Министерство науки и высшего образования Российской Федерации

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

Университетский колледж

УТВЕРЖДАЮ
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подпись
«____» _____ 20___ г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Иностранный язык в профессиональной деятельности

27.01.01 «Контролер измерительных приборов»
(направленность (профиль): «Контроль измерительных приборов»)

Квалификация выпускника
Контролер

Форма обучения
Очная форма

Срок обучения: 0 лет 10 месяцев

Год начала подготовки 2026

Новокузнецк
2026

СибГИУ
Подлинник электронного документа хранится в системе электронного согласования документов СибГИУ
ДОКУМЕНТ ПОДПИСАН ЭП
Сертификат: c7fcee22ea712e8a9d62ca0595e78e8dabbfaa85
Владелец: Директор ИПИТ Кольчурина Ирина Юрьевна
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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 профессии

Учебная дисциплина относится к учебным дисциплинам социально-гуманитарного цикла ООП по профессии 27.01.01 «Контролер измерительных приборов».

Учебная дисциплина опирается на базовые знания и компетенции, полученные в процессе получения предыдущего образования.

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

– Технология контроля мер, измерительных приборов, специальных инструментов и приспособлений различной сложности;
– Метрология и стандартизация.

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.	понимать общий смысл четко произнесенных высказываний в пределах литературной нормы на известные темы (профессиональные и бытовые); понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснить свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы. Участвовать в обсуждении профессиональных ситуаций, проблем; составлять и оформлять документы необходимые для осуществления профессиональной трудовой деятельности; Формулировать информационный запрос; пользоваться различными информационно-справочными системами для поиска информации Осуществлять поиск, отбор профессиональной документации с помощью справочно-правовых систем и др;	правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности. Знать основные правила составления и оформления различных деловых документов, необходимых для осуществления профессиональной трудовой деятельности Знать принципы и виды поиска информации в различных поисковых системах; знать правила обработки информации; Знать формы представления информации

	переводить (со словарем) иностранную профессиональную документацию Переводить (со словарем) иностранную профессиональную документацию Оформлять результаты оценки соответствия готовой продукции, условий ее хранения и транспортировки Формировать пакет документов, необходимых для сертификации продукции (услуг)в соответствии с выбранной схемой сертификации и требованиями центра стандартизации и сертификации Оформлять производственно-техническую документацию в соответствии с действующими требованиями Выбирать требуемые положения из отраслевых, национальных и международных стандартов для разработки стандарта организации; разрабатывать стандарты организации с учетом существующих требований к их содержанию и оформлению	Виды и типы профессиональной документации (инструкции, регламент, техпаспорта, стандарты и др); лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) профессиональной документации Нормативные и методические документы, регламентирующие вопросы качества продукции (сырья, материалов, полуфабрикатов и комплектующих изделий Нормативные и методические документы, регламентирующие методы и сроки поверки средств измерения, испытания оборудования и контроля оснастки и режущего инструмента) . Требования нормативных и методических документов, регламентирующие вопросы делопроизводства Требования к оформлению документации на подтверждение соответствия; виды документов и порядок их заполнения на продукцию,

		несоответствующую установленным правилам

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***	***1 семестр***
Форма промежуточной аттестации		*зачет*
Трудоёмкость, *академ. час.*	***44***	*44*
Лекции, *академ. час.*	***0***	*0*
в форме практической подготовки	***0***	*0*
Лабораторные работы, *академ. час.*	***0***	*0*
в форме практической подготовки	***0***	*0*
Практические занятия, *академ. час.*	***24***	*24*
в форме практической подготовки	***0***	*0*
Курсовая работа / проект, *академ. час.*	***0***	*0*
в форме практической подготовки	***0***	*0*
Консультации, *академ. час.*	***0***	*0*
в форме практической подготовки	***0***	*0*
Самостоятельная работа, *академ. час.*	***20***	*20*
в форме	***0***	*0*

практической подготовки		
Контроль, *академ. час.*	***0***	*0*
в форме практической подготовки	***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 эксперта по качеству. Востребованность профессии в современном мире. Английский язык-язык международного общения в современном мире. Его необходимость для развития профессиональной квалификации. Подготовка к WS по компетенциям Управление жизненными циклами. 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.);

Тема 1.3 Промышленное оборудование (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 (measure-measurement; flame-flammable; extract-extraction); предлоги места.

Говорение: Group discussion: «Management».);

Тема 1.4 Машинное оборудование (Грамматический материал: условные предложения (Second and Third conditional).
Лексический материал: изучение и отработка лексики по теме

«Стандарты качества»
Говорение: Group discussion: «The modern standards of quantities».);

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).);

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), составление резюме.
Говорение: Telephone Talk; тематическая ролевая игра (собеседование при устройстве на работу).);

Раздел 3 Деловое общение с клиентами и партнерам;

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));

Тема 3.3 Ведение деловой переписки (Грамматический материал: неисчисляемые существительные
Лексический материал: реквизиты и структура делового письма
Говорение: написание делового письма.).

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	4	
Раздел 1;	Чтение чертежей и	2	

Тема 1.2.	технической документации на английском языке		
Раздел 1; Тема 1.3.	Менеджмент	2	
Раздел 1; Тема 1.4.	Стандарты качества	4	
Раздел 1; Тема 1.5.	Основные операции в профессиональной деятельности	2	
Раздел 2; Тема 2.1.	Речевой этикет	2	
Раздел 3; Тема 3.1.	Участие в переговорах в качестве специалиста	2	
Тема 3.2.	Торговые операции	4	
Тема 3.3.	Ведение деловой переписки	2	
Итого:		**24**	**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.	1. Изучение теоретического материала; 2. Подготовка к практическому занятию; 3. Прохождение тестирования.	6	
Раздел 2.	1. Изучение теоретического материала;	6	

	2. Подготовка к практическому занятию.		
Раздел 3.	1. Изучение теоретического материала; 2. Подготовка к практическому занятию; 3. Прохождение тестирования.	8	
Итого:		**20**	**0**

10 Матрица компетентностных задач по учебной дисциплине

Контролируемые разделы (темы) дисциплины	Контролируемые компетенции	Оценочные средства
Раздел 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 2.	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
Раздел 3.	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
Зачет.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Зачет на основе результатов текущего контроля

11 Входной контроль

Дисциплина «Иностранный язык в профессиональной деятельности», изучаемая в 1 семестре, не подразумевает проведение входного контроля и рассчитана на обучающегося 1 курса, поступившего в университет в соответствии с Правилами приема в СибГИУ.

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 СибГИУ.

Формы проведения текущего контроля – диалог; контрольно-тренировочные упражнения; наблюдение за работой на практическом занятии; перевод и работа с текстом; тестовые 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 СибГИУ 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 правильной последовательности; умеет работать с инструментами и/или средствами вычислительной техники.	1,25
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 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 узуальные ошибки.	хорошо
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

12.2.5 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	Не полный объем высказывания. Высказывание соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация не всегда на	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

	соблюдены.	соответствующем уровне, но нормы вежливости соблюдены.	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 данного года обучения языку.	Лексические ошибки незначительно влияют на восприятие речи обучающегося.	Лексические ошибки значительно влияют на 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,	Говорящего очень сложно понять; речь воспринимается с трудом из-за большого количества фонетических ошибок; интонация обусловлена влиянием родного языка.

		английских фонем сходными русскими); общая 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

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.

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, если он твердо знает программный материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, обладает необходимыми умениями и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по учебной дисциплине.
не зачтено	Оценка «не зачтено» выставляется обучающемуся, который не знает значительной части программного материала,

Оценка	Требования к знаниям
	неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы. Как правило, оценка «не зачтено» ставится обучающимся, которые не могут продолжить обучение без дополнительных занятий по данной учебной дисциплине.

Задания и вопросы для промежуточной аттестации обучающихся приведены в приложении.

14 Учебно-методическое и информационное обеспечение учебной дисциплины

а) основная литература:

1 Кузьменкова, Ю. Б. Английский язык для технических колледжей (A1) : учебное пособие для СПО / Ю. Б. Кузьменкова. – Москва : Юрайт, 2021. – 207 с. – (Профессиональное образование). – ISBN 978-5-534-12346-3. – URL: https://urait.ru/bcode/475659 (дата обращения: 27.05.2026);

2 Коваленко, И. Ю. Английский язык для инженеров : учебник и практикум для СПО / И. Ю. Коваленко. – Москва : Юрайт, 2021. – 278 с. – (Профессиональное образование). – ISBN 978-5-534-02712-9. – URL: https://urait.ru/bcode/469541 (дата обращения: 27.05.2026);

3 Аитов, В. Ф. Английский язык (A1-B1+) : учебник для среднего профессионального образования / В. Ф. Аитов, В. М. Аитова, С. В. Кади. — 13-е изд., испр. и доп. — Москва : Издательство Юрайт, 2026. — 195 с. — (Профессиональное образование). — ISBN 978-5-534-22081-0. – URL: https://urait.ru/bcode/600767 (дата обращения: 27.05.2026).

б) дополнительная литература:

1 Кузьменкова, Ю. Б. Английский язык для технических колледжей (A1) : учебное пособие для СПО / Ю. Б. Кузьменкова. – Москва : Юрайт, 2021. – 207 с. – (Профессиональное образование). – ISBN 978-5-534-12346-3. – URL: https://urait.ru/bcode/415183 (дата обращения: 27.05.2026);

2 Кузьменкова, Ю. Б. Английский язык (A2–B2) : учебник и практикум для среднего профессионального образования / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2025. — 412 с. — (Профессиональное образование). — ISBN 978-5-534-09154-0. – URL: https://urait.ru/bcode/560706 (дата обращения: 27.05.2026);

в) ресурсы информационно-телекоммуникационной сети «Интернет»:

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

2 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;

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

4 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;

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

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

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

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

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 профессии 27.01.01 «Контролер измерительных приборов».

Составитель(и):

преподаватель Шемберг Светлана Валерьевна (университетский колледж).

Рабочая программа одобрена на заседании педагогического совета УК

Согласована:

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Приложение

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

1 семестр

1. Контрольно-тренировочные упражнения (примерные)

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

(Раздел 1 Тема 1.1)

Exercise 1. Use the verb in Future Simple.

1. I (to be) very busy at the beginning of January. We (to have) our exams.
2. This day (to come) soon.
3. Who (to join) me? Perhaps I (to drive) to Moscow this weekend.
4. You (to help) me or not?
5. He (to come) to see me next year.
6. How long you (to be) away? We (to miss) you.
7. She (to have) lunch in fifteen minutes.
8. I think I (to get up) earlier tomorrow.
9. Alex (to help) Maria to pass her exam, I'm sure.

Exercise 2. Use the verb in Present Simple or Future Simple.

1. Before you (to cross) the park, you (to come) to a square.
2. If I (to stay) some more days in your city, I (to call) on you and we (to have) a good talk.
3. After I (to finish) school, I (to enter) the University.
4. When he (to return) to Samara, he (to call) on us.
5. If I (to see) him, I (to tell) him about her letter.
6. The child (not to be) healthy, if you (not to give) him much vitamins.
7. I (to sing) you this song, if you (to tell) me the words.
8. If it (to be) very cold tonight, our car (not to start) in the morning.
9. I hope you (to join) us when we (to gather) in our country house the next time.
10. If the weather (to be) nice, we (to go) to the beach.

Exercise 3. Use the verb in Future Simple or Present Progressive.

1. Do you think it (rain) tomorrow?
2. I can't visit you tomorrow. I (work).
3. I'm sure you (win) this match.

4. What time he (leave) tomorrow?
5. Perhaps, she (visit) London one day.
6. I think, I (buy) this dress.
7. Look at the clouds! It (go) to rain!
8. Our neighbours (have) a party next week. They invite us

Exercise 4. Use the correct form of the adjective.

1. This text is the _____ of all.
2. I was ill last week but today I am_____
3. Park Street is _____ than Market Street.
4. This jacket is small for me. Show me a _____ one.
5. What is the _____ thing in life?
6. A crocodile is _____ than a water snake.
7. Helen is the _____ girl in our class.

Exercise 5. Use the correct form of the adjective.

1. Jill's a far_____ (intelligent) person than my brother.
2. Kate was the_____ (practical) of the family.
3. Greg felt _____ (bad) yesterday than the day before.
4. This wine is the _____ (good) I've ever tasted.
5. Jack was the_____ (tall) of the two.
6. Jack is the_____ (clever) of the three brothers.
7. If you need any _____ (far) information, please contact our head office.
8. The sinking of Titanic is one of _____ (famous) shipwreck stories of all time.
9. Please, send the books back without_____ (far) delay.
10. The deposits of oil in Russia are by far the _____ (rich) in the world.
11. Could you come a bit _____ (early) tomorrow?
12. I like this song _____ (well) than the previous one.
13. Which of these two performances did you enjoy _____ (much)?
14. The fire was put out_____ (quickly) than we expected.

Exercise 6. Use *more* or *less.*

1. People are_____ intelligent than monkeys.
1. Summer holidays are ____ splendid than winter holidays.
2. Maths is _____ important than English.
3. Books are _____ interesting than films.
4. Writing in English is_____ difficult than speaking.
5. Parents are_____ helpful than teachers.
6. Reading is_____ useful than watching TV.
7. Food is _____ expensive than clothes.

Exercise 7. Read the sentences and choose the correct answer.

1. Mike found himself a _____ job somewhere out of town.
a) safer
b) more safe
c) more safer
d) safest
2. We prefer the Palm Beach though it is_____ from the center.
a) the farther
b) farthest
c) the farthest
d) furthest
3. This detailed map is _____ the atlas.
a) more useful as
b) more useful like
c) more useful than
d) usefuller as
4. Safari parks are _____ places of all to keep animals.
a) better
b) the best
c) most better
d) more better
5. This computer is _____ advanced than the old model.
a) farther
b) far most
c) far
d) far more
6. They talked about _____ developments in agriculture.
a) the least
b) the latter
c) the latest
d) the late
7. The situation is_____ now and there isn't an easy solution.
a) less more complicated
b) many more complicate
c) much more complicated
d) farther more complicated
8. People stay indoors during the _____ part of the day.
a) most hottest
b) more hotter
c) most hotter
d) hottest

(Раздел 1 Тема 1.2)

Exercise 8. 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.

Exercise 9. 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

Exercise 10. 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.

Exercise 11. 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.

Exercise 12. 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.

Exercise 13. 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.

Exercise 14. 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.

Exercise 15. Choose the correct option.

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

Exercise 16. 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.

Exercise 17. 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.

Exercise 18. 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.

Exercise 19. 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)

Exercise 20. 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)

Exercise 21. 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. He02llo! 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.

Exercise 22. 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.

Exercise 23. 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.
13. I am trying … (lift/to lift) this heavy stone.
14. Let me … (give/to give) you some advice.

15. It may … (cost/to cost) too much.
16. She saw him … (cross/to cross) the street.
17. I've decided ... (start) a new project.
18. She is trying ... (learn) Italian.
19. Can you ... (lend) me your dictionary, please?
20. Mother forgot ... (book) the tickets.
21. You shouldn't ... (argue) with your father.
22. Henry promised ... (help) her.
23. I really hope ... (get) an interesting job soon.
24. You must ... (pay) for the service.
25. Let me ... (introduce) myself.

Exercise 24. Find mistakes in the sentences.

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

Exercise 25. 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.

Exercise 26. Transfer the sentences in Active Voice into Passive Voice.

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

- Popov invented radio in Russia.
- Every four years people elect a new president in the USA.
- The police caught a bank robber last night.
- Sorry, we don’t allow dogs in our safari park.
- The postman will leave my letter by the door.
- Mum has made a delicious cherry pie for dinner.
- George didn’t repair my clock.
- Wait a little, my neighbor is telling an interesting story.
- My son can write some more articles about football.

10. You must clean your bedroom tonight.

Exercise 27. 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.

Exercise 28. 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.

(Раздел 1 Тема 1.4)

Exercise 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.

Exercise 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.

Exercise 3. Translate the sentences into English.

Джаггер пригрозил уйти в отставку, если правительство потерпит поражение.

Если бы в компании согласились, мы могли бы достичь быстрого прогресса.

Компания вернетденьги, если вы передумаете.

Выставка, возможно, закрылась бы, если бы они не нашли новых спонсоров.

Я бы отказался сотрудничать, если бы я был в вашем положении

Пожалуйста, сообщите врачу немедленно, если она покажет признаки улучшения.

Молли и Салли поняли бы свою ошибку, если бы только остались до конца.

Можете считать, что мы согласны, если не получите от нас новостей до воскресенья.
Если вы выпьете слишком много кофе, вы не сможете уснуть.
Если бы Джек привез карту, мы бы не заблудились.
Если бы Джон знал о встрече, то приехал бы
Если вы столкнетесь с Павлом, скажите ему, что я хочу его видеть.

(Раздел 1 Тема 1.5)

Exercise 4. Make up your own CV taking this as a model.

Personal data

Ivan Prokhorov

Generala Petrova str. 18-31, Nizhny Novgorod,

Nizhny Novgorod Region, Russian Federation

+7 906 3814632

ivan_prokhorov@gmail.com

Date of Birth: 15.09.1975

Marital Status: married

Objective

To obtain a position of service engineer that will allow me to use my knowledge and take advantage of my desire to work in Sulzer Ltd.

Education

Ufa State Oil Technical University Oktyabrskiy Branch (OF UGNTU) 08.1995 – 06.2000

Specialty: Engineer-mechanic

Work experience

10.2011 – till now

OAO «Rosneft»

Position: Head of Service of Manufacturing Custom Equipment.

Activities and responsibilities: Manage the production of service of manufacturing custom equipment. Control and technical maintenance of production metal parts

03.2010 — 10.2011 – OAO «Rosneft»

Position — Engineer-constructor

Activities and responsibilities: Schematic drawing metal parts for different equipment, technology of metal processing for the manufacture of metal parts.

Employment history

06.2007 — 03.2010

Gazprom:

Position: Engineer-constructor

Activities and responsibilities: constructor documentation of Installation Electric Submersible Pumps — Electric Submersible Pumps (18-400 m³/day), electric asynchronous motors, protector.

10.2000 — 06.2007

LUKoil:

Position: Engineer-constructor

Activities and responsibilities: constructor documentation of Installation Electric Submersible Pumps — Electric Submersible Pumps (18-400 m³/day), electric asynchronous motors, protector.

Skills

MS Word, MS Excel, Compas 3d.

Russian: native

English: Fluent reading, writing and speaking ability

Interests

Football, Reading, Mountain trekking.

References

Available upon request

(Раздел 2 Тема 2.1)

Exercise 5. Read the text “Inventors and their Inventions” and make up 5 questions (general and special questions) to ask your groupmates.

“Inventors and their Inventions”

New inventions are appearing every day to make our lives easier, longer, warmer, speedier and so on. But only a few inventors design a new machine or product that becomes so well-known that the invention, named after its creator, becomes a household word. Here are ten famous inventors and the inventions that are named after them:

1. Ladislao Biro, a Hungarian artist who emigrated to Argentina. In about 1943 he invented the ball-point pen or biro.

2. John Bowler, a London halter who designed the hard round hat known as the bowler in about 1850. It has become the symbol of British male respectability. And you can still see businessmen wearing bowlers in the City, the centre of London's commerce.

3. Louis Braille (1809 — 1852), born at Couvray, France. He became blind as a child. In 1824 he developed his own alphabet patterns known as Braille by which the blind could read by touch, based on a French army officer's invention for reading messages in the dark.

(Раздел 3 Тема 3.1)

Exercise 6. Put the article if it is necessary.

(1)…Ted Shell is (2) ... worker. He works at (3)... factory. It’s not in (4) ... centre of the city. Every morning he has (5)... breakfast and (6) ... cup of tea. Then he goes to (7)... work by (8)... bus. He works till five o’clock in (9)... afternoon. He has (10)... son. His name is Fred. Fred goes to (11)... school. He likes (12) ... literature. Fred is (13)... good pupil. He also likes (14) ... sports.

Exercise 7. 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.

Exercise 8. Put the article if it is necessary.

(1)... Frenchman was once travelling in (2)... England. He did not know (3)... English quite well. He could speak only (4)... little. One day he was eating in (5)... small pub and he wanted to order (6)... eggs. But he didn't know (7)... English word for (8) ... eggs.

Suddenly through (9)... window he saw that (10)... rooster (петух) was walking in (11)... yard. He asked (12)... waiter what was the English for (13) ... "roster". (14)... waiter told him. (15)... Frenchman then asked what was the English for (16) ... "rooster's wife". (17)... waiter told him that it was (18)... hen. Next (19)... Frenchman asked what was the English for "hen's children". (20)... waiter told him that they were (21)... chickens. (22)... Frenchman asked what (23)... chickens were before they were born. (24)... waiter told him they were (25)... eggs.

"You've explained everything very well," (26)... Frenchman said. "Please bring me two (27)... eggs and (28) … cup of (29) ... coffee."

(Раздел 3 Тема 3.2)

Exercise 1. Choose the correct variant.

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

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

Exercise 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.

Exercise 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.

Exercise 4. Put in *a few* or *a little.*

1. There are only _____ biscuits left.
2. There is _____ traffic here.
3. It's winter, but we still have _____ flowers in the garden.
4. There were _____ taxis in front of the station.
5. Can I have_____ pepper, please?
6. She can give us_____ help.
7. Put _____ salt and mix the ingredients.
8. There are _____ bottles on the table.

Exercise 5**. Put in** few, a few, little, a little.

1. Would you like some beer? Just_____ please.
2. If you want to make pancakes, you need _____ eggs and
_____flour.
3. Would you like _____ more rice?
4. I bought _____ newspapers.
5. I'd like to drink _____ coffee.

6. This boy isn't very popular at school. He's got very _____ friends

(Раздел 3 Тема 3.3)

Exercise 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

Exercise 3. Find and correct mistakes if any.

1. We didn't take many food with us.

- There aren't much new subjects this year.
- I haven't much free time today.
- He doesn't do much written exercises every day.
- We don't drink many coffee in our family.
- There isn't much furniture in my room
- There wasn't many happiness in his face.
- Not many new ideas were discussed.
- We shan't have much lessons tomorrow.
- 10.I won't have much mistakes in this exercise.

2. Тест по лексике и грамматике

1 семестр

(Раздел 1 Тема 1.1, Тема 1.2, Тема 1.3)

1) Выберите правильный вариант предлога *She has been waiting … the bus for two hours.*

A) up
B) for
C) on

2) Найдите антоним к предлогу: «*In*»

A) with
B) between
C) out

3) Выберите правильный вариант предлога: *Will you meet me … the airport?*

A) at
B) in
C) under

4)*The lesson starts … five minutes. Hurry…*

A) at/on
B) in/up
C) after/for

5) *Let s go to the cinema … Sunday*

A) on
B) at
C) in

6) Употребите нужную форму глагола to be *There ... not much furniture is this room.*

A) is
B) are
C) am

7) Употребите нужную форму глагола to be
Where ... the money? I put it into the drawer.

A) are
B) is
C) was

8) Употребите нужную форму глагола to be *Mathematics ... his favorite subject.*

A) is
B) are
C) was

9) Употребите нужную форму глагола to be *Women ... always right.*
A) are
B) is
C) was

10) Употребите нужную форму глагола to be
My teeth ... not white, I'm afraid.
A) are
B) is
C) was

11) Подберите нужную форму смыслового глагола
Anna and Kate _____ to the cinema last Sunday.
A) didn't went
B) don't go
C) didn't go

12) Подберите нужную форму смыслового глагола
When _____ you last _____ tennis?
A) did/play
B) do/play
C) did/played

13) Употребите нужную форму сравнения прилагательного

This restaurant is very, very good. It's _____ restaurant in London.
A) the better
B) the good
C) the best

14))Употребите нужную форму сравнения прилагательного
Vienna is _____ city in Austria.

A) the most beautiful
B) the beautiful lest
C) more beautiful than

15) Составьте вопрос в Present Perfect
_____ *you ever _____ Mexican food?*
A) Have / eat
B) Have / ate
C) Have / eaten

16) Выберите тот вариант ответа, который считаете правильным.

I don’t know these girls. Do you know .....?
A) them
B) they
C) their

17) Выберите тот вариант ответа, который считаете правильным.
I don’t know this woman. Do you know .....?
A) her
B) she
C) him

18) . Выберите тот вариант ответа, который считаете правильным.
..... invited her to stay with us in our house.
A) us
B) our
C) we

19) Выберите английские эквиваленты для предложений:
Как поживают ваши родители?
A) Are your parents well?
B) Where are your parents?
C) How are your parents?

20) Выберите английские эквиваленты для предложений:
Сколько лет вашей дочери?
A) How old is your daughter?
B) How is your daughter?
C) How many daughters have you?

2 семестр

Раздел 3

(Тема 3.1)

1) Выберите правильное местоимение:*1) I like that camera. I am going to buy ..... .*
A) her
B) it
C) its

2) Исключите «лишнее» слово :
A) Softwear
B) hardwear
C) warm wear

3) Назовите глагол *to see* в Past Simple:
A) see
B) saw
C) sees

4)Выберите английские эквиваленты для слов, стоящих в скобках:
(Где) is your computer?
A) Why?
B) Where?
C) What?

5) Выберите синоним к слову *large*
A) big
B) small
C) little

6) Выберите антоним к слову *good*
A) nice
B) bad
C) big

7) Выберите вспомогательный глагол в предложении:
What are you doing?- I… reading a book.
A) was
B) shall
C) am

8) Какой вспомогательный глагол нужен в вопросительном предложении:
I like skiing in the forest.
A) do
B) does
C) has

9) Выберите английские эквиваленты для слова, стоящего в скобках:
The meeting (началось) at 5 o'clock.
A) begin
B) began
C) was beginning

10) Выберите русские эквиваленты:
My room is larger then your flat.
A) Моя комната такая же большая, как ваша квартира.

B) Моя комната больше, чем ваша квартира.
C) Ваша квартира больше моей комнаты.

11) С каким словом может сочетаться слово *air*
A) Fresh
B) Green
C) big

12) Назовите глагол *to come* в Past Simple:
A) comes
B) came
C) come

13) Выберите 2 – ю форму глагола *to take*
A) taken
B) took
C) taking

14) Выберите глагол- связку или вспомогательный глагол:
… *you speak English?*
A) does
B) are
C) do

15) Назовите глагол *to go* в Past Simple:
A) went
B) gone
C) goes

16) Выберите модальные глаголы:
I am sorry. I am late. … I come in?
A) must
B) can
C) may

17) Какой вспомогательный глагол будет употребляться для образования вопросительной формы:
I usually have dinner at home.
A) is
B) do
C) does

18) Найдите синоним к слову *to tell*
A) to describe
B) to speak

C) to ask

19) Какой глагол из данных ниже стоит в прошедшем времени?
A) take
B) took
C) takes

20) Выберите русский эквивалент:
Куда ты идёшь?
A) Where are you going?
B) Where do you go?
C) Where can you go now?

3. Перевод и работа с текстом

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

1 семестр

(Раздел 1 Тема 1.1)

Exercise 1. Read and learn the following words by heart

эксперт по управлению качеством	quality management expert
лаборант	lab assistant
метролог	metrologist
снимать показания	to take measurements
применять	to apply
приборы	devices
техник	technician
образец	sample
мониторинг данных	data monitoring
безработный	unemployed
квалификация	qualification
высоко востребованный	highly-demanded
методы контроля качества	methods of quality control

Exercise 2. Read and translate the text.

The World of Professions

Choosing a career is one of the most important and tough decisions people will ever make in life. According to Confucius, "Find a job you love and you will never work a day in your life." It is absolutely true. If you are passionate about your work, you have more chances to succeed.

Well, choosing a proper career is a conscious decision of a grown-up person, and it is essential to explore job options that match your interests, skills and knowledge. It is absolutely wrong to chase your parents' dreams. If you are not interested to work in a field they want you do, always stand your ground. It is high time for you to decide for yourself what to do for living and to find your real calling. Moreover, when you make a choice, it is also important to get appropriate education that will give you all the necessary skills, knowledge and practical awareness.

Today there are a lot of job options to choose from out there. Anyway, the choice of professions depends on people's individual abilities and talents. Some people have dreams of becoming a doctor and saving people's lives, others like cooking and become master chefs. There are people, for instance, who like taking care of animals, and therefore become veterinary surgeons. Some people have a talent for painting and are not good at the other things. It is not difficult to guess that they become painters, designers or architects. All in all, today the most popular jobs are office clerks, policemen, teachers, waitresses, hairstylists, drivers and some others.

As far as I am concerned, I want to start my own business and open my own travel agency. I am too independent and enterprising to work for an employer. The idea of doing a nine-to-five job does not appeal me at all. One of the reasons I want to set up my own business or become self-employed is independence. To begin with, I can earn money working from home and spend more time with family and friends. Secondly, I can choose any work schedule that suits me best. Thirdly, if you are your own boss, you avoid the stressful daily commute and traffic jams. Furthermore, self-employed people tend to have an extended vacation. Finally, my success depends on me and my own decisions.

Some people think that getting a good salary is more important than having the job you really want. I am convinced that an enjoyable job equals a worthy salary. For instance, people can turn their hobby into a profitable business and earn decent money from home. Besides, people spend too much time at work and it is wrong to waste time on unpleasant things.

Exercise 3. Read and translate the text.

AUTOMATION
Part I

Automation is the system of manufacture performing certain tasks, previously done by people, by machines only. The sequences of operations are controlled automatically. The most familiar example of a highly automated system is an assembly plant for automobiles or other complex products.

The term automation is also used to describe non-manufacturing systems in which automatic devices can operate independently of human control. Such devices as automatic pilots, automatic telephone equipment and automated control systems are used to perform various operations much faster and better than could be done by people.

Automated manufacturing had several steps in its development. Mechanization was the first step necessary in the development of automation. The simplification of work made it possible to design and build machines that resembled the motions of the worker. These specialized machines were motorized and they had better production efficiency.

Industrial robots, originally designed only to perform simple tasks in environments dangerous to human workers, are now widely used to transfer, manipulate, and position both light and heavy workpieces performing all the functions of a transfer machine.

In the 1920s the automobile industry for the first time used an integrated system of production. This method of production was adopted by most car manufacturers and became known as Detroit automation.

The feedback principle is used in all automatic-control mechanisms when machines have ability to correct themselves. The feedback principle has been used for centuries. An outstanding early example is the flyball governor, invented in 1788 by James Watt to control the speed of the steam engine. The common household thermostat is another example of a feedback device.

Using feedback devices, machines can start, stop, speed up, slow down, count, inspect, test, compare, and measure. These operations are commonly applied to a wide variety of production operations.

Part II

Computers have greatly facilitated the use of feedback in manufacturing processes. Computers gave rise to the development of numerically controlled machines. The motions of these machines are controlled by punched paper or magnetic tapes. In numerically

controlled machining centres machine tools can perform several different machining operations.

More recently, the introduction of microprocessors and computers have made possible the development of computer-aided design and computer-aided manufacture (CAD and CAM) technologies. When using these systems a designer draws a part and indicates its dimensions with the help of a mouse, light pen, or other input device. After the drawing has been completed the computer automatically gives the instructions that direct a machining center

to machine the part.

Another development using automation are the flexible manufacturing systems (FMS). A computer in FMS can be used to monitor and control the operation of the whole factory.

Automation has also had an influence on the areas of the economy other than manufacturing. Small computers are used in systems called word processors, which are rapidly becoming a standard part of the modern office. They are used to edit texts, to type letters and so on.

Exercise 4. Прочитайте слова и словосочетания и запомните их русские эквиваленты.

Vocabulary.

automation — автоматизация
previously — ранее
sequence — последовательность
assembly plant — сборочный завод
non-manufacturing — непроизводственный
device — устройство, прибор
resemble — походить
efficiency — эффективность
flyball governor — центробежный регулятор
steam engine — паровоз
household thermostat — бытовой термостат
facilitate — способствовать
punched — перфорированный
aid — помощь

Exercise 5. Найдите следующие слова и выражения в тексте

1. автоматические устройства
2. автоматизированное производство
3. выполнять простые задачи
4. как легкие, так и тяжелые детали
5. интегрированная система производства
6. принцип обратной связи
7. механизм может разгоняться и тормозить

8. компьютер автоматически посылает команды
9. высокоавтоматизированная система
10. непроизводственная систем

Exercise 6. Read and translate the text.

The Main Danger of Electricity

The main danger of electricity is a lack of special sense organs for detection of electric current on distance. The electric current has no smell, taste and colour. It is impossible to feel it without special devices, whether it is energized or not. So people often do not realize available danger and do not accept necessary protective measures. Using household appliances in life, we should follow the warning notes. Let's read some of them.

Warning notes

- Avoid touching the hot metal parts of the unit.
- Slices of bread in the unit may burn. For this reason, do not use the unit near flammable (воспламеняющийся) objects.
- Do not operate the unit lying on its side — this could cause a fire!
- Place the appliance in a clear space to allow the necessary air to circulate.
- Unplug (отключить от сети) the unit before filling it with water.
- When you finish the work, unplug the unit and empty out (вылейте) any remaining water in tank.
- Avoid any contacts with the steam jet (струя пара) to prevent burns.
- Do not use the unit if you have wet hands or bare (босые) feet. –
- Never move the unit while it is in use.
- Unplug the unit or remove it from its base (cordless model) when filling it or cleaning after use.
- Fit the appropriate plug according to the instructions.

(Раздел 1 Тема 1.2)

Exercise 7. Read and translate the text.

Ruler and scales

They are used to measure lengths and other geometrical parameters. This tool is one of the most famous measuring instruments in mechanical engineering. They can be a single steel plate or a flexible tape type tool. They are usually available in the measuring scale of inch or cm.

Calipers

They are usually of two types- inside and outside calliper. They are used to measure internal and external size (e.g. diameter) of an object. It requires an external scale to compare the measured value. This tool is used on those surface where a straight ruler scale cannot be used. After measuring the body/ part, the opening of the calliper mouth is kept against the ruler to measure the length or diameter.

Some callipers are integrated with a measuring scale; hence there is no need of other measuring instruments to check the measured length. Other types are odd leg and divider calliper.

Micrometer

It is an excellent precision tool which is used to measure small parameters and is much more accurate than the vernier calliper. The micrometer size can vary from small to large. The large micrometer calliper is used to measure large outside diameter or distance. E.g. Large micrometer is used as a special mechanical measuring tool for main engine to record the outer diameter of the piston rod.

They are available in two types- Inside micrometer (to measure inside diameter) and Outside micrometer (for measuring outside diameter).

The Least count of the micrometer is 0.01 mm or 0.001cm.

Exercise 8. Read and translate the text about measuring devices (continuation) .

Feeler gauge

Feelers gauges are a bunch of fine thickened steel strips of different thickness bundled together. The thickness of each strip is marked on the surface of the strip. The feeler gauge is used to measure the clearance or gap width between surface and bearings.

E.g. The feeler gauge is widely used to measure piston ring clearance, engine bearing cleaner, tappet clearance etc.

Telescopic Feeler Gauge

Similar to the functionality of feeler gauge, this type of gauge is also known as tongue gauge, and it consists of long feeler gauge inside a cover with tongue or curved edge.

The long feeler strips protrude out of the cover like a telescope so that it can be inserted into remote places where feeler gauge access is not possible. E.g. It is used to measure the bearing clearance of the top shell.

It is essential that after the use of the telescope gauge, the strip should be cleaned and retracted back to its housing, else it may damage the feeler strip.

Poker Gauge

Poker gauge is one unique tool among different types of measuring instruments is available in mechanical or digital form on ships. It is only used for one purpose; To measure propeller stern shaft clearance, also known as propeller wear down. It is a type of depth measuring instrument, whose reading indicates the wear down of the stern shaft.

A special access point or plate is provided which can be either open or bolted, secured or welded, depending upon the ship design. The Poker gauge is inserted to in this access point to measure the propeller drop. The poker gauge is a special instrument which is kept with the chief engineer, and the reading is usually taken every dry dock.

The design of the poker gauge may vary as each vessel has customized poker gauge made available during the handing over from the shipyard. While taking the reading the shaft to be turned, so that propeller boss matches with the marking of the shaft.

(Раздел 1 Тема 1.3)

Exercise 9. Read and translate the text.

The Impact of Modern Technology on Our Lives

People in contemporary world can hardly imagine their lives without machines. Every day either a new gadget is invented or an old one is

improved. Different people appreciate new inventions differently. Some suppose that sophisticated gadgets are really useful and necessary, while others find them absolutely awful as they influence people badly. As for me, I am pretty sure that gadgets make people`s lives easier.

Firstly, they do all kinds of dirty and hard work, as cleaning. Secondly, devices can save a lot of time as well as storage space. For instance, a computer disk can contain the same amount of information as several thick books. So, machines help people in different spheres.

However, opponents of this point of view are definitely sure that gadgets affect people negatively. People are reluctant to work due to the influence of machines. People become lazy and disorganized. They just expect their latest gadgets to do everything instead of them. Moreover, according to scientists, a great number of widespread devices produce radiation that can cause serious health problems. Furthermore, more and more people are becoming addicted to their modern gadgets, for instance computers, TVs or mobile phones. So, they neglect their home obligations, work or school and spend all their spare time in front of a laptop screen or a TV-set.

In conclusion I firmly believe that in spite of all drawbacks gadgets have their benefits. They save people`s time and let them enjoy life.

Exercise 10. Read and translate the text.

DYNAMOS

The term «dynamo» is applied to machines which convert either mechanical energy into electrical energy or electrical energy into mechanical energy by utilizing the principle of electromagnetic induction. A dynamo is called a generator when mechanical energy supplied in the form of rotation is converted into electrical energy. When the energy conversion takes place in the reverse order the dynamo is called a motor. Thus a dynamo is a reversible machine capable of operation as a generator or motor as desired.

A generator does not create electricity, but generates or produces an induced electromotive force, which causes a current to flow through a properly insulated system of electrical conductors external to it. The amount of electricity obtainable from such a generator is dependent upon the mechanical energy supplied. In the circuit external to a generator the e. m. f. causes the electricity to flow from a higher or positive potential to a lower or negative potential. In the internal circuit of a generator the e. m. f. causes the current to flow from a lower potential to a higher potential. The action of a generator is based upon the principles of electromagnetic induction.

The dynamo consists essentially of two parts: a magnetic field, produced by electromagnets, and a number of loops or coils of wire wound upon an iron core, forming the armature. These parts are arranged so that the number of the magnetic lines of force of the field threading through the

armature, coils will be constantly varied, thereby producing a steady e. m. f. in the generator or a constant torque in the motor.

Exercise 11. Answer the questions

1. What term can be applied to machines converting mechanical energy into electrical?
2. What kind of machine is a dynamo?
3. What is the function of a generator?
4. What is the action of a generator based upon?
5. What parts does the dynamo consist of?

Exercise 12. Прочитайте слова и словосочетания и запомните их русские эквиваленты.

Vocabulary:

handling — обращение
transfer — передача, перенос
location — местонахождение
pick up — брать, подбирать
arrangement — расположение
to utilize — утилизировать, находить применение
gripper — захват
to grasp — схватывать
spot welding — точечная сварка
continuous — непрерывный
arc welding — электродуговая сварка
spray painting — окраска распылением
frame — рама
spray-painting gun — распылитель краски
grinding — шлифование
polishing — полирование
spindle — шпиндель
manual — ручной
labour — труд
hazardous — опасный
shift — смена

Exercise 13. Переведите на английский язык

1. Существует несколько различных сфер использования автоматизации в производстве.
2. Для использования жесткой автоматизации необходимы большие инвестиции.

3. Жесткая автоматизация широко используется в химической промышленности.

4. Станки с числовым программным управлением — хороший пример программируемой автоматизации.

5. Гибкая автоматизация делает возможным пере-программирование оборудования.

6. Время простоя оборудования оборачивается большими убытками.

7. Использование гибкой автоматизации делает возможным производство разнообразной продукции.

Exercise 14. Ответьте на вопросы

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?

Exercise 16. Read the text

THE USE OF AMMETERS AND VOLTMETERS

Ammeters and voltmeters are made to operate on the same principle. The two principle kinds are the moving coil and moving iron types.

The electro-magnetic effect of the current is the one chiefly made use of for measuring purposes. Moving iron instruments employ this effect. The moving- iron instrument consists of a fixed coil of wire carrying the current which magnetizes a small piece of soft iron mounted on the instrument spindle. In construction there are two varieties: the repulsion type having two pieces of iron; and the attraction type having only one.

In the attraction type of the instrument the bobbin carrying the wire is oblong instead of circular, and has only a narrow slot-shaped opening in the center.

A thin flat piece of iron, which is mounted on the instrument spindle, is sucked into this opening by magnetic attraction when the current flows. Either

gravity or spring control can be used on moving-iron instruments and damping is usually by means of an air-dash-pot.

A moving-coil instrument may be compared to a miniature direct-current motor in which the armature never moves more than about a quarter of a revolution.

When a current flows through the coil of a moving-coil type ammeter, it becomes a magnet, one face being of north, and the other of south polarity.

These poles are attracted by the poles of opposite polarity of the permanent magnet, and the coil tends to turn until its axis is parallel with the line joining the pole pieces of the permanent magnet. This movement is proportional to the current flowing and is opposed by the control springs. A pointer fixed to the coils moves over a graduated scale and indicates the current flowing in amperes. The scale of this type of instrument is evenly divided, but the positive terminal must be connected to the positive terminal of the supply or the instrument tends to read backward. Such an instrument is only suitable for d. c. circuits.

Moving-coil instruments are more accurate and sensitive, but more expensive than those of moving-iron types.

Exercise 17. Give the English equivalents for the following words and word combinations:

1) электромагнитный тип; 2) магнитно-электрический тип; 3) ось; 4) репульсионный тип; 5) притягивающий тип; 6) продолговатый; 7) устанавливать; 8) втягивать; 9) воздушный успокоитель.

Exercise 18. Translate into Russian:

1) purpose; 2) employ; 3) slot-shaped; 4) magnetic attraction; 5) damp; 6) revolution; 7) pole; 8) axis; 9) pointer; 10) graduated scale.

Exercise 19. Answer the questions:

1. What are the two principle kinds of ammeters and voltmeters?
2. What is the construction of a moving iron instrument?
3. What are the two types of moving iron instrument?
4. How does a moving coil instrument work?
5. What instrument is suitable only for d.c.?
6. What instruments are more expensive and sensitive: moving coil or moving iron instruments?

Exercise 20. Insert the words:

1. In the attraction type of the … (механизмы) the bobbing is … (продолговатый) instead of … (круглый).
2. A small piece of … (железо) is mounted on the instrument … (ось).
3. … (Амортизация) is usually by means of an … (воздушный успокоитель)

4. The … (якорь) never moves more than about a quarter of a … (полный оборот) in a miniature d. c. motor.

5. … (катушечный) movement is proportional to … (движение тока) and is opposed by the … (пружинный механизм).

6. … (Стрелка) indicates the … (ток) flowing in … (ампер).

7. The … (положительный) terminal must be connected to the … (положительный) terminal of the … (питание) or the … (механизм) tends to read … (наоборот).

(Раздел 1 Тема 1.4)

Exercise 21. Read and translate the text.

MACHINE TOOLS — A MEASURE OF MAN'S PROGRESS

The variety and combinations of machine tools today are unlimited. Some of them are very small and can be mounted on a work-bench but others are so large that we have to construct special buildings to house them. There are some basic operations at any workshop. They are turning, drilling, threading, etc. The main machine tool of such a workshop is the multipurpose lathe. What is a lathe? It is a power-driven machine with special tools which can cut or form metal parts. The metal that cuts another metal must be very hard and so tools should be made of very hard steel alloys. The tool itself is very small in comparison with the mechanism that is to direct it. Technological progress improves accuracy of machine tools. Today's equipment can produce parts with very high accuracy. One can find a number of machine tools that can measure and inspect their production themselves — machine tools that are to handle the parts mechanically and automatically. Such machines can hold the parts which are to be measured and are able to indicate precise measurements themselves. A great many of such "clever" machines can be found today in our industry. Since machine tools become faster and more complex, automatic measurements and inspection ought to be of greater importance. Automation is one of the main factors of engineering progress. Flexible production lines form the basis for automated workshops. The main principle of such a flexible line is the fact that it can be switched over from one product to another, which has a similar structure but a different outline, almost instantaneously. It is equally efficient in conditions of both mass and small-batch production and will serve to increase the productivity.

Exercise 22. Прочитайте текст, определите являются ли утверждения после текста истинными (True) или ложными (False).

The variety and combinations of machine tools today are limited.

8. The main machine tool of any workshop is the multipurpose lathe.

9. Today machine tool can produce parts with very high accuracy.
10. Automation isn't important in the engineering progress.
11. Flexible production lines are inefficient in conditions of small-batch production.

Exercise 23. Перескажите текст.

Exercise 24. Подберите к словам из первого столбика определения из второго столбика.

1.tool	a. to take away
2.workshop	b. an operation is carried with its help
3.to shape	c. to turn in a new direction
4. to cut	d. a place where manufacture is carried out
5. to remove	e. to separate into pieces
6. workpiece	f. to form
7. to bend	g. a piece of metal

Exercise 25. Read and translate the text.

Units of Measurement

The Need for a Common Language

Every field of science involves taking measurements, understanding them, and communicating them to others. In other words, we all have to speak the same basic language. Whether you are a chemist, a physicist, a biologist, an engineer, or even a medical doctor, you need a consistent way of communicating size, mass, shape, temperature, time, amount, energy, power, and speed.

Consider the screen on which you're reading this text right now. It might be an LCD screen, which is made up of liquid crystals. The chemist developing a specific formulation for a liquid crystal has to meaningfully communicate information to an engineer so that the engineer knows how to manufacture it. The engineer, in turn has to be able to communicate with other engineers, physicists, and chemists to design the circuit boards, display screens, and electronic interfaces of the rest of the computer. If these people don't all speak the same language, the enterprise will never get off the ground.

The International System of Units (abbreviated SI, from the French *Système international d'unités)* is the metric system used in science, industry, and medicine. Depending on your age and geographic location, you might be very familiar with the "imperial" system, which includes units such as gallons, feet, miles, and pounds. The imperial system is used for "everyday" measurements in a few places, such as the United States. But in most of the world (including Europe) and in all scientific circles, the SI system is in common use.

Exercise 26. Дайте определения, используя словарь:

1. the kilogram (kg), for mass
2. the second (s), for time
3. the kelvin (K), for temperature
4.he ampere (A), for electric current
5. the mole (mol), for the amount of a substance
6. the candela (cd), for luminous intensity
7. the meter (m), for distance

(Раздел 1 Тема 1.5)

Exercise 27. Read the text and answer the questions.

Safety Rules in the Workplace

While safety risk factors vary based on injury and occupation, there are a number of safety rules that apply to virtually all workplaces. These basic safety guidelines are an important foundation for any comprehensive workplace safety plan.

Stay Slip-Free

According to the National Floor Safety Institute (NFSI), "slips and falls are the leading cause of workers' compensation claims" and "represent the primary cause of lost days from work." Some falls result from slipping on wet floor areas, a problem that can be avoided by following a few basic tips. Key rules to reduce the possibility of injury related to slipping and falling in wet areas include:

Keep floors dry - Immediately take steps to dry water or other liquids that may gather on floor areas due to weather, spills, leaks, or other causes.

Properly mark wet floors - In situations where it's not possible to dry wet floors immediately, clearly mark with appropriate signage.

Avoid wet floors - Do not walk on flooring areas that are not dry.

Don't Stand or Climb on Furniture

As Safety + Health magazine points out, "Standing on chairs - particularly rolling office chairs - is a significant fall hazard." It's not uncommon for workers to fall and hurt themselves as result of standing or climbing on chairs, desks, file cabinets and other common office furniture. Protect yourself against these easily avoidable accidents by:

Use furniture for intended purposes only - Chairs, desks and other workplace furnishings aren't meant to function as ladders. Using them in this way can be a quick path to a serious injury.

Use proper equipment - When you need to reach something overhead, properly use a step ladder or stool designed for climbing to access the item(s).

Keep Your Hands Clean

No matter what type of environment you work in, keeping your hands clean is critical to workplace health and safety. As the Centers for Disease Control (CDC) points out, proper hand hygiene is critical "to avoid getting sick and spreading germs to others."

The CDC indicates that key times to wash your hands in the workplace include:

Food - Before eating; before, during, and after food preparation

Injury - Before and after treating your own or someone else's injury (such as a cut or wound)

Illness - After coughing, blowing your nose, or sneezing; before or after assisting someone who is ill

Personal hygiene - After using the toilet

Contact with waste - After touching or taking out the garbage

Of course, there are other workplace-specific circumstances that apply. For example, those who work in a daycare center should wash their hands

after changing a diaper. Those who work around animals should was their hands after coming into contact with an animal or animal waste.

According to the CDC, they way you wash your hands is just as important as when you do so. You can't just run them under the faucet for a few seconds and shake them. To promote health and safety in the workplace, you need to follow proper hand-washing techniques.

Exercise 28. Make a presentation. Use the following text as a model.

There are plenty of different professions. Some of my friends want to be doctors, others want to be lawyers or journalists, some of them want to become designers, IT workers.

But I've always had a particular interest to advertising. So, I`ve already decided what I want to do, when I grow up. I want to have a job where I can apply my creative skills. I`d like to have a job of a creative director in an advertising agency.

If you want to be a good art director, you need to be creative. The way advertisement motivates people to do something what they actually didn't plan to do is fascinating. I also strongly believe that work of creative director can be compared with art. A good advertisement is really an art object.

I strongly believe that if I am persistent and ambitious, everything becomes possible. However, I`m absolutely convinced that without good grades at school the success in one's future career is out of the question.

Раздел 2 Трудоустройство в Трудоустройство в международную компанию по специальности

Тема 1. Речевой этикет

Exercise 29. Make up a dialogue using the following sentences.

Answering the phone (formal)

12. 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.

Exercise 30. 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.

Exercise 31. Read the text about health and safety at work and answer the questions.

(Раздел 2 Тема 2.1)

Exercise 32. Read the CV and make up your own taking it as a model. (*для самостоятельной работы)*

Personal data

Ivan Prokhorov

Generala Petrova str. 18-31, Nizhny Novgorod,

Nizhny Novgorod Region, Russian Federation

+7 906 3814632

ivan_prokhorov@gmail.com

Date of Birth: 15.09.1975

Marital Status: married

Objective

To obtain a position of service engineer that will allow me to use my knowledge and take advantage of my desire to work in Sulzer Ltd.

Education

Ufa State Oil Technical University Oktyabrskiy Branch (OF UGNTU) 08.1995 – 06.2000

Specialty: Engineer-mechanic

Work experience

10.2011 – till now

OAO «Rosneft»

Position: Head of Service of Manufacturing Custom Equipment.

Activities and responsibilities: Manage the production of service of manufacturing custom equipment. Control and technical maintenance of production metal parts

03.2010 — 10.2011 – OAO «Rosneft»

Position — Engineer-constructor

Activities and responsibilities: Schematic drawing metal parts for different equipment, technology of metal processing for the manufacture of metal parts.

Employment history

06.2007 — 03.2010

Gazprom:

Position: Engineer-constructor

Activities and responsibilities: constructor documentation of Installation Electric Submersible Pumps — Electric Submersible Pumps (18-400 m³/day), electric asynchronous motors, protector.

10.2000 — 06.2007

LUKoil:

Position: Engineer-constructor

Activities and responsibilities: constructor documentation of Installation Electric Submersible Pumps — Electric Submersible Pumps (18-400 m³/day), electric asynchronous motors, protector.

Skills

MS Word, MS Excel, Compas 3d.

Russian: native

Ebglish: Fluent reading, writing and speaking ability

Interests

Football, Reading, Mountain trekking.

References

Available upon request

(Раздел 3 Тема 3.1)

Exercise 33. Read and learn the following sentences by heart. (для самостоятельной работы)

№ п/п	Фраза на английском	Перевод	Пример предложения
1	Let's get started.	Давайте начнем.	Let's get our meeting started.
2	Let's get down to business.	Давайте приступим к делу.	We have little time so let's get down to business!
3	How is the project coming along?	Как обстоят дела с проектом?	You've been working on this project for three weeks. How is it coming along?
4	Let's get to the point.	Давайте перейдем к сути.	We're running out of time. Let's get to the point.
5	Go ahead!	Продолжайте!	There's no need to explain. I understand you very well.
6	Go ahead! Here you are!	Вот, пожалуйста!; Вот то, что Вам нужно!	You required the report on carrying out of that survey. Here you are!
7	24/7 (twenty-four seven).	Семь дней в неделю.	I'm ready to provide you with answer to any question twenty-four seven.
8	The first item on the agenda is…	Первый пункт повестки дня.	The first item on the agenda is modernization of our equipment.
9	We can then move to the	Тогда мы можем	Have we finished discussing the issue? We can then move to the

	less pressing matter.	перейти к менее неотложному вопросу.	less pressing matter.
10	This is out of the question!	Об этом не может быть и речи!	We can't afford to donate money to this hospital. This is out of the question!
11	ASAP (as soon as possible)	Как можно скорее.	They're demanding our decision ASAP.
12	This question is off the point.	Этот вопрос не по существу.	I can't answer the question because it's off the point.
13	Could you clarify that?	Не могли бы Вы прояснить (объяснить) это?	Could you clarify that item to avoid misunderstanding?
14	What are your feelings about this project?	Каковы твои чувства по поводу этого проекта? (речь идет о предчувствии, интуиции).	I'm concerned about profitability of this project. What are your feelings about it?
15	I`m afraid this is not sufficient reason for us.	Я боюсь, что это не является достаточным основанием для нас.	I'm afraid your arguments are not sufficient for us to bring the idea into life.
16	Glad to hear that.	Рад слышать.	So you've made a profitable investment.
17	That's a good idea!	Это хорошая идея!	I agree that buying this company is a good idea because it would give us the opportunity to get a long-term profit.
18	You have a good point.	У Вас хорошая (правильная) точка зрения!	After all is said and done you have a good point! Nothing left to say.
19	Do we all agree?	Все ли согласны?	Let's have a vote on it. Do we all agree?
20	I have no objection to that.	У меня нет возражений против этого.	Since we don't have any protesters I have no objection to that either.

21	Easy come easy go.	Что легко достается, легко тратится.	Easy come easy go. That statement doesn't agree with our company policy.
22	Fifty-fifty.	Пятьдесят на пятьдесят.	We came to an agreement to go fifty-fifty on the expenses.
23	In this situation is quite natural …	В этой ситуации, вполне естественно…	In this situation is quite natural to admit a claim.
24	The conclusion is…	Вывод таков…	The conclusion is we should buy this company at a specified price.
25	In summary,…	В итоге…	In summary, don't freeze your assets.

Exercise 34. 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.

(Раздел 3 Тема 3.2)

Exercise 35. Read and translate the text.

History of advertising

To advertise means to make information public. But nowadays advertising doesn't limit itself by a word 'publicity'. Modern advertising has a task to show a product in a positive and pleasant way. It has an aim to make us want to buy it. But how and when did advertising appear?

The advertisement has existed since antiquity time. At first there were murals that informed about gladiator fights. In the middle Ages public heralds stood in the centre of the city and gave last news.

In the 15th century there was a good development of printing. After that posters and leaflets appeared. Two centuries later the first newspapers began to publish advertisements. But it is the 20th century when advertising really explodes. It followed the invention of radio and TV.

In the United States companies have worked with advertisers since 1930. They invented packaging that had to attract customers. They also created an idea of product placement. It means that a product is shown in the movies. After that it gets well-known and well-sold. For example, it was made with the luxury cars which were shown in James Bond films.

Nowadays the new territory of commercials is Internet with social networks. Small software called cookies allows offering ads according to the tastes of Internet users. Certainly, in the near future the commercial advertising will be personalized for each of us.

Exercise 36. Read the text and fill the gaps with the word combinations.

a) another invention, b) purpose of advertising, c) the more advertisements, d) favourite programs and soaps, e) the best commercial

Advertising is_____ of the 20th century. Some people find it annoying and useless, however, it certainly has its point. Advertising can be found everywhere nowadays: in newspapers, in magazines and brochures, on posters, on radio and TV, in Internet, simply everywhere. The main_____ is to sell the goods. From the other side, it's a really effective way to let the people know about certain products. So it became obvious that businesses will profit from advertising, which is why we have so much of it. It's an interrelated process: the more companies,_____. Advertising is not only the means of information, but also of communication. It's the so-called interaction between clients and service organizations. First reaction to advertising in our country was relatively negative, although later it became a usual media content. TV ads were the most frustrating type of advertising. People were really annoyed when their _____got constantly interrupted by useless ads. Besides, it seemed that they lasted forever. Later people got used to it and now it's a normal thing to watch ads on TV. Moreover, there is a new type of annual award for____ advertisement. One good thing about advertising is certainly the globalization. Today it's easy to watch different commercials from all over the world and to understand what goods are produced in certain countries.

(Раздел 3 Тема 3.3)

Exercise 37. Read and translate the text.

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?

Exercise 38. Translate the words into Russian.

Face value, legal tender, a new issue, cutting of the metal into pieces, paper money, in exchange for deposits, bigger denominations coins.

Exercise 39. Put the necessary words into the gaps.

When a payment was made the metal was fist _____ out. But later token coins of limited value as _____ _____ were issued. Now smaller denomination _____ are made from bronze. In time they were superseded by precious _____. First they were _____ by silver and later by gold.

1 семестр

(Раздел 1 Тема 1.2)
Презентация на тему «Types of automation»

(Раздел 3 Тема 3.2)
Презентация на тему «Достижение в области науки и техники, изменившее мою жизнь»

4. Диалог

1 семестр

(Раздел 1 Тема 1.1)

Диалог на тему «Иностранный язык как средство международного общения в современном мире»

Make up a dialogue “Foreign language as means of communication in modern world” using the following dialogue as an example:

— Tom, why do you learn English at school?

— Well, it is taught as a school subject and we have to learn it.

— I see. But is it important for you to study it?

— Of course, it is. First of all, it is necessary when you travel to English-speaking countries. Besides, a good command of English is usually required if you want to get a good job.

— And today a lot of information in the world’s computers is also in English. I believe you like foreign languages, don’t you?

— Yes. I am sure that modern people must speak more than one language. And I am proud that I can watch American films, listen to English songs and read “Harry Potter” in the original.

(Раздел 1 Тема 1.3)

Диалог на тему «Проблема выбора профессии и дальнейшее саморазвитие»

Make up a dialogue “The problem of choosing a profession” using the following dialogue as an example:

13. Susan: Oh, my god! It’s like a nightmare! The final exams are coming, and I still have not chosen the place to enter.
14. Jane: Stop to panic. Let’s try to determine which profession suits you most of all.
15. C: But how can we do it?
16. D: It’s very easy. I will ask you questions, and you will honestly answer them. Then we will analyze and understand what your future profession.
17. S: How do you know all this?
18. D: Have you forgotten? I attend psychology courses once a week. We have recently discussed such problem.
19. S: Really?
20. D: Yes, you will be surprised, but you are not alone to have such a problem.
21. S: That calms me a little. Well, come on, let’s start.
22. D: What kind of work do you prefer: working with people, with animals or with documents?
23. S: I’m afraid of animals, and a little shy to communicate with people. I prefer to work with documents.
24. D: I see. In which subject do you have better grades: math or languages?
25. S: I’m very bad at math, but I like languages. Especially, foreign ones.
26. D: Do you like children?
27. S: Oh, yes. I always play with children when guests come to us. I think they like to spend time with me too.
28. D: Well, even having conducted such a small questioning, it became clear to me that you need to choose a profession that relates to children, languages and documents. For example, an interpreter, a school teacher of foreign language or a kindergarten nurse.
29. S: Well done! Now I have something to think about. Your advice really helped me, thank you!
30. D: Not at all. I was glad to do it.

(Раздел 1 Тема 1.4)

Диалог на тему «Звонок в компанию по поводу получения ответа на письмо»

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.

a. 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.

a. 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.

(Раздел 1 Тема 1.5)

Диалог на тему «Личная встреча с работодателем»
(Собеседование при устройстве на работу)

Make up your own taking it as an example.

- 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)

Диалог на тему «Участие в World Skills»

Make up a dialogue "Participation in World Skills" using the following questions and the information in brackets:

- What is WorldSkills? (it is a movement for the development of professions, which is gaining more and more power all over the world and in Russia)
- When was the first Championship organized? (1946)
- Who initiated the competition of professional skills? (Francisco Albert Vidal)
- How often are world professional skills championships held? (every 2 years)
- Who are the participants of the Championship? (young professionals
- aged 17-22)

6 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 «Иностранный язык в профессиональной деятельности»