Sunday.
4. Yan _____ (write) a letter to Nick two days ago.
5. He _____ (send) his letter yesterday.
6. They _____ (just/ buy) some postcards.

7. Correct the mistakes in these sentences.

1. We lived here since 1997.
2. I've been ill since two days.
3. How long do you know him?
4. Susie has seen a good film last night.
5. We've finished our homework just.
6. I've already wrote three letters.

8. Choose the correct option.

1. She has /'s had a moped since she was 15.
2. We took /'ve taken a taxi to town that morning.
3. We played /'ve played volleyball last night
4. I'm really hungry. I didn't eat / haven't eaten since last night.
5. They visited/ 've visited Colorado last summer.

9. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. Maria (get) _____ some bad news last week. She (be) _____ sad since she (get) _____ the bad news.
2. I (start) _____ school when I was five years old. I (be) _____ at school since I (be) _____ five years old.
3. I (change) _____ my job three times this year.

4. I (change) _____ my job three times last year.
5. The weather was hot and dry for many weeks. But two days ago it (rain) _____.
6. Tom (break) _____ his leg five days ago. He's in hospital. He (be) _____ in hospital since he (break) _____ his leg.
7. Are you going to finish your work before you go to bed? — I (finish) _____ it (already). I (finish) _____ my work two hours ago.

10. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I (have, just) _____ a nice pot of coffee. Would you like a cup?
2. I (see, not) _____ Steve this morning yet.
3. Carol and I are old friends. I (know) _____ her since I (be) _____ a freshman in high school.
4. Maria (have) _____ a lot of problems since she (come) _____ to this country.
5. I (go) _____ to Paris in 2003 and 2006.
6. A car came round the corner and I (jump) _____ out of the way.
7. Don't throw the paper away because I (not to read) _____ it yet.
8. Is Jim going to eat lunch with us today? — No. He (eat) _____ (already).He (eat) _____ lunch an hour ago.
9. Since we (start) _____ doing this exercise, we (complete) _____ some sentences.
10. I (be) _____ never to Italy.
11. You (ever work) _____ in a shop?
12. I (work) _____ at my uncle's shop when I was younger.
13. It's the first time I (be) _____ on a ship.
14. Ann is looking for her key. She can't find it. She (lose) _____ her key.
15. How many symphonies Beethoven (compose) _____?
16. Look! Somebody (spill) _____ ink on the notebook.
17. You (have) _____ a holiday this year yet?
18. You (see) _____ any good films recently?
19. He (have, not) _____ any problems since he (come) _____ here.

11. Read the text and complete the sentences. Use the Present Perfect or the Past Simple.

My family and I (move) from London to Cardiff last summer, so we (live) in Cardiff for seven months now. I miss my friends in London. My best friend is called Megan. We (meet) at primary school, so I (know) her for nine years. Unfortunately, I (not see) her since last summer.

I go to Greystone Secondary School in Cardiff. I (be) at the school since last September. At first I (not like) it because I (not have) any friends here. But the students in my class are really nice and I'm happy here now.

12. Complete the dialogue using the Present Perfect or the Past Simple.

Helen: That's a nice tennis racket. Is it new?
Andy: No, (I/have) _____ it for about a year, but (I/not play) _____ with it very much. (I/buy) _____ it in Florida.
Helen: When (you/go) _____ to America?
Andy: (I/go) _____ there with my family in the spring.
Helen: What was it like?
Andy: Great! (I/stay) _____ with my penfriend.
Helen: Is your penfriend American?
Andy: Yes. (I/have) _____ an American penfriend for two years. (he/come) _____ to England last summer.
Helen: (I/not meet) _____ him.
Andy: No, (you/be) _____ on holiday in Turkey.

Раздел 1 Тема 1.3 Электронное оборудование

1. Put the infinitive or the gerund of the verbs in brackets to make the following sentences.

1. When I'm tired, I enjoy ... television. It's relaxing. (watch)
2. It was a nice day, so we decided ... for a walk. (go)
3. It's a nice day. Does anyone fancy ... for a walk? (go)
4. I'm not in a hurry. I don't mind ... (wait)
5. They don't have much money. They can't afford ... out very often. (go)
6. I wish that dog would stop ... It's driving me mad. (bark)
7. Our neighbour threatened ... the police if we didn't stop the noise. (call)
8. We were hungry, so I suggested ... dinner early. (have)
9. Hurry up! I don't want to risk ... the train. (miss)
10. I'm still looking for a job but I hope ... something soon. (find)

2. Put the infinitive or the gerund to complete the following sentences.

1. He tried to avoid ... my question.
2. Could you please stop ... so much noise?
3. I enjoy ... to music.
4. I considered ... for the job but in the end I decided against it.
5. Have you finished ... your hair yet?
6. If you walk into the road without looking, you risk ... knocked down.
7. Jim is 65 but he isn't going to retire yet. He wants to carry on ....
8. I don't mind you ... the phone as long as you pay for all your calls.
9. Hello! Fancy ... you here! What a surprise!
10. I've put off ... the letter so many times. I really must do it today.
11. What a stupid thing to do! Can you imagine anybody ... so stupid?
12. Sarah gave up ... to find a job in this country and decided to go abroad.

3. Put the infinitive or the gerund of the verbs in brackets to make the following sentences.

1. I am planning … (to visit/visiting) my granny next week.
2. When they finish … (to eat/eating) their lunch, they'll go to the office.
3. He suggested … (to buy/buying) some food.
4. Does Sally enjoy … (to go/going) to the gym?
5. Don't put off … (to write/writing) a report till the end of the month.
6. John refused … (to answer/answering) my question.
7. My brother intends … (to get/getting) married soon.
8. I think she didn't mean … (to hurt/hurting) you.
9. Keep … (to beat/beating) the eggs.
10. Fred can't afford … (to travel/travelling) this year.
11. We expect … (to leave/leaving) tomorrow.
12. Mary decided … (to fly/flying) to Venice.
13. The sportsmen hope … (to get/getting) the best results.
14. Are you going to give up … (to smoke/smoking)?
15. I don't mind … (to wash up/washing up).
16. Girls, stop … (to giggle/giggling).
17. Ben likes … (to play/playing) chess.
18. Lara goes … (to dance/dancing) every weekend.
19. Harry can't stand … (to work/working) on Saturdays.

4. Use the infinitive with or without *to.*

1. We can … (speak/to speak) Spanish.
2. He often makes me … (feel/to feel) guilty.
3. You have … (be/to be) friendly and polite.
4. She must … (stay/to stay).
5. The lawyer will … (call/to call) you later.
6. I'd like … (send/to send) him a present.
7. You'd better … (move/to move) faster.
8. We heard somebody … (enter/to enter) the apartment.
9. Mother wants … (paint/to paint) the walls in the kitchen.
10. We decided … (sell/to sell) the car.
11. He always fails … (keep/to keep) his word.
12. I am trying … (lift/to lift) this heavy stone.
13. Let me … (give/to give) you some advice.
14. It may … (cost/to cost) too much.
15. She saw him … (cross/to cross) the street.
16. I've decided ... (start) a new project.
17. She is trying ... (learn) Italian.
18. Can you ... (lend) me your dictionary, please?
19. Mother forgot ... (book) the tickets.
20. You shouldn't ... (argue) with your father.

21. Henry promised ... (help) her.
22. I really hope ... (get) an interesting job soon.
23. You must … (pay) for the service.
24. Let me ... (introduce) myself.

5. Find mistakes in the sentences.

1. The teacher made John to apologize.
2. What are you planning to eat for lunch?
3. That old car may not to cost much.
4. I don't want wait any longer.
5. My father promised buy new shoes for me.
6. I would like to try this shirt on.
7. We must to hurry up.
8. Mark was unable to do anything else.
9. They couldn't to fall asleep till midnight.

6. Open the brackets and use the verbs in Passive Voice.

Model**:** The term work (to finish) in time. –*The term work was finished in time.*

1. I (to give) an interesting book yesterday.
2. The flowers (to water) in the evening by my groupmate.
3. His new book (to write) next year.
4. A diploma of higher education (not to get) by Ben next month.
5. Glasgow university (to found) in 1450.
6. The last dictation (to write) without mistakes.
7. Computers (to sell) in shops all the year round.
8. My room (not to clean) every day.
9. Anew text (to translate) at the previous lesson.
10. Tea and coffee (to drink) by a lot of students every day.
11. Special meal (to cook) for his next birthday.
12. Presents (to buy) for all teachers annually.
13. 7,000 students (to train) for different specialities at Cambridge University.
14. This problem (to study) by two laboratories.

7. Transfer the sentences in Active Voice into Passive Voice.

Model: Shakespeare wrote "Romeo and Juliet" – "Romeo and Juliet" was written by Shakespeare.

1. Popov invented radio in Russia.
2. Every four years people elect a new president in the USA.
3. The police caught a bank robber last night.
4. Sorry, we don't allow dogs in our safari park.
5. The postman will leave my letter by the door.
6. My mum has made a delicious cherry pie for dinner.
7. George didn't repair my clock.

8. Wait a little, my neighbor is telling an interesting story.
9. My son can write some more articles about football.
10. You must clean your bedroom tonight.

8. Put the verb in the correct form (Conditional 0).

1. If you ____(to drive) along the river bank it ____ (to be) twenty miles out of your way.
2. If you ____(to take) your mobile phone into class, it ____ (must) be turned off.
3. We ____(not use) calculators when we____(write) tests.
4. If you ____ (to push) this button, the volume ____ (to increase).
5. If you____ (to close) the door, it _____ (to lock) automatically.
6. I____ (to wear) my old boots when I ____(to work).
7. When I_____(to cook) salads, I _____(to use) only olive oil.
8. When I ____ (to concentrate), please ____ (not to make) so much noise.
9. Unless prices _____ (to rise), it_____ (not to be) a good investment.
10. Unless someone_____(to ask) you politely, ____(to refuse) to do anything.

9. Put the verb in the correct form (Conditional 1).

1. If he … (practice) every day, he … (become) a champion.
2. She … (help) us if we … (ask)
3. If they … (have) enough money, they … (open) a restaurant next year. 4. I … (not talk) to you anymore if you … (insult) me
5. If Bob … (not keep) his word, Anna … (be angry) with him.
6. If you … (not help) me, I … (not pass) the exam tomorrow.
7. We … (buy) this car if you … (give) us a discount.
8. If my dad … (find) his tools, he … (be able) to repair my bike.
9. If David … (not give up) smoking, Liza … (not marry) him.
10. Mary … (meet) her friends from Italy if she … (come) to the party.

4 семестр

Раздел 1 Тема 1.4 Обслуживание и эксплуатация мобильной робототехники

1. Put the verb in the correct form (Conditional 2).

1. If my mother came at seven, we (have) supper together.
2. They would stay indoors if the weather (be) sunny.
3. Where you would go if your mother (ask) you to buy some sugar and bread?
4. If my friend asked me, I (help) him.
5. He (write) a letter today if he had free time.
6. If they (take) a taxi, they would not miss the train.
7. If I (get) money, I (buy) this watch.

8. I (start) crying if you (leave) me along.
9. You (call) me up if you (come) back early.
10. I (finish) the work in time if you (stop) interrupting me.
11. If it (rain), we (stay) at home.
12. I (go) to Spain for two weeks if I (have) holidays.

2. Put the verb in the correct form (Conditional 3).

1. If you had had toothache, you (go) to the dentist.
2. Tom would have seen the Bolshoi Theatre if he (go) to Moscow.
3. If my sister had cleaned her room, I (take) her to the party.
4. Kate would have met you at the station if she (have) free time.
5. If James had washed the floor, he (play) computer games all evening.
6. My granny (visit) us if she had not been ill.
7. Harry (take) part in the concert if he (sing) well.
8. Children (play) football if they (do) their homework early.
9. If the weather (be) fine, we (go) camping.
10. If John (come) here, he (work) with us in the garden.
11. Susan (enjoy) music if she (go) to the concert.
12. I (buy) a new car, if I (earn) a lot of money.

Раздел 1 Тема 1.5 Основные операции в профессиональной деятельности

1.Match the verbs (in the left column) with the nouns(in the right column) and make your own sentences.

Verbs	Nouns
1 .go to/enter/be enrolled into/graduate from	a) a course in/notes
2. read for/take/pass	b) good at Maths
3. do/study	c) research into/on
4. take/make	d) university
5. get/receive	e) a subject/course
6. make	f) in discussion
7. be	g) grant/degree
8. take part	h) exams
9. do/conduct/carry out	i) progress
10. give/do	j) a lecture

2. Complete the sentences with the words from the box

practice, take, head, academic, general, lasts, departments, universities, students, interesting

1. There are many___ in Moscow.
2. The ___ of a university is Rector.
3. Each faculty has a number of specialized___ .
4. The course of studies ___ 4-6 years.

5. The___ year begins on the 1-st of September.
6. Students___ exams at the end of each semester.
7. Only good___ get grants.
8. The first- and second-year students study___ engineering subjects.
9. Theory is accompanied by___.
10. It is___ but difficult to study at the university.

3. Match the words:

a) antonyms

1. to begin a. to graduate from
2. to enter b. slow
3. young c. little
4. large d. few
5. to open e. short
6. to take f. to finish
7. quick g. old
8. much h. small
9. many i. to close
10. long j. to give

b) synonyms

1. new a. to construct
2. large b. to make
3. to begin c. to start
4. to take d. major
5. to speak e. to talk
6. to enter f. big
7. to build g. many
8. much h. to get
9. to do i. modern
10. main j. to come into

5 семестр

Раздел 2 Тема 2.1 Речевой этикет

Задание 1. Образуйте прилагательные от данных глаголов.
1. rely
2.attract
3.depend
4.resist
5.permit

Задание 2. Образуйте прилагательные от данных существительных.
1.peace
2.silk

3.love
4.danger
5.hero

Задание 3. Образуйте от данных прилагательных противоположные по значению с помощью приставок.
Пример: kind – unkind
possible
legal
comfortable
responsible
honest

Раздел 2 Тема 2.1 Составление резюме

Задание 1. Из двух вариантов выберите один верный.
1. He is good/well at playing tennis.
2. My sister drives very careful/carefully.
3. That cake tastes delicious/deliciously.
4. They live together happy/happily.
5. This book makes me feel sad/sadly.

Задание 2. Расставьте прилагательные в скобках в правильном порядке.
1. It's a(n) (Italian, big, red, new) car.
2. It's a(n) (pink, small, birthday, rectangular, beautiful) card.
3. It's a(n) (toy, large, wooden, old) box.
4. It's a(n) (wonderful, stone, Greek, ancient) column.
5. It's a(n) (silk, wedding, white, expensive) dress.

Раздел 3 Тема 3.1 Участие в переговорах в качестве специалиста

1. Put the article if it is necessary.

1. ... butter is made of ... milk.
2. I am studying ... English. I am studying ... grammar.
3. We have … dog and … cat.
4. I seldom drink ... water.
5. I had ... tea and ... sandwich for breakfast.
6. ... history is my favourite subject.
7. There was ... kindness in her eyes.
8. I bought ... bottle of ... milk.
9. He has a lot of ... work today.
10. This vase is made of ... glass.

2. Put in *a/an* where it is necessary.

1. John has got car.
2. There is big hotel in the centre of the city.
3. There is live music every Friday in this restaurant.
4. Do we need petrol?
5. Where is petrol station near here?
6. Do you have problem? Do you need help?
7. He is looking for job at the moment.
8. Would you like coffee or tea?
9. Nick had interview for job yesterday.
10. Work must be finished on time.
11. It was hard decision

6 семестр

Раздел 3 Тема 3.2 Торговые операции

1. Употребите необходимое местоимение.

1. My cousins are schoolchildren. …….study very well.
2. Pass ……some bread, please.
3. We are students of the Siberian State Industrial University. There are 25 students in ……group.
4. «Did you see our boss yesterday?» «No, I didn't. I haven't seen ……for ages».
5. My relatives have three children. ……children are wonderful!
6. They really tried to help him, but he didn't want ……help.

2. a) Употребите правильную форму глагола ***to be.***

1. I …..at the Art Gallery yesterday. There …….a lot of people there.
2. The students are writing a serious test now. Everybody …..very attentive.
3. They say that it……very cold next winter.
4. ……you ready for the test now?
5. ……..the students…..at the laboratory tomorrow?

b) Употребите правильную форму конструкции ***there is/there are.***

1.There…..a spacious library in our university.

2. «I translated a scientific article yesterday». “…..there any difficult words and word combinations in that article?»

3. There……..no old non-economical electric lamps in our houses soon.

4. There……any meat in the fridge. Please, buy some

5. Who ……there in the house?

Раздел 3 Тема 3.3 Ведение деловой переписки.

1. Underline the most suitable word in each sentence.

1. Different countries have different *weather / weathers.*
2. All areas of the skin are in fact covered in tiny *hair / hairs.*
3. We've looked at the menu and we'd all like *chicken / chickens*.
4. Jack is a millionaire and owns a lot of *business / businesses.*
5. Have you got a copy of the complete *work / works* of Dante?
6. None of the passengers had insured their *baggage / baggages.*
7. Students must pass their *paper / papers* to the front.
8. I'm afraid we can't find cheap *accommodation / accommodations* for all of you.

2. Complete each sentence with a/an, some or by leaving the space blank.

1. When the play ended, there was……..lengthy applause.
2. I can't come out tonight. I have..... homework to do.
3. Sue received..... excellent education.
4. The inside is strengthened with..... steel frame.
5. My friends bought me..... coffee maker for my birthday.
6. David has just bought..... new furniture.
7. Let me give you..... advice.
8. My trousers need pressing. Can you lend me..... iron?

7 семестр

Раздел 4 Тема 4.1 Структура компании

1. Choose the correct variant.

1. *A few/few* people swim in the sea in the winter.

2. He went out *a few/few* minutes ago.
3. Can I speak to you for *a few/few* minutes?
4. There were *a few/few* guests at the party. The hosts were unhappy.
5. I'm going shopping. I need to buy *a few/few* things for tonight's party.
6. I need *a little/little* Can you lend me some?
7. I can't wait for you. I've got *a little/little.*
8. You have *a little/little* time to finish the test. You must write faster.
9. I have *a little/little* free time for hobbies because I work a lot.
10. You don't have to hurry. There is *a little/little* traffic at this time of the day.
11. There is *a little/little* snow on the ground. The children can't make a snowman.

2. Put in *few* or *a few.*

1.Susan has _____ friends. She doesn’t feel lonely.

2. You have _____ mistakes in the test. Correct them!
3. There are _____ puddles on the road. Let’s put on rubber boots.
_____ apples are enough for me not to feel hungry.
4. We will come back in _____ days.
5. The weather was bad, but _____people came.
6. I really need to see him. I've got …… questions to ask him.

3. Put in *little* or *a little.*

1. There is _____ bread in the cupboard. It’s enough for dinner.
2. The bottle was not empty. _____ water was left.
3. Would you like _____ water?
4. There is still _____ bread left.
5. Can I have _____ milk in my coffee? I like white.
6. There is still _____ work to do.

Раздел 4 Тема 4.2 Финансовые операции

1. Put in *much* or *many.*

1. Do you drink _____coffee?
2. I like reading. I read _____.
3. We have _____ lessons of English this year.
4. I like this new teacher very _____
5. I can't remember _____ from this text.
6. Do you learn _____ new English words every day?
7. We haven't got _____ bread.
8. There isn't_____ salad in the fridge.
9. She hasn't got _____ cassettes.
10. I can't spend _____ money on toys

2. Choose the appropriate answer.

1. They have too (many/much) furniture in the room.
2. There are too (many/much) books on your desk.
3. You have too (many/much) mistakes in the test.
4. You must drink (many/much) coffee.
5. You put too (many/much) vegetables in the soup.
6. You put too (many/much) fruit in the salad.
7. Must we learn (many /much) words for today?
8. We have got (many /much) sandwiches.

3. Find and correct mistakes if any.

1. We didn't take many food with us.
2. There aren't much new subjects this year.
3. I haven't much free time today.
4. He doesn't do much written exercises every day.
5. We don't drink many coffee in our family.
6. There isn't much furniture in my room
7. There wasn't many happiness in his face.
8. Not many new ideas were discussed.
9. We shan't have much lessons tomorrow.
10. I won't have much mistakes in this exercise.

8 семестр

Раздел 4 Тема 4.3 Участие в совещании

1. Transfer the sentences from direct speech into indirect speech.

Model: She said to me, “Open the window!” – She told me to open the window.

1. My mother said to me, “Put on your coat!”
2. My friend said to us, “Don’t come today.”
3. He said to Mary, “Don’t forget to send me an e-mail.”
4. Karrie said to me, “Call me tomorrow.”
5. She said to me, “Don’t shout at me!”

2. Put *say* or *tell* in the correct form.

1. I……her that she was my only friend.

2. Did he……he would stay in New York?

3. She……that she was going to invite me.

4. They didn’t……us they were ill.

5. She……she didn’t play the piano.

Раздел 4 Тема 4.4 Участие в выставках в качестве специалиста

1. Fill the gaps.

1. ”He came yesterday.” She said that he had come……

2. “My parents will arrive today.” He said that his parents would arrive……

3. “I will contact you tomorrow.” He said he would contact me……

4. “I was there the day before yesterday.” She said she was there……

Раздел 5 Тема 5.1 Робототехника на производстве

1. Transfer the interrogative sentences from direct speech into indirect speech.

Model: He asked me, “Do you know my sister?” – He asked me if I knew his sister.

1. She asked John, “When are you going to come?”

2. He asked her, “Who is your favourite actor?”

3. A man asked me, “Do you have a car?”

4. My father asked me, “Where were you yesterday?”

5. Helen asked him, “Will you be at home?”

Раздел 5 Тема 5.2 Перспективы развития роботизированного производства

1. Report the questions.

Model: Are you English?— She asked him if he was English.

1. Can Molly speak English?
2. What impressed you most in England?
3. When did Rick come home yesterday?
4. Does Megan like travelling?
5. Will you come to my place on Friday?
6. Is it your second visit to England?
7. Why have you come to scotland?
8. Will Molly stay at the hotel long?

2. Imagine that your mother gave you some instructions. Report them to your partner. Use the sentences below.

Model: Feed the cat. — She told me to feed the cat.

1. Come home straight after school.
2. Warm up your dinner.
3. Wash up the dishes after the dinner.
4. Buy bread, milk and sugar.
5. Start doing your homework before I come.
6. Take the dog for a walk.
7. Clean your room.
8. Wait for me at home.

1.2 Перевод и работа с текстом

Перевод текста – *изложение иноязычного текста, иноязычной статьи и т.д. или текстов, статей близкого содержания по специальности студента на родном языке. (Тексты представлены в методических указаниях к практическим занятиям и самостоятельной работе).*

Работа с текстом включает в себя ответы на вопросы, данные после текста; определение ложных и верных утверждений к тексту; поиск эквивалентов слов и словосочетаний.

3 семестр

Раздел 1 Тема 1.1 Я и моя профессия

Задание 1. Прочитайте и переведите на русский язык текст «The World of Professions»

Задание 2. Прочитайте и переведите на русский язык текст "Robotic production technical operation and maintenance"

Задание 3. Прочитайте и переведите на русский язык текст "Mechatronics and Mobile robotics"

Задание 4.Read the text and answer the questions after it.

English as a World Language

The modern world is becoming smaller all the time. Every day distances between different countries seem less. For this reason it's becoming more and more important to know different languages, especially English. One billion people speak English today. That's about 20% of the world's population.

400 million people speak English as their first language. For the other 600 million people it's either a second language or a foreign language. English is the first language in the United Kingdom, the United States of America, Australia and New Zealand. It is one of the official languages in Canada, the Irish Republic and the Republic of South Africa.

As a second language English is spoken in more than 60 countries. It is used by the government, businessmen and universities. English is the language of politics and diplomacy, science and technology, business and trade, sport and pop music.

80% of all information in the world's computers is in English.

75% of the world's letters and faxes are in English.

60% of all international telephone calls are made in English.

More than 60% of all scientific journals are written in English.

To know English today is absolutely necessary for every educated person, for every good specialist. Learning a language is not an easy thing. It's a long and slow process that takes a lot of time and patience. But it's a

must.

English is taught throughout the world and a lot of people speak it quite well. In our country English is very popular: it is studied at schools (sometimes even at nursery schools), colleges and universities. We all need to understand each other. To do that we need an international language, and that's English.

English is a world language. It is the language of progressive science and technology, trade and cultural relations, commerce and business. It's the language of international aviation, shipping and sports. It's also the major language of diplomacy. Geographically it is the most widespread language on earth, second only to Chinese in the number of people who speak it hearing a foreign language is not an easy thing. It's a long and slow process that takes a lot of time and practice. A foreign language is not just a subject learnt in the classrooms. It's something which is used in real life situations.

There are many reasons why we begin to study foreign languages. First of all it's an effective medium of international communication. I'm convinced if we are working in any brunch of science we must read books and magazines in other languages. Learning foreign languages opens up opportunities and careers that didn't even exits some years ago. Knowing foreign languages can help us to find a job in such fields as science and technology, foreign trade and banking, international transportation communication, teaching librarian science and others. A more general aim is to make our intellectual and cultures. Learning a foreign language including learning also culture, traditions and mode of thought of different people. Of course speaking and writing in a foreign language is a difficult art and it has to be learned. Needless to say that English has become very popular today. About 350 million people speak English as its first language.

As for me, I'm completely convinced that to know a foreign language is absolutely necessary for all educated person and modern specialists. Everything depends on our own efforts.

Questions:

1. When did you begin learning English?
2. It is easy to learn foreign languages?
3. Which language in the world is spoken by most people?
4. Why is it necessary to learn English?
5. Why is English not an easy language to learn?
6. What advantages have the people who know foreign languages?
7. What was the process of learning?

Задание 5.Прочитайте и переведите на русский язык текст «Workplace Safety»

Раздел 1 Тема 1.2 Чтение чертежей и технической документации на английском языке.

Задание 1. Прочитайте и переведите на русский язык текст «Measuring instrument»
Задание 2. Прочитайте и переведите на русский язык текст «Safe Working Load (SWL)»

Раздел 1 Тема 1.3 Электронное оборудование

Задание 1. Прочитайте и переведите на русский язык текст “The Age of Electronics”

The Age of Electronics

The discovery of the electron, and the investigations into its nature which followed, led to a revolution in physical science. The revolution in pure science rapidly bore fruit1 in many fields of applied science and technology, especially in the applied science of electronics. The vacuum techniques developed for the study of free electrons and cathode rays led directly to the radio valve and the television receiver. The new electronics combined with the older techniques of the telegraph and telephone produced a revolution in communications on a world scale. If the discovery of the electron had led only to radio and television it would still represent a decisive factor in the shaping of our civilization – but it led to much more.

Electronics produced radar. It led to nucleonics and hence to the exploitation of the immense store of energy locked in the atom. It gave birth to the electronic the middle of the twentieth century a rapidly expanding, world-wide electronics industry was pouring out millions of parts for radio and television receivers and instruments for every branch of science and technology – instruments capable of unprecedented speed and sensitivity.

Electronic devices give immense extension to our senses. We can now examine structures too small to be visible in even the most powerful optical microscope and receive signals from radio stars which started their long journey through space ages before there was any life on our planet. Electronics combined with rocketry has enabled scientists to take close-up pictures4 of the moon. Electronics applied to medicine has already produced significant advances in diagnosis and treatment.

Electronics plays the leading role in automation which is generating a second industrial revolution of wider social significance than the first.

Electronics has also given birth to cybernetics which offers, for the first time in history, an effective science of government based on adequate information and communication.

It seems very probable that electronics will dominate technology even in the distant future.

Notes

1. to bear fruit – приносить плоды, давать результаты
2. to give birth – родить, породить

3. unprecedented speed and sensitivity – небывалая скорость и чувствительность
4. to take close-up pictures – делать снимки с близкого расстояния

Задание 2. Say whether the following statements are true or false:
1. The revolution in pure science rapidly bore fruit in many fields of applied science and technology. 2. The new electronics produced a revolution in communications. 3. The discovery of the electron led to a revolution only in physical science. 4. Electronics doesn't play the leading role in automation.
Задание 3. Answer the following questions on paragraph 2:
1. What did electronics produce? 2. What did it lead to? 3. What did it give birth to? 4. What was electronics industry pouring out by the middle of the twentieth century?
Задание 4. Translate paragraph 3 into Russian.
Задание 5. Read paragraph 4 and say where electronics plays the leading role.
Задание 6. In paragraph 2 find the English equivalents of the following words:
электроника, радар, запас, электронная вычислительная машина, часть, прибор, телевизионный приемник, отрасль, чувствительность, технология, производить.
Задание 7. Skim through text B and choose the best title for it:
1. Electronics in Industry.
2. Electronics and the Second Industrial Revolution.
3. General Uses of Electronics.

Text B

Electronics is the science or practice of using electricity in devices similar to transistors and radio tubes so as to get results not possible with ordinary electrical equipment.
Most persons know how electric current flows in motors and transformers; here the electricity always flows in the copper wire or other metal parts. When electricity passes through space as occurs within a tube, such action is called electronic. More recently, when layers of semiconductor metals are joined together so that current flows through the junction in one direction only, as in a solid-state diode or a transistor, such action is also called electronic. If a device passes its stream of electrons through internal space, or through the junction where certain different metals meet, the device is called electronic.
Without electronics there might be no radio, television, sound pictures or long-distance telephone calls. Most of these familiar equipments serve to carry or give information; so communication early was a main purpose of electronics and still holds interest of many workers and students in this field.
Meanwhile industry seeking faster and more accurate methods of production has adapted electronic equipment to its own needs. Gradually during the past fifty years industrial plants have installed electronic equipment to give better operation of motors along with control of varied operations.

Some people believe that electronic devices can hear, see, feel, smell or even think; this is true only when the sound, image, feeling or thought can be changed into electrical signal, to which the transistor or tube-operated device1 can then respond. Much of the success of electronics depends on the methods used to obtain an electric signal that can be used to stimulate the electronic device into action2. The electronic circuit can be made to detect such a signal, increase its strength and put it to useful work3.

Notes

1.tube-operated device – прибор, управляемый электронной лампой
2.to stimulate into action – побуждать к действию
3.to put to useful work – заставить выполнять полезную работу

Задание 8. Answer the following questions:

1. What is electronics? 2. What device is called electronic? 3. What was a main purpose of electronics? 4. What has industry adapted to its own needs?

Задание 16. Give the main points of text B in 4-5 sentences.

Задание 17. Scan the text and find the information about the uses of vacuum tubes.

Vacuum Tubes

The science of electronics now deals almost exclusively with transistors and other solid-state devices. However, vacuum tubes were the principal building blocks1 of electronic circuits until approximately 1955. Briefly, a vacuum tube .consists of several metal electrodes of various shapes all packaged inside a glass or metal envelope2 which is highly evacuated. Vacuum tubes are often called thermionic "valves". A red hot metallic electrode (the filament or cathode) emits electrons which are attracted to a positively charged electrode called the plate or anode. The electrons pass through the spaces in a metallic grid electrode on their way to the plate, and the voltage on the grid controls how many electrons reach the plate. A simple thermionic valve is called a diode because it has two electrodes. A triode is a valve with three electrodes, an anode, a cathode and a control grid. A tetrode has four, and a pentode – five electrodes.

Vacuum tubes are still used in oscilloscopes, television sets, high power high frequency radio transmitters, and in some special low noise amplifiers. However, every year sees a larger number of applications being transistorized. It is probably safe to say that this trend will continue in the future, as there is presently a great deal of technological development being put into solid state electronics and rather little put into vacuum tube electronics.

As a general rule, vacuum tubes are inferior to modern solid state devices3 in many ways. Vacuum tubes are much larger. They require considerably more electric power to operate. However, they can handle high voltages and high powers4 at high frequencies somewhat more easily than solid state devices. They are also capable of withstanding temporary overloads5 in voltage or

current which would permanently destroy6 a solid state device and then returning to normal operation.

Notes

1. principal building blocks – основные стандартные блоки
2. packaged inside an envelope – заключенный в баллон
3. inferior to modern solid state devices – уступают современным твердотельным приборам
4. to handle high voltages and high powers – оперировать высоким напряжением и высокой мощностью
5. to withstand temporary overloads – выдерживать временные перегрузки
6. would permanently destroy – неизменно разрушает

Задание 9. Study the text. Try to understand all details. Use a dictionary if necessary:

Transistors and Semiconductor Devices

Devices consisting of solid pieces of crystalline material which allowed alternating current to flow more readily in one direction than the other were known long before the invention of the thermionic valve. The crystal set1 which became so well known in the early days of radio depended on the rectifying action at the point of contact between the surface of certain crystals and a fine wire. Crystal valves2, using silicon crystals, were found to be more efficient for the very high frequency signals reaching radar receivers than any thermionic valves. The action of these devices was not understood, but they were all made from materials which we now classify as semiconductors: substances which let electric current pass through them more easily than insulators do but much less easily than do true conductors. These semiconductor devices were used as rectifiers although by 1924 a scientific worker at the laboratory headed by Bonch-Bruyevich in Nizhni Novgorod Oleg Losev for the first time in the history of electronics had achieved amplification using a semiconductor crystal. Unfortunately, Losev's discovery did not receive due attention.

In 1948 Bardeen and Brattain invented the point-contact transistor and Shockley invented the junction transistor shortly after. The transistor is a semiconductor triode possessing characteristics which are similar in many respects to those of thermionic triodes. At present transistors are widely used in amplifiers, receivers, transmitters, oscillators, TV sets, measuring instruments, pulse circuits, computers, and many other types of radio equipment.

The invention of transistors and solid-state devices led to an acceleration in the growth of electronics. Why were these new devices so important and why are they steadily replacing their older equivalents? A brief review of their advantages compared with thermionic devices will provide the answers to these questions. Transistors are made from parts which do not wear out. Transistors waste very little power. They require no heating to generate their

free electrons. This means that equipment made with transistors is more efficient, lighter than comparable valve equipment.
Since no heating is required there is no delay in transistor equipment waiting for things to warm up, as there is with thermionic valves. This is a great advantage with 'entertainment' equipment, such as radio and television receivers, and it may be vital with some kinds of measuring or recording equipment.
Their very small size and weight, combined with low heat dissipation3, permits very high density packing of components and, in combination with their reliability, this has made possible the design of the very compact circuits which are essential for such applications as computers, portable measuring instruments, satellite instrumentation, etc.
Notes
1.crystal set – детекторный приемник
2.crystal valve – кристаллический прибор
3.heat dissipation – рассеяние тепла

Задание 10. Say whether the following statements are true or false:
1. Devices consisting of crystalline materials were known long before the invention of the thermionic valve. 2. The crystal set became known in the early days of radio. 3. Crystal valves were found to be less efficient rectifiers than thermionic valves. 4. The action of semiconductor devices was understood well.
Задание 11. Answer the following questions on paragraph 2:
1. What is a transistor? 2. When was the first transistor invented? 3. Where are transistors used?
Задание 12. In paragraph 3 find the English equivalents of the following words:
транзистор, твердотельный прибор, ускорение, рост, прибор, заменять, неуклонно, краткий, преимущество, сравнивать, давать ответы.
Задание 13. Translate paragraph 4.
Задание 14. Read paragraph 5 and say where the small size and weight of transistors is essential.
Задание 15. Write out of the text the words and phrases describing the transistor.
Задание 16. Skim through the text and say what it is about (you are given 10 minutes):

Integrated Circuits

An integrated circuit (IC) is a collection of interconnected transistors, diodes, resistors, and capacitors mounted in one package or case with as many as fourteen leads.
The word "integrated" does not refer to the mathematical process of adding together an infinite number of infinitesimally small terms, but rather to the fact that all transistors, diodes, and resistors are formed from a single piece of semiconductor material called a "chip" or a "die". If only one chip is present in

the case, the IC is called "monolithic"; if several chips are mounted inside the case the IC is called "hybrid". Some integrated circuits contain several thousand transistors and resistors, and so extreme miniaturization is possible. Because of their extremely small size, integrated circuits tend to be restricted to low power applications. Their small size, however, does enable them to operate at high frequencies. The cost of an IC is considerably less than the total cost of the separate components.

Monolithic ICs are by far the most common, but there are other kinds. Thin-film and thick-film ICs are larger than monolithic ICs but smaller than discrete circuits. With a thin– or thick-film IC, the passive components like resistors and capacitors are integrated simultaneously on a substrate. Then, discrete active components like transistors and diodes are connected to form a complete circuit. Therefore, commercially available thin– and thick-film circuits are combinations of integrated and discrete components1.

If only a few components have been integrated to form the complete circuit it is an example of small-scale integration (SSI)2. As a guide, SSI refers to ICs with less than 12 integrated components.

Medium-scale integration (MSI)3 refers to ICs that have from 12 to 100 integrated components per chip. Large-scale integration (LSI)4 refers to more than a hundred components.

The IC is becoming more important as a component to be used in the design of electronic equipment, not only in equipment that must be small and light in weight, but where reliability and performance are demanded. In many areas of application particularly in digital computers, the IC provides more economical designs.

A number of important new developments are being evaluated both in the laboratory and in limited product usage. Some of these promise to bring about significant changes in the way microcircuits are designed and used.

Notes

1.discrete component – дискретный компонент
2.SSI (small-scale integration) – малая интегральная схема
3.MSI (medium-scale integration) – средняя интегральная схема
4.LSI (large-scale integration) – большая интегральная схема

Задание 17. Answer the following questions:

1. What is an integrated circuit? 2. What does the word 'integrated' mean? 3. What types of integrated circuits are known to you? 4. What is large scale integration?

Задание 18. Scan the text and find the answers to the following questions:

1.What is a major trend in modern radio electronics?
2.What possibilities does molecular electronics open up?

From Radio Valves to Cosmic Communications

The reduction of radio instruments to miniature proportions and even smaller – is a major trend in modern radio electronics. The significance of this research has grown especially in connection with space research. It is

impossible to equip a rocket for flights to other worlds without light, small and economical electronic apparatuses. The space rockets will carry a large amount of miniature equipment, systems for contact with the Earth, radars, computers for calculating flight trajectories, life-support systems, etc.
Bulky electronic equipment will have no place in the future. It will be unsuitable for automation of production, transport or domestic use.
Semiconductors and printed circuits have helped to reduce the size of apparatus considerably. The semiconducting instruments which have replaced electronic valves are much smaller and lighter, consume less power, are reliable and more durable.
The development of micromodules – tiny ceramic plates with a metallized coating – has opened up big possibilities for making miniature electronic instruments. Semiconductors compressed into this plate are hundreds of times smaller than electronic valves. A radio receiver assembled of micromodules does not weigh more than 50 grammes.
Molecular electronics opens up new possibilities. The crystalline lattice can be changed by tantalum or titanium being added to semiconductors to obtain crystals with the required electrical properties.
At present, a radio-receiving set is assembled of separate, ordinary-size parts. The radio sets based on semiconductors or micromodules are also assembled of separate parts but tens and hundreds of times as small. The germanium or silicon plates will not operate like separate resistors or condensers, but as complete circuits – as generators or amplifiers.
All this might sound fantastic, but a scientist is looking still further ahead. Present research programmes are taking the development of even more miniature parts. We can say that when superminiature elements are developed, it will become possible to place approximately 200 million of these "parts" within one cubic centimetre. The density is approximately that of the human brain.
Cybernetics machines assembled of these units will memorize tremendous volumes of information and will give man invaluable assistance in diverse fields of life.
Задание 19. Find the information about semiconductor instruments.
Задание 20. Think of the most suitable title for paragraph 3 out of the given ones:
1.Miniaturization.
2.Semiconductor Devices – a Big Step in the Direction of Miniaturization.
3.Steps of Miniaturization.

4 семестр

Раздел 1 Тема 1.4 Обслуживание и эксплуатация мобильной робототехники

Задание 1. Read the text.

Robots in manufacturing

Today most robots are used in manufacturing opera¬tions. The applications of robots can be divided into three categories:

1. material handling
2. processing operations
3. assembly and inspection.

Material-handling is the transfer of material and load¬ing and unloading of machines. Material-transfer appli¬cations require the robot to move materials or work parts from one to another. Many of these tasks are relatively simple: robots pick up parts from one conveyor and place them on another. Other transfer operations are more complex, such as placing parts in an arrangement that can be calculated by the robot. Machine loading and un¬loading operations utilize a robot to load and unload parts. This requires the robot to be equipped with a gripper that can grasp parts. Usually the gripper must be designed specifically for the particular part geometry.

In robotic processing operations, the robot manipu¬lates a tool to perform a process on the work part. Exam¬ples of such applications include spot welding, continu¬ous arc welding and spray painting. Spot welding of au¬tomobile bodies is one of the most common applications of industrial robots. The robot positions a spot welder against the automobile panels and frames to join them. Arc welding is a continuous process in which robot moves the welding rod along the welding seam. Spray painting is the manipulation of a spray-painting gun over the sur¬face of the object to be coated. Other operations in this category include grinding and polishing in which a ro¬tating spindle serves as the robot's tool.

The third application area of industrial robots is as¬sembly and inspection. The use of robots in assembly is expected to increase because of the high cost of manual labour. But the design of the product is an important aspect of robotic assembly. Assembly methods that are satisfactory for humans are not always suitable for ro¬bots. Screws and nuts are widely used for fastening in manual assembly, but the same operations are extremely difficult for an one-armed robot.

Inspection is another area of factory operations in which the utilization of robots is growing. In a typical inspection job, the robot positions a sensor with respect to the work part and determines whether the part answers the quality specifications. In nearly all industrial robotic applications, the robot provides a substitute for human labour. There are certain characteristics of industrial jobs performed by humans that can be done by robots:

1. the operation is repetitive, involving the same ba¬sic work motions every cycle,
2. the operation is hazardous or uncomfortable for the human worker (for example: spray painting, spot weld¬ing, arc welding, and certain machine loading and un¬loading tasks),
3. the workpiece or tool is too heavy and difficult to handle,

4. the operation allows the robot to be used on two or three shifts.

Задание 2. Answer the following questions:
1. How are robots used in manufacturing?
2. What is «material handling»?
3. What does a robot need to be equipped with to do loading and unloading operations?
4. What does robot manipulate in robotic processing operation?
5. What is the most common application of robots in automobile manufacturing?
6. What operations could be done by robot in car manufacturing industry?
7. What are the main reasons to use robots in production?
8. How can robots inspect the quality of production?
9. What operations could be done by robots in hazardous or uncomfortable for the human workers conditions?

Задание 3. Read and translate the text.

Industrial Robots Applications

The ISO 8373:2012 defines an industrial robot as "an automatically controlled, reprogrammable, multipurpose manipulator, programmable in three or more axes, which can be either fixed or mobile for use in industrial automation application." Within the manufacturing industry, however, we consider industrial robots as labor that can perform dangerous or repetitive tasks required for manufacturing operation with a high degree of accuracy.

The first industrial robot, Unimate, joined the assembly line at the General Motors plant in Ewing Township, New Jersey, in 1961. It was an automated die-casting mold that released blistering-hot door handles and other auto parts into vats of cooling liquid on a production line that moved them along to workers for final finishing and buffing.

The programmability of industrial robots was largely a tool that could allow them to be used for a variety of different tasks, but it didn't really give them intelligence. They completed monotonous and unsafe tasks and were deployed for their precision and repeatability. As a result, the automotive industry has been the most important customer of industrial robots since 2010, according to the International Federation of Robotics.

Here are the specific tasks traditional industrial robots are designed to perform:

1. Arc Welding

Arc welding, or robot welding, became commonplace in the 1980s. One of the driving forces for switching to robot welding is improving the safety of workers from arc burn and inhaling hazardous fumes.

2. Spot Welding

Spot welding joins two contacting metal surfaces by directing a large current through the spot, which melts the metal and forms the weld delivered to the spot in a very short time (approximately ten milliseconds).

3. Materials Handling

Material handling robots are utilized to move, pack and select products. They also can automate functions involved in the transferring of parts from one piece of equipment to another. Direct labor costs are reduced and much of the tedious and hazardous activities traditionally performed by human labor are eliminated.

4. Machine Tending

Robotic automation for machine tending is the process of loading and unloading raw materials into machinery for processing and overseeing the machine while it does a job.

5. Painting

Robotic painting is used in automotive production and many other industries as it increases the quality and consistency of the product. Cost savings are also realized through less rework.

6. Picking, Packing and Palletizing

Most products are handled multiple times prior to final shipping. Robotic picking and packaging increases speed and accuracy along with lowering production costs.

7. Assembly

Robots routinely assemble products, eliminating tedious and tiresome tasks. Robots increase output and reduce operational costs.

8. Mechanical Cutting, Grinding, Deburring and Polishing

Building dexterity into robots provides a manufacturing option that is otherwise very difficult to automate. An example of this is the production of orthopedic implants, such as knee and hip joints. Buffing and polishing a hip joint by hand can normally take 45-90 minutes while a robot can perform the same function in just a few minutes.

9. Gluing, Adhesive Sealing and Spraying Materials

Sealer robots are built with numerous robotic arm configurations that enable the robot to apply adhesives to any type of product. The primary benefit in this application is increased quality, speed and consistency of the final product.

10. Other Processes

These include inspection, waterjet cutting and soldering robots.

Задание 4. Continue the sentences:

1. The ISO 8373:2012 defines an industrial robot as…
2. Within the manufacturing industry industrial robots can be considered as…
3. The first industrial robot was an automated…
4. One of the driving forces for switching to robot welding is…
5. Spot welding joins two contacting metal surfaces by…

6. Material handling robots are used…
7. Robotic automation for machine tending is the process…
8. Robotic painting is used in automotive production and many other industries because…
9. Robotic picking and packaging increases…
10. Robots routinely assemble products…

Задание 5. Read the text.

Robotics and manufacturing

Robotics and manufacturing are a natural partnership. Robotics play a major role in the manufacturing landscape today. Automated manufacturing solutions should be a key part of any operation that strives for maximum efficiency, safety and competitive advantage in the market. Manufacturing robots automate repetitive tasks, reduce margins of error to negligible rates, and enable human workers to focus on more productive areas of the operation.

Robots used in manufacturing fill numerous roles. Fully autonomous robots in manufacturing are commonly needed for high-volume, repetitive processes — where the speed, accuracy and durability of a robot offers unparalleled advantages. Other manufacturing automation solutions include robots used to help people with more intricate tasks. The robot executes components of the process such as lifting, holding and moving heavy pieces.

Robotic process automation in manufacturing allows companies to remain competitive globally — offering an efficient, viable alternative to offshoring and fulfilling the skills gap in areas where it may be difficult to recruit the necessary employees. Manufacturing robots enable employees to focus on innovation, efficiency and other, more intricate processes that ultimately lay the groundwork for growth and success. With a dedicated manufacturing automation solution in place, you can see increased productivity, improved worker safety and satisfaction, and a better bottom line.

Five Reasons to Use Robotics in Manufacturing:

1. Robots used in manufacturing create efficiencies all the way from raw material handling to finished product packing.
2. Robots can be programmed to operate 24/7 in lights-out situations for continuous production.
3. Robotic equipment is highly flexible and can be customized to perform even complex functions.
4. With robotics in greater use today than ever, manufacturers increasingly need to embrace automation to stay competitive.
5. Automation can be highly cost-effective for nearly every size of company, including small shops.

Задание 6. Are these sentences true or false?

1. Robotics doesn’t play an important role in the production nowadays.

2. Due to manufacturing robots human workers can focus on more productive areas of the operation.
3. For high-volume, repetitive processes fully autonomous robots in manufacturing are not needed.
4. Manufacturing robots don't allow employees to focus on innovation, efficiency and other tasks.
5. Robotic equipment is highly flexible and can perform even complex functions.

Задание 7. Fill the blanks using the following words:
industrial robots, wheeled, move materials, moving, mobile robot research, sensors, guidance devices, mobile robots, controller, autonomous

A mobile robot, is a robot that is capable of … in the surrounding. Mobile robots can be … (AMR - autonomous mobile robot) which means they are capable of navigating an uncontrolled environment without the need for physical or electro-mechanical guidance devices. Alternatively, mobile robots can rely on … … that allow them to travel a pre-defined navigation route in relatively controlled space (AGV - autonomous guided vehicle). By contrast, … … are usually more-or-less stationary, consisting of a jointed arm (multi-linked manipulator) and gripper assembly, attached to a fixed surface.
Mobile robots have become more commonplace in commercial and industrial settings. Hospitals have been using autonomous … … to move materials for many years. Warehouses have installed mobile robotic systems to efficiently … … from stocking shelves to order fulfillment zones. Mobile robots are also a major focus of current research and almost every major university has one or more labs that focus on… … …. Mobile robots are also found in industrial, military and security settings.
The components of a mobile robot are a controller, sensors, actuators and power system. The … is generally a microprocessor, embedded microcontroller or a personal computer (PC). The … used are dependent upon the requirements of the robot. The requirements could be dead reckoning, tactile and proximity sensing, triangulation ranging, collision avoidance, position location and other specific applications. Actuators usually refer to the motors that move the robot can be … or legged. To power a mobile robot usually we use DC power supply (which is battery) instead of AC.

Задание 8. Прочитайте и переведите на русский язык текст «History of Robotics»

Раздел 1 Тема 1.5 Основные операции в профессиональной деятельности

Задание 1. Прочитайте и переведите на русский язык текст «Company Infrastructure»

5 семестр

Раздел 2 Тема 2.1 Речевой этикет

Задание 1. Прочитайте и переведите на русский язык текст «Kinds of Companies»

6 семестр
Раздел 3 Тема 3.2 Торговые операции

Задание 1. Прочитайте и переведите на русский язык текст «History of Trade»
Задание 2. Read the text and answer the questions.

Trade

Trade happens because people need or want things that they don't have. We also trade for work that we cannot do ourselves. Trade between countries happens for the same reason. Some countries, for example, have natural resources, like coal, oil or wood which other countries might want to buy. They try to sell the goods, products or services that they have too much of to other countries. They earn money from these sales and then can buy the things that they themselves need and cannot produce on their own.
Both producers and consumers profit from international trade. If countries can produce goods more cheaply than others because they specialize on them why not let them. They make more money on one side and consumers in other countries can buy goods that are cheaper.
Even though many nations have a lot of different goods to export there are countries that depend only on one or two products to get money. Saudi Arabia, Kuwait and other countries of the Middle East depend on oil exports, because it is pretty much the only thing that they can sell. Poor countries in Africa depend largely on the export of tropical farm products to get money.
Each year goods and services worth about 11 trillion dollars ($ 11 000 000 000 000) are traded all over the world. The biggest exporting nations are The United States, France, Germany, the United Kingdom, Canada and Japan.
The difference between what a country exports and what it imports is called the balance of trade. If a country exports more than it imports we call this a trade surplus. And if a country pays more for its imports than it gets for its exports it has a trade deficit.
Questions:
1. Why do people trade?
2. Why is international trading very important?
3. Who gets profit from international trade?
4. What are the biggest exporting countries?
5. What is the balance of trade?

7 семестр

Раздел 4 Тема 4.2 Финансовые операции

Задание 1. Read, translate the text and answer the questions.

Glimpses of History of Money

At different periods of time and in different parts of the world many different commodities have served as money. These commodities were: cattle, sheep, furs, leather, fish, tobacco, tea, salt, shells etc. The experts underline that to serve effectively as money; a commodity should be fairly durable, easily divisible, and portable. None of the above-mentioned commodities possessed all these qualities, and in time they were superseded by precious metals. First they were superseded by silver and later by gold. When a payment was made the metal was first weighed out. The next stage was the cutting of the metal into pieces of definite weight and so coins came into use.

Paper money first came into use in the form of receipts given by goldsmiths in exchange for deposits of silver and gold coins. After goldsmiths became bankers their receipts became banknotes. That's how the first banknotes came into existence. At first coins were worth their face value as metal. But later token coins of limited value as legal tender were issued. Now smaller denomination coins are made from bronze and are often referred to as coppers. Bigger denomination coins are made from cupronickel and are usually called silver.

Questions:

1. What commodities served as money in the past?
2. What are the requirements of a commodity to serve as money?
3. Why did precious metals start to serve as money?
4. What precious metal was used first to serve as money?
5. What precious metal was used then?
6. How did coins come into existence?
7. How did paper banknotes come into existence?
8. What coins are called silver?
9. What are coppers?

8 семестр

Раздел 4 Тема 4.3 Участие в совещании

Задание 1. Прочитайте и переведите на русский язык текст «Negotiations»

Раздел 4 Тема 4.4 Участие в выставках в качестве специалиста

Задание 1. Прочитайте и переведите на русский язык текст «History of Advertising»

Раздел 5 Тема 5.1 Робототехника на производстве

Задание 1. Read and translate the text.

Computer process control

In computer process control, a digital computer is used to direct the operations of a manufacturing process. Although other automated systems are typically controlled by computer, the term computer process control is generally associated with continuous or semicontinuous production operations involving materials such as chemicals, petroleum, foods, and certain basic metals. In these operations the products are typically processed in gas, liquid, or powder form to facilitate flow of the material through the various steps of the production cycle. In addition, these products are usually mass-produced. Because of the ease of handling the product and the large volumes involved, a high level of automation has been accomplished in these industries.

The modern computer process control system generally includes the following: (1) measurement of important process variables such as temperature, flow rate, and pressure, (2) execution of some optimizing strategy, (3) actuation of such devices as valves, switches, and furnaces that enable the process to implement the optimal strategy, and (4) generation of reports to management indicating equipment status, production performance, and product quality. Today computer process control is applied to many industrial operations, two of which are described below.

The typical modern process plant is computer-controlled. In one petrochemical plant that produces more than 20 products, the facility is divided into three areas, each with several chemical-processing units. Each area has its own process-control computer to perform scanning, control, and alarm functions. The computers are connected to a central computer in a hierarchical configuration. The central computer calculates how to obtain maximum yield from each process and generates management reports on process performance.

Each process computer monitors up to 2,000 parameters that are required to control the process, such as temperature, flow rate, pressure, liquid level, and chemical concentration. These measurements are taken on a sampling basis; the time between samples varies between 2 and 120 seconds, depending on the relative need for the data. Each computer controls approximately 400 feedback control loops. Under normal operation, each control computer maintains operation of its process at or near optimum performance levels. If process parameters exceed the specified normal or safe ranges, the control computer actuates a signal light and alarm horn and prints a message

indicating the nature of the problem for the technician. The central computer receives data from the process computers and performs calculations to optimize the performance of each chemical-processing unit. The results of these calculations are then passed to the individual process computers in the form of changes in the set points for the various control loops.

Substantial economic advantages are obtained from this type of computer control in the process industries. The computer hierarchy is capable of integrating all the data from the many individual control loops far better than humans are able to do, thus permitting a higher level of performance. Advanced control algorithms can be applied by the computer to optimize the process. In addition, the computer is capable of sensing process conditions that indicate unsafe or abnormal operation much more quickly than humans can. All these improvements increase productivity, efficiency, and safety during process operation.

Like the chemical-processing industries, the basic metals industries (iron and steel, aluminum, etc.) have automated many of their processes by computer control. Like the chemical industries, the metals industries deal in large volumes of products, and so there is a substantial economic incentive to invest in automation. However, metals are typically produced in batches rather than continuously, and it is generally more difficult to handle metals in bulk form than chemicals that flow.

An example of computer process control in the metals industry is the rolling of hot metal ingots into final shapes such as coils and strips. This was first done in the steel industry, but similar processing is also accomplished with aluminum and other metals. In a modern steel plant, hot-rolling is performed under computer control. The rolling process involves the forming of a large, hot metal billet by passing it through a rolling mill consisting of one or more sets of large cylindrical rolls that squeeze the metal and reduce its cross section. Several passes are required to reduce the ingot gradually to the desired thickness. Sensors and automatic instruments measure the dimensions and temperature of the ingot after each pass through the rolls, and the control computer calculates and regulates the roll settings for the next pass.

In a large plant, several orders for rolled products with different specifications may be in the mill at any given time. Control programs have been developed to schedule the sequence and rate at which the hot metal ingots are fed through the rolling mills. The production control task of scheduling and keeping track of the different orders requires rapid, massive data gathering and analysis. In modern plants this task has been effectively integrated with the computer control of the rolling mill operations to achieve a highly automated production system.

Задание 2. Continue the sentences:

1. The term computer process control is generally associated with…

2. A high level of automation has been accomplished in these industries because of …
3. The computers are connected to a central computer …
4. If process parameters exceed the specified normal or safe ranges, the control computer ...
5. To optimize the performance of each chemical-processing unit the central computer …
6. The computer hierarchy is capable of …
7. To optimize the process …
8. The computer is capable of sensing …
9. All these improvements increase …
10. The basic metals industries (iron and steel, aluminum, etc.) have automated…
11. An example of computer process control in the metals industry …
12. The rolling process involves the forming of a large, hot metal billet by passing it…
13. Sensors and automatic instruments measure…

Задание 3. Read the text.

Flexible manufacturing systems

A flexible manufacturing system (FMS) is a form of flexible automation in which several machine tools are linked together by a material-handling system, and all aspects of the system are controlled by a central computer. An FMS is distinguished from an automated production line by its ability to process more than one product style simultaneously. At any moment, each machine in the system may be processing a different part type. An FMS can also cope with changes in product mix and production schedule as demand patterns for the different products made on the system change over time. New product styles can be introduced into production with an FMS, so long as they fall within the range of products that the system is designed to process. This kind of system is therefore ideal when demand for the products is low to medium and there are likely to be changes in demand.

The components of an FMS are (1) processing machines, which are usually CNC machine tools that perform machining operations, although other types of automated workstations such as inspection stations are also possible, (2) a material-handling system, such as a conveyor system, which is capable of delivering work parts to any machine in the FMS, and (3) a central computer system that is responsible for communicating NC part programs to each machine and for coordinating the activities of the machines and the material-handling system. In addition, a fourth component of an FMS is human labour. Although the flexible manufacturing system represents a high level of production automation, people are still needed to manage the system, load and unload parts, change tools, and maintain and repair the equipment.

Задание 4. Answer the following questions:

1. What is a flexible manufacturing system?
2. What is the difference of an FMS from an automated production line?
3. What kinds of products is an FMS ideal for?
4. What are the components of an FMS?
5. What are the processing machines?
6. What is a material-handling system capable of?
7. What is a central computer system responsible for?
8. What is a fourth component of an FMS?
9. Why are people still needed in FMS?

Раздел 5 Тема 5.2 Перспективы развития роботизированного производства

Задание 1. Study the text and get prepared to discuss the main items:

1. Why is the collaborative application of industrial robots evolving dramatically today?
2. What is the role of collaborative industrial robots?
3. How do advances in robotics technology allow us to use robots?
4. What functions do robots perform in different industries?
5. What is AL and its role in the future?
6. What are the opportunities of industrial robotics?

The Future of Industrial Robots and Applications

Today's robots are less about their mechanical structure. They are data collectors. Earlier generations of robots had to be separated into their own world, whereas today they can be integrated into the workforce.

In the past, robots were asked to do very specific tasks, usually in a fixed location. But today, the collaborative application of industrial robots is evolving dramatically, thanks to environmentally aware sensors that impact their form factor and functionality. Now, these collaborative industrial robots, or co-bots, work alongside factory operators, doing a fraction of all the stuff human workers do. The proliferation of sensors has made it possible for them to operate in an environment with people and record information about their environment. As a result, we can collect data on every step of the manufacturing process for full traceability and detailed data analysis to make better decisions for the future.

Advances in robotics technology also allow us to take robots from the factory floor and make them mobile and autonomous for brand new applications, such as in retail. Autonomous robots have taken grocery stores by storm in 2019, with Ahold Delhaize's introduction of Badger Technologies' robot, which is designed to improve store operations. Equipped with numerous sensors, navigation systems and cameras, the robot navigates store aisles alongside employees and customers to scan floors for hazardous conditions like spills.

Concurrently, the robot keeps stock on missing, mispriced or misplaced inventory. But in the future, autonomous robots will work in all aspects of retail, from the warehouse to delivery.
In other industries, such as agriculture, robotic drones can examine a field to find deficiencies in crops. They can analyze the water and dryness levels while determining the ripeness of the goods. Mobile robots and drones monitor oil and gas pipelines and electric transmission systems performing regular inspection and looking for signs of maintenance needs, to efficiently dispatch maintenance teams.
At their core, robots still do the mundane, monotonous and time-consuming tasks employees don't enjoy while providing invaluable data to improve operations. Without sensors and other recent advancements, none of this would be possible. Artificial intelligence (AI), of course, is a key part of the conversation. AI will reshape the capabilities of robotic technology, but that's still at least a decade in the future. In the meantime, AI can help companies take a population of robots that do the same task and provide all the data to a centralized location, which in return can be used to make that whole network of robots smarter and more efficient.
In industrial robotics, success is about exponentials. It's riding exponential technology curves in related industries to robots in order to drive adoption. It's hard to drive technology innovation within an industry-but when you adopt technologies from "outside" industries, opportunities are limitless.

Задание 2. Прочитайте и переведите на русский язык текст “Why Robotic Automation is the Future in Manufacturing»

1.3 Учебные задания

6 семестр

Учебные задания выполняются в виде составления электронного письма по примеру:

Mrs Jane Tumin
HR Manager
Sommertim
7834 Irving Street
Denver, Colorado

Mrs Lean
9034 Cody Street
Denver, Colorado
USA, 90345

February 15, 2016

Dear Mrs Lean
With reference to our telephone conversation yesterday I am glad to tell you that we offer you the position of Senior Lawyer in our company. You will be provided with company car according to the corporate policy and full medical insurance. Your salary will be $100 000 per year according to your request. You may learn about job conditions in job offer attached to this letter.
With respect,
Jane Tumin,
HR Manager

2. Тестирование по лексике и грамматике

Тестирование проводится для определения степени усвоения материалов на практических занятиях, а также выполнения самостоятельной работы в рамках часов, отведенных на самостоятельную работу обучающихся, в СУО «Moodle».

3 семестр

1. My cousins are schoolchildren. …….study very well.
Ответ №1 he
Ответ №2 they
Ответ №3 your
Ответ №4 Her

2. Pass ……some bread, please.
Ответ №1 his
Ответ №2 me
Ответ №3 your
Ответ №4 Their

3. We are students of the Siberian State Industrial University. There are 25 students in ……group.
Ответ №1 they
Ответ №2 me
Ответ №3 us
Ответ №4 our

4. «Did you see our boss yesterday?» «No, I didn't. I haven't seen ……for ages».
Ответ №1 he
Ответ №2 she
Ответ №3 him
Ответ №4 his

5. My relatives have three children. ……children are wonderful!
Ответ №1 them
Ответ №2 they
Ответ №3 their
Ответ №4 he

6. I …..at the Art Gallery yesterday.
Ответ №1 is
Ответ №2 are
Ответ №3 was
Ответ №4 am

7. The students are writing a serious test now. Everybody …..very attentive.
Ответ №1 is
Ответ №2 are
Ответ №3 were
Ответ №4 am

8. They say that it……very cold next winter.
Ответ №1 was
Ответ №2 are
Ответ №3 will be
Ответ №4 is

9. ……you ready for the test now?
Ответ №1 are
Ответ №2 is
Ответ №3 were
Ответ №4 am

10. ……..the students…..at the laboratory tomorrow?
Ответ №1 was
Ответ №2 are
Ответ №3 will be
Ответ №4 is

11. Everybody ……the right to get higher education.
Ответ №1 have
Ответ №2 haves
Ответ №3 has
Ответ №4 will has

12. Who …..a pet at home?

Ответ №1 has
Ответ №2 have
Ответ №3 haves
Ответ №4 haven't

13. We cannot go there. We …… free time.
Ответ №1 do not have
Ответ №2 have not
Ответ №3 does not have
Ответ №4 haven't

14. She dreams that she…….a new house next year.
Ответ №1 had
Ответ №2 has
Ответ №3 will have
Ответ №4 haven't

15. ……..you…… any chance to get that job last year?
Ответ №1 will have
Ответ №2 Did have
Ответ №3 Do have
Ответ №4 Have not

16. Which is ….: the United States or Canada?
Ответ №1 large
Ответ №2 larger
Ответ №3 More larger
Ответ №4 More large

17. What is the name of the …. port in the USA?
Ответ №1 bigger
Ответ №2 biggest
Ответ №3 More big
Ответ №4 Mostbig

18. Moscow is the …. city in Russia.
Ответ №1 largest
Ответ №2 Most large
Ответ №3 More large
Ответ №4 Large

19. The London underground is the …. in the world.
Ответ №1 oldest
Ответ №2 older
Ответ №3 Most old

Ответ №4 Moreold

20. St Petersburg is one of the ….. cities in the world.
Ответ №1 beautiful
Ответ №2 most beautiful
Ответ №3 more beautiful
Ответ №4 beautifilest

5 семестр

A. ***Which is the general question to following sentences?***

1. English is the language of communication, business, science and culture.
A) English the language of communication, business, science and culture?
B) Is English the language of communication, business, science and culture?
C) Are English the language of communication, business, science and culture?
D) Does English the language of communication, business, science and culture?

2. Over 1 billion people learn English every year.
A) Learn over 1 billion people English every year?
B) Do over 1 billion people English every year?
C) Do over 1 billion people learn English every year?
D) Does over 1 billion people learn English every year?

3. A person can read original foreign newspapers and books.
A) Can a person read original foreign newspapers and books?
B) Does a person can read original foreign newspapers and books?
C) Can a person original foreign newspapers and books?
D) Do a person can read original foreign newspapers and books?

4. Many joint enterprises have appeared in Russian cities.

A) Are many joint enterprises appeared in Russian cities?

B) Do many joint enterprises have appeared in Russian cities?

C) Has many joint enterprises appeared in Russian cities?

D) Have many joint enterprises appeared in Russian cities?

5. Russian people travelled a lot.

A) Did Russian people travelled a lot?

B) Do Russian people travel a lot?

C) Did Russian people travel a lot?

D) Does Russian people travel a lot?

B. ***Which is the special question to the underlined words?***

6. There are <u>four parts</u> in the UK.

A) How many are there in the UK?

B) How many parts are there in the UK?

C) How many parts are in the UK?

D) How many are parts in the UK?

7. <u>Northern Ireland</u> is the smallest component of the UK.

A) Where is the smallest component of the UK?

B) Why is Northern Ireland the smallest component of the UK?

C) What part is the smallest component of the UK?

D) Which part is the smallest component of the UK?

8. Wales became a part of England <u>in 1536</u>.

A) When Wales became a part of England?

B) When did Wales became a part of England?

C) How did Wales become a part of England?

D) When did Wales become a part of England?

9. The wool industry is centered <u>in Leeds and Bradford</u>.

A) How is the wool industry centered?

B) Where is the wool industry centered?

C) When is the wool industry centered?

D) Why is the wool industry centered?

10. The Welsh are fond of folk music and poetry.
A) Who is fond of folk music and poetry?
B) Who are fond of folk music and poetry?
C) Who fond of folk music and poetry?
D) Who fonds of folk music and poetry?

C. ***Which verb forms are used in the following sentences?***

11. The library of Congress _____ in 1815.
A) were founded
B) is founded
C) will be founded
D) was founded

12. Several important government buildings _____ in Washington .
A) will be situated
B) is situated
C) were situated
D) are situated

13. The USA _____ of fifty states and the District of Columbia.
A) was made up
B) is made up
C) will be made up
D) are made up

14. The country _____ by native Americans.
A) wasn't settled and developed
B) weren't settled and developed
C) isn't settled and developed
D) aren't settled and developed

15. The reconstruction of the National Gallery of Art _____ next year.
A) is finished
B) will be finished
C) was finished
D) were finished

D Which verb form will you use to translate the following sentences?

16. Вы не хотели бы выпить чашку кофе?
A) want
B) would like
C) will like
D) like

17. На какой рейс Вы хотели бы купить билет?
A) want
B) like
C) will like
D) would like

18. Вы любите гулять в парке?
A) like
B) want
C) would like
D) will like

19. Как бы Вы хотели оплатить счет за гостиницу – наличными или по карте?
A) like
B) will like
C) would like
D) want

20. Что Вы любите делать по вечерам?
A) would like
B) will like
C) want

D) like

6 семестр

I. Выберите форму глагола для перевода следующих предложений.

1. В Англии многие семьи живут в собственных домах.
a) lived
b) lives
c) live

2. Сотовый телефон будет играть главную роль в общении людей.
a) will play
b) played
c) is played

3. Жевательная резинка была изобретена в 1906 году.
a) invented
b) was invented
c) were invented

4. На первом курсе студенты изучают общеобразовательные предметы.
a) are studied
b) will study
c) study

5. Смотри! Самолёт летит!
a) is flying
b) flew
c) was flying

6. Закон всемирного тяготения объяснял движение планет.
a) was explained
b) is explained
c) explained

7. Многие проекты И.П. Кулибина не были реализованы.
a) do not realize
b) was not realized
c) were not realized

8. Текст уже перевели.
a) is already translated
b) has already been translated

c) was already translated

9. После окончания университета я буду работать по своей специальности на заводе или в исследовательском институте.
a) works
b) will work
c) will be worked

10. Сейчас эта проблема обсуждается во всех студенческих группах.
a) is discussing
b) is discussed
c) is being discussed

II. Выберите правильный перевод вопроса.

1. Кто изобрел телевизор?
a) Who did invent TV?
b) Who was invented TV?
c) Who invented TV?

2. Кого назначили директором?
a) Who was appointed a director?
b) Who has been appointed a director?
c) Who did a director appoint?

3. Ты хотел бы помочь ему?
a) Do you help him?
b) Will you help him?
c) Would you like to help him?

4. Какую программу пишет сейчас этот программист?
a) What program does this programmer write?
b) What program is this programmer writing now?
c) What program did this programmer write?

5. Ты любишь путешествовать?
a) You like travelling?
b) Are you like travelling?
c) Do you like travelling?

III. Выберите правильный вариант: a, b, or c.

1. He says ___ the weather is splendid.
   a) what b) that c) how
2. I know __ he is a good driver.
   a) since b) that c) which

3. I went to the shop ___ I wanted to buy some bread.
a) that b) because c) if
4. I don't know __ he smokes.
a) if b) who c) since
5. She left __ I came.
a) before b) how c) who
6. I'll call you __ they come back.
a) as soon as b) how c) which
7. He doesn't tell us __ they will come.
a) who b) because c) when

7 семестр

Choose the best answer for each gap.

1. At first I didn't like my job, but _____ to enjoy it now.
A *I began* B *I'm beginning*

2. I don't understand this sentence. What _____ ?
A *does mean this word* B *does this word mean* C *means this word*

3. Jim is on holiday. He _____ to Italy.
A *is gone* B *has gone* C *has been*

4. Where's the book I gave you? What _____ with it?
A *have you done* B *have you been doing* C *are you doing*

5. _____ a lot of sweets when you were a child?
A *Have you eaten* B *Had you eaten* C *Did you eat*

6. Sam _____ in Scotland for ten years. Now he lives in London.
A *lived* B *has lived* C *has been living*

7. I'm tired. _____ to bed now. Good night.
A *I go* B *I'm going*

8. Don't worry _____ late tonight.

A *if I'm* B *when I'll be* C *if I'll be*

9. What was the problem? Why _____ leave early?
A *had you to* B *did you have to* C *must you* D *you had to*

10. _____ a bit longer? but I really have to go now.
A *I'd stay* B *I'll stay* C *I can stay*

11. We _____ by a loud noise during the night.
A *woke up* B *were waking up* C *were woken up*

12. A new supermarket is going to _____ next year.
A *building* B *be building* C *be built* D *build*

13. Paul left the room suddenly. He said he _____ to go.
A *had* B *has* C *have*

8 семестр

1. Hello, Mary. I didn't expect to see you today. Peter said you _____ in hospital.
A *were* B *was* C *are*

2. "What time _____ ?" – "At 7.30."
A *begins the film* B *does begin the film* C *does the film begin*

3. The police officer stopped us and asked where _____ .
A *we are going* B *are we going* C *we were going* D *were we going*

4. Do you want _____ with you or do you want to go alone?
A *me going* B *me to go* B *that I go*

5. I'm thinking _____ a house. Do you think it's a good idea?
A *to buy* B *of to buy* C *of buying*

6. _____ a hotel, we looked for somewhere to have dinner.

A *Finding* B *We found* C *After finding*

7. Sandra is _____ . She works in a large hospital.

A *nurse* B *a nurse* C *the nurse*

8. Helen works six days _____ week.

A *in* B *for* C *a* D*the*

9. Have you been to _____ .

A *Canada or US* B *the Canada or the US* C *Canada or the US* D *the Canada or US*

10. He's lazy. He never does _____ work.

A *some* B *no* C *any*

11. Good bye! I'll se you _____.

A *Friday morning* B *on Friday morning* C *in Friday morning*

12. When did they _____ the hotel?

A *arrive to* B *arrive at* C *arrive in*

13. Have you read anything _____ Ernest Hemingway?

A *of* B *from* C *by*

14. I'm not very good _____ repairing things.

A *at* B *for* C *in* D *about*

3. Диалог

(Подготовка диалога в рамках самостоятельной работы с последующим воспроизведением его на практическом занятии. Образцы диалогов представлены в методических указаниях к практическим занятиям и самостоятельной работе)

5 семестр

Раздел 2 Тема 2.1 Речевой этикет

Диалог Телефонный разговор
Make up a dialogue using the following sentences.
Answering the phone (formal)
– Hello? Serena speaking. (caller unknown)
– John Sayles is speaking. Who's calling, please? (caller unknown)
– Doctor Martin's office. May I know who's calling, please? (caller unknown)
– Thank you for calling Jeans Plus. Jody speaking.
– Hello Maria. Nice to hear from you.
– Hello Dr Jones. How can I help you?
– City Library. Kim speaking. What can I do for you, Robert?
Introducing yourself
– Hey George. It's Lisa calling.
– Hello, this is Julie Madison calling.
Asking to speak with someone
– Can I talk to Josef? Tell him Marilyn's calling.
– May I speak to Mr. Green in the accounting department, please?
– Good morning. Is Dr Martin available, please?
Connecting someone
– Just a sec. I'll get him.
– Hang on a moment. I'll see if she's in.
– One moment please. I'll see if he's available.
– Hold the line please. I'll put you through in a moment.
– Please hold while I put you through to the manager's office.
– All of our staff are busy at this time. Please hold for the next available person.
Making a request
– Could you please repeat that?
– Would you mind spelling that for me?
– Could you speak up a little, please?
– Can you speak a little slower, please. My English isn't very good, I'm afraid.
– Could you let me know when she'll be in the office, please?
– Would you mind calling back in an hour? I'm in a meeting just now.
– Can you call again? I think we have a bad connection.

– Please hold for just a minute. I have another call.
– Please don't call this number again.

Taking a message

– Can I take a message?
– Would you like to leave a message?
– Sammy's not in. I can tell him you called if you like.
– No, that's okay. I'll call him later.

Диалог Собеседование при устройстве на работу

Read the interview and make up your own taking it as a model.

Job Interview

– Good morning, Miss Jones. So you applied for a job in our team. Am I right?
– Yes, I did. I sent my resume for a position of a restaurant manager.
– That`s good. I`d like to know a bit more about you. Probably you could tell us about your education first.
– Well, I left school at 17 and then for the next five years I studied at Kazan Federal University. I graduated the Department of economics with high honors and was qualified as a manager of enterprise. And after that I did a one-year computer course.
– Well. Your education sounds great, Miss Jones. And have you got any experience? Have you worked before?
– Certainly. First I worked as a manager at children’s clothes shop. I stayed there for four years and then I moved on to my present company. They offered me a job of a manager in a big cafe.
– That`s very interesting. Why aren’t you happy with your present job, Miss Jones? Why are you going to leave them?
– Well. The salary isn’t so bad, I must admit. But the work schedule isn’t convenient for me. And I often do a lot of overtime there. Besides you have an excellent reputation and I hope to have more opportunity and growth potential in your company.
– I see. Do you mind business trips? And are you fluent in Italian or German?
– Oh, foreign languages are my favorites. We did Italian and German at the University and I use them when I travel.
– Very good. Can you tell me about your good points then?
– Well… I start my work on time. I learn rather quickly. I am friendly and I am able to work under pressure in a busy company.

– OK. That’s enough I think. Well, Miss Jones. Thank you very much. I am pleased to talk to you and we shall inform you about the result of our interview in a few days. Good-bye.

Раздел 3 Тема 3.1 Участие в переговорах в качестве специалиста

Диалог Организация и участие в переговорах, деловых встречах. Ведение переговоров.
Read and act the dialogue «Business negotiations».

– And now I’d like to discuss with you the year results of our new contract with the “TechArt Group”.
– So the contract was signed 10 months ago and in the beginning the outcome was under a big question. We provided them with high quality raw materials for their production chain but one supply was with a big percentage of waste.
– So how did you solve the problem?
– We changed the delivery and suggested them a discount on the following dispatch. Now our total turnover is over 2 billion dollars. It is 5% higher than what we expected.
– That is a good outcome. Are they going to sign a contract for the next year deliveries?
– Yes, they certainly will. They are happy with our delivery terms and payments. And what is more, we are discussing their new project now.
– It is great. Keep working this way.

Диалог Job Interview

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Yes, I did. I sent my resume for a position of a restaurant manager.
That`s good. I`d like to know a bit more about you. Probably you could tell us about your education first.
Well, I left school at 17 and then for the next five years I studied at Kazan Federal University. I graduated the Department of economics with high honors and was qualified as a manager of enterprise. And after that I did a one-year computer course.
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Certainly. First I worked as a manager at children's clothes shop. I stayed there for four years and then I moved on to my present company. They offered me a job of a manager in a big cafe.
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Well. The salary isn't so bad, I must admit. But the work schedule isn't convenient for me. And I often do a lot of overtime there. Besides you have an excellent reputation and I hope to have more opportunity and growth potential in your company.
I see. Do you mind business trips? And are you fluent in Italian or German?
Oh, foreign languages are my favorites. We did Italian and German at the University and I use them when I travel.
Very good. Can you tell me about your good points then?
Well… I start my work on time. I learn rather quickly. I am friendly and I am able to work under pressure in a busy company.
OK. That's enough I think. Well, Miss Jones. Thank you very much. I am pleased to talk to you and we shall inform you about the result of our interview in a few days. Good-bye.

7 семестр

Раздел 4 Тема 4.2 Финансовые операции

Диалог "At the bank"
Read and act the dialogue « At the bank».

– Good afternoon, madam.
– Good afternoon, sir. How can I help you?
– Yes. I'd like to withdraw $ 500.
– But you could have used our ATM machine for that purpose. It's very easy and fast.
– Well. I have just tried to access my account several times there. But I guess something is wrong with the machine.
– OK. Are you sure you entered the correct pin number?
– Absolutely. I've been your customer for about 10 years already and I've never been denied the access.
– OK, sir. Please, don't worry. Let's have a look at your account from my computer. Is it a saving or checking account?
– It's a checking account. Here is my ID, madam.

– Thank you, Mr. Barney. Can I have your account number, please?
– Sure. It’s 4558 6742.
– OK. … Well. There is nothing wrong with your account, sir. So, what kind of transactions are you going to make now?
– I want to deposit this check and withdraw $ 500, please.
– OK. The money from your check should be in your account within 3 working days.
– Yes, I know.
– How would you like your cash?
– In 50’s, please.
– Just a minute. Here is your cash, sir. Please, ensure that you’ve got the exact amount of money.
– Yes. Everything is right. And could I have my statement printed out, please?
– Certainly, sir. Here you are.
– Thank you for your help.
– Have a nice day!

8 семестр

Раздел 4 Тема 4.3 Участие в совещании

Диалог “Discussing budget planning”
Read and act the dialogue «Discussing budget planning».

– So we gathered here to discuss budget planning for the next year expenditures. What I want to underline is that basing on the latest research we are going to face some financial difficulties. So we need to prepare and cut the budget.
– First of all I would like to say that no redundancy will take place. We are staffed better than ever before. All our employees correspond to the required level and do their job well. Besides, we cannot cut down production financing. As even a small decrease in the quality of raw materials largely results in the goods quality.
– So what is going to be cut down is the marketing budget. I appreciate what marketing department does for the company. What is more, I realize that this is going to create huge difficulties for the marketers. But we all understand what will happen if we don’t do this way.

4. Презентация

Презентация – средство или метод, который используют в обучении (особенно иностранным языка) и подготовке работников и специалистов. Подготовка презентации проходит в рамках самостоятельной работы с последующим представлении ее на практическом занятии.

3 семестр

Раздел 1 Тема 1.2 Чтение чертежей и технической документации на английском языке.

Презентация чертежа

4 семестр

Раздел 1 Тема 1.5 Основные операции в профессиональной деятельности

Презентация на тему «Профессиональная деятельность»

6 семестр

Раздел 3 Тема 3.2 Торговые операции

Презентация по теме «Торговля в разных странах»

7 семестр

Раздел 4 Тема 4.1 Структура компании

Презентация компании

8 семестр

Раздел 4 Тема 4.4 Участие в выставках в качестве специалиста

Презентация оборудования

Раздел 5 Тема 5.1 Робототехника на производстве

Презентация «Industrial robotics».

Раздел 5 Тема 5.2 Перспективы развития роботизированного производства

Презентация «Innovative developments in robotics».

5. Оценивание обучающегося на зачете

Промежуточная аттестация производится на основе текущего контроля успеваемости при условии выполнения всех заданий в семестре, предусмотренных фондом оценочных средств по дисциплине.