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образовательное учреждение Самарской области  
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**Методические рекомендации  
для студентов  
по выполнению внеаудиторной  
самостоятельной работы  
ОГСЭ.03 Иностранный язык  
программы подготовки специалистов среднего звена  
по специальности  
15.02.12 Монтаж, техническое обслуживание и ремонт  
промышленного оборудования (по отраслям)**

**Самара, 2021**

ОДОБРЕНО

Предметно-цикловой комиссией преподавателей  
гуманитарного профиля

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## Пояснительная записка

Методические рекомендации по выполнению внеаудиторной самостоятельной работы по дисциплине «Иностранный язык» (английский) предназначены для обучающихся по специальности 15.02.12 «Монтаж, техническое обслуживание и ремонт промышленного оборудования (по отраслям)».

Общий объём времени, отведённого на самостоятельную работу, составляет 4 часа.

Внеаудиторная самостоятельная работа студентов – это планируемая учебная, учебно-исследовательская, научно-исследовательская работа студентов, выполняемая во внеаудиторное время по заданию и при методическом руководстве преподавателя.

Целью самостоятельной работы студентов является:

- систематизация, закрепление, углубление и расширение полученных теоретических знаний и практических умений студентов;
- овладение практическими навыками работы с нормативной и справочной литературой;
- развитие познавательных способностей и активности студентов: творческой инициативы, самостоятельности, ответственности и организованности;
- формирование самостоятельности профессионального мышления: способности к профессиональному саморазвитию, самосовершенствованию и самореализации;
- овладение практическими навыками применения информационно-коммуникационных технологий в профессиональной деятельности;
- развитие исследовательских умений.

Для организации самостоятельной работы необходимы следующие условия:

- готовность студентов к самостоятельному труду;
- мотивация получения знаний;
- наличие и доступность всего необходимого учебно-методического и справочного материала;
- система регулярного контроля качества выполненной самостоятельной работы;
- консультационная помощь преподавателя.

Формы самостоятельной работы студентов определяются рабочей программой учебной дисциплины «Иностранный язык» (английский) и календарно-тематическим планом.

Задачи самостоятельной работы:

- закрепить знание теоретического материала по дисциплине «Иностранный язык» (английский), используя необходимый инструментарий, практическим путем (изучение теоретического материала, базовых понятий дисциплины, выполнение творческих и графических работ, подготовка к тестированию, устному опросу, диктанту и т. д.);
- применить полученные знания и умения для формирования собственной позиции (выполнение практических заданий, написание исследовательской работы);
- содействовать развитию творческой личности, обладающей высокой зрелостью, готовностью и способностью преодолевать жизненные трудности.

Программой дисциплины предусматривается выполнение внеаудиторной самостоятельной работы, направленной на формирование

**умений:**

*-общаться (устно и письменно) на английском языке на профессиональные и повседневные темы;*

*-переводить (со словарем) английские тексты профессиональной направленности;*

*-самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.*

**знаний:**

*-лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) английских текстов профессиональной направленности.*

**общих компетенций:**

1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.
2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.
3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.
4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.
5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.
6. Работать в коллективе и в команде, эффективно общаться с коллегами, руководством, потребителями.
7. Брать на себя ответственность за работу членов команды (подчиненных), за результат выполнения заданий.
8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.

9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.

## 2. Тематический план внеаудиторной самостоятельной работы (ВСР)

№ п/п	Наименование самостоятельной работы <i>согласно КТП</i>	Количество часов
1	Профессиональное образование.	1
2	Выбор профессии	1
3	Профессия-техник, монтажник	1
4	Основные тенденции в технологии монтажа	1
5	Типы станков	1
6	Автоматизация и робототехника	1
7	Техника безопасности	1
8	Наша производственная практика	1
	Всего:	8

## **Theme I**

### **Task 1.1 Read and translate the text:**

#### **Vocational Education**

The aim of vocational education is primarily to prepare the students for a job. Some secondary schools specialize in vocational programs. Technical schools are vocational secondary schools, where students are taught more technical subjects, such as carpentry, metal work and electronics. Technical school students are required to take some general education courses and vocational training. Universities and separate professional schools prepare students for careers in such fields as agriculture, architecture, business, engineering, law, medicine, music, teaching, etc.

Technical schools students have their lessons in classes and different laboratories where there are a lot of modern training facilities. There are simulators, computers, measuring devices and other equipments. They also have good sport gyms, sport grounds, swimming pools. Most of students live in comfortable hostels.

### **Task 1.2 General understanding:**

1. What is the text about?
2. What is the aim of vocational education?
3. What are the students of vocational education study?
4. What are technical schools student required to take?
5. What careers the students prepared for?
6. Where do the students have lessons?
7. What are there in classes and laboratories?
8. Where do the students live?

### **Task 1.3 Find English equivalents in the text:**

профессиональное образование, готовить к работе, средняя школа специализироваться, технические предметы, рекомендуется, учебные курсы, карьера в таких областях как..., современные технические средства, оборудование, измерительные приборы, спортзал, спорт площадка, общежитие.



## **Task 1.4 Tell the text**

### **Theme II**

#### **Task 2.1 Read and translate the text:**

##### **Samara College of Industrial Equipment Service**

Finishing school is the beginning of independent life for millions of school leavers. Many roads are open before them: technical schools, colleges, special schools, Institutes and Universities.

But it is not easy to choose a career. Some pupils follow the advice of their parents, others do it themselves.

Every year boys and girls at the age of 15-16 enter our college, its full name is Samara College of Industrial Equipment Service. Many leavers work at the enterprises of our city and in other places. There future welders, fitters, social workers, secretaries, sailors, electricians and automechanics study.

Many experienced teachers and masters teach them Chemistry and Physics, Russian and English, Literature and Mathematics and a lot of special disciplines. They make the students' life more interesting. So, the teachers arrange Olympiads, show of professional skills among students, holiday parties, sport competitions, organize excursions to museums, art galleries, theatres, plants and other enterprises of our city.

Our students love their college and hope to become good specialists in future.

#### **Task 2.2 General understanding:**

1. What is this text about?
2. What does finishing school mean for school leavers?
3. What roads are open before them?
4. Is it easy to choose a career?
5. How do they choose it?
6. Who enters our college every year?
7. What is the full name of the college?
8. Who studies in it?

9. What subjects do they study?

10. What do the teachers and masters arrange for students?

11. What do the students hope to become?

**Task 2.3 Find equivalents in the text:**

Окончание школы, выпускник школы, независимый, выбирать, карьера, следовать совету, сами, возраст, поступать в., полное название, сервис, производственный, оборудование, предприятие, завод, будущий, сварщик, слесарь, социальный работник, моряк, электрик, опытный, преподавать, спец. дисциплины, устраивать, смотр профессионального мастерства, праздничные вечера, надеяться, специалист, становиться, в будущем.

**Task 2.4 Translate into English:**

1. Мои родители посоветовали мне поступить в колледж, чтобы получить профессиональное образование.
2. Я выбрал профессию технолога машиностроения по совету моих родителей.
3. В нашем колледже готовят специалистов для различных областей промышленности.
4. Ежегодно студенты нашего колледжа принимают активное участие в смотре профессионального мастерства среди студентов.
5. Каждый студент нашего колледжа надеется стать хорошим специалистом в будущем.
6. Промышленность страны нуждается во многих специалистах, которых готовит наш колледж.

**Task 2.5 Tell the text.**

## **Theme III**

### **Task 3.1 Read and translate the text:**

#### **What is engineering?**

In general, engineering is a science that deals with design, construction and operation of structures, machines, engines and other devices. Engineer is a person who has received technical education and has a basic knowledge of other engineering fields, because most engineering problems are complex and interrelated. The term engineering is difficult to translate into Russian because it has a lot of meanings. Most often it is translated as: инженерное дело, техника, машиностроение, строительство. There exist the following main branches of engineering: Civil Engineering, Mechanical Engineering, Electrical and Electronics Engineering, Electric Power and Machinery, Electronic Engineering, Communications and Control, Computers Engineering and others.

### **Task 3.2 General understanding:**

1. What is engineering?
2. What does it deal with?
3. What kind of person is an engineer?
4. What are the problems of engineering?
5. Why is the term engineering difficult to translate into Russian?
6. How is the term «engineering» often translated?

### **Task 3.3 Find English equivalents in the text:**

наука, иметь дело с..., строительство, станки, устройство, получить техническое образование, знание, взаимосвязанный, термин, трудно, значение, существует, основные виды.

### **Task 3.5 Tell the text.**

## **Theme IV**

### **Task 4.1 Read and translate the text:**

#### **Profession of a fitter**

### **A college leaver must be ready**

for professional activity as a technician in organization and fulfilling work on maintaining, testing and exploitation, technical services and repairs of industrial equipment.

to carry out works on preparing the units of equipment for mounting and building the industrial equipment according to the technical documents – to do lead in exploitation and testing of industrial equipment according to the technical documentation:

- lead in works in maintaining the industrial equipment according to the technical documentation;
- do diagnosis of industrial equipment;
- define optimum methods of restoring the efficiency of industrial equipment;
- work out technical documentation to carry out works in mounting, repairing and technical exploitation according to the demands of the technical regulations.

### **A college leaver must know:**

classification of materials, metals and alloys. Their fields of application, organization and technology of repairing work;

technological processes of producing standard details and the main knots of machines, technical characteristics, construction of particularities and rules of exploitation of the enterprise equipment;

methods of restoring details and sequence of calculation of cutting regime ;

standard norms of possible loads of in the process of equipment exploitation, methods of installing, regulation and repairing of the enterprise equipment.

### **Future occupations:**

Fitters, lather operators, operators, milling-machine operators.

### **Perspectives and main types of technician's activities:**

college leavers will work at the machine- building, food industry and woodworking enterprises, housing-building constructions, as fitters, adjusters, operators and metalworkers.

### **Task 4.2 General understanding:**

1. What is the text about?
2. Where must a college leaver be ready for?
3. Where must a college leaver know?
4. What are their future occupations?
5. What are their future perspectives and main types of activities?

### **Task 4.3 Find English equivalents in the text:**

технологический процесс, установка, эксплуатация оборудования, техническое обслуживание, ремонт, технологический процесс, методы восстановления деталей, оператор, слесарь, машиностроительная промышленность, промышленное оборудование, правила техники безопасности, обслуживать.

### **Task 4.5 Tell the text**

## **Theme V**

### **Task 5.1 Read and translate the text:**

#### **Machine - Tools**

Machine-tools are used to shape metals and other materials. The material to be shaped is called the workpiece. Most machine-tools are now electrically driven. Machine-tools with electrical drive are faster and more accurate than hand tools

All machine-tools have facilities for holding both the workpiece and the tool, and for accurately controlling the movement of the cutting tool relative to the workpiece. Most machining operations generate large amounts of heat and use cooling fluids for cooling and lubrication.

Machine-tools usually work materials mechanically but other machining methods were developed lately They include chemical machining, spark erosion to machine very hard materials to any shape by means of a continuous high-voltage spark (discharge) between an electrode and a workpiece. Other machining methods include drilling using ultrasound and cutting by means of a

laser beam. Numerical control of machine-tools and flexible manufacturing systems have made it possible for complete systems of machine-tools to be used flexibly for the manufacture of a range of products.

### **Task 5.2 General understanding:**

1. What are machine- tools used for?
2. How are most machine-tools driven nowadays?
3. What facilities have all machine-tools?
4. How are the cutting tool and the workpiece cooled during machining?
5. What other machining methods were developed lately?
6. What systems are used now for the manufacture of a range of products without the use of manual labour?

### **Task 5.3 Find English equivalents in the text:**

Обрабатываемый материал, электропривод, более точный, отдельные детали, процесс массового производства, приспособление для держания резца и детали, электроискровая обработка, жидкость, разряд, смазывать, посредством, луч, сверление, гибкий, ассортимент, точный, станок, развитие.

### **Task 5.4 Tell the text**

## **Theme VI**

### **Task 6.1 Read and translate the text:**

#### **Modern Engineering Trends**

The scientific and technological progress will **continue** in engineering along in two main headlines. Firstly, it is automation, including the creation of “unmanned” industries. Secondly, raising the **reliability** and **extending** the service life of machines.

This certainly **requires** new technology. Intense work is being **carried out** on new robots, robots which can identify objects, their position in space, etc.

We also need machines that would **trace** the entire process of machinery. Some of them have been designed and are manufactured. For **continuous** example, coal-digging complexes and machine systems, installations for the casting of steel, unique **welding equipment**, automatic rotor **transfer** lines and machine-tool modules for **flexible** industries, machine tools for electrophysical and electrochemical **treatment** of metals.

New technologies and equipment have been designed for more **branches** of engineering.

Large reserves in **expanding** service life for machines can be found in the process of designing.

Various types of machine-tools are used at the industrial **enterprises**: lathe, milling, boring, drilling machines, grinders, shapers and planers and others.

### **Vocabulary:**

**to continue**-продолжать

**to extend**-расширять

**reliability**-прочность

**to trace**-наметить

**to carry out**-выполнять (работу)

**continuous**-непрерывный

**welding equipment**-сварочное оборудование

**installation**-установка, устройство

**flexible**-гибкий

**a branch**-отрасль

**treatment**-обработка

**branch**-отрасль

**to expand**-увеличивать

**enterprise**-предприятие

### **Task 6.2 General understanding:**

1. What is the text about?
2. What are two main trends in modern engineering?
3. What do these trends require?
4. What machines do we need?
5. What examples can you give?
6. Where can we find reserves in expanding service life for machines?

### **Task 6.3 Find English equivalents in the text:**

передовые методы, современное машиностроение, автоматизация, срок службы, разрабатывать, идентифицировать объект в пространстве, нуждаться в..., автоматизированное производство, резерв, новые технологии, станок, токарный станок, шлифовальный станок, фрезерный станок, сверильный станок.

### **Task 6.4 Translate the sentences into Russian:**

1. Much attention is given at present to the modern equipment of research laboratories.
2. The idea of construction a new auto plant was widely discussed some years ago.
3. Much was done to improve the conditions for research work.
4. Wide investigation was carried on in the field of modern engineering.
5. Many old plants and shops were expanded and reconstructed

### **Task 6.5 Tell the text**

## **Theme VII**

### **Task 7.1 Read and translate the text:**

#### **Automation and Robotics**

**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.

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.

Not all industries require automation. Sales, agriculture and some service industries are difficult to automate.

The automation technology in manufacturing and assembly is widely used in car and other **consumer product** industries.

Nevertheless, each industry has its own **conception** automation that answers its particular production **needs**.

### **Vocabulary:**

**Automation**-автоматизация

**certain tasks**-определенные задачи

**assembly plant**-сборочный завод

**sequence**-последовательность

**non-manufacturing**-непроизводственный

**device**-устройство, прибор

**previously**-ранее

**a term**-термин

**to describe**-описывать

**to perform**-выполнять

**originally**-первоначально

**manipulate**-умело обращаться

**to transfer** –переносить, передвигать

**consumer goods**-товары народного потребления

**conception**-понимание, понятие, замысел

**to integrate**-внедрять

**needs**-нужды

### **Task 7.2 General understanding:**

1. How is the term automation defined in the text?
2. What is the most “familiar example” of automation given in the text?
3. What were the first robots originally designed for?
4. What was the first industry to adopt the new integrated system of production?
5. Do all industries require automation?
6. What industries use automation technologies?

### **Task 7.3 Find English equivalents in the text:**

автоматические устройства, автоматизированное производство, выполнять простые задачи, последовательность, сборочный завод, непромышленный, устройство, требовать, торговля, сельское хозяйство, сфера обслуживания, широко используется в..., нужды.

### **Task 7.4 Tell the text**

## **Theme VIII**

### **Task 8.1 Read and translate the text:**

#### **Safety Engineering**

This field of engineering has as its object the prevention of accidents.

Safety engineers develop methods and procedures to safeguard workers of hazardous occupations. They also assist in designing machinery, factories, ships, and roads, suggesting alterations and improvements to reduce accidents.

#### **Vocabulary:**

**safety engineering** - техника безопасности

**to prevent** - предотвращать

**accident** – несчастный случай

**to develop** - развивать

**safeguard** - охранять

**hazardous** - опасный

**alteration** – изменение, переделка

**to reduce** - устранять

### **Task 8.2 General understanding:**

1. What is the object of this field of engineering?
2. What methods and procedures do safety engineers develop?
3. What do safety engineers assist in?
4. What do safety engineers suggest to reduce accidents?

### **Task 8.3 Find English equivalents in the text:**

техника безопасности, предотвращать, несчастный случай, инженер, обезопасить, опасный, помогать, изменять, охранять, устранять, улучшение.

### **Task 8.4 Tell the text**

## **Theme IX**

### **Task 9.1 Read and translate the text:**

#### **Work Training Practice**

Individual skill training in the **craft** will **involve** a 4-stage program consisting of classroom, shop on-the-job training and **certification**. Every year our college **leavers** are **to reduce** theory to practice. They relate theory and practice at the machine-building plant.

During their practical training work the students themselves are to do **definite** tasks **in the conditions** of the working plant. First of all they **get acquaintance**

with the people who work at the plant, so they learn to work in the large collective of people.

The plant of **nowadays** is equipped with modern machine-tools, such as lathes, milling machines, drilling and boring machines, shapers and planers, grinders, dies and many others. To work **successfully** with such equipment the students must know the theory and **the rules of industrial safety** very well. So they **have good automated manufacturing practice**.

Industrial training and **attachment** in our country **are undertaken** within the **framework** and **guidelines** that are independently developed and operated by the public sector, private sector and informal sector.

### **Vocabulary:**

**craft**-ремесло

**to involve**-вовлекать

**certification**-выдача сертификата

**to define**-определять

**in the conditions of** –в условиях

**to get acquaintance**-знакомиться

**nowadays**-сегодня

**successfully**-успешно

**the rules of industrial safety**-правила техники безопасности

**attachment**-приспособление

**to be undertaken**-предпринимать

**framework**-в рамках

**guidelines**-руководство

**to have good automated manufacturing practice**-иметь надлежащую автоматизированную производственную практику

### **Task 9.2 General understanding:**

1. What students will be involved in work practice?

2. Where do the students usually take their practice?
3. What will they gain at the end of their practice?
4. What do the students reduce?
5. What tasks do the students fulfil?
6. What is the machine-building plant of nowadays equipped with?
7. What must the students know very well?

### **Task 9.3 Find English equivalents in the text:**

производственная практика, применять, связывать теорию с практикой, машиностроительный завод, автоматизированное производство, различные станки, оснащен современным оборудованием, работать в коллективе, знать правила техники безопасности, получить сертификат.

### **Task 9.4 Tell the text.**

## **Theme X**

### **Task 1 Read and translate the text:**

#### **Job Hunting.**

Getting a job begins with locating and applying for jobs that will advance your career plans. It also involves convincing employers that you are the best applicant for their job openings. The way you apply for a job and present your qualifications can greatly influence an employer's impression of you. Therefore you should know how to contact employers, how to contact employers, how to complete application forms, and how to make a good impression in job interviews. It is also important to know how to write a resume or a summary of your background and qualifications. All these skills can improve your chances for employment.

One of the most common ways to learn about job opportunities is by word-of-mouth. Many jobs are filled by people who have heard of the job openings from friends, relatives, teachers and acquaintances. You should therefore tell the people you know that you are looking for certain kinds of work.

Another common way to locate job opportunities is through the classified sections of newspapers. In numerous cases the information given in help – wanted ads can help you to decide whether to contact the employer.

The information about job openings is also available from employment agencies, public and private ones. Many high schools, colleges have placement offices, which are set up to help students and graduates find jobs. Telephone directories list the names and addresses of employers in various fields. Job seekers may contact the employers to learn about possible job openings.

### **Task 2 General understanding:**

1. What does getting a job begin with?
2. What does it also involve employers?
3. What should you know how to contact employers?
4. Why is it also important to know how to write a resume?
5. What are the most common ways to learn about job?
6. Where can you get information about job?

### **Task 3 Tell about your hunting the job**

### **Task 4 Read and translate the text:**

## **Recruitment**

When a company needs to recruit new people, it can give an announcement in the ‘NEED HELP’ section of a newspaper.

People who are looking for a job can send a letter of application or covering letter and containing details of their education and experience. A company may ask to fill up a standard application form.

The company’s Human Resources department selects the most suitable applications and prepares a short list of candidates or applicants, who are invited to attend an interview.

Companies can hire people using the services of a recruitment agency which provides a list of suitable candidates.

A growing number of companies are no longer satisfied with traditional job interviews. Sometimes they give the candidates a series of written tests. These tests are not about mathematics or grammar. By these tests employers want to evaluate candidates on the following qualities.

- Does the candidate have creative abilities?
- Can the candidate be a leader?
- Is the candidate flexible and capable of learning?
- Does the candidate have enough skills and knowledge?

Companies are getting much more careful about hiring. Employers always looked for experienced workers – has the candidate done this before? Most companies have not changed this practice until now.

### **Task 5 General understanding:**

1. What can a company do when it needs to recruit new people?
2. Where can we find an announcement about a job?
3. What kind of letter do people send when they are looking for a job?
4. What department selects the most suitable application?
5. What does a recruitment agency do?
6. What do companies do to select suitable candidates?
7. What is the purpose of written tests?
8. What qualities do the tests evaluate?
9. Is it important that a candidate should be capable of learning?
10. What kind of workers have employers always looked for?

### **Task 6 Read and translate the text:**

#### **Contacting Employers.**

Your contact with the employers should be effective and orderly. The most common ways of contacting employers are by mail, by professional visit to an employer's office.

Most applicants for white –collar jobs get in touch with employers by mail. A letter to an employer should be typewritten or hand-written in ink. In the letter introduce yourself and explain why you are writing. Briefly indicate any experience and skills you have that relate to the kind of job you are seeking. Finally ask for an interview. Be sure to include your address and telephone number so that the employer can reach you.

If you contact an employer by telephone, try to provide the same information that you would cover in a letter.

Many blue-collar, farm and service jobs require applicants simply to fill out an application form. Most people seeking such jobs apply in person. People who apply in person for other kind of jobs will probably have to arrange a failure interview. They will also likely be asked to fill out an application form or leave a resume.

### **Task7. Tell about your possible contacting the employer.**

### **Task 1. Read and translate the text about the rules of writing resume.**

## **A RESUME**

A resume of your career informs the employer about the experience and skills you have.

A good resume should:

1. Attract attention
2. Create a positive impression.
3. Present your skills and qualities.

The purpose of your resume is to tell the employer why you should be hired. The resume may be photocopied and sent off to many employers. You can change the sections of the content according to the different needs of the organizations.

### **Task 2. General understanding:**

1. What does a resume inform about?
2. What should a good resume do?
3. What is the purpose of a resume?
4. What points should be mentioned in a resume?

### **Resume writing tips:**

1. Use concise language.
2. Minimize everything that is not irrelevant
3. Place the most important information at the beginning of your resume.
4. There must be no grammatical errors
5. Print your resume on a good paper.

### **Task 3. Mind the main points of writing resume:**

1. Your name, address and telephone number.
2. Your date of birth.
3. Your marital status.
4. Details of all your jobs you have had.
5. The languages you speak, read or write.
6. Diplomas or degrees you have gained.
7. Training courses you have attended.
8. Your reasons for applying for this job.

### **Task 4. Pay attention to the example of resume:**

**Name: Boris Ivanovich Smirnov**



**Address:** 47 Kirov Street Samara

**Telephone:** 475 78 65 78

**Age of birth:** 15 July 1979

**Marital status:** Single

**Nationality:** Russian

**Objective:** To secure a part-time occupation that offers a variety of tasks in which to use my fitter skills and knowledge of safety engineering.

**Education:** secondary

**Dates:** 1987-1992

**College:** College of Industrial Equipment Service, Samara

**Qualifications:** Fitter Course

**Dates:** 1993-1994

**College:** Volgograd Secretarial College

**Qualifications:** Secretarial Skills Refresher Course

**Employment:** a fitter

**Dates:** 1995-to present

**Responsibilities:** Taking maintaining and repairing industrial equipment.

**Other skills and occupations:**

I also have a good knowledge of English and German

**Task 5. Write down your own resume according to the form:**

### RESUME

**Name:** \_\_\_\_\_

\_\_\_\_\_  
**Address:** \_\_\_\_\_

\_\_\_\_\_

**Telephone:** \_\_\_\_\_

\_\_\_\_\_

**Age of birth:** \_\_\_\_\_

\_\_\_\_\_

**Marital status:** \_\_\_\_\_

\_\_\_\_\_

**Objective:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Employment (dates):** \_\_\_\_\_

\_\_\_\_\_

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**Education (dates):**

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**Additional information:**

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**Date:**

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## Перечень рекомендуемых учебных изданий, дополнительной литературы

### Основные источники:

1. Восковская А.С. Английский язык / А.С.Восковская, Т.А.Карпова.- Изд. 12-е, стер.-Ростов-на-Дону: Феникс, 2013.-376с
2. Восковская А.С. Английский язык. М.: Феникс, 2014
3. Восковская А.С. Английский язык. М.: Феникс, 2016
4. Безкорвайная Г.Т. Planet of English. Учебник английского языка для НПО и СПО. М.: Академия, 2013-2017
5. Кузовлев В.П. Английский язык: Учебник английского языка для 10-11 класса общеобразоват. учреждений.- 7-е изд., испр.- Просвещение, 2005.- 351с.
6. Рогова В.Г. Английский язык за два года.- Москва: Просвещение.- 2003.
7. [Мюллер В.К.](#) Англо-русский и русско-английский словарь. – М.: [Эксмо](#), 2008.

### Дополнительная литература:

1. Голицынский Ю.Б. Грамматика: Сборник упражнений.- С-Петербург.; 2009.
2. Голубев А.П. Английский язык.- Москва: Академия.-2009
3. Масюченко И.П. 222 правила современного английского языка: Справочник.- Москва.-2003.
4. Агабекян И.П. Английский язык для технических ССУЗов.- Ростов на Дону: Феникс.-2011.
5. Русаякина Г.Н. Наши будущие профессии: Методическое пособие для работы на уроках английского языка.- Самара.-2010.
6. Русаякина Г.Н. Учебное пособие по английскому языку для студентов всех специальностей.-Самара.-2013.
7. Русаякина Г.Н. Тесты по английскому языку: Учебно-методическое пособие.-Самара.-2013.
8. Яндекс. Переводчик-словарь и онлайн перевод (Электронный ресурс)// Режим доступа

<https://translate.yandex.ru/>

### **Интернет-ресурсы:**

[www.lingvo-online.ru](http://www.lingvo-online.ru) (более 30 англо-русских, русско-английских и толковых словарей общей и отраслевой лексики)

[www.macmillandictionary.com/dictionary/british/enjoy](http://www.macmillandictionary.com/dictionary/british/enjoy) (Macmillan Dictionary с возможностью прослушать произношение слов)

[www.britannica.com](http://www.britannica.com)([Энциклопедия](#) «Британника»)

[www.ldoceonline.com](http://www.ldoceonline.com) (Longman Dictionary of Contemporary English)

English for Colleges= Английский язык для колледжей: учебное пособие (Электронный ресурс)/ Т.А.Карпова. Москва: КноРус, 2017