**Образовательная автономная некоммерческая организация высшего образования**
**«МОСКОВСКАЯ ВЫСШАЯ ШКОЛА СОЦИАЛЬНЫХ И ЭКОНОМИЧЕСКИХ НАУК»**
Факультет практической психологии

Кафедра практической психологии

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**Федеральное государственное бюджетное образовательное учреждение высшего образования**
**«РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА И ГОСУДАРСТВЕННОЙ СЛУЖБЫ ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ»**

**Институт общественных наук**
*(наименование структурного подразделения)*
Кафедра иностранных языков
*(наименование кафедры)*

УТВЕРЖДЕНА
решением кафедры английского языка
Протокол от «30» мая 2018 г.
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решением межфакультетской кафедры английского языка МВШСЭН
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# РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Б1.Б.01 Иностранный язык
*(индекс, наименование дисциплины (модуля), в соответствии с учебным планом)*

37.03.01 «Психология»
*(код, наименование направления подготовки)*

Психологическое консультирование и коучинг
*(профиль)*

Бакалавр
*(квалификация)*

очная
*(форма обучения)*

Год набора – 2018

Москва, 2017 г.

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## 1. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения программы

1.1. Дисциплина Б1.Б.1. «Иностранный язык» обеспечивает овладение следующими компетенциями:

| Код компетенции | Результаты обучения |
|---|---|
| ОК – 5 | на уровне знаний:<br>значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;<br>языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем;<br>новые значения изученных глагольных форм (видо-временных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;<br>лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения. |
| | на уровне умений:<br>умение вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные;<br>умение рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов;<br>умение описывать события, излагать факты, делать сообщения;<br>умение понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения. |
| | на уровне навыков:<br>навыки критического и аналитического мышления в применении к англоязычному профессиональному контексту;<br>навыки публичного выступления;<br>навыки ведения дискуссий в деловом и академическом контекстах. |

## 2. Объем и место дисциплины в структуре ОП ВО

В соответствии с учебным планом дисциплина Б1.Б.1 «Иностранный язык» входит в состав дисциплин базовой части блока Б1 «Дисциплины (модули)» и изучается в 1-4 семестрах.

Изучение данной дисциплины основывается на базе предыдущего уровня образования. Содержание данной дисциплины **выступает опорой** для изучения дисциплин, преподаваемых на английском языке, и для самостоятельной работы с источниками литературы, представленными англоязычными авторами.

**Объем дисциплины**

Таблица 1

| ***Вид учебных занятий*** | ***Объем дисциплины, час.*** |
|---|---|

| *и самостоятельная работа* | | *Всего* | *Семестр* | | | |
|---|---|---|---|---|---|---|
| | | | *1* | *2* | *3* | *4* |
| ***Очная форма обучения*** | | | | | | |
| ***Контактная работа обучающихся с преподавателем, в том числе:*** | | ***336/ 252*** | 84/ 63 | 84/ 63 | 84/ 63 | 84/ 63 |
| *практического (семинарского) типа (ПЗ)* | | ***336/ 252*** | 84/ 63 | 84/ 63 | 84/ 63 | 84/ 63 |
| ***контролируемая самостоятельная работа обучающихся (КСР)*** | | ***72/ 54*** | 36/ 27 | | | 36/ 27 |
| ***Самостоятельная работа обучающихся (СР)*** | | ***276/ 207*** | 24/ 18 | 60/ 45 | 60/ 45 | 24/ 18 |
| ***Промежуточная аттестация*** | ***форма*** | | ***Экзамен*** | ***Зачет с оценкой*** | ***Зачет с оценкой*** | ***Экзамен*** |
| | ***час.*** | | ***36/ 27*** | | | ***36/ 27*** |
| ***Общая трудоемкость (час. / з.е.)*** | | ***576/432*** | ***144/ 108*** | ***144 / 108*** | ***144/ 108*** | ***144/ 108*** |

## 3. Содержание и структура дисциплины

Таблица 2.

**Уровень upper-intermediate**

| **№ п/п** | **Наименование тем (разделов),** | **Объем дисциплины, час.** | | | | | | **Форма текущего контроля успеваемости**, промежуточной аттестаци** |
|---|---|---|---|---|---|---|---|---|
| | | **Всего** | **Контактная работа обучающихся с преподавателем по видам учебных занятий** | | | | **СР** | |
| | | | **Л** | **ЛР** | **ПЗ** | **КСР** | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | и |
| ***Очная форма обучения*** | | | | | | | | |
| Тема 1 Изучение иностранных языков | Мотивация при изучении иностранных языков. Стили устного и письменного общения. Стили обучения. | 42 | | | 28 | | 14 | КРД |
| Тема 2 Коммуникация | История коммуникации. Эффективная коммуникация. Влияние современных технологий на общение. | 42 | | | 28 | | 14 | КРД |
| Тема 3 Образ жизни | Здоровый образ жизни. Привычки современного человека. Развлечения. Жизнь в другой стране. | 42 | | | 28 | | 14 | КРД |
| **Промежуточная аттестация** | | | | | | 36 | | Экзамен |
| Тема 4 Мир вокруг нас | Путешествия. Страны и народы. Природные явления. | 42 | | | 28 | | 14 | КРД |
| Тема 5 Литература | Известные писатели. Литературные стили. Известные литературные произведения. | 42 | | | 28 | | 14 | КРД |
| Тема 6 Экология | Глобальные экологические проблемы. Рациональное природопользование. Современные технологии и экология. | 42 | | | 28 | | 14 | КРД |
| **Промежуточная аттестация** | | | | | | | | Зачет с оценкой |
| Тема 7 Занятость/Трудоустройство | Тенденции трудоустройства в современном мире Выбор карьеры. Прохождение собеседования. | 42 | | | 28 | | 14 | КРД |
| Тема 8 Финансы | Финансовые термины. Банки. Инвестирование Благотворительность. | 42 | | | 28 | | 14 | КРД |
| Тема 9 Менеджмент | Типы управления HR менеджмент Кризисное управление Time management. | 42 | | | 28 | | 14 | КРД |
| **Промежуточная аттестация** | | | | | | | | Зачет с оценкой |
| Тема 10 Маркетинг | Определение маркетинга. Маркетинговые стратегии. | 42 | | | 28 | | 14 | ТД |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Международный маркетинг. | | | | | | | |
| Тема 11 Бренды | Ценность брендов. Международные бренды. Имидж брендов. | 42 | | | 28 | | 14 | КР Д |
| Тема 12 Реклама | Типы рекламы. Рекламные кампании. Рекламирование с помощью современных технологий. | 42 | | | 28 | | 14 | КР Д |
| **Промежуточная аттестация** | | | | | | 36 | | Экзамен |
| | **Всего:** | ***576*** | | | ***336*** | **72** | **168** | |

*Примечание:*

*** – формы текущего контроля успеваемости: контрольная работа (КР), диспут (Д).*

**Содержание дисциплины**

**Уровень upper-intermediate**

| **№ п/п** | **Наименование тем (разделов)** | **Содержание тем (разделов)** |
|---|---|---|
| Тема 1 Изучение иностранных языков | Мотивация при изучении иностранных языков. Стили устного и письменного общения. Стили обучения. | Настоящее простое (неопределенное), настоящее продолженное время. Устойчивые словосочетания по теме. Написание сообщения в формальном стиле. Написание сообщения в неформальном стиле. |
| Тема 2 Коммуникация | История коммуникации. Эффективная коммуникация. Влияние современных технологий на общение. | Настоящее совершенное, длительное совершенное, настоящее простое. Представление собственного мнения с использованием устойчивых выражений по теме. Составление речи по теме. |
| Тема 3 Образ жизни | Здоровый образ жизни. Привычки современного человека. Развлечения. Жизнь в другой стране. | Прошедшее простое, прошедшее совершенное. Описание привычек в прошлом (used to/would). Развитие дискуссионных навыков. Написание статьи по изученной теме для популярного журнала. |
| Тема 4 Мир вокруг нас | Путешествия. Страны и народы. Природные явления. | Выражение будущего времени (будущее простое, будущее совершенное, будущее продолженное, настоящее простое, настоящее продолженное). Проведение интервью по теме. Написание буклета по теме. |

| | | |
|---|---|---|
| Тема 5<br>Литература | Известные писатели.<br>Литературные стили.<br>Известные литературные произведения. | Пассивные конструкции.<br>Использование различных времен для описания событий.<br>Выражение собственного мнения по теме и комментирование мнения однокурсников с использованием устойчивых выражений.<br>Написание рецензии на книгу. |
| Тема 6<br>Экология | Глобальные экологические проблемы.<br>Рациональное природопользование.<br>Современные технологии и экология. | Модальные глаголы.<br>Участие в дебатах: развития навыков аргументации и выражения собственного мнения.<br>Написание эссе по теме (problem-solution essay). |
| Тема 7<br>Занятость/Трудоустройство | Тенденции трудоустройства в современном мире.<br>Выбор карьеры.<br>Прохождение собеседования. | Артикли.<br>Устойчивые выражения по теме.<br>Развитие навыков прохождения интервью/собеседования<br>Написание резюме и сопроводительного письма |
| Тема 8<br>Финансы | Финансовые термины.<br>Банки.<br>Инвестирование.<br>Благотворительность. | Управление глаголами.<br>Развитие навыков переговоров.<br>Написание отчета. |
| Тема 9<br>Менеджмент | Типы управления.<br>HR менеджмент.<br>Кризисное управление.<br>Time management. | Прилагательные в английском языке.<br>Изучение бизнес лексики по теме.<br>Развитие навыков презентации.<br>Написание делового предложения. |
| Тема 10<br>Маркетинг | Определение маркетинга.<br>Маркетинговые стратегии.<br>Международный маркетинг. | Ограничительное определительное придаточное предложение и распространительное определительное придаточное предложение.<br>Изучение бизнес лексики по теме.<br>Участие в совещании.<br>Написание протокола совещания. |
| Тема 11<br>Бренды | Ценность брендов.<br>Международные бренды.<br>Имидж брендов. | Предлоги в английском языке.<br>Написание пресс-релиза.<br>Создание презентации. |
| Тема 12<br>Реклама | Типы рекламы.<br>Рекламные кампании.<br>Рекламирование с помощью современных технологий. | Место наречий в предложении в английском языке.<br>Написание письма-жалобы по предложенной ситуации.<br>Участие в дискуссии по пройденной теме.<br>Создание рекламы собственного продукта/услуги. |

## 4. Материалы текущего контроля успеваемости обучающихся и фонд оценочных средств промежуточной аттестации по дисциплине

4.1. Формы и методы текущего контроля успеваемости и промежуточной аттестации.

4.1.1. В ходе реализации дисциплины «Иностранный язык» используются следующие методы текущего контроля успеваемости обучающихся:

– при проведении занятий практического типа:
контрольные работы, включающие задания по грамматическому и лексическому материалу, пройденному по теме, а также чтению и аудированию.
Отдельно даются устные задания, включающие проверку навыков ведения дискуссий учащихся.

4.1.2. Промежуточная аттестация проводится в виде модульной контрольной работы, включающей чтение, аудирование, и письменное задание, а также задания устной части.

4.2. Материалы текущего контроля успеваемости.
Типовые оценочные материалы по темам (см. приложение 1).

4.3. Оценочные средства для промежуточной аттестации.
4.3.1 Типовые оценочные средства
Типовые оценочные средства (см. приложение 2).

| | |
|---|---|
| Аудирование+чтение | 8 баллов |
| Письменное задание | 12 баллов |

**Шкалы оценивания:**

**Критерии и шкала оценивания письменного задания:**
**Criterion A: Content**
How clearly can the student develop and organize relevant ideas?
How skillfully does the student develop ideas?
How clear and convincing is the argument?
How clear and convincing is the rationale?

| Level | Descriptor |
|---|---|
| **0** | Студент не достиг необходимого уровня.<br>(Объем работы менее 50%, Содержание не отражает тех аспектов, которые указаны в задании) |
| **1** | Уровень владения навыками письма очень ограничен.<br>(Объем работы менее 65%, при этом 30% ответа имеет непродуктивный характер (т.е текстуально совпадает с опубликованным источником) Основные идеи не связаны с заданием или повторяются, использование вспомогательных деталей ограничено или неуместно |
| **2** | Уровень владения навыками письма ограничен.<br>(Объем работы менее 75%, либо превышает заданный объем на более, чем 20%. Основные идеи представлены, но не раскрыты, раскрыты не полностью или расположены хаотично, использование вспомогательных деталей не всегда уместно). |
| **3** | Уровень владения навыками письма достаточно хороший. |

| | |
|---|---|
| | (Объем работы менее 90%, либо превышает заданный объем на более чем 10%. Основные идеи актуальны, связаны, но не все раскрыты полностью, использование вспомогательных деталей уместно) |
| **4** | Задание выполнено полностью.<br>(Объем работы соответствует требованиям. Содержание отражает все аспекты, указанные в задании). |

**Criterion B: Format**

How correctly does the student produce the required text type?

To what extent are the conventions of text types appropriate?

| Level | Descriptor |
|---|---|
| **0** | Студент не достиг необходимого уровня.<br>(Задание не соответствует формату) |
| **1** | Уровень владения навыками письма очень ограничен.<br>(в высказывании есть значительные отклонения от предложенного плана, есть нарушения логики, практически не используются средства логической связи) |
| **2** | Уровень владения навыками письма ограничен.<br>(высказывание в основном логично, есть отдельные отклонения от предложенного плана, выбор средств логической связи ограничен или они используются неверно).3-4 минуса |
| **3** | Уровень владения навыками письма достаточно хороший.<br>(высказывание логично, но встречаются незначительные нарушения логики, письмо в целом соответствует предложенному плану, отдельные недостатки при использовании средств логической) 1-2 минуса |
| **4** | Задание выполнено полностью.<br>(Задание полностью соответствует формату). |

**Criterion C: Language**

How effectively and accurately does the student use language?

| Level | Descriptor |
|---|---|
| **0** | Крайне ограниченный запас слов, грамматические правила не соблюдаются.<br>Ошибки затрудняют понимание текста. |
| **1** | Языковые средства и грамматические конструкции употребляются неправильно и их диапазон весьма ограничен. Ошибки затрудняют понимание текста (более чем 10 ошибок)<br>Используется менее 30% активной лексики. |
| **2** | Ограниченное использование языковых средств и грамматических конструкции не затрудняет понимание текста, но делает письменную речь примитивной. (до 9 ошибок)<br>Используется менее 50% активной лексики. |
| **3** | Языковые средства и грамматические конструкции употребляются в недостаточном объеме.<br>Встречаются нарушения в использовании лексики (3-5 ошибок)<br>Используется более 65% активной лексики.<br>грамматические ошибки не затрудняют понимание текста (3-5 ошибок). |
| **4** | Демонстрируется правильное и разнообразное использование языковых средств и грамматических конструкции.<br>Используемый словарный запас соответствует поставленной коммуникативной задаче, но встречаются нарушения в использовании лексики (1-2 ошибки).<br>Используется более 75% активной лексики.<br>грамматические модели разнообразны (1-2 ошибки). |

**Критерии и шкала оценивания устной речи:**
**Criterion A: Productive skills**
How successfully does the student use the language in speech?
• How fluent and clear is the student's speech?
• How accurate and varied is the language used?
• How much does the student's intonation aid communication?

| Level | Descriptor |
|---|---|
| **0** | Студент не достиг необходимого уровня.<br>Объем высказывания менее 50%, Содержание не отражает тех аспектов, которые указаны в задании |
| **1** | Уровень владения навыками говорения очень ограничен.<br>Студент испытывает многочисленные трудности в решении коммуникативной задачи: уходит от темы или пытается подменить ее другой, которой владеет лучше.<br>Высказывание не содержит аргументации, нелогично, не имеет завершенного характера.<br>Речь звучит неуверенно и едва понятна.<br>Объем высказывания менее 60% |
| **2** | Уровень владения устной речью ограничен.<br>Студент испытывает трудности в решении коммуникативной задачи: Основные идеи не связаны с заданием или повторяются, использование вспомогательных деталей ограничено или неуместно. Высказывание не всегда логично.<br>Речь звучит неуверенно и не всегда понятно.<br>Объем высказывания менее 70% |
| **3** | Уровень владения устной речью удовлетворительный.<br>Студент испытывает некоторые трудности в решении коммуникативной задачи: Основные идеи представлены, но раскрыты не полностью или расположены хаотично, использование вспомогательных деталей не всегда уместно.<br>Высказывание в основном логично и имеет достаточно завершенный характер, но средства логической связи используются недостаточно.<br>Речь понятная и местами беглая.<br>Объем работы менее 75%, либо превышает заданный объем на более чем 20%. |
| **4** | Уровень владения устной речью достаточно хороший.<br>Студент строит высказывание в соответствии с коммуникативной задачей: Основные идеи актуальны, связаны, но не все раскрыты полностью, использование вспомогательных деталей уместно. Высказывание логично и имеет завершенный характер, средства логической связи используются правильно.<br>Речь по большей части беглая.<br>Объем работы менее 90%, либо превышает заданный объем на более чем 10%. |
| **5** | Уровень владения устной речью очень хороший.<br>Задание выполнено полностью: содержание полно, точно и развернуто отражает все аспекты, указанные в задании.<br>Студент передает информацию ясно и четко; простые и сложные мысли звучат одинаково уместно<br>Речь беглая.<br>Объем работы соответствует требованиям |

**Criterion C: Language**
How effectively and accurately does the student use language?

| Level | Descriptor |
|---|---|

| | |
|---|---|
| **0** | Крайне ограниченный запас слов, грамматические правила не соблюдаются. Многочисленные ошибки затрудняют понимание текста. |
| **1** | Языковые средства и грамматические конструкции употребляются неправильно и их диапазон весьма ограничен. Ошибки затрудняют понимание текста (более чем 10 ошибок)<br>Используется менее 30% активной лексики.<br>Ошибки в произношении и интонации (более чем 10 ошибок) |
| **2** | Ограниченное использование языковых средств и грамматических конструкции не затрудняет понимание текста, но делает устную речь примитивной. (до 9 ошибок)<br>Используется менее 50% активной лексики.<br>Есть ошибки в произношении и/или интонации (до 9 ошибок) |
| **3** | Языковые средства и грамматические конструкции употребляются в недостаточном объеме. В речи встречаются ошибки в употреблении языковых единиц и грамматических структур (8-6 ошибок).<br>Используется более 65% активной лексики.<br>У студента наблюдаются ошибки в произношении, которые иногда затрудняют понимание текста. |
| **4** | Языковые средства и грамматические модели, в целом, используются правильно, понятно. незначительное количество ошибок не влияют на основную мысль(5-3 ошибки)<br>Используемый словарный запас соответствует поставленной коммуникативной задаче.<br>У студента наблюдаются отдельные ошибки в произношении, которые не затрудняют понимание текста.<br>Интонация не мешает коммуникации. |
| **5** | Языковые средства употребляются правильно, разнообразно, понятно. встречаются отдельные нарушения в использовании лексики и грамматики (1-2 ошибки).<br>Интонация усиливает коммуникацию. |

**Speaking Interactive oral activity**

**Criterion B: Interactive and receptive skills**

To what extent does the student understand and demonstrate an ability to interact in a conversation?

• How well can the student express ideas and opinions?

• How well can the student maintain a conversation?

| Level | Descriptor |
|---|---|
| **0** | Студент не достиг необходимого уровня.<br>(Задание не соответствует формату) |
| **1** | Студент демонстрирует очень плохое понимание проблем, затрагиваемых данной темой.<br>Студент плохо владеет навыками диалогического общения (демонстрирует только умение начать и закончить беседу), не умеет обращаться за разъяснениями или плохо понимает их.<br>Простые мысли выражаются неправильно.<br>взаимодействие очень ограничено.<br>Речь бессвязна. |
| **2** | Студент демонстрирует плохое понимание проблем, затрагиваемых данной темой.<br>Студент плохо владеет навыками диалогического общения (затрудняется запрашивать инфо, обращаться за разъяснениями). |

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| | Многочисленные трудности при выражении простых мыслей, сложные мысли не выражены.<br>Взаимодействие затруднено.<br>Речь с большими погрешностями. |
| **3** | Студент демонстрирует понимание, правильно реагируя лишь на некоторые проблемы, затрагиваемые данной темой.<br>Студент, в целом, демонстрирует навыки речевого взаимодействия с партнером, однако не стремиться поддержать разговор.<br>Простые мысли выражаются хорошо, но сложные мысли на очень примитивном уровне.<br>Взаимодействие на приемлемом уровне.<br>Речь, в целом, последовательна. |
| **4** | Студент демонстрирует понимание, правильно реагируя на основные проблемы, затрагиваемые данной темой.<br>Студент демонстрирует хорошие навыки речевого взаимодействия с партнером: способен начать, поддержать и закончить разговор, вежливо переспросить, соблюдает очередность при обмене репликами.<br>Простые мысли выражаются ясно и последовательно; однако сложные мысли иногда представляют трудности.<br>взаимодействие на хорошем уровне.<br>Речь достаточно беглая. |
| **5** | Задание выполнено полностью.<br>Студент передает информацию ясно и четко; простые и сложные мысли звучат одинаково уместно. |

**Criterion C: Language**

How effectively and accurately does the student use language?

| Level | Descriptor |
|---|---|
| **0** | Крайне ограниченный запас слов, грамматические правила не соблюдаются.<br>Многочисленные ошибки затрудняют понимание текста. |
| **1** | Языковые средства и грамматические конструкции употребляются неправильно и их диапазон весьма ограничен. Ошибки затрудняют понимание текста (более чем 10 ошибок)<br>Используется менее 30% активной лексики.<br>Ошибки в произношении и интонации (более чем 10 ошибок) |
| **2** | Ограниченное использование языковых средств и грамматических конструкции не затрудняет понимание текста, но делает устную речь примитивной. (до 9 ошибок)<br>Используется менее 50% активной лексики.<br>Есть ошибки в произношении и/или интонации (до 9 ошибок) |
| **3** | Языковые средства и грамматические конструкции употребляются в недостаточном объеме. В речи встречаются ошибки в употреблении языковых единиц и грамматических структур (8-6 ошибок).<br>Используется более 65% активной лексики.<br>У студента наблюдаются ошибки в произношении, которые иногда затрудняют понимание текста. |
| **4** | Языковые средства и грамматические модели, в целом, используются правильно, понятно. незначительное количество ошибок не влияют на основную мысль (5-3 ошибки)<br>Используемый словарный запас соответствует поставленной коммуникативной задаче.<br>У студента наблюдаются отдельные ошибки в произношении, которые не |

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| | затрудняют понимание текста.<br>Интонация не мешает коммуникации. |
| **5** | Языковые средства употребляются правильно, разнообразно, понятно.<br>встречаются отдельные нарушения в использовании лексики и грамматики (1-2 ошибки).<br>Интонация усиливает коммуникацию. |

**Интегральная шкала оценивания**

| Результат зачета | Оценка за экзамен | Критерии оценивания компетенций |
|---|---|---|
| не зачтено | «Неудовлетворительно» | Студент не знает значительной части программного материала (менее 50% правильно выполненных заданий от общего объема работы), допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы, не подтверждает освоение компетенций, предусмотренных программой экзамена. |
| зачтено | «Удовлетворительно» | Студент показывает знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, в целом, не препятствует усвоению последующего программного материала, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических работ, подтверждает освоение компетенций, предусмотренных программой экзамена на минимально допустимом уровне. |
| | «Хорошо» | Студент показывает твердо знает 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, владеет необходимыми навыками и приемами их выполнения, допуская некоторые неточности; демонстрирует хороший уровень освоения материала, информационной и коммуникативной культуры и в целом подтверждает освоение компетенций, предусмотренных программой экзамена. |
| | «Отлично» | Студент глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал монографической литературы, правильно обосновывает принятое решение, владеет разносторонними навыками и приемами выполнения практических задач, подтверждает полное |

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| | | освоение компетенций, предусмотренных программой экзамена. |

## 5. Методические указания для обучающихся по освоению дисциплины

***Самостоятельная работа слушателей:***

- устные виды контроля (устный ответ на поставленный вопрос; развернутый ответ по заданной теме; устное сообщение по избранной теме, собеседование; тестирование (с помощью технических средств обучения), декламация стихов, отрывков и художественной и специальной литературы; чтение текста на иностранном языке, аудирование);
- зачет по заданной теме;
- письменные виды контроля (письменное выполнение тренировочных упражнений, практических работ; написание диктанта, изложения, сочинения; выполнение самостоятельной работы, письменной проверочной работы, творческой работы, подготовка реферата).

***Характеристика самостоятельных работ:***

Самостоятельная работа по развитию академических языковых навыков предусматривает разнообразные виды работы, а также подготовку к промежуточному тестированию и к экзамену.

В ходе самостоятельной работы проверяются навыки

1) академического чтения (структура профессионального и академического текста; поисковое и просмотровое чтение; логический порядок);

2) оперирования терминологическими кластерами;

3) владения академической (общенаучной) лексикой;

4) оперирования моделями и соотнесения графической и текстовой информации в текстах по прикладному политическому анализу и государственному управлению;

5) академического письма (парафраз, резюмирование текста, построение определения).

Текущий контроль осуществляется в виде грамматических тестов оценивается по количеству выполненных заданий, аудирование – по правильности услышанной информации, при беседе оценивается как подготовленное изложение материала, так и спонтанная монологическая и диалогическая речь студента.

**Темы вопросов для самостоятельной подготовки:**

**<u>Уровень pre-intermediate</u>**

**1 курс, 1 семестр**

**Устные задания:**

1. Are cities a good thing?
2. Describe your favourite city.
3. Describe yourself, you hobby, your studies.
4. Prepare questions to ask your classmate about himself/herself.
5. What changes would you make to your city?
6. What are bad things and good things about your education?
7. What is your favourite subject?
8. What is your dream job?

**Письменное задание:**

Написать письмо другу, где вы приглашаете его приехать в свой город.

**1 курс, 2 семестр**

1. Are movies good for us?
2. What movie genre do you like the best?
3. What things make a great movie a great movie?
4. What is your favourite method of transport?
5. What form of transport is worst for the environment?
6. How many different types of transport have you been on?

7.What is your favourite thing about your home?
8. Would you like to work at home?
9. Are you happy with the colour scheme and furniture in your home?

**Письменное задание:**
Написание объявление о поиске жилья в городе Москве.

**2 курс, 3 семестр**
1. What types of shops do you know?
2. What are pluses and minuses of shopping online?
3. Is window shopping a total waste of time?
4. How dangerous are airplanes?
5. Is it better to travel by airplane or by cruise ship? Why?
6. How important is money to you?
7. Can money buy happiness?
8. What are pluses and minuses of being rich?

**Письменное задание:**
Написание письма-жалобы о плохом обслуживании во время перелета.

**2 курс, 4 семестр**
1. Is technology a good or bad thing?
2. How has technology changed society?
3. Do you always trust technology?
4. What are favourite types of food?
5. Do you need to see what you eat? Why?
6. Do you care where the food you eat comes from?
7. Describe your favourite monument.
8. How important is architecture?
9. Which country has the best architecture?

**Письменное задание:**
Написать статью в журнал о важности здорового питания

**<u>Уровень intermediate и upper-intermediate</u>**

**1 курс, 1 семестр**
**Устные задания:**
1. What are the advantages of speaking a foreign language?
2. What means is the most effective in mastering a language?
3. How do modern technology and the Internet help to improve language skills?
4. Is there any chance of using a global language?
5. Who is the best communicator you know? Why?
6. When did you last have a communication problem? Who was it with?
7. How do you deal with someone who is rambling?
8. Is it always bad to digress when talking?
9. Describe your daily routine.
10. Does a person's lifestyle depend on the location and climate of the place he lives?
11. Do you think there is a link between food and your mind?
12. What annoying habits do men and women typically complain about?

**Задания для письменных работ:**

1. Напишите e-mail своему преподавателю, где вы просите продлить срок сдачи работы.
2. Напишите статью в журнал, где вы объясняете преимущества здорового образа жизни.
3. Напишите речь по случаю открытия нового здания университета.

**1 курс, 2 семестр**
**Устные задания:**
1. What are the favorite tourist spots in your country? Do they have any problems?
2. What type of an adventure holiday would you like to have?
3. What things can't you do without on a deserted island?
4. A place you dream to visit one day.
5. Do you agree with the statement that people are constantly losing interest in reading? Prove your point of view.
6. What are your reading habits?
7. Do you agree that reading a book in English opens a window onto the culture of English-speaking people? Prove that with an example.
8. Has there been a book which changed your life?
9. What is special about the writer you enjoy reading?
10. Will paper books be completely replaced by their electronic versions? Give your reasons

**Письменные задания:**
1. Напишите буклет для туристов, собирающихся посетить Москву
2. Напишите рецензию на книгу "Lord of the Flies"
3. Напишите эссе на тему, что может сделать москвич для сохранения окружающей среды.

**2 курс, 3 семестр**
**Устные задания:**
1. What qualities might be the most significant for a potential employer?
2. Do you think that at work appearance is more important than performance?
3. What is the current rate of unemployment in your country?
4. What jobs are men and women typically better at?
5. What are employment agencies for?
6. How do you feel about borrowing money?
7. What is the economic situation in your country at the moment?
8. Which types of business are making profits or losses?
9. What sort of businesses are a good investment?
10. Which company shares are going up or down at the moment?
11. What job benefits would you look for while choosing a job?
12. What are advantages and disadvantages of working for a big company?
13. What is the state policy in supporting the unemployed? Can you earn a living being self employed?

**Письменные задания:**
1. Составьте сове резюме и сопроводительное письмо к нему.
2. Напишите отчет вашему работодателю о пройденном курсе "Time management"
3. Напишите предложение менеджеру относительно кандидатов на должность секретаря.

**2 курс, 4 семестр**
**Устные задания:**

1. Why do you think some people dislike brands?
2. Can you give any examples of successful or unsuccessful brand stretching?
3. How loyal are to you to the brands you have chosen?
4. What action can companies take if they start to lose market share?
5. What advertising media do you know?
6. What viral campaigns have you read about?
7. Can you give an example of a good TV advertisement? Are there any advertising practices that are unacceptable?

**Письменные задания:**

1. Написание пресс-релиза воображаемого продукта
2. Написание протокола совещания по теме «Как повысить узнаваемость бренда»
3. Создание презентации об известном бизнесмене

## 6. Учебная литература и ресурсы информационно-телекоммуникационной сети "Интернет", включая перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

6.1. Основная литература.

1. Кузьменкова Ю.Б. Английский язык + Аудиозаписи В ЭБС. Учебник и практикум для прикладного бакалавриата; М: НИУ ВШЭ, 2016 https://www.biblio-online.ru/book/248D7ACD-650D-4BD3-B0A7-E0BDBF772DFC
2. Левченко В.В АНГЛИЙСКИЙ ЯЗЫК. GENERAL & ACADEMIC ENGLISH. Учебник для прикладного бакалавриата Финансовый университет при Правительстве Российской Федерации (г. Москва), 2016 https://www.biblio-online.ru/book/757A0526-3441-4924-B5C5-895FD9468F73

6.2. Дополнительная литература.

1. Егорова Н.Б., Просяновская О.А. Improve your vocabulary and grammar. For classwork and selfstudy; М: Московский строительный государственный университет, 2012 http://www.iprbookshop.ru/16403.html

6.3. Учебно-методическое обеспечение самостоятельной работы.

Положение об организации самостоятельной работы студентов федерального государственного бюджетного образовательного учреждения высшего образования «Российская академия народного хозяйства и государственной службы при Президенте Российской Федерации» (в ред. приказа РАНХиГС от 11.05.2016 г. № 01-2211). http://www.ranepa.ru/images/docs/prikazy-ranhigs/Pologenie_o_samostoyatelnoi_rabote.pdf

6.4. Нормативные правовые документы.

6.5. Интернет-ресурсы.

1. news.bbc.co.uk
2. www.economist.com
3. www.guardian.co.uk
4. www.nytimes.com
5. www.telegraph.co.uk
6. www.themoscowtimes.ru

6.6. Иные рекомендуемые источники.

1. Короткина И.Б. Академическое письмо: процесс, продукт и практика. РАНХиГС; Высшая школа социальных и экономических наук, 2017
2. Филиппова М.М. Деловой английский язык. 2-е изд., испр. и доп. Учебник и практикум для академического бакалавриата. М: Московский государственный университет имени М.В. Ломоносова, 2016
3. Костина И.О, Кракович В.Б., Английский язык для гуманитариев, 2-е изд., испр. и доп. Учебник и практикум для академического бакалавриата; М: Российский государственный гуманитарный университет, 2016
4. Погребная И.Ф., Степанова Е.Н., Английский язык. A Focus on Communication Skills в 2 ч. Учебное пособие для вузов; Ростов-на-Дону: Южный федеральный университет, 2016
5. Чикилева Л.С., Английский язык для публичных выступлений. English for Public Speaking. 2-е изд., испр. и доп. Учебное пособие для бакалавриата и магистратуры; М: Финансовый университет при Правительстве Российской Федерации.
6. David Cotton, Falvey David. New Language Leader; Pearson Education Limited, 2014Foley Mark. MyGrammarLab; Pearson Publish House; 2012
7. David Cotton, Falvey David. Market Leader, 3rd edition; Pearson Education Limited, 2011
8. Brook-Hart G. Business Benchmark; Cambridge University Press, 2007
9. Sanabria, Seal. Academic Encounters. Listening and Speaking. 2nd edition, Cambridge University Press, 2012
10. Espeseth, Seal. Academic Encounters. Reading and Writing. 2nd edition. Cambridge University Press, 2012
11. McCarthy M., O'Dell F. Academic Vocabulary in Use, 2008
12. Brook-Hart G., Jakeman V.IELTS Complete, Cambridge University Press, 2012

## 7. Материально-техническая база, информационные технологии, программное обеспечение и информационные справочные системы

Для проведения занятий используются аудитории для проведения практических занятий, оснащенные демонстрационно- проекционным оборудованием для демонстрации презентаций, маркерной доской, расположенные по адресу: Москва, Товарищеский пер. 18.

Аудитории для самостоятельной работы, оснащенные компьютерной техникой с возможностью доступа в «Интернет» и обеспечением доступа в электронную образовательную среду Академии (http://lib.ranepa.ru/base/), в том числе, в электронные библиотечные системы.

Аудитории для самостоятельной работы, оснащенные компьютерной техникой с возможностью доступа в «Интернет» и обеспечением доступа в электронную образовательную среду МВШСЭН (https://msses.ru/lib/), в том числе, в электронные библиотечные системы.

*Приложение 1*

**Уровень Pre-intermediate**

**Тема «Люди и города», 1 курс 1 семестр**
**Письменные задания:**
**I. Complete the sentences with the words from the box:**

| | | | |
|---|---|---|---|
| go | start | miss | meet |
| lcok | have | go | need |

1 Do you want to ..... first?
2 Nice to ..... you.
3 I think he ..... a drink!
4 What time do you ..... work?
5 You ..... great!
6 ..... a nice day.
7 I don't want to ..... the bus.
8 It's time to ..... home.

**II. Complete the conversation with the questions from the box**

what's your surname?
do you have a middle name?
where do you live?
what's your first name?
what's your telephone number?
where are you from?
when were you born?

A: I need to ask you some questions so we can complete this form.
B: OK.
A: Right, [1].....
B: David.
A: And [2].....
B: Abbott – that's a–double b–o–double t.
A: OK. I've got it. And [3].....
B: Yes, it's Sebastian.
A: OK and [4].....
B: Canada. I'm Canadian.
A: Oh, OK. Right. And [5].....
B: In Dublin. 25 Cook Street.
A: And [6].....
B: It's 07791–773–119.
A: OK – nearly finished. One more question, [7].....
B: 1980. October the fourth.
A: OK. Great. That's everything. Thanks.

**III. Read the text and complete the sentences with the correct word**

**Paris**

Paris is the capital of France. It's a big city. The population is over two million. There are a lot of good French restaurants. The coffee is very good! The River Seine is in Paris. There is a famous tower called the Eiffel Tower. A big street called 'Champs Élysées' is near the Eiffel Tower. There are some beautiful clothes shops in the city. Some are expensive and some are cheap. There are a lot of art galleries and a famous one called Le Louvre. Paris is a beautiful city.

**Edinburgh**

Edinburgh is a city in Scotland in the UK. It is often cold and wet in the winter. Edinburgh is a very old city with a population of approximately half a million. There is a big castle on a hill in the city. There is a big street called 'The Royal Mile'. There are some beautiful old houses in Edinburgh. The city is famous for the Edinburgh festival every year in August. There are lots of theatre peformances at the festival. The Highlands of Scotland are north of Edinburgh.

1 Paris is a *big* city.

a) small b) quiet c) big

2 There are a lot of _____ restaurants in Paris.

a) small b) good c) cheap

3 Le Louvre is a famous _____ .

a) park b) theatre c) art gallery

4 The castle in Edinburgh is on a _____ .

a) canal b) hill c) bridge

5 There are some beautiful _____ houses in Edinburgh.

a) new b) cheap c) old

6 The Highlands of Scotland are _____ of Edinburgh.

a) north b) south c) west

**IV. Complete the table with information about Paris and Edinburgh**

| | **Paris** | **Edinburgh** |
|---|---|---|
| Location | *France* | |
| Population | | |
| Famous place or event | | |
| Name of a big street | | |

**V. Complete the sentences. Use the verbs in brackets and short forms.**

1 Film star Alicia Silverstone ..... meat; she's a vegetarian. (not eat)
2 Brad Pitt and Angelina Jolie ..... in Hollywood but they ..... there. (work, not live)
3 Phil Collins is a famous musician but he ..... painting and acting. (prefer)
4 The actor Russell Crowe also ..... and ..... the guitar in an Australian band. (sing, play)
5 Nicole Kidman ..... fruit but she ..... strawberries. (love, not eat)
6 Catherine Zeta-Jones ..... chocolate or sweets. (not like)
7 Antonio Banderas ..... from Spain but he ..... films in Europe these days. (come, not make)
8 Businessman Bill Gates is a very rich man but he ..... his children a lot of money. (not give)

**VI. Find and correct six more mistakes with the/a or an in the conversation**

BRAD Are you enjoying your time here?
ANNA Oh, yes. ~~The~~ London is a beautiful city.
BRAD What have you seen?
ANNA Well, I've been to a British Museum – that's fantastic – and I really like Regent's Park. It's very peaceful.
BRAD Mmm, it is, isn't it? Are you studying here?
ANNA Yes, I'm studying the English and the history.
BRAD Oh, I see. Where are you living?
ANNA In an apartment with some friends.
BRAD When did you come here?
ANNA In the October, and I'm staying for a year.
BRAD Do you have much time to travel in United Kingdom?
ANNA Oh yes, I try to. But everything is so expensive here – every time I go to supermarket I spend about £40.00.

**VII. People are making a small talk. What question are they answering? Listen and circle the correct answer.**

1. a) Are you here on vacation?
   b) Do you like living here?
2. a) Do you think English is difficult?
   b) Why are you studying English?
3. a) How old are your children?
   b) How many children do you have?
4. a) What kind of work do you do?
   b) What kind of job would you like?
5. a) When did you arrive?
   b) Have you been having fun here?
6. a) Where did you go on vacation?
   b) Where are you from?

**VIII. Listen again. Circle the best response.**

1. a) I'm glad you like it here.

b) That's too bad.
c) Me, neither.

2. a) I like those videos, too.
   b) Why don't you like them?
   c) I agree. They're terrible.
3. a) Thanks, anyway.
   b) I agree. Two is enough.
   c) I'm glad you and your husband agree.
4. a) Thanks. I'd love to.
   b) Sorry. I'm busy that day.
   c) I'd love to see your house.
5. a) You'll love the beach.
   b) What kind of car will you buy?
   c) Good idea. The scenery is great there.
6. a) Yeah, I think I will.
   b) Really? Why not?
   c) You're right. I shouldn't go there.

**Устные задания:**

1. How important are first impressions to you?
2. What are some good things to ask someone you have just met?
3. What are the first things you notice when you meet someone?
4. Would you prefer to live in a really old historical city, or a really new modern city?
5. Do you think you could make big changes in your city?

**Тема «Образование и карьера», 1 курс 1 семестр**

**Письменные задания**

**I. Complete the CV with the notes from below. Remember to use capital letters when necessary.**

*spanish 10/10/1980 45, debden road, cambridge, cb4 8ed bristol university – modern languages – second-class degree 2002-present: translator, bristol university press travel: south america and australia*

**Curriculum Vitae – Carmen Romoly**

Nationality: .....[1]

Date of birth: .....[2]

Address: .....[3]

Telephone: (home) 01223 456654

(mobile) 0897 456321

Email: Carmenromoly1@hotmail.com

Education

1998-2002 .....[4]

.....[5]

.....[6]

Employment

.....[7]

Interests

.....[8]

**II. Complete the sentences with the words from the box.**

| | | | | |
|---|---|---|---|---|
| part-time | residence | ~~university~~ | campus | library |
| do | lecturers | lawyers | bars | main |

Lots of people like to go to *university*[1] to study for a degree. Some students live in halls of _____[2] and others live in flats off _____[3] .

All universities have a _____[4] where students study their subject. Some students do a one-year course before they start their _____[5] course.

University _____[6] know a lot about their subject. Students go to lectures and listen and write down useful information. They also ask questions.

Some students at university have a _____[7] job at weekends or in the evenings - in cafes, _____[8] and shops.

After university, students _____[9] lots of different jobs. Some work in their office and the court as _____[10] and other enjoy careers in areas like health, tourism and business.

**III. Read the interview. Mark the sentences true or false.**

| | |
|---|---|
| Interviewer: | Hello, Rebecca, and thank you for talking to me today. |
| Rebecca: | It's a pleasure. I love my job and like to talk about it! I also have some free time today. |
| Interviewer: | Is it true that lawyers work very long hours? |
| Rebecca: | A good question! Yes, we do work long hours and sometimes that is very stressful; preparing a case for court for example. We need to get lots of information to make sure we have a strong case for our clients. |
| Interviewer: | What type of law do you specialise in, Rebecca? |
| Rebecca: | I specialise in business law. I work with companies to make sure all their legal procedures are correct. |
| Interviewer: | What is the best part of your job? |
| Rebecca: | I like all the different people I meet. Every company is different and I learn a lot about the world of business. I also like the fact that my job helps employees and employers. |
| Interviewer: | Is it true that the training is quite long to be a lawyer? |
| Rebecca: | Well you can study law at university or - and this is my case - study another subject at university and then do a law course afterwards. |
| Interviewer: | Are there lots of jobs in law? |
| Rebecca: | Yes, there is a very good career structure. There are lots of jobs to move on to or you can stay in your company and work hard to get a promotion. The best job is to be a partner in the company! |

1. Rebecca is not busy on the day of the interview.
2. Lawyers don't work long hours to prepare a case for court.
3. Rebecca is a business lawyer who makes sure legal procedures are right in companies.
4. Rebecca meets the same people every day in her job.
5. You need to do a law course to become a lawyer.
6. There aren't many jobs in law.

**IV. Read the interview again and find the words to match the following definitions:**

1. something worrying-_____
2. a question or problem that is resolved in a law court-_____
3. to limit all of your study or business to a certain subject-_____
4. a way of doing something-_____
5. suitable for a particular situation-_____

**V. Complete the job interview with questions. Use the words in brackets.**

A Right. Do you have any questions about the job?

B Yes, I do, actually. (0) .....What time do you start..... (what time / you / start) in the morning?

A We open at 9.30 and the assistants have to be here at 9.00 or 8.30 on Thursdays.

B Oh, (1) ..... (why / they / not start at 9.00) on Thursdays?

A Well, it's because we have staff training from 8.30 to 9.00.

B Oh, OK, thanks. And (2) ..... (when / the shop / close)?

A It closes at 5.30 most evenings, but it's 6.00 on Friday and Saturday.

B (3) ..... (how long / be / the lunch break)?

A It's an hour, with a 15-minute coffee break in the morning and afternoon.

B (4) ..... (how much / be / the staff discount)?

A We give our staff a discount of 20% on all our clothes and shoes.

B That's good. If I get this job, (5) ..... (who / be / my manager)?

A One of the senior staff will be your manager, and will train you.

B OK. (6) ..... (when / you / tell me) if I've got the job?

A We'll try to contact everyone by the end of next week.

**VI. Complete the questions with question words.**

A I'm calling about your home cinema, Ms Jenkins.
(0) ....Where..... shall we deliver it? Is it the same address as on the receipt?

B Yes, that's right.

A And (1) ..... is it best to deliver, morning or afternoon?

B Oh, afternoon, definitely.

A And (2) ..... will be at the address to receive it?

B I'll probably be there.

A If no one is at home, (3) ..... can our driver leave it?
Can he put it in the garage?

B Oh, no. If I know the date, I'll definitely be there.

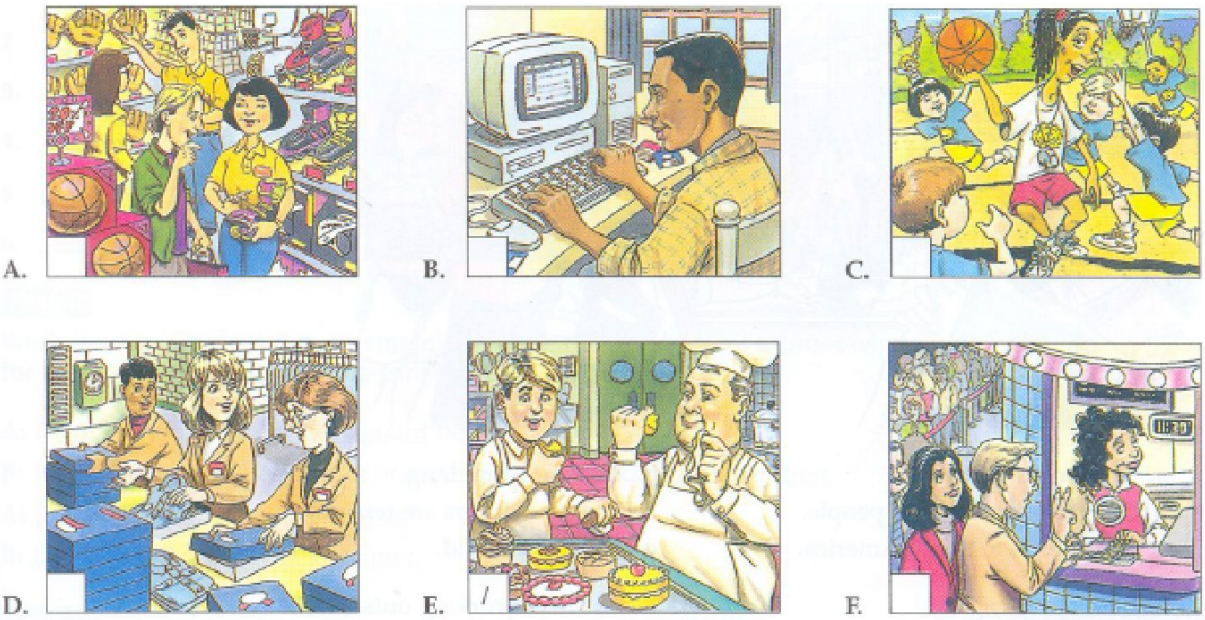
A OK, so (4) ..... would you like it? Would next Friday be OK?

B Yes, that's fine. Oh, (5) ..... should I give the cheque to? Shall I give it to the driver?

A Yes, that's fine. Finally, for our records, (6) ..... did you choose this product?

B Well, because it looks good and it wasn't too expensive.

**VII. Listen to the people talking about their part-time jobs. Number the pictures.**




**VII. Listen again. Choose what each person dislikes about his or her job .**

1. a. the desserts
   b. the heat
   c. the money
2. a. the uniform
   b. the kids
   c. the money
3. a. the hours
   b. the movies
   c. the soda and popcorn
4. a. the boring work
   b. the money
   c. the location
5. a. the work
   b. the location
   c. the money
6. a. the people
   b. the money
   c. the hours

**Устные задания:**

1. What job benefits would you look for while choosing a job?
2. What are advantages and disadvantages of working for a big company?
3. What is the state policy in supporting the unemployed?
4. Can you earn a living being self-employed?

**Тема «Финансы», 2 курс 3 семестр**

**Письменные задания**

**I. Choose the correct word to complete each sentence.**

1 Can you me some cash please?
a) borrow b) lend c) use
2 Banks always charge on loans.
a) coins b) cheques c) interest
3 My friend wants to some money from me.
a) pay b) lend c) borrow
4 Jamie a lot of money from his new job.
a) earns b) gets c) wins
5 It's important to back money that you borrow.
a) earn b) charge c) pay
6 You have to have a number to get cash out of the machine.
a) PINE b) PIN c) PIM
7 I have lots of coins in my purse, but no .
a) notes b) note c) coin
8 Can I pay by card please?
a) cheque b) cash c) credit

**II. Complete the conversation with the phrases in the box.**

| |
|---|
| borrow some cash |
| borrowed £10 |
| charges interest |
| earn money |
| get a loan |
| lend me £20 |
| pay me back |
| ~~spent a lot of money~~ |

A: I [1] *spent a lot of money* yesterday so I need to [2] _____ from you.

B: Did you say 'borrow some cash'?

A: Yes. Can you [3] _____?

B: You [4] _____ from me last week.

A: I know, but I'm a student and you've got a job and you [5] _____.

B: When can you [6] _____?

A: I don't know.

B: Maybe you should [7] _____ from the bank.

A: But the bank [8] _____ at 15%.

B: So I'm cheaper than the bank!

**III. Complete the mini dialogues with the correct form of *should* or *have to*.**

| | |
|---|---|
| 1 Customer: | Can I open a bank account, please? |
| Bank manager: | Of course. |
| Customer: | Do I [1]_____ give you any identification? |
| 2 Paula: | I don't think you [2]_____ carry much cash. You can always pay by credit card. |
| Jon: | You're right. I also [3]_____ carry my passport in my back pocket! |
| 3 Ben: | Mum, [4] _____ I get a loan to pay for my course? |
| Mum: | No, you [5]_____. You can get a part-time job to help pay for the course. |
| 4 Customer: | When do I [6]_____ pay back the loan? In six months? |
| Bank manager: | No, you [7]_____ pay it back in six months. You [8] _____ pay it back in five years. |
| 5 Georgia: | When do we [9]_____be home tonight? |
| Dad: | Hmm, you [10]_____be home early because it's the weekend. 11 p.m. please! |

**IV. Choose the correct words in italics**

1 My brother *can / cans* play football really well.
2 Will I *can / be able to* speak French after the course?
3 It's a great club. *Can / Do* we join it, please?
4 Good morning, Mr Leigh. *May / Could* you leave your keys with me, please?
5 Justin has a lot to do tomorrow. He *needs / needs to* get up early.
6 Visitors *must / must to* leave their bags in the cloakroom.
7 I won't have a lot of money at college so I'*ll have to / had to* be careful.
8 You *should to / should* complete the form carefully.
9 That film *will / might* be interesting, but I'm not sure.

**V. Match the words 1–4 below with their meanings a)–d).**

| | |
|---|---|
| 1 beginning | a) quickly |
| 2 fare | b) equipment or services |
| 3 facilities | c) the price you pay to travel by bus, train or plane |
| 4 promptly | d) start |

**Ten money-saving tips for students!**

Here's a list of ways that you can save money and enjoy life at the same time!

1 Plan your spending: at the beginning of each term, decide how much money you have to spend each week.

2 Food: take turns with your friends to cook a meal. It's fun and sociable. It also saves you spending money on food every day.

3 Travelling: can you cycle to college or the town? Save money on bus and train fares!

4 Accommodation: if you live in a flat, always switch lights off to save money on electricity bills.

5 Books: you don't have to buy all the books for the course. You can use the books in the library to help with your coursework.

6 Social life: at the weekends, go on a trip out to the country and enjoy the fresh air. It's free! Go with friends and have a relaxing and healthy time.

7 Sport: there are lots of sports facilities at universities and colleges which are much cheaper to use. Use them and get fit!

8 Holidays: if possible, go on a working holiday. Go to a new country and find out about the people and their life, and also earn money!
9 Part-time work: do you have time for a part-time job? This should help you save some money.
10 Borrowing money: if you have to borrow money from a friend, remember to pay it back promptly.

**VI. Read the list again and mark the statements true or false.**

1 It's a good idea to spend a certain amount of money each week.
2 Cooking a meal for friends is fun and saves you money.
3 Cycling is more expensive than taking the bus or train.
4 You can save electricity by switching off lights.
5 Sports facilities at universities are more expensive than other places.
6 You can earn money on a working holiday.
7 Part-time work isn't a good way to save money.
8 It's important to pay back money that you borrow from a friend.

**VII. Listen to a news bulletin. How many different news items are there?**

**VIII. Listen again. Answer the questions with a number.**

1. How many people were injured in the crash?
2. How fast was the lorry going?
3. How many workers have walked out of the Peugeot factory?
4. What pay rise do they want?
5. How many more unemployed are there this year?
6. How many are there in total?
7. By how much have house prices increased in the last five years?
8. How much does a three-bedroomed house cost in south-east England?

**Устные задания:**

1. Is money really the root of all evil?
2. What would life be like without money?
3. What does the expression, "money doesn't grow on trees" mean? What would life be like if it did?

**Уровень intermediate**

**Тема «Коммуникация», 1 курс 1 семестр**

**Письменные задания:**

**I. Make sentences or questions from the prompts using present simple or present continuous.**

**0** They / live / in Paris.
*They live in Paris.*

**1** They / go / to Canberra twice a month? Yes, they do. Every month.
_____

**2** The publication of new books / decline / every year.
_____

**3** Our sales people / usually / not come / to the office.
_____

**4** More and more people / believe / in personality tests?
_____

**5** This summer / people / buy / lots of sun cream.
_____

**6** He / look / like / a very thoughtful person.
_____

**7** In the background / two women / dance.

_____

**8** I / not see / the connection.

_____

**II. Complete the dialogue with the correct form of the verb in brackets. There may be more that one possible answer.**

A: Good afternoon. [0]_*Have*_____you_*come*___ (come) far?
B: No, for the last two weeks, I [1]_____ (live) with my friend ten minutes away.
A: That's lucky. Alright, a question we like to ask all our candidates is 'Why [2]_____you_____ (want) this job?
B: That's a very good question. I [3]_____ (take) many courses on writing software at university and really [4]_____ (love) it. When I finished university, I [5]_____ (not find) a job in software. Since then I [6]_____ (write) thirteen programmes. In fact you [7]_____ (buy) all of them. I [8]_____ (think) you like my work.
A: That's true. In fact I, [9]_____just_____ (look) at your programmes and we [10]_____ (think) for a long time that you would work well here. One final question. Last week our best designer [11]_____ (go) on a one-year holiday and we have to finish a programme quickly. When can you start?
B: I [12]_____ (meet) the owner of my house today but I can start

**III.** Listen to the dialogue and correct the sentences.

**0** She's had three cups of coffee this morning.
*She's had two cups of coffee this morning.*

**1** Her train will leave at 11.30 tomorrow morning.

_____

**2** She's done a lot of charity work.

_____

**3** She's been to the Alps six times.

_____

**4** Last year she worked as a personal assistant.

_____

**5** She went on two expeditions last year.

**IV. Complete the text by putting the sentences (a-g) in the correct place.**

**a)** In the 1970s and 80s people could become rich very fast if they owned a language school.
**b)** They don't just want a holiday in England, they want good English teaching.
**c)** After all, they learnt English too and know the problems.
**d)** If you don't let your students have some choice then your school will eventually fail.
**e)** They have to think as a business.
**f)** What happened and what can be done?
**g)** Students had thought the best way to learn English was to go to a school in England.

**LANGUAGE AS BUSINESS**
**Where have the students gone?**
For English speakers, English Language Teaching has been a very successful business. For the last 35 years students from all over the world have rushed to England to learn English. [0]__*a*__. As well as London, towns and cities, like Oxford, Cambridge, Brighton and Bournemouth, made huge profits from mostly

teenage and twenty-somethings coming to England to study English.
Today more than 30% of the schools that were teaching English twenty years ago have gone bankrupt and schools now have to learn good business skills to try and survive.
[1] _____
Firstly, the market changed. In the 70s and 80s most students came from countries with money such as Italy, Spain, Switzerland etc. Today most students come from central and eastern Europe, Asia etc. They are not necessarily poorer but they are looking for value for money. [2]_____. Many schools didn't take notice of this change.
Secondly, students wanted a different type of English. Fewer students want cheap summer courses or just English for conversation. They want Business English. They also want to choose different things to study with English. [3]_____. Basically speaking, schools thought students would keep coming and spending their money. They didn't. Schools now have to negotiate their futures with the students. Students don't want the set meal, they want to choose from the menu.
Finally, people don't see the need to go to England to learn English. [4]_____. Now, because language schools in the home countries have got much better, students don't feel the need to go to the UK. Students also now realise that maybe they can learn better with their own bilingual teachers from their country than with native speakers of English. [5]_____.
It's not all bad news for schools in England. English language teaching will not become extinct. However, schools now have to learn to change. [6]_____. They have to provide what the customer wants and they have to remember that their competitors are not only in England. They are everywhere.

**V. Complete the text with the correct prepositions.**
Sorry I didn't ring you with my answer last night. I had to stop [0]_*off*_ on my way home to see Asli. She's just arrived in England and depends [1]_____ me to help her get used to living here. She needs to improve her knowledge [2]_____ English. She has little fluency [3]_____ the language and without this, she has few prospects [4]_____ finding a job. She's my sister's best friend so I feel responsible [5]_____ her. Anyway I'm spending a lot of time right now looking [6]_____ a job for Asli so I will get [7]_____ to you when I can.

**VI. Complete the text with <u>one word</u> in each gap.**
Thank you everyone for your [0]*comments*. There seem to be arguments for and [1]_____ re-opening the Internet café. Peter suggested that students need it. Peter, I [2]_____ you're right but if we do [3]_____ we may have the same problems we had before. For the university, that's just not [4]_____. I'm sure you [5]_____ that. Sarah has suggested students should pay a membership fee to use the Internet café and this money could pay for any damages. This idea is definitely worth [6]_____. To [7]_____ up, let me suggest this to the university, and we can meet up again next week.

**Устные задания:**

1. What are criteria of an effective communicator?
2. How do social networks affect our communication?
3. What makes a speech persuasive?

**Тема «Менеджмент», 2 курс, 3 семестр**

**Письменные задания:**

**I. You will hear two managers, Franco and Diana, talking about putting a team together for a new project. Complete the notes. You will hear the conversation twice.**

Project team

- Stefan: would probably make a very good art director – _____[1], energetic and _____[2]
- Miguel: too busy
- Françoise:_____[3] – project manager needs to do a little bit of everything
- Begonia: very_____[4] and_____[5] – ideal for budget controller

**II. Read the article and decide whether these statements are true or false.**

**1** The meeting in Paris was about opportunities in the fashion business.
**2** The French government hopes to bring Arab money to France.
**3** Anne-Marie Idrac is a French investment banker.
**4** The first time a conference like this was held was ten years ago.
**5** Arab women have traditionally had a lot of control over money.

**Downturn will not stop march of Arab women**
**By Roula Khalaf**

The women gathered in a splendid hotel in the heart of Paris on a recent rainy day. They had arrived in style, some sporting fur coats, others clutching Hermès bags.

Yet this was not a social event nor a fashion show. The guests were some of the Arab world's top businesswomen and their trip to Paris was to learn about business opportunities, even in today's difficult economic times.

They were letting themselves be charmed by the French government, which has suddenly discovered that the wealth of Arab women and their rising profile in the business world represents a good source of capital.

Paris, the businesswomen were told, was now a financial centre. Its important contribution to the asset management business, they said, had turned it into the 'Boston' of Europe. 'It is time to invest with us,' declared Anne-Marie Idrac, minister for foreign trade. 'You are welcome, you are welcome,' she added.

The Paris conference, organised by the Arab International Women's Forum, would have been inconceivable a decade ago.

True, many Arab women, particularly in the oil-rich Gulf, have always controlled big fortunes, largely gained through inheritance. But it is only more recently that they have sought to make their own investment decisions.

It is also in recent years that the club of Arab businesswomen has expanded, creating a new class who have worked their way through family businesses or started their own companies. More confident and determined, Arab businesswomen today are better organised – and more widely heard.

As Fayza Aboulnaga, Egypt's minister of international cooperation, told the conference, the number of women's business associations in her country has grown from a single one in 1995 to as many as 22 today. Higher levels of education as well as economic need have sent more and more women into the workforce. Islamic law, meanwhile, allows women to own property and maintain control over their wealth when they marry. **FT**

**III. Choose the best answer to each question according to the article.**

**6** Where have some Arab businesswomen begun work in business?
- **a)** internships abroad
- **b)** family businesses
- **c)** women's business organisations

**7** How have Arab businesswomen changed?
- **a)** They've become wealthier.
- **b)** They've begun doing business in Europe.

**c)** They've become better organised.

**8** How many women's business associations were there in Egypt in 1995?

**a)** none

**b)** one

**c)** twenty-two

**9** How has education affected Arab women?

**a)** It has increased their ability to work.

**b)** It has decreased the amount of time they have available to work.

**c)** It has doubled their earnings, on average.

**10** What does Islamic law say about women's wealth?

**a)** Wealthy women should give their money to their husbands.

**b)** They are not allowed to control property.

**c)** They are allowed to make financial decisions after they are married.

**IV. Match the sentence beginnings (1-8) with the best endings (a-g).**

**1** When I was promoted, my new job was tough. I was really thrown in at the

**2** We're planning a party to break the

**3** When I gave a client a really big discount, I got into

**4** Jim and I agree about a lot of things but we don't see eye to

**5** Visiting the factories in South China was a real

**6** I don't speak Korean, so whenever I visit the Seoul office, I feel like a fish out of

**8** The new manager in Dubai gets on with the area manager like

**a)** water.

**b)** deep end.

**c)** a house on fire.

**d)** eye-opener for the sales team.

**e)** ice with the new employers.

**f)** eye about the issue of bonuses.

**g)** hot water with my boss.

**V. Choose the best words to complete these sentences.**

**1** When high _____ are charged on imports, the market isn't really free.

**a)** barriers **b)** tariffs **c)** quotas

**2** _____ are a feature of protected markets.

**a)** Open Borders **b)** Developing industries **c)** Restrictions

**3** Governments _____ markets by lifting barriers to trade.

**a)** liberalise b) subsidise **c)** compete

**4** _____ of foreign goods is driving domestic companies out of business.

**a)** Regulation **b)** Customs **c)** Dumping

**5** We're trying to _____ a team of people to work in the Bahrain office.

**a)** assemble **b)** make **c)** check

**6** We can _____ the candidates, then interview five of them.

**a)** train **b)** shortlist **c)** advertise

**7** I had to take a _____ to assess my mental ability.

**a)** probationary period **b)** psychometric test **c)** résumé

**8** I filled out the _____ and gave it to the interviewer.

**a)** curriculum vitae **b)** application form **c)** covering letter

**VI. Complete the task**

**Complete the second sentence so it means the same as the first, using the words in brackets. Use two to five words in your answer. 2.44 Listen and check.**

0 Lions are stronger than tigers. (aren't)
Tigers *aren't as strong as* ..... lions.

1 I'm not as old as my sister. (than)
My sister .....

2 Our cat is slightly smaller than Daniel's. (quite)
Our cat isn't ..... Daniel's.

3 Look, Melanie's dress is really similar to your mother's. (same)
Look, Melanie's dress ..... your mother's.

4 Nokia phones are not the same as Motorola ones. (from)
Nokia phones ..... Motorola ones.

5 The Metropole is much more expensive than any other hotel in our town. (far)
The Metropole is ..... hotel in our town.

6 Prices aren't quite as low as they used to be. (bit)
Prices are ..... they used to be.

**Устные задания:**

1. What kind of people do well working in management?
2. Why do you think management styles differ from country to country?
3. How do you make the management of a company more effective or productive?

## Уровень upper-intermediate

**Тема «Коммуникация», 1 курс 1 семестр**

**Письменные задания**

**I. Add the missing words to the following idioms.**

1 _____ speak louder than words.
2 She's the life of the _____.
3 I'll have a _____ word with her.
4 I want to get _____ to the point.
5 I _____ it on the grapevine.
6 He _____ into laughter.
7 She couldn't get a _____ in edgeways.
8 You never _____ out of things to say, do you?

**II. Use the words from the box below to complete the passage.**

| | | | | |
|---|---|---|---|---|
| sense | contact | charisma | listener | ~~vocabulary~~ |
| rambler | pace | body | appearance | |

There are many ways to communicate and not all of them need you to master the words, the [0]*vocabulary* of a language. Often it is your [1]_____, the way you look, that is the first form of communication. The second could be your [2]_____ language. For example, are you sitting up straight or sitting with your feet up? Remember, even unspoken communication sends messages to the [3]_____. If you are a friendly person or someone with [4]_____ then communication will always be easier for you. However, even the most comfortable speaker needs to be careful when speaking. A friend of mine loves speaking but he is a [5]_____ and can never stay on the topic for very long. Another friend of mine does not maintain eye [6]_____ when speaking and so the person listening quickly loses interest. If you speak too fast, it can be very annoying, so also think about the [7]_____ of your speech. Finally, even in the most serious conversation, try to show a good [8]_____ of humour. Everyone likes to laugh.

**III. Tick the verbs that cannot be used in the continuous aspect.**

| | | | |
|---|---|---|---|
| 0 hate | ✓ | 1 live | |
| 2 be | | 3 drive | |
| 4 keep | | 5 know | |
| 6 depend | | 7 protect | |

**IV. Complete the exercise.**

**Choose the correct or more suitable verb form in *italics*.**

1 The Guggenheim Museum in Bilbao *houses / is housing* Spain's largest collection of Modern Art.
2 We *try out / are trying out* a new paper supplier at the moment. The old one was too expensive.
3 These animals *display / are displaying* a great deal of aggression if disturbed.
4 We *currently show / are currently showing* the film 'Mamma Mia' at all Odeon cinemas in the region.
5 Quick! Get rid of all the mess! Here *come / are coming* Mum and Dad!
6 The weather forecast says there'll be wind from the north-west tonight. That always *brings / is bringing* snow with it at this time of year.
7 You *always complain / 're always complaining* and it really gets on my nerves! Why can't you just accept things and relax?
8 Swimming *provides / is providing* exercise for more muscle groups than any other physical activity.
9 Now you've named your daughter Gemma I *hear / 'm hearing* the name everywhere! It isn't as uncommon as I thought.
10 Accessing money was very difficult last year, but banks *become / are becoming* more amenable to lending as the financial situation improves.

**V. Find and correct eight mistakes in this interview**

SARAH Welcome to the programme. This afternoon I ~~stand~~ in the middle of the northern Black Forest, Germany, with Rainer Sanger, from Friends of the Forest, a pressure group which is representing people worried about the natural habitat in Europe. Rainer, you're very concerned about this area of the forest. Can you tell us why?

RAINER Yes. Much of the forest was wiped out in the storms last winter, as you can see. Many of the trees are dead, and more die because of the irreversible damage. We at *Friends of the Forest* believe that the authorities don't do enough right now to restore this beautiful forest to its former state.

SARAH But they clear the dead trees away today. I saw some men on the way here ...

RAINER Of course, but they are doing that every year. It's the normal procedure. We need more trees now, but they aren't planting any.

SARAH I see. But you have approached the authorities about this, I understand.

RAINER We have tried but they're always making excuses – usually to do with money. It gets more and more frustrating all the time! Each time, they're telling us that they haven't got enough money to restore the forest as quickly as we'd like.

SARAH But it's not just an excuse, is it? They clearly don't have enough money for everything, and the current situation is quite extraordinary.

RAINER Of course, we appreciate that, and the point is that actually, we don't ask for much money. We would just like their guidance – we have plenty of volunteers ...

**VI. Read the text and complete the tasks.**

1 **Read the text. Which of the following statements best describes Richard Bevington's opinion of John and Helen?**

1 He thought they were funny but a bit crazy.
2 He expected them to be very normal and polite but actually they were a bit crazy.
3 He thought that they were charismatic and funny but, in the end, rather boring.
4 He expected them to be mad but actually they were funny and interesting people.
5 He expected them to be charismatic and funny and they were.

**IF I COULD TALK TO THE ANIMALS**

Last month I had an extraordinary weekend at a place called 'Black Horse Farm' in the country. It was a lovely setting in the hills of north-west England, far away from the nearest roads. The track which led to the farm was bumpy and wet. My purpose? To attend a seminar for people who are interested in developing their skills of communication with animals. The company which runs these weekends is called Mind Set and it claims to have been successfully training people to communicate better with animals for over 25 years.

My first impression was very positive. The people who welcomed me were not at all what I had expected. John and Helen, the hosts, were both extremely charismatic and had a great sense of humour. In short, they appeared very normal and incredibly polite. I had rather expected to feel as though I was amongst madmen and women. This was not the case.

After dinner on the Friday evening we were given an introductory lecture by both John and Helen. They were clearly used to doing such talks and held everyone's attention. The main message of the talk was that we, as the human race, are increasingly in need of a better connection with the living things around us. In this time of increasing environmental disasters, we are searching for meaning and a relationship with our environment. In essence, their message is that we should learn from the animal kingdom about how to live in harmony with the Earth. In order to do this, we have to learn to communicate with the animals around us.

Of course, animals generally can't speak. For John and Helen, this is not a problem. The answer is telepathy: communication without words. If we can develop our ability to communicate telepathically with our four-legged friends, we can begin to understand the beauty and joy of relationships outside our normal, every day experience. By doing this, we can begin to understand the world.

Communicating telepathically is about transmitting thoughts directly to another person or animal without speaking. John and Helen believe that speaking is a poor form of communication. They believe that we are trained to speak as children and so never develop our potential to communicate in other ways. Animals, on the other hand, according to Mind Set, are able to communicate with physical movement and action. Furthermore, animals can communicate telepathically by sending mental pictures, feelings and knowledge to anyone who is trained to receive them. Even more impressively, John and Helen claim that animals can also receive such messages.

At this point on a Friday night, having driven for seven hours from London, I was ready to pack my bag and set off for the nearest pub. However, when I saw the demonstration that followed the lecture, I was quite frankly amazed. From that moment, I knew that it was going to be a fascinating weekend.

By Richard Bevington

**VII. You will hear part of a talk about using websites for research. For questions 1–5 complete the sentences.**

1 Because some websites are non-profit and trustworthy, …

_____

2 If something is reviewed by an expert it is called …

_____

3 Ideally a medical website is updated every …

_____

4 Opinions should be presented as opinions, not …

_____

5 The main source of information when she was at university …

_____

**Устные задания:**

4. What are criteria of an effective communicator?

5. How do social networks affect our communication?
6. What makes a speech persuasive?

**Тема «Маркетинг», 2 курс, 4 семестр**
**Письменные задания**
**I. Complete the sentences with the words in the box.**

| | | | | | | |
|---|---|---|---|---|---|---|
| referrals | intrusive | mailshots | launched | glass | cold-calling | viral |
| privacy | | loyalty | intelligence | | | |

1 A lot of people become irritated by _____. They don't want companies contacting them without an appointment.
2 Sometimes the post we receive is full of _____. Why do companies have to send out leaflets to everybody in the street?
3 Women tend to be very receptive to word-of-mouth _____. They love hearing information about good products.
4 There is strong resistance to _____ marketing these days. You know what I mean, those unsolicited emails that fill your inbox, for example.
5 Customer _____ schemes have been around for a long time and are becoming even more important as the competition to keep customers grows.
6 These days we are all perceived as _____ consumers because more and more companies have the means to know how we behave and think.
7 The amount of information that retailers can gather about us makes some people worry about their _____.
8 The company _____ a range of products specifically tailored to women.
9 Companies use this market _____ to figure out the best time to call customers.
10 Using pre-existing social networks to produce increased brand awareness is known as _____ marketing.

**II. Complete the presentation with the phrases (a–e).**
a) A funny thing happened to me the other day.
b) So, to go back to what I was saying earlier.
c) So, what is marketing?
d) Anyway, I'm not here to tell you about my purchasing disasters.
e) Now you're probably wondering, what's the significance of all this?

Marketing is a far more complex process than just selling. (11)_____ Well, there are five key processes: opportunity identification, new product development, customer attraction, customer retention and loyalty building and, finally, order fulfilment.
(12)_____ Well, if a company handles all of these processes well, it will probably be successful. But let me give you an example of how it can go wrong. (13)_____ I was looking for a special gift for my partner and I found just the thing – a weekend away in a country house hotel with free dinner and drinks. It seemed a fantastic deal but when we arrived at the hotel, it was dreadful. It didn't look anything like the pictures on the website and the free dinner and drinks turned out to be fish and chips from a shop in the village! The product certainly didn't live up to the advertising. (14)_____ This new campaign is going to give us a competitive advantage.
(15)_____ Successful marketing needs to do well in all five processes.

**III. Choose the correct options to complete the article.**
**A. THE POWER OF WOMEN**
Women account for about 85 per cent of all consumer purchases and represent the majority of shoppers online. Working women aged 24–54, of (1)whose/whom the US has 55 million, are a very powerful force in the marketplace these days, in all product areas. Companies (2)what/who

already acknowledge that women are in charge of shopping talk about the customer as ‘she’. However, most of the people (3)who/which make up the top management in most companies are still men. (4)Which/What these companies need to do is to change their marketing strategies if they are to remain competitive.

However, marketing to women isn’t just about changing the colour of a product to pink. The producer has to recognise (5)that/what the female consumer really wants and then come up with ideas and solutions. Companies (6)who/where wish to sell to women have to adjust their marketing to use subtler methods. Smart companies, (7)that/where changes have already been made, have done so by paying more attention to style and form and shifting away from TV ads in favour of promotions in venues women trust, such as reviews in women’s magazines and spots on TV shows like *Oprah*. Even companies like Harley Davidson, (8)where/whose traditional target market is very male-dominated, have now added a section on its website (9)which/what is aimed at female motorcyclists. However, female business owners, (10)whom/who have long waited to be treated as equals with their male contemporaries, are still fighting to be totally accepted in the business world.

**IV. Rewrite these pairs of sentences and as one sentence without changing the meaning.**

1. Young customers visit our stores. They are usually in their 24-34 age bracket.
2. Procter and Gamble is a manufacturer of household products. It has created various women-specific products.
3. Many large customers cut their marketing budgets. They are switching to viral marketing.
4. They need to re-launch their marketing campaign. It flopped with young customers.
5. Retailers need to take into account the spending power of women. Women are responsible for most household purchasers.
6. Their last advertising campaign was mainly focused on baby boomers. It was a huge success.

**V. Read the text and complete the tasks.**

FT

LEVEL OF DIFFICULTY ● ● ●

# Big names prove worth in crisis

**John Gapper**

For companies whose financial value depends heavily on the health of their brands, the severity and abruptness of the recession was a challenge. The abruptness with which many consumers stopped spending, and large companies reduced capital investment, caused a shock to the system. Many companies experienced not only the financial crisis, but also a crisis of confidence.

Marketers and advertising agencies preach the gospel that the companies that emerge best out of recessions are those that maintain their marketing budget and protect brands when the going gets tough. In practice, few companies were certain enough of the future to comply. Yet some of the Doomsday scenarios about the value of brands in the post-recession world have not come to pass. Emerging from the recession, luxury goods companies and many other consumer brand companies are enjoying a rebound.

The underlying value of any brand – the premium commanded by products and services with strong reputations and identities – has not been eliminated by the crisis. Even those companies that did not invest heavily in their brands in the worst times are regaining some confidence. "Brands outperform in good times and when there is a recession they do go down, but they come out the other side with a sustainable advantage," says Joanna Seddon, chief executive of MBO, the organisation that compiles the ranking.

The nature of brands continues to evolve. Technology rather than marketing is now the defining characteristic of seven of the top 10 brands, with Coca-Cola, McDonald's and Marlboro making up the other three. Google remains the world's most valuable brand, but edging up close behind it are two other technology companies, IBM and Apple. Both of these outrank Microsoft, whose brand value was stable during the year. The resurgence in Apple under Steve Jobs, through the iPod, the iPhone and now the iPad, continues unabated and, on present trends, it could be pressing Google for first place within a year or two. That is a tribute to a company that inspires devotion among customers.

It may also be a reflection of the value of inspirational leadership, and the way in which consumers identify some of the world's most valuable brands, such as Oracle and Starbucks, with founders who embody their qualities. Larry Ellison of Oracle and Howard Schultz of Starbucks are not only the founders but keepers of the flame. The social media boom led by companies such as Facebook and Twitter – as well as the rise in smartphones led by Apple – has had a broader impact on the top 100. It has boosted mobile operators such as Verizon and AT&T, despite the complaints of iPhone users about AT&T's 3G coverage.

## True or false? (lines 13–42)

a) The value of brands was completely destroyed during and after the recession.

b) Companies that did not invest in their brands have been totally eliminated.

c) The value of brands goes down during recessions.

d) Companies with valuable brands do better than those without in the long run.

**Which of the brand(s) mentioned in lines 43–82 ...**

a) relate to technology-based companies or their products?

b) relate to non-technology companies?

c) is top in the rankings?

d) is technology-based, and below three other technology companies?

e) are names of products related to a technology company?

f) have grown partly because of the success of other brands?

**VI. Listen to the talk and complete the tasks.**

## Listening

**You will hear a sales manager, Steven Pitcher, presenting a product, Graffiacom, to a group of potential investors. For questions 1–10, write one or two words or a number in each gap to complete the sentences. You will hear the recording twice.**

**Example:** Graffiacom is a system for making ...digital displays...

1 The screen at the presentation is ..... cm long and .....

2 The system consists of a computer with a camera and ..... .

3 The first hand-held device that they designed consisted of a ..... .

4 Until now, Graffiacom has mainly been used at ..... .

5 The turnover for this year is expected to be around £ ..... .

6 The presenters have recently signed a contract to rent out the system at a .....

7 Steven Pitcher feels that the product has more than just ..... .

8 They have contacted over 50 art colleges as part of their ..... .

9 Steven Pitcher imagines that in art colleges, images will be drawn on a ..... than a large screen.

10 Steven Pitcher feels that the product is good for encouraging ..... .

**Устные задания:**

1. What is your opinion of marketing in the era of globalization?
2. How do marketing techniques differ from country to country?
3. How much of marketing is lying?

**Уровень pre-intermediate**

**Модульная контрольная, 1 курс, 1 семестр**
**I. Аудирование**
**A Listen to people talking about their part-time jobs. What do they like best about their jobs? Circle the correct answer.**

1. a) She works outdoors.
   b) She meets interesting people.
   c) She travels to South America.
2. a) The salary is good.
   b) He has flexible hours.
   c) He has nice co-workers.
3. a) It's relaxing work.
   b) He is well paid.
   c) He enjoys working with children.
4. a) The hours are long.
   b) Her co-workers are terrific.
   c) She is well paid.
5. a) She likes working outside.
   b) It's really stressful.
   c) She's met some famous people.
6. a) He is very well paid.
   b) The hours are good.
   c) The work is easy.

**B Listen again. Choose important skills or knowledge the people need for their jobs.**

| | |
|---|---|
| 1. It's really important to ___ | a. know what you're teaching. |
| 2. The most important thing is to ___ | b. have a friendly voice. |
| 3. It's important to ___ | c. know a second language. |
| 4. It's important to ___ | d. have experience with computers. |
| 5. It's important to ___ | e. know what you sell. |
| 6. The most important thing is to ___ | f. have good listening skills. |

**II. Чтение**
**A Read the article and choose the correct the correct option.**

# Looking for love

*Looking for Love* is an agency that finds partners for single people of any age. Read about Lisa.

My name's Lisa. I'm 25 years old and I'm from Manchester. I'm single and I'm looking for love.

I'm a journalist on a local newspaper, which means I write stories about local issues and sometimes I interview politicians. I like my job, but I'd like to work on a national newspaper one day. That's because I want to have the opportunity to work abroad.

I have a small group of friends who I've known for years. I even went to school with some of them! I'm not really extrovert but I do like going out and having fun. We usually go out to parties, nightclubs, and restaurants. I also like cooking and I make great pasta! My ideal night in is a good meal, a glass of wine, and a DVD. I like thrillers much more than I like romantic comedies!

I'm not very sporty, but I like to keep fit. I stopped smoking last year and now I go running twice a week and I sometimes go to the gym at weekends. I eat lots of fruit and vegetables and I try not to have red meat or too much coffee. At work, I drink water or tea.

I prefer men who are interested in serious issues because I like talking about politics and what's happening in the world. However, I also like men with a good sense of humour. These characteristics are more important to me than physical appearance.

Please contact *Looking for Love* if you think you're the kind of person I'm looking for!

1 In her job, Lisa has to _____.

A travel to other countries ☐

B write about politics ☐

C interview politicians abroad ☐

2 Lisa met all her friends _____.

A at school ☐ B at work ☐

C a long time ago ☐

3 Lisa goes out _____.

A every night ☐ B to quiet places ☐

C with her friends ☐

4 Lisa doesn't like _____.

A politics ☐ B love stories ☐

C Italian food ☐

5 Lisa does exercise _____.

A every weekend ☐

B more than once a week ☐ C rarely ☐

6 Lisa doesn't often have _____.

A vegetables ☐ B red meat ☐ C tea ☐

7 Lisa prefers _____ men.

A good looking ☐ B hard-working ☐

C funny ☐

**B Read the article again. Mark the sentences T (true) or F (false):**

1 Lisa doesn't want to change her job.

2 She goes out with some of her school friends.

3 She thinks she is extrovert.

4 She enjoys watching films.

5 She plays a lot of team sports.

6 She sometimes smokes.

7 She drinks a lot of coffee.

8 She likes talking about serious things.

**III. Письменное задание.**

**Read the advertisement. Write your CV and a covering letter to apply for a job in the Olympics.**

The Olympic Committee is looking for dedicated, enthusiastic, and energetic people to work in different areas for the forthcoming Olympic Games. There are vacancies in the following areas:

- Administration
- Translation and language services
- Hospitality and catering
- Medical support

All applicants must be appropriately qualified and a good level of English is essential. Send your CV and a covering letter (in English) to:

Job applications: The Olympic Committee, PO Box 2456

**I. Чтение**

**A Read the article about consumer habits and match the underlined words in the text with a word or phrase from the box.**

| | | | | | | |
|---|---|---|---|---|---|---|
| display | get a good price | friendly | kinds | totally | suggested price | want |

## CONSUMER HABITS

### Car boot sales

Car boot sales are very interesting places to go shopping. There are all [1]sorts of things for sale. People pay between £5 and £10 to sell things at the car boot sale. They then open up their car boot to [2]show all the things they are selling. People often have a lot of things to sell, so they use a table next to the car to put things on.

People decide what price all their things are. Usually customers try to [3]bargain and offer a bit less than the price. They are usually successful! Here's a list of some things you can buy at car boot sales: clothes, pictures, gardening equipment, baby clothes, toys, plates, records, CDs, books and even furniture!

Some people go to buy things at a car boot sale every week. They only spend about £2 or £3 but get some good bargains. It is a good way for people to sell things they do not use. It can be very [4]sociable as well, and even better if the weather is good!

### eBay

eBay is another way of shopping, [5]completely different to car boot sales. You sit at home on your computer and search the eBay website for something that you [6]need. When you find it, you can look at some pictures of the product and then put in an [7]offer for it. If nobody else puts in a higher offer, you get the product! Sometimes the products are new and sometimes not. People usually buy things for a cheaper price than in the shops.

**B Read the article again and mark the following statements true or false. Correct the false ones.**

1 You pay over £10 to sell things at a car boot sale.

2 People only sell from their car boot.

3 The prices of products at a car boot sale are all set prices and cannot change.

4 You can buy things to use in the garden at car boot sales.

5 You can get some good bargains at car boot sales.

6 Car boots sales can be good fun as well as a good place to sell things you don't want from your house.

7 Before you buy on eBay, you see the item in a shop.

8 All items on eBay are new.

**II. Аудирование**

**Listen to people talking about past events. Try to understand what happened to them. Circle the correct answer.**

1. a. Her car was damaged.
   b. She ran into another car.
   c. Her car got stuck.

2. a. His plane had mechanical difficulties.
   b. His plane flew into bad weather.
   c. His plane had to make an emergency landing.

3. a. She got lost in the hotel.
   b. She was stuck in the elevator.
   c. She was locked out of the room.

4. a. He was injured in the fire.
   b. He escaped from the fire.
   c. He didn't hear the alarm.

5. a. She won first prize.
   b. Her friend won first prize.
   c. She sold some raffle tickets.

6. a. He spoke to a famous person.
   b. He saw a famous person.
   c. His wife spoke to a famous person.

**III. Письменное задание**

**Imagine you stayed with friends in Canada for two weeks. They taught you to ski. Write a letter to thank them. Include the information: (140-180 words)**

- Apologize for not writing earlier and give a reason why.
- Thank them for your stay and say how you feel about learning to ski.
- Tell them what you've been doing recently.
- Invite them to stay with you and suggest what you can do together when they visit.

## Уровень intermediate

**Модульная контрольная 1 курс, 1 семестр**
**I. Чтение**
**Read the extract from a newspaper article. Then read the sentences below. Decide which five sentences are true.**
**Singlish – A unique language**
Arriving in the island republic of Singapore for the first time, one of the first things I noticed was the unusual use of English. I heard local people use expressions like 'I catch no ball' and 'You take 20 cents go', which use English words, but are not expressions used in standard English. I also heard English sentences that used words I didn't recognise: 'I'm hungry, let's *makan.*' or 'This food is *shiok*!' It was all very different from the way people spoke English in other English-speaking countries.
At first I was confused about why so many people spoke like this, but when I started to understand a bit more about Singapore's culture and history, I began to understand the reason. Singapore is a country of many ethnic and linguistic groups, and has four official languages, Mandarin, Malay, Tamil and English. English is the most common language, but speakers borrow words and expressions from the other three languages. Sometimes these words and expressions are translated into English, and sometimes they are left as they are. The result is a local version of English called Singaporean English, or *Singlish* for short. So 'I catch no ball' and 'You take 20 cents go' are translations of informal Chinese expressions, meaning 'I don't understand' and 'Go away!' *Makan* and *shiok* are Malay for *eat* and *fantastic*.
Singlish, like 'real' languages, is constantly changing, with new words and expressions being added almost daily. For many Singaporeans it is an important part of their national culture. Singlish dictionaries have been written, there are films, songs and even books in Singlish, and there are even some people who would like it to become the country's official language. However, others think it is bad English, and that it makes Singaporeans seem less intelligent than they are. There is even an organisation called the 'Speak Good English Movement' (SGEM), which promotes standard English on television, on the radio and in newspaper advertisements. So far, the SGEM has been unsuccessful. I asked Jioti Popatlal, a language professor at Singapore University, why this might be. 'A lot of people think that it doesn't sound right when a Singaporean talks standard English, especially with a western accent,' she explained. 'We say that they *jiat gentang.*' I looked confused at this new Singlish expression and asked her to translate. '*Jiat* means *eat* in Chinese, and *gentang* means *potato* in Malay,' she explained. 'Many Singaporeans think that people who speak standard English sound like they have a potato in their mouth, so we use the expression *jiat gentang* – eating potatoes – to describe that way of speaking.'
I nodded my head. 'I understand,' I said. 'I catch ball perfectly.' I think I'm going to enjoy using this wonderful language!

a *At first, the author didn't know the meaning of words like makan and shiok.*
b The English that people use in Singapore is similar to English in other places.
c The author did a course in Singapore's culture and history.
d English is used more than any other language in Singapore.
e Singlish is a mixture of English and four other languages.
f Most Singaporeans speak Malay.
g Singlish is not just a spoken language.
h Not everybody thinks Singlish is a good thing.
i The SGEM has not managed to change the way Singaporeans speak English.
j People who speak Singlish sound like they have a potato in their mouth.
k The author likes Singlish.

**II. Аудирование**

**You will hear three people talking about town and city life. For questions 1–3, choose which of the opinions (A–G) each speaker expresses. Use each letter only once. There is one extra letter which you do not need to use. The first has been done for you.**

1 – Speaker 1 - ___ ___
2 – Speaker 2 - _*A*_ ___
3 – Speaker 3 - ___ ___

A – People shouldn't leave their cars here.
B – I wish it was cleaner and tidier.
C – Things would be better if there was less noise.
D – I can travel around very easily.
E – We have no traffic problems.
F – I never have to worry about finding something to eat.
G – We have some problems with young people.

**III. Письменное задание:**

**You would like to participate in a seminar on developing communication skills**
**Write an e-mail to the person in charge of the seminar and ask for detailed information regarding the dates, program, accommodation and cost.**

**Модульная контрольная 2 курс, 3 семестр**

**I. Аудирование:**

**Listen to the speaker talking about working abroad. Choose the correct answer - a, b or c - to the questions below. You will hear the recording twice.**

**1** What is the speaker talking about?
- **a)** Her travels in the UK, China and Brazil.
- **b)** Her experience of culture shock while working in the UK.
- **c)** Differences in the banking business around the world.

**2** What does she say about US-UK differences?
- **a)** They are big and cause a lot of misunderstandings.
- **b)** There aren't any real differences.
- **c)** They don't seem big but there are a lot of them.

**3** What does she think of British food?
- **a)** She doesn't always understand the names of food.
- **b)** It's no different from American food.
- **c)** It usually isn't very good.

**4** What problems has she had with language?
- **a)** People often don't understand her.
- **b)** Some accents can be a bit difficult for her to understand.
- **c)** A lot of people don't speak good English.

**5** What does she say about driving?
- **a)** She hasn't tried driving in the UK yet.
- **b)** It isn't easy but she can do it.
- **c)** It's no problem at all.

**II. Чтение**

**Read the article and decide if the statements are true or false.**

**1** DSM is planning to change its name to reflect its changing business focus.
**2** The company has a long history of expansion and change.
**3** Coal is still a core part of DSM's business.
**4** Mr Sijbesma feels that R&D leads the business and that management comes second.
**5** Education, according to Mr Sijbesma, is a good way to change company culture and behaviour.

**Innovation and inspiration**

**By Michael Steen**

DSM still goes by the initials that stood for Dutch State Mines when it was founded more than a century ago. The letters are one of a few things that haven't changed for a company that has been in a continual state of transformation throughout most of its history.

The coal mines in the south of the Netherlands are now closed. But, even when coal was central to its business, DSM expanded into fertilisers as a way of using the ammonia produced during coal processing operations. Over the decades, the focus shifted to plastics and, later, chemicals. Today, it is once again reinventing itself, this time seeking out the higher-margin and less cyclical sectors of life sciences and material sciences.

The company has tried to attract the finest technical minds and put research and development at the heart of the business. But, argues Feike Sijbesma, chief executive, a greater focus on good management is just as important.

'Innovation, coming up with new products and launch concepts and business models, is one of the main drivers of our strategy,' Mr Sijbesma says. 'The whole idea about our business education starts with our strategy ... You need a lot of technical knowledge but you also need to change the company in terms of culture and behaviour.'

The company wants to create managers who can show inspirational leadership. Mr Sijbesma defines this as combining 'authenticity and vulnerability with clear direction'. DSM now works with four business schools – IMD in Switzerland, Wharton and Babson University in the US and RSM in Rotterdam – and sends top executives to all four schools to develop leadership skills, gain industry insight and work on special projects that can feed into overall corporate strategy.

The links with the universities help graduate recruitment. It also puts its executives in contact with other business people. 'Our executives get to meet people from other companies and learn a lot from them during these leadership discussions about industry developments.

'The programmes are focussed on two things: personal leadership skills and business elements,' Mr Sijbesma says. He adds that learning is a key part of his drive to transform the group into an innovative life science and material science company.

'What we want to do with this whole learning architecture and with those universities is to make a stronger foundation to support or speed up this whole change process,' he says. **FT**

**B Choose the best alternative to complete the sentences.**

**6** DSM hopes that its managers will learn to _____ the company's employees.
**a)** motivate **b)** control **c)** deal with the personal problems of

**7** Executives from DSM _____ at business schools around the world.
**a)** run training programmes **b)** have taken jobs **c)** become students

**8** The training courses allow DSM managers to _____ other people in the industry.
**a)** compete with **b)** relax with **c)** learn from

**9** Mr Sijbesma says he wants to use education to help his company come up with _____.
**a)** ways of raising capital **b)** fresh ideas **c)** strategies for recruiting talent

**10** Mr Sijbesma says that he hopes to _____ change in his company.
**a)** encourage **b)** understand **c)** slow down

**III. Письменное задание:**

**You work for the computer maintenance company Fisher's Computer services. You recently had a planning meeting for managers to prepare for the launch of your new maintenance service contracts. read the action plan and write an e-mail (90–110 words) to all site managers. Include the following points.**

- The subject of the message
- Details about what is going to happen in the next four months
- Invitation to ask you any questions

## Уровень upper-intermediate

**Модульная контрольная работа 1 курс, 1 семестр**
**I. Чтение**
**Read the text and complete the tasks**

### Attitudes to language

It is not easy to be systematic and objective about language study. Popular linguistic debate regularly deteriorates into invective and polemic. Language belongs to everyone, so most people feel they have a right to hold an opinion about it. And when opinions differ, emotions can run high. Arguments can start as easily over minor points of usage as over major policies of linguistic education.

Language, moreover, is a very public behaviour, so it is easy for different usages to be noted and criticized. No part of society or social behaviour is exempt: linguistic factors influence how we judge personality, intelligence, social status, educational standards, job aptitude, and many other areas of identity and social survival. As a result, it is easy to hurt, and to be hurt, when language use is unfeelingly attacked.

In its most general sense, prescriptivism is the view that one variety of language has an inherently higher value than others, and that this ought to be imposed on the whole of the speech community. The view is propounded especially in relation to grammar and vocabulary, and frequently with reference to pronunciation. The variety which is favoured, in this account, is usually a version of the ‘standard’ written language, especially as encountered in literature, or in the formal spoken language which most closely reflects this style. Adherents to this variety are said to speak or write ‘correctly'; deviations from it are said to be 'incorrect`.

All the main languages have been studied prescriptively, especially in the 18th-century approach to the writing of grammars and dictionaries. The aims of these early grammarians were threefold: (a) they wanted to codify the principles of their languages, to show that there was a system beneath the apparent chaos of usage, (b) they wanted a means of settling disputes over usage, and (c) they wanted to point out what they felt to be common errors, in order to ‘improve' the language. The authoritarian nature of the approach is best characterized by its reliance on 'rules' of grammar. Some usages are prescribed, to be learnt and followed accurately; others are prescribed to be avoided. In this early period, there were no half-measures: usage was either right or wrong, and it was the task of the grammarian not simply to record alliterative, but to pronounce judgement upon them.

These attitudes are still with us, and they motivate a widespread concern that linguistic standards should be maintained. Nevertheless, there is an alternative point of view that is concerned less with standards than with the facts of linguistic usage. This approach is summarized in the statement that it is the task of the grammarian to describe, not prescribe - to record the facts of linguistic diversity, and not to attempt the impossible tasks evaluating language variation or halting language change. In the second half of the 18th century, we already find advocates of this view, such as Joseph Priestley, whose Rudiments of English Grammar (1761) insists that ‘the custom of speaking is the original and only just standard of any language’. Linguistic issues, it is argued, cannot be solved by logic and legislation. And this view has become the tenet of the modem linguistic approach to grammatical analysis.

In our own time, the opposition between ‘descriptivists' and 'prescriptivists' has often become extreme, with both sides painting unreal pictures of the other. Descriptive grammarians have been presented as people who do not care about standards, because of the way they see all forms of usage as equally valid. Prescriptive grammarians have been presented as blind adherents to a historical tradition. The opposition has even been presented in quasi-political terms - of radical liberalism vs elitist conservatism.

**Questions 1-8**
Do the following statements agree with the claims of the writer?
**YES** - if the statement agrees with the claims of the writer
**NO -** if the statement contradicts the claims of the writer
**NOT GIVEN** - if it is impossible to say what the writer thinks about this

1. There are understandable reasons why arguments occur about language.
2. People feel more strongly about language education than about small differences in language usage.
3. Our assessment of a person's intelligence is affected by the way he or she uses language.
4. Prescriptive grammar books cost a lot of money to buy in the 18th century.
5. Prescriptivism still exists today.
6. According to descriptivists, it is pointless to try to stop language change.
7. Descriptivism only appeared after the 18th century.
8. Both descriptivists and prescriptivists have been misrepresented.

*Questions 9–12*

*Complete the summary using the list of words, **A–I**, below.*

*Write the correct letter, **A–I**, in boxes 9–12 on your answer sheet.*

## The language debate

According to **9** ..... , there is only one correct form of language. Linguists who take this approach to language place great importance on grammatical **10** ..... . Conversely, the view of **11** ..... , such as Joseph Priestley, is that grammar should be based on **12** ..... .

| | | | | | |
|---|---|---|---|---|---|
| **A** | descriptivists | **B** | language experts | **C** | popular speech |
| **D** | formal language | **E** | evaluation | **F** | rules |
| **G** | modern linguists | **H** | prescriptivists | **I** | change |

**II. Аудирование**
**A. You will hear three people talking about town and city life. For questions 1–3, choose which of the opinions (A–G) each speaker expresses. Use each letter only once. There is one extra letter which you do not need to use. The first has been done for you.**
1 – Speaker 1 - ___ ___
2 – Speaker 2 - _*A*_ ___
3 – Speaker 3 - ___ ___
A – People shouldn't leave their cars here.
B – I wish it was cleaner and tidier.
C – Things would be better if there was less noise.
D – I can travel around very easily.
E – We have no traffic problems.
F – I never have to worry about finding something to eat.
G – We have some problems with young people.
**B. You will hear part of an interview with Mary Robinson who writes about reading skills. For questions 1–6 complete the sentences.**

1 There is a connection between how much you read and …

_____

2 People who watch TV get more …

_____

3 To get a general idea of the reading, look carefully at …

_____

4 Readers should think about what the writer …

_____

5 Focussing on vocabulary makes reading …

_____

6 To help reading faster, you can use …

_____

**III. Выполните письменное задание**
**Напишите e-mail вашему другу (150 слов):**
You are getting married next summer. You are starting to plan and organize the wedding. Write an e-mail to a friend who lives abroad, inviting him/her to make a speech at the wedding reception. Explain your reasons for choosing him/her.

**Модульная контрольная 2 курс, 2 семестр**
**I. Аудирование**

- You will hear five short recordings.
- For each recording, decide what each speaker's goal is for their career.
- Write one letter (**A – H**) next to the number of the recording.
- Do not use any letter more than once.
- You will hear the five recordings twice.

| | |
|---|---|
| ..... | **A** to gain promotion to a more responsible position |
| ..... | **B** to specialise in a particular aspect of their work |
| ..... | **C** to live and work abroad |
| ..... | **D** to be recognised as an innovator |
| ..... | **E** to go into business on their own |
| ..... | **F** to travel on business more often |
| ..... | **G** to join another company |
| | **H** to start working in a different field |

**II. Чтение**
**Read the text and complete the tasks.**

# Report writing: a growing demand

Writing reports is an essential business skill, one which is often thought to be quite distinct from those required for letter writing and speech making, for instance, yet in each case success comes from taking a common basic approach. Nowadays, the availability of computers makes it tempting to devote much of the planning stage of writing a report to experimenting with graphics and layout – which may well benefit the reader – but we risk focusing on presentation at the expense of substance. After all, the absence of visible corrections may not mean an absence of errors.

Skill at report writing is needed for anything from a short magazine article to a lengthy submission to a public enquiry. In business, it is not only required for more and more jobs; it can also make a difference to your chances of promotion. When you speak, people know that you don't have the time to organise your ideas, or choose the right words. But when you write, they assume you've got the time, and expect better organisation, more careful expression. And – worryingly, perhaps, for many – they may read your words several times.

The increasing importance of reports reflects changes in the workplace. Gone are the days when businesses or departments were small enough for decisions to be taken after a discussion between the manager and a specialist on the shop floor. Companies and organisations have expanded and are now increasingly dependent on documentation. This provides a record of decisions taken, and evidence that the issues have been analysed. Effective reports can enable management to retain the confidence of shareholders, directors and bankers.

Some reports, like the minutes of a meeting, record the main points of discussions, any decisions made and advice given. They also have one eye on the future. Lawyers and other professionals file reports as a record of their contact with clients. These are then available for future reference and for consultation by colleagues if necessary. A report filed at the time is considered an accurate account of events should the facts be challenged subsequently. It provides evidence that you took appropriate steps, which may be valuable if things go wrong later.

It is always important to be clear about who your readers are. The report may be written for a particular senior executive, but, unless it is confidential, a number of other people are likely to see it. Make sure your report is relevant to their needs too. If you are set a deadline, you will give a poor impression if you miss it. Busy managers can only cope with all the documents they receive by being selective, perhaps turning just to the introduction and summary. If they are really harassed, your report may not even leave the pending tray!

To be successful, a report must be read without undue delay, understood without undue effort, accepted and, where appropriate, acted upon. But reading a report can be a daunting experience, in which case the recipient will resist the idea of spending time wading through it. This natural resistance is known as the 'cognitive cost'. A technical, closely typed report, written in a ponderous style, without illustrations, will have a high cognitive cost. It is clearly going to be hard work absorbing the contents.

What point does the writer make in the first paragraph?

A The degree of accuracy in reports is higher now than in the past.
B Report writing and other forms of communication need similar skills.
C Readers are likely to respond favourably to attractively presented reports.
D The use of a computer can simplify the planning stage of a report.

What point is made in the second paragraph?

A Many people are more afraid of writing reports than they need to be.
B It may be difficult to decide on the appropriate length for a report.
C Report writing skills are influenced by the ability to speak effectively.
D People's careers may be affected by the way they write reports.

According to the third paragraph, reports are growing in importance because

A company size works against traditional forms of communication.
B shareholders demand to be kept fully informed of company activities.
C a greater degree of specialisation at work is becoming the norm.
D more people are being given responsibility for making decisions.

In the fourth paragraph the writer suggests that reports may be helpful if

A a client is dissatisfied with your advice.
B they are structured like the minutes of meetings.
C there is a disagreement about what happened.
D they outline a range of possible future outcomes.

The fifth paragraph warns that the intended reader

A may not agree with you about who should read your report.
B may not think that your report is of any value.
C may not accept a report that is submitted late.
D may not read through your report in full.

In the last paragraph, what is meant by 'cognitive cost'?

A the amount of time that the writer spends writing a report
B the reader's unwillingness to make an effort to understand a report
C the amount of time that the reader spends reading any report
D the writer's difficulty in presenting reports in an easily-understood style

**III. Письменное задание**

## Writing

You are the regional manager of a chain of hotels. Your line manager has asked you to write a report on the performance of two of the hotels in your region.

Read the information and the notes. Then complete the report below by writing the two main paragraphs.

Write 80–100 words.

**PERFORMANCE OF HOTELS IN CANTERBURY AND MARGATE**

| Location | Profits | | Average room occupancy | |
|---|---|---|---|---|
| | Year 1 | Year 2 | Year 1 | Year 2 |
| Canterbury | £42,000 | £40,000 *(better than expected, popular restaurant)* | 81 % | 77 % |
| Margate | £29,000 | £34,000 | 84 % | 86 % *(but big seasonal difference)* |

**Introduction**

The aim of this report is to outline the performance of our hotels in Canterbury and Margate in the last two years.

**Profits**

.....

.....

.....

.....

.....

**Average room occupancy**

.....

.....

.....

.....

**Conclusion**

Our hotel in Margate has shown a significant growth in profits over the last two years. Despite the good reputation of the restaurant, our hotel in Canterbury has seen a decline in both profits and room occupancy.

**Модульная контрольная 3 курс, 2 семестр**
**I. Чтение**

# AIR TRAFFIC CONTROL IN THE USA

**A** An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration (FAA) to regulate and oversee the operation of aircraft in the skies over the United States, which were becoming quite congested. The resulting structure of air traffic control has greatly increased the safety of flight in the United States, and similar air traffic control procedures are also in place over much of the rest of the world.

**B** Rudimentary air traffic control (ATC) existed well before the Grand Canyon disaster. As early as the 1920s, the earliest air traffic controllers manually guided aircraft in the vicinity of the airports, using lights and flags, while beacons and flashing lights were placed along cross-country routes to establish the earliest airways. However, this purely visual system was useless in bad weather, and, by the 1930s, radio communication was coming into use for ATC. The first region to have something approximating today's ATC was New York City, with other major metropolitan areas following soon after.

**C** In the 1940s, ATC centres could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War, but the system remained rudimentary. It was only after the creation of the FAA that full-scale regulation of America's airspace took place, and this was fortuitous, for the advent of the jet engine suddenly resulted in a large number of very fast planes, reducing pilots' margin of error and practically demanding some set of rules to keep everyone well separated and operating safely in the air.

**D** Many people think that ATC consists of a row of controllers sitting in front of their radar screens at the nation's airports, telling arriving and departing traffic what to do. This is a very incomplete part of the picture. The FAA realised that the airspace over the United States would at any time have many different kinds of planes, flying for many different purposes, in a variety of weather conditions, and the same kind of structure was needed to accommodate all of them.

**E** To meet this challenge, the following elements were put into effect. First, ATC extends over virtually the entire United States. In general, from 365m above the ground and higher, the entire country is blanketed by controlled airspace. In certain areas, mainly near airports, controlled airspace extends down to 215m above the ground, and, in the immediate vicinity of an airport, all the way down to the surface. Controlled airspace is that airspace in which FAA regulations apply. Elsewhere, in uncontrolled airspace, pilots are bound by fewer regulations. In this way, the recreational pilot who simply wishes to go flying for a while without all the

restrictions imposed by the FAA has only to stay in uncontrolled airspace, below 365m, while the pilot who does want the protection afforded by ATC can easily enter the controlled airspace.

**F** The FAA then recognised two types of operating environments. In good meteorological conditions, flying would be permitted under Visual Flight Rules (VFR), which suggests a strong reliance on visual cues to maintain an acceptable level of safety. Poor visibility necessitated a set of Instrumental Flight Rules (IFR), under which the pilot relied on altitude and navigational information provided by the plane's instrument panel to fly safely. On a clear day, a pilot in controlled airspace can choose a VFR or IFR flight plan, and the FAA regulations were devised in a way which accommodates both VFR and IFR operations in the same airspace. However, a pilot can only choose to fly IFR if they possess an instrument rating which is above and beyond the basic pilot's license that must also be held.

**G** Controlled airspace is divided into several different types, designated by letters of the alphabet. Uncontrolled airspace is designated Class F, while controlled airspace below 5,490m above sea level and not in the vicinity of an airport is Class E. All airspace above 5,490m is designated Class A. The reason for the division of Class E and Class A airspace stems from the type of planes operating in them. Generally, Class E airspace is where one finds general aviation aircraft (few of which can climb above 5,490m anyway), and commercial turboprop aircraft. Above 5,490m is the realm of the heavy jets, since jet engines operate more efficiently at higher altitudes. The difference between Class E and A airspace is that in Class A, all operations are IFR, and pilots must be instrument-rated, that is, skilled and licensed in aircraft instrumentation. This is because ATC control of the entire space is essential. Three other types of airspace, Classes D, C and B, govern the vicinity of airports. These correspond roughly to small municipal, medium-sized metropolitan and major metropolitan airports respectively, and encompass an increasingly rigorous set of regulations. For example, all a VFR pilot has to do to enter Class C airspace is establish two-way radio contact with ATC. No explicit permission from ATC to enter is needed, although the pilot must continue to obey all regulations governing VFR flight. To enter Class B airspace, such as on approach to a major metropolitan airport, an explicit ATC clearance is required. The private pilot who cruises without permission into this airspace risks losing their license.

Reading Passage 2 has seven paragraphs, **A–G**.

*Choose the correct heading for paragraphs **A** and **C–G** from the list below.*

*Write the correct number, **i–x**, in boxes 14–19 on your answer sheet.*

**List of Headings**

| | |
|---|---|
| **i** | Disobeying FAA regulations |
| **ii** | Aviation disaster prompts action |
| **iii** | Two coincidental developments |
| **iv** | Setting altitude zones |
| **v** | An oversimplified view |
| **vi** | Controlling pilots' licences |
| **vii** | Defining airspace categories |
| **viii** | Setting rules to weather conditions |
| **ix** | Taking off safely |
| **x** | First steps towards ATC |

**14** Paragraph **A**

| *Example* | *Answer* |
|---|---|
| Paragraph **B** | **x** |

**15** Paragraph **C**

**16** Paragraph **D**

**17** Paragraph **E**

**18** Paragraph **F**

**19** Paragraph **G**

*Questions 20–26*

Do the following statements agree with the information given in Reading Passage 2?

*In boxes 20–26 on your answer sheet, write*

| | |
|---|---|
| ***TRUE*** | *if the statement agrees with the information* |
| ***FALSE*** | *if the statement contradicts the information* |
| ***NOT GIVEN*** | *if there is no information on this* |

**20** The FAA was created as a result of the introduction of the jet engine.

**21** Air Traffic Control started after the Grand Canyon crash in 1956.

**22** Beacons and flashing lights are still used by ATC today.

**23** Some improvements were made in radio communication during World War II.

**24** Class F airspace is airspace which is below 365m and not near airports.

**25** All aircraft in Class E airspace must use IFR.

**26** A pilot entering Class C airspace is flying over an average-sized city.

**II. Аудирование**

## Section 3 Questions 21–30

### Questions 21–23

*Choose the correct letter **A**, **B** or **C**.*

**21** Generally, Rosana finds the Wednesday programme

**A** worthless.
**B** very slow.
**C** valuable.

**22** Rosana wants to change her course because

**A** she always arrives home very late at night.
**B** it affects her work on the next two days.
**C** she doesn't get on with the course tutors.

**23** If Rosana changes her course, she

**A** may not have the same tutor.
**B** cannot change her mind again.
**C** may regret the change.

### Questions 24 and 25

*Choose **TWO** letters **A–E**.*

*Which **TWO** good things about the distance-learning component are mentioned?*

**A** course length

**B** evening seminars

**C** course tutors

**D** course flexibility

**E** time factor

### Questions 26–30

*Complete the summary below.*

*Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.*

**Course Assessment**

Students are required to keep a written **26** ..... and present a paper monthly. Thirty per cent of the marks are allocated to the **27** ..... . Each student has to keep a **28** ..... portfolio which in the end accounts for **29** ..... of their marks. Each student is also expected to present at least one piece of work at a **30** ..... .

**III. Письменное задание**
**Write an essay on the following topic:**
***Some people believe that governments should pay for healthcare and education, but others disagree with this opinion. Discuss both views and give your own opinion.***
***You should write no more than 250 words***