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«РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА
И ГОСУДАРСТВЕННОЙ СЛУЖБЫ
ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ»**

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1. Перечень планируемых результатов обучения по дисциплине (модулю), соотнесенных с планируемыми результатами освоения программы

1.1. Дисциплина Б1.Б.06 Иностранный язык обеспечивает овладение следующими компетенциями с учетом этапа:

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
УК ОС - 4	Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном(ых) и иностранном(ых) языке(ах)	УК ОС-4.1	Способность провести деловую встречу (публичное выступление) на иностранном языке
		УК ОС- 4.2	Способность вести деловую переписку на иностранном языке
		УК ОС- 4.3	Способность провести деловую встречу на иностранном языке в профессиональной сфере
		УК ОС- 4.4	Способность провести деловую переписку на иностранном языке в профессиональной сфере

1.2. В результате освоения дисциплины у студентов должны быть сформированы:

ОТФ/ТФ (при наличии профстандарта)/ профессиональные действия	Код этапа освоения компетенции	Результаты обучения
	УК-4.1	Определяет и обосновывает цель публичного выступления (проведения деловой встречи). Выбирает адекватную форму деловой коммуникации. Разрабатывает план публичного выступления (деловой встречи) Самостоятельно планирует и проводит деловую встречу (публичное выступление) на иностранном языке Демонстрирует свободное владение специфической лексикой, распространенной в деловой сфере Демонстрирует знание делового этикета страны контрагента
	УК-4.2	Выбирает адекватную форму делового документа. Соблюдает требования к языку делового документа. Соблюдает требования по оформлению делового документа. Отбирает содержание делового документа, адекватное цели его написания
	УК ОС- 4.3	Самостоятельно планирует и проводит деловую встречу (публичное выступление) на иностранном языке в профессиональной сфере

		Демонстрирует свободное владение специфической лексикой, распространенной в профессиональной сфере Демонстрирует знание норм делового этикета
	УК ОС- 4.4	Выбирает адекватную форму делового документа страны контрагента. Соблюдает требования к языку делового документа страны контрагента. Соблюдает требования по оформлению делового документа страны контрагента. Отбирает содержание делового документа, адекватное цели его написания

2. Объем и место дисциплины (модуля) в структуре ОП ВО

Дисциплина «Иностранный язык» относится к блоку Б1 «Дисциплины (модули)». Код дисциплины Б1.Б.06. Дисциплина изучается на 1,2,3,4 курсах, в 1,2,3,4,5,6,7 семестрах. Общая трудоемкость дисциплины 792 академических/594 астрономических часов (22 ЗЕ).

Освоение дисциплины опирается на минимально необходимый объем теоретических знаний в области иностранного языка. Содержание дисциплины служит основой для дальнейшей профессиональной деятельности.

Количество академических часов, выделяемых на контактную работу с преподавателем составляет 500/375 часов, на самостоятельную работу обучающихся отводится 220/165 часа.

Формой промежуточной аттестации в соответствии с учебным планом являются зачет с оценкой (в 1,2,3,4,5 семестрах) и экзамен (в 6,7 семестрах).

3. Содержание и структура дисциплины (модуля)

Таблица 1

№ п/п	Наименование тем (разделов),	Объем дисциплины (модуля), час.					Форма текущего контроля успеваемости*, промежуточной аттестации**
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий			ССР	
			Л	ПЗ	КСР		
Очная форма обучения							
Тема 1	Communication	35/26,3		27/20,3		16/12	Т
Тема 2	Environment	36/27		25/18,8		6/4,5	Т
Тема 3	Sport	36/27		25/18,8		6/4,5	Д
Тема 4	Medicine	25/18,8		29/21,8		6/4,5	Д
Тема 5	Transport	25/18,8		19/14,25		6/4,5	Т
Тема 6	Literature	33/24,8		27/20,3		6/4,5	Д
Тема 7	Architecture	30/22,5		14/10,5		4/3	Д
Тема 8	Globalisation	32/24		24/18		16/12	Д
Тема 9	Art	25/18,8		24/18		4/3	Д
Тема 10	Psychology	30/22,5		24/18		4/3	Д
Тема 11	Culture	35/26,3		24/18		6/4,5	Т

№ п/п	Наименование тем (разделов),	Объем дисциплины (модуля), час.					Форма текущего контроля успеваемости *, промежуточной аттестации**
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий			ССР	
			Л	ПЗ	КСР		
Очная форма обучения							
Тема 12	Technology	30/22,5		24/18		4/3	Т
Тема 13	Communication	30/22,5		24/18		15/11,25	Д
Тема 14	Marketing	31/23,25		26/19,5		15/11,25	ДИ
Тема 15	Organizations	33/24,75		26/19,5		15/11,25	Т
Тема 16	Working life	24/18		20/15		15/11,25	ТЗ
Тема 17	Information technologies	38/28,5		22/16,5		15/11,25	ТЗ
Тема 18	Risk management	31/23,25		16/12		15/11,25	Кр
Тема 19	Team building	24/18		14/10,5		6/4,5	Т
Тема 20	Finance matters	30/22,5		16/12		6/4,5	ДИ
Тема 21	Corporate Social Responsibility	21/15,8		12/9		16/12	Д
Тема 22	Crisis management	30/22,5		14/10,5		6/4,5	ТЗ
Тема 23	Management styles	28/21		12/9		6/4,5	Кр
Тема 24	Business expansion	28/21		12/9		6/4,5	ДИ
Промежуточная аттестация		72/54					Э, ЗО
	Всего:	792/594		500/375	-	220/165	72/54

Примечание: формы текущего контроля успеваемости: тестирование (Т), дискуссия (Д), деловая игра (ДИ), творческое задание (ТЗ), контрольная работа (Кр) и др.

формы промежуточной аттестации: зачет с оценкой (ЗО), экзамен (Э)

Содержание дисциплины (модуля)

Тема 1. **Public speaking:** communication problems at work and in life; public speeches; improving communication.

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: continuous aspect; state verbs; perfect aspect

Чтение: общее понимание читаемого, ознакомление с различными видами чтения,

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров.

Письмо: правила организации текста, языковые характеристики основных функциональных стилей письма; note-taking; emails;

Говорение: понятие монологической и диалогической речи, основные правила построения высказывания, определение проблем и предложение путей их решения.

Тема 2. **Environment:** local environment; changing environment; fossil fuels and renewable energy sources

Лексика: определения, описания основных понятий по указанной теме; образование наречий;

Грамматика: present perfect simple and continuous; indirect questions **Чтение:** общее понимание читаемого, ознакомление с различными видами чтения;

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров;

Письмо: правила организации текста анкеты, designing a questionnaire; writing a questionnaire;

Говорение: монологическая и диалогическая речь, основные правила построения высказывания, выражение согласия и несогласия, правила построения вопросов

Лексика: определения, описания основных понятий по указанной теме; образование наречий;

Грамматика: present perfect simple and continuous; indirect questions **Чтение:** общее понимание читаемого, ознакомление с различными видами чтения;

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров;

Письмо: правила организации текста анкеты, designing a questionnaire; writing a questionnaire;

Говорение: монологическая и диалогическая речь, основные правила построения высказывания, выражение согласия и несогласия, правила построения вопросов

Тема 3. **Sport:** sport categories; sport and game; role of sport; martial arts; reasons for and benefits of doing karate; outstanding sportspeople; competition; achievements

Лексика: определения, описания основных понятий по указанной теме; слово – образование – суффиксы, образование прилагательных;

Грамматика: articles, quantifiers;

Чтение: общее понимание читаемого, ознакомление с различными видами чтения;

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров;

Письмо: правила организации текста сочинения; writing a for-and-against essay;

Говорение: монологическая и диалогическая речь, основные правила построения сравнительных высказываний

Тема 4. **Medicine:** medical breakthroughs; people who work in medicine; treatments; types of drug; medical conditions; medicine and animals; health care; role of government; alternative therapies; evaluating resources on the internet

Лексика: определения, описания основных понятий по указанной теме; фразовые глаголы;

Грамматика: future plans, arrangements, predictions: present simple, continuous, be going to, future simple, perfect;

Чтение: общее понимание читаемого, ознакомление с различными видами чтения;

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров;

Письмо: правила организации отчетов, making recommendations;

Говорение: монологическая и диалогическая речь, основные правила построения предположений

Тема 5. **Transport:** methods of transport; associated problems; psychology of drivers; improving road safety; age limit for drivers; educating drivers; transport problems; penalties for drivers; travelling; transport developments

Лексика: определения, описания основных понятий по указанной теме;

Грамматика: modal verbs (future), modal verbs (past);

Чтение: общее понимание читаемого, ознакомление с различными видами чтения;

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров;

Письмо: describing graphs, charts and tables; **Говорение:** монологическая и диалогическая речь, основные правила построения высказываний, содержащих убеждение и рекомендацию

Тема 6. **Literature:** Nobel prize; types of writing; people in literature; books; characters in danger; evil characters; modern characters; memoirs; ghostwriters; media; ravel blog

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний;

Грамматика: past simple, past continuous, past perfect, used to, would

Чтение: общее понимание читаемого, ознакомление с различными видами чтения;

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров;

Письмо: правила организации текста для блогов; написание блога;

Говорение: монологическая и диалогическая речь, основные правила построения высказываний, содержащих предложение, необходимость, ожидание;

Тема 7. **Architecture:** favourite buildings; describing buildings; stages in the life of a building; hotels in space; designing buildings; building bridges; hotel facilities; government spending

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний; словообразование – приставки;

Грамматика: passive, continuous passive, -ing form, passive infinitive, discourse uses;

Чтение: общее понимание читаемого, ознакомление с различными видами чтения;

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров;

Письмо: правила организации текста, содержащего факты и мнения; описание зданий; как избежать повторов;

Говорение: монологическая и диалогическая речь, основные правила построения высказываний, содержащих требования;

Тема 8. **Globalisation:** causes of globalization; positive and negative effects of globalization; pro- and anti-globalists; emerging economies; power of the internet; global role models; shopping preferences; supermarket or a small shop; permarket expansion

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний; абстрактные существительные;

Грамматика: infinitive and -ing forms, have something done;

Чтение: общее понимание читаемого, ознакомление с различными видами чтения;

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров;

Письмо: правила организации основных смысловых предложений, перефразирование; написание краткого изложения;

Говорение: монологическая и диалогическая речь, основные правила построения высказываний, содержащих уточнение.

Тема 9. **Art:** forms of art; forms of expression; painting; photography; sculpture; art exhibition; purposes of art; artists; photographers; sculptors; modern and contemporary art

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний из наречий и прилагательных и их порядок слов;

Грамматика: ungradable adjectives; position of adverbs;

Чтение: общее понимание читаемого, ознакомление с различными видами чтения;

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров;

Письмо: правила организации текста для обзоров;

Говорение: монологическая и диалогическая речь, основные правила построения высказываний, содержащих перечисление информации, переход к новой теме в сообщении; неформальная презентация

Тема 10. **Psychology:** group psychology; qualities for people in a team; roles within a team; stages in the life of a group; group dynamics; working together; peer pressure; bullying; parents and children; psychology at work; psychological profiling; crimes

Лексика: определения, описания основных понятий по указанной теме; глаголы с частицами; образование идиом;

Грамматика: relative clauses ungradable adjectives; position of adverbs; **Чтение:** общее понимание читаемого, ознакомление с различными видами чтения;

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров;

Письмо: правила организации библиографий;

Говорение: монологическая и диалогическая речь, основные правила построения высказываний, содержащих совет

Тема 11. **Culture:** defining culture; aspects of culture; missing one's own culture; living in another culture; studying in another country; culture shock; stages of culture shock; similar cultures; understanding cultures; being culturally aware; expanding world; cultural exchange organizations; improving culture's image

Лексика: определения, описания основных понятий по указанной теме; образование прилагательных;

Грамматика: reported speech, reporting verbs;

Чтение: общее понимание читаемого, ознакомление с различными видами чтения;

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров;

Письмо: правила организации текста для неофициального письма;

Говорение: монологическая и диалогическая речь, основные правила построения презентаций

Тема 12. **Technology:** devices and gadgets; technologically minded or a technophobe; likes and dislikes; technological change; recent developments; relying on technology; social and environmental problems; living without technology; genetically modified food; pro- or anti-technology movement; intelligent building; building and working conditions

Лексика: определения, описания основных понятий по указанной теме; словообразование – префиксы с противоположным значением;

Грамматика: conditionals 1,2,3, mixed;

Чтение: общее понимание читаемого, ознакомление с различными видами чтения;

Аудирование: общие умения аудирования, аудирование с опорой на текст, аудирование с целью выявления важной и второстепенной информации, распознавание указателей (смысловых и языковых) и маркеров;

Письмо: правила организации текста для статьи; определение мнения автора статьи;

Говорение: монологическая и диалогическая речь, основные правила построения высказываний, содержащих убеждение и поддержку

Тема 13. **Communication:** good and bad communicators; forms of communication; internal and external communication; communication problems; ways to improve communication within and outside a company

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: изученные и неизученные грамматические аспекты в рамках business grammar;

Чтение: ознакомительное, просмотровое, детальное чтение; дифференциация главной и сопутствующей информации;

Аудирование: аудирование с опорой на текст и без опоры на текст; аудирование с целью выявления важной и второстепенной информации;

Письмо: правила написания emails – официальный стиль;

Говорение: монологическая и диалогическая речь, проведение и участие в заседаниях

Тема 14. **International Marketing:** markets and their players; concept of marketing; product classification; product life-cycle; product development; brands and branding; global brands; logistics; advertising; personal selling; publicity; public relations; trade fairs; market orientation; market research; going international; market adaptation

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: изученные и неизученные грамматические аспекты в рамках business grammar;

Чтение: ознакомительное, просмотровое, детальное чтение; дифференциация главной и сопутствующей информации;

Аудирование: аудирование с опорой на текст и без опоры на текст; аудирование с целью выявления важной и второстепенной информации;

Письмо: правила написания протоколов;

Говорение: монологическая и диалогическая речь, проведение и участие в заседаниях

Тема 15. **Organisations:** types of business; entrepreneurship; start up; sole proprietorship; partnership; private and public limited companies; company structure; corporate culture; cultural awareness; successful business; leadership

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: изученные и неизученные грамматические аспекты в рамках business grammar;

Чтение: ознакомительное, просмотровое, детальное чтение; дифференциация главной и сопутствующей информации;

Аудирование: аудирование с опорой на текст и без опоры на текст; аудирование с целью выявления важной и второстепенной информации;

Письмо: правила написания писем – официальный стиль;

Говорение: монологическая и диалогическая речь, налаживание связей

Тема 16. **Working life:** choosing a career; personal characteristics, education and qualifications, skills, experience; job-seeking methods; job application process; writing a CV; writing a cover letter; interview; job requirements; selection methods; online recruitment; pay and reward; staff retention; problems at work; developing employees.

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: изученные и неизученные грамматические аспекты в рамках business grammar;

Чтение: ознакомительное, просмотровое, детальное чтение; дифференциация главной и сопутствующей информации;

Аудирование: аудирование с опорой на текст и без опоры на текст; аудирование с целью выявления важной и второстепенной информации;

Письмо: правила написания обзоров для СМИ;

Говорение: монологическая и диалогическая речь, проведение и участие в переговорах

Тема 17. **Information Technologies:** doing business online; online and offline shopping; pros and cons of buying online; internet security; e-commerce.

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: изученные и неизученные грамматические аспекты в рамках business grammar;

Чтение: ознакомительное, просмотровое, детальное чтение; дифференциация главной и сопутствующей информации;

Аудирование: аудирование с опорой на текст и без опоры на текст; аудирование с целью выявления важной и второстепенной информации,

Письмо: правила написания инструкций;

Говорение: монологическая и диалогическая речь, проведение опросов по телефону

Тема 18. **Risk management:** main types of risks; levels of risk; handling risk; steps to effective risk management; ineffective risk management

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: изученные и неизученные грамматические аспекты в рамках business grammar;

Чтение: ознакомительное, просмотровое, детальное чтение; дифференциация главной и сопутствующей информации;

Аудирование: аудирование с опорой на текст и без опоры на текст; аудирование с целью выявления важной и второстепенной информации,

Письмо: правила написания отчетов;

Говорение: монологическая и диалогическая речь, проведение и участие в переговорах

Тема 19. **Team building:** teamwork; personal relationships; competition in a team; building relationships; effective team building; cultural clash; qualities contributing to a team; dealing with conflicts

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: изученные и неизученные грамматические аспекты в рамках business grammar;

Чтение: ознакомительное, просмотровое, детальное чтение; дифференциация главной и сопутствующей информации;

Аудирование: аудирование с опорой на текст и без опоры на текст; аудирование с целью выявления важной и второстепенной информации,

Письмо: правила написания emails – официальный стиль;

Говорение: монологическая и диалогическая речь, проведение и участие в заседаниях

Тема 20. **Finance matters:** sources of finance; personal finance; company finance; raising finance; business angels; venture capitalists; debt fundraising; equity finance; bank finance; company business plan

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: изученные и неизученные грамматические аспекты в рамках business grammar;

Чтение: ознакомительное, просмотровое, детальное чтение; дифференциация главной и сопутствующей информации;

Аудирование: аудирование с опорой на текст и без опоры на текст; аудирование с целью выявления важной и второстепенной информации,

Письмо: правила написания emails – официальный стиль;

Говорение: монологическая и диалогическая речь, проведение и участие в заседаниях

Тема 21. **Corporate Social Responsibility:** business and community; good customer service; handling complaints; business and environment; ethical investment; sustainable development

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: изученные и неизученные грамматические аспекты в рамках business grammar;

Чтение: ознакомительное, просмотровое, детальное чтение; дифференциация главной и сопутствующей информации;

Аудирование: аудирование с опорой на текст и без опоры на текст; аудирование с целью выявления важной и второстепенной информации

Письмо: правила написания emails – официальный стиль;

Говорение: монологическая и диалогическая речь, проведение и участие в заседаниях

Тема 22. **Crisis management:** sort of crises; crisis-management programme; actions to be taken before, during, and after the crisis; negative effects of a crisis; handling crises

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: изученные и неизученные грамматические аспекты в рамках business grammar;

Чтение: ознакомительное, просмотровое, детальное чтение; дифференциация главной и сопутствующей информации;

Аудирование: аудирование с опорой на текст и без опоры на текст; аудирование с целью выявления важной и второстепенной информации,

Письмо: правила написания emails – официальный стиль;

Говорение: монологическая и диалогическая речь, проведение и участие в заседаниях

Тема 23. **Management styles:** managers and their role; personal characteristics, skills, experience; male and female management styles; managing people

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: изученные и неизученные грамматические аспекты в рамках business grammar;

Чтение: ознакомительное, просмотровое, детальное чтение; дифференциация главной и сопутствующей информации;

Аудирование: аудирование с опорой на текст и без опоры на текст; аудирование с целью выявления важной и второстепенной информации,

Письмо: правила написания emails – официальный стиль;

Говорение: монологическая и диалогическая речь, проведение и участие в заседаниях

Тема 24. **Business expansion:** company growth; foreign market penetration methods; direct investment; agency agreement; joint venture; franchising; mergers and acquisitions; barriers to international trade; free trade and protectionist measures

Лексика: определения, описания основных понятий по указанной теме; образование наиболее употребительных словосочетаний и идиом;

Грамматика: изученные и неизученные грамматические аспекты в рамках business grammar;

Чтение: ознакомительное, просмотровое, детальное чтение; дифференциация главной и сопутствующей информации;

Аудирование: аудирование с опорой на текст и без опоры на текст; аудирование с целью выявления важной и второстепенной информации;

Письмо: правила написания emails – официальный стиль;

Говорение: монологическая и диалогическая речь, проведение и участие в заседаниях

4. Материалы текущего контроля успеваемости и фонд оценочных средств промежуточной аттестации по дисциплине (модулю)

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

4.1.1. В ходе реализации дисциплины Б1.Б.06 «Иностранный язык» используются следующие методы текущего контроля успеваемости обучающихся:

– при проведении занятий семинарского типа: опрос (О), Дискуссия (в т. числе деловые переговоры (Д), тестирование (Т)

4.1.2. Зачеты с оценкой и экзамены проводятся с применением следующих методов: письменное тестирование, задания по написанию деловых писем и задания по технике и проведению деловых переговоров.

4.2. Материалы текущего контроля успеваемости.

Тема 1.

Тестовое задание:

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.

Track 1

- 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.

Тема 2

Тестовое задание:

Read the text and decide which answer (A, B, C or D) best fits each space.

I hate living in towns. People who talk about towns being lovely because they have a ⁰cosmopolitan atmosphere are unfortunately giving a ¹ _____ impression of what it is like to live in a city. They never talk about the high ² _____ rates and the ³ _____ vandalism that you can see on every street. They do not talk about ⁴ _____ congestion and the horrors of ⁵ _____ hour. Instead they talk about the great ⁶ _____ connections from one part of town to another. Cities are also so ugly. I hate those identical grey concrete ⁷ _____ blocks. Give me the country anytime, where there are wide ⁸ _____ spaces and ⁹ _____ views. What's more, at a time when there is real fear of ¹⁰ _____

warming and extreme ¹¹ _____ change, we should take advantage of the countryside while it is still there.

- 0 a climate b cosmopolitan c mindless d open
- 1 a significant b stunning c false d global
- 2 a traffic b noise c transport d crime
- 3 a mindless b rush c false d abandoned
- 4 a crime b traffic c apartment d climate
- 5 a rush b scientific c mindless d stunning
- 6 a global b transport c noise d satellite
- 7 a false b detached c apartment d scientific
- 8 a abandoned b false c open d significant
- 9 a detached b stunning c global d mindless
- 10 a significant b detached c climate d global
- 11 a transport b climate c traffic d global

1) 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	
8 reveal			

2) Fill in the blanks with the word in the brackets in the simple or continuous aspect (present or past).

- 0 What are you doing (you do)? It looks dangerous.
- 1 Can you turn the sound down? I _____ (talk) on the phone.
- 2 The government _____ (vote) on the law next Saturday.
- 3 She always _____ (listen) to music when she's studying.
- 4 Until the car is fixed, David _____ (drive) me to work.
- 5 During the meeting, I _____ (hear) a lot of people complaining.
- 6 These days, I _____ (do) a four-mile run in the mornings.
- 7 Journalists report that more and more famous couples _____ (separate).
- 8 The minister _____ (just leave) the building when the protesters started throwing stones.

Tema 3

Дискуссия на тему «Sport brings people together or divides them»

Тема 4

Проведите переговоры с предполагаемым партнером (из числа студентов) на тему:
« Raising awareness for an illness», «Improving safety on the roads»

Тема 5

Тестовое задание:

You are going to read a newspaper article in which people talk about their favourite forms of transport. For questions 1–7, choose from the people. For questions 8–14, choose which person's form of transport is referred to. The people and the types of transport may be chosen more than once and there may be more than one answer.

DAVE:

Last year I went on an adventure camp with friends in America and I got the opportunity to ride a quad bike. It was fantastic. They are really fast and go pretty much anywhere but you do have to be careful. Maybe it's just men who have a need for speed but you always want to go a bit faster and that really isn't a very good idea when you are in a forest. I nearly had a really bad accident.

VIJAY:

When I went skiing in Switzerland last year we had to use a cable car to get to the top of the mountain. Because it is so slow it gives you a lot of time to look around you and the views from the car were magnificent. It's very relaxing to use a cable car, which is just as well as five minutes later you are probably zooming down the side of a mountain. Unfortunately, when I was there the cable cars were really crowded.

PENNY:

When I was young I was terrified of closed spaces so it is really strange that I spent most of my life in a submarine. I've been in the Royal Navy now for ten years and from the first moment I saw a submarine I wanted to work in one. I know it's strange but I've always been the type of person who challenges their fears. The great thing about a submarine is the friendships you build in one. Because you are all in this tin can with nowhere to go and no one else to talk to, you all become really close friends.

KEMAL:

When I was young my family lived in Cappadocia which is famous for its caves and its geography. Some foreigners living there ran a balloon company so tourists could see Cappadocia from the sky. One day they let me go up in the balloon and I was absolutely amazed by what I saw. I could see right across Cappadocia and suddenly it looked a completely different place. That summer I wouldn't leave the owners alone. I was desperate to go up as often as possible. Now I hope that when I finish university, I can start my own balloon company, maybe on the coast of Turkey.

FRANCOIS:

I've always wanted to travel on a hydrofoil since I saw one when I was child. Unfortunately there are now very few hydrofoils in service in France. They used to be very common, travelling from one tourist resort to another. You could always recognise them by the noise they made and the way their blades threw up the water. My mother says we had hovercrafts before hydrofoils. These looked like ships on bubbles. It doesn't sound very safe to me. Of course, when I was young the big problem with hydrofoils was that they were so expensive and now when I have the money, I can't find one.

OLA:

In my city Warsaw, one of the most popular forms of transport is the tram. It's particularly popular with university students in the centre. I don't know why because of course the underground is better. Maybe it's because the trams are old and they remind us of the past.

Certainly the seats are very uncomfortable. The big advantage of them though is that although they are quite slow it is easier to get around town because they don't cause so much congestion. It is actually quicker to get from one part of town to the other during the rush hour by tram than it is by car. Plus, you get to see the city rather than just blank walls if you take the underground.

ROBERTA:

I own my own scooter. In Italy it's almost a tradition, or at least it used to be, to have your own scooter. Scooters are great because you can quickly move through the traffic and get to where you want to go quickly and easily. There's no trouble with traffic congestion as the scooter can go round the cars that are stuck in the jam. In many countries people say it's dangerous to ride a scooter in traffic but in Milan it isn't because most of the time the cars aren't moving because of the traffic! My scooter is bright yellow with flowers painted on it. I know it's a bit strange but that's the beauty of scooters. Motorbikes are just hard and grey but scooters are fun.

Which person ...

- | | |
|---|--------------|
| 0 ... travelled up a mountain? | <u>Vijay</u> |
| 1 ... used their form of transport to overcome a phobia? | _____ |
| 2 ... has redesigned their form of transport? | _____ |
| 3 ... does not say what their form of transport is? | _____ |
| 4 ... probably won't have the opportunity to use their form of transport? | _____ |
| 5 ... used their form of transport on holiday? | _____ |
| 6 ... knew the owner of the form of transport? | _____ |

Which form of transport ...

- | | |
|--|-------|
| 7 ... shows the world in a different way? | _____ |
| 8 ... forces people to get to know each other? | _____ |
| 9 ... is popular with young people? | _____ |
| 10 ... motivates you to drive quickly? | _____ |
| 11 ... avoids traffic? | _____ |
| 12 ... is noisy? | _____ |

Тема 6

Проведите переговоры с предполагаемым партнером (из числа студентов) на тему:
«The purpose of art»

Тема 7

Проведите переговоры с предполагаемым партнером (из числа студентов) на тему
на тему: «Hotels of the future»

Тема 8

Проведите переговоры с предполагаемым партнером (из числа студентов) с на тему:
«Global role models»

Тема 9

Вопросы для обсуждения:

a) Prepare and give a short presentation (up to two minutes) to your partner, answering the following question:

Who is/was the best actor/actress in history and why?

Remember to use adjectives and adverbs of emphasis in your presentation.

- b) When you have finished your presentations discuss and decide whose presentation you would like to present to the class together

Тема 10

Вопросы для обсуждения:

Work in groups of four (or three). You are going to have a meeting on the following proposal:

1. *Whether or not to replace the funfair in the centre of town with a new shopping centre.*

Read your cards carefully and then hold the meeting. Use language to:

- a) ask polite questions
- b) put your points forcefully
- c) be diplomatic

STUDENT A:

You are supporting the shopping centre. You believe the funfair is old and makes the town centre look ugly. The new shopping centre will bring many jobs and provide a service to the whole city. It will also make you a lot of money as you own part of the land.

STUDENT B:

You are supporting the funfair. All of your children love going to the funfair in the summer and there is nowhere else for children to go. The only other option is a shopping centre where they waste their money and get bored. You think money should be spent to improve the funfair. You agree the town needs another shopping centre but it should be outside of the town.

STUDENT C:

You do not believe there should be a shopping centre or a funfair in the town. The funfair is too noisy and causes a lot of problems in the summer with crowds. The funfair is also old and ugly. A shopping centre will mean traffic problems. You think the land should be used to build a park as there are not enough quiet green places in the town.

STUDENT D:

You think that any project will be wasting the government's money. You think the land should be sold to a private developer and then the developer can decide what to build there. The funfair must go but anything else could be built there. You think the government should spend the money on public transport which is very bad in the town right now.

2. The town which you live in has had a lot of problems with teenagers recently. There has been an increase in the number of teenagers missing school. At the same time there has been an increase in vandalism and graffiti. Recently there have been more cases of theft from shops in the shopping centre. Video cameras have not helped because teenagers are wearing hoods.

Have a meeting to discuss what can be done to deal with this situation and make an action plan. Remember, in your discussion to use the language of persuading and recommending action.

Тема 11

Тестовое задание:

1) For questions 1–15, read the text below and decide which answer (A, B, C or D) best fits the space.

In September, I'm going to university but at the moment I am ⁰ *in two minds* about where to go and what to study. My personal choice would be to study theatre in Rome. I have a very open personality, I am full of self- ¹ _____ and people say that when they talk to me they can't ² _____. So, studying theatre would be a great idea as I could be an actor, or even a ³ _____. In addition, living in Rome sounds so ⁴ _____. Life in Italy is totally ⁵ _____ to life in England but I think I can ⁶ _____ the different ⁷ _____ and ways of life there. The only big problem for me is the ⁸ _____ in Rome. There are just too many cars! The university does provide a ⁹ _____ service to the university but friends tell me it still takes two hours. Another problem is my parents. I think it is highly ¹⁰ _____ that they will ¹¹ _____ me going to Italy and studying theatre. They want me to study International Politics in York. Their ¹² _____ for this is that they want me to be a highly ¹³ _____ academic. I must admit, I am interested in ¹⁴ _____ but I'd rather study theatre. Still, I'd better ¹⁵ _____ doing some more work because if I don't pass my exams I won't be going anywhere!

0 a out of my mind b making up my mind c in two minds d keeping an open mind

1 a confidence b defence c development d respect

2 a speak louder than words b get a word in edgeways
c hear it on the grapevine d on the same wavelength

3 a poet b critic c ghostwriter d dramatist

4 a frustrated b isolated c intriguing d inadequate

5 a criticised b different c moving d impossible

6 a approve of b consent to c participate in d adjust to

7 a cuisines b climates c customs d geography

8 a traffic congestion b mindless vandalism c open spaces d crime rate

9 a barge b shuttle c scooter d tram

10 a unnecessary b ineffective c unlikely d mistrust

11 a relate to b get on with c succeed d approve of

12 a motive b profile c assessment d false impression

13 a praised b different c unexpected d qualified

14 a natural resources b psychology c human rights d hierarchy

15 a get down to b put up with c fall out with d get used to

2) For questions 16–30, read the text below and think of the word which best fits each space. Use only one word in each space.

When you visit ⁰ *the* Louvre Gallery in Paris you find yourself face to face with one of the greatest mysteries in the art world. For hundreds of years, no one has known ¹⁶ _____ the woman in Da Vinci's famous painting 'The Mona Lisa' was. No one knows ¹⁷ _____ she was rich or poor, fact or fiction. Her identity ¹⁸ _____ caused ¹⁹ _____ argument over the years. ²⁰ _____ the back of the painting had ²¹ _____ signed or dated, investigators may have been able to discover Mona Lisa's identity. In addition, there is ²² _____ record of a commission for the portrait in Da Vinci's papers. Supposing there was a note in his paper, would ²³ _____ have helped us find this mystery woman's identity? Maybe the answer can be found in the fact that the painting ²⁴ _____ to be called 'La Gioconda'. German scientist Veit Probst thinks so. He has ²⁵ _____ he knows who Mona Lisa ²⁶ _____. He is sure that she is Lisa Gerardon, wife of a Florentine cloth merchant ²⁷ _____ Francesco del Giocondo. Probst

28 _____ journalists that her identity 29 _____ revealed by a note that belonged to a former owner of the painting. His scientific article on this issue will 30 _____ published next month.

3) For questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words. You must use between two and five words in total.

31 I could give you my boat for a month. Where would you go?

imagine

_____ my boat for a month, where would you go?

32 They drove for ten hours and then saw the coast.

driving

They _____ ten hours before they saw the coast.

33 I finally managed to convince him to come.

succeeded

I finally _____ come.

34 It's not possible for him to finish the report by ten.

finished

He _____ the report by ten.

35 What time is it?

know

Do you _____?

36 'Is the train arriving at eleven tomorrow?'

arriving

She asked _____ at eleven the next day.

37 David says he will do it so it won't be necessary for you to go.

need

David says he will do it so you _____ to go.

38 Someone comes and cleans our carpets twice a year

have

We _____ twice a year.

39 The exhibition will take place at Thornley Castle. The exhibition will close on Monday.

which

The exhibition _____, will take place at Thornley Castle.

40 I am very tired this evening.

absolutely

I _____ this evening.

4) For questions 41–50, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a tick (✓). If a line has a word which should not be there, write the word in the space.

0 Last year, while we were on our way to our holiday house, we had <u>had</u> a	_____ <u>ha</u>
00 car crash. It wasn't a bad accident. Both cars were only slightly	<u>d</u> _____
41 damaged and the man with who was in the other car hurt his hand but	_____ ✓
42 it was not a bad injury. However, his lawyer suggested taking us to	_____
43 court to get damages. We didn't want go to court so we	_____

had a little	_____
44 choice but to offer him a large amount of money. If you	_____
were	_____
45 being in our situation, what would you have done?	_____
46 His lawyer advised to him to accept the offer. However, to	_____
our	_____
47 surprise, he has felt that he deserved more than we were	_____
offering.	_____
48 After that, the man had refused to discuss any offer we	_____
might	_____
49 suggest, even though we asked to him what he wanted	_____
from us.	_____
50 So here we are now in court. We are extremely devastated	_____
by all this	_____
but what can we do?	_____

5) You are going to read an article about art forgeries. Choose from the list A–H the sentence which best summarises each part (1–7) of the article. There is one extra sentence which you do not need to use.

WHEN IS THE MONA LISA NOT THE MONA LISA?

1 How many Mona Lisa paintings do you think there are in the world today? Just the one? I don't think so. The truth is that there are probably many, many Mona Lisa's hanging on walls or in studios. Of course only one was painted by Leonardo Da Vinci but the art of copying or, if you can call it by its legal term, 'forgery' is very common in the art world.

2 In fact it is true to say that artists have been copying from other artists for hundreds if not thousands of years. Traditionally, it was normal for artists to copy other artists' paintings. This was a way of making sure historical, religious and artistic traditions were available for future generations. It was considered normal for an artist in training to practise by copying the work of other great artists. In fact some of the most famous forgers in history, probably discovered their skill while studying art at university. Even today this practice continues.

3 Historically, the purpose of art was for historical reference, religious inspiration, or simple enjoyment. Most of the time no one cared who painted the paintings. This is why we find it difficult to identify the artists behind some of the greatest older paintings. Paintings were usually commissioned by the church or state, not by individuals so the name of the artist was really unimportant.

4 However, from around the 16th century the church and state became poorer and money found its way into the hands of rich individuals. These individuals, as a means of showing their place in society or a knowledge of art, drastically increased the demand for art. Suddenly more and more artists were needed and people competed to buy the paintings of certain individual artists. These created people whose job it was to buy and sell paintings. It also created galleries and auction houses. Suddenly art was a business and at its centre was money.

5 As it became more and more important to decide how to value a painting or a work of art, dealers and collectors needed to create a system to value a painting. One way of doing this was by identifying an artist. If a painting was by Da Vinci then it would be exceedingly expensive. If it was a painting by one of his students it would be far cheaper. Now it was important for artists to sign their works so that they could be identified.

6 The problem with this system was that anyone could copy a signature. More complex ways of identifying the artist were needed, such as the colours they used or how they mixed their paints. Soon it became an art itself to be able to identify who really painted a work of art.

However, even styles can be copied and art students who needed to make money now could make a name for themselves by being able to copy exactly a great painter's style of work.

7 In addition, as always when money is involved, laws were needed to protect the real painters and paintings. It is at this point when we stop talking about 'copying' and begin talking about 'forgery' and 'forgers'.

8 Today there are strict laws protecting artists and art from forgery. Dealers and auction houses employ specialists who are skilled at identifying forgeries. However, whilst copying is central to learning the art of Art, Art will continue to create the same people that damage it, the forgers. So don't expect there ever to be one Mona Lisa.

- 0 There are many forgeries in the world today. _____ *I* _____
A Dealers looked for the name of an artist on the painting. _____
B Copying is an important tradition in the Art World. _____
C Laws make copying a crime. _____
D Ways of identifying paintings became more complex. _____
E Why were paintings painted and who for? _____
F Not all forgeries are found. _____
G Art makes its own criminals. _____
H Art becomes commercial. _____

Тема 12

Тестовое задание:

For questions 51–60, read the text below. Use the word given in capitals beside each gap to form a word that fits in the same space in the same line.

It's not that I ⁰ *dislike* (LIKE) working in this office. That comment would be totally ⁵¹ _____ (ACCURACY). There are a lot of things that I really like, for example the ⁵² _____ (DEVELOP) programme, which is really ⁵³ _____ (VALUE) in this profession if you want to get a promotion. What really makes me angry is the ⁵⁴ _____ (RESPONSIBILITY) behaviour of some of the managers here. In recent years, this company has grown so large that we are now an ⁵⁵ _____ (NATIONAL) company with offices in ten cities around the world. As well as being a large company, we are now a ⁵⁶ _____ (CULTURE) company. However, many of the British-based managers don't seem to realise this and have made no effort to understand their foreign colleagues. This has resulted in a lot of ⁵⁷ _____ (UNDERSTAND) and a feeling of ⁵⁸ _____ (TRUST) in many offices. I'd like to think we can do something about this but I think it is ⁵⁹ _____ (LIKELY). Many managers, however, think such action is ⁶⁰ _____ (NECESSITY) and we should only be concentrating on making a profit.

Тема 13

Вопросы для обсуждения:

a) Prepare and give a short presentation (up to two minutes) to your partner, answering the following question:

Who is/was the best actor/actress in history and why?

Remember to use adjectives and adverbs of emphasis in your presentation.

b) When you have finished your presentations discuss and decide whose presentation you would like to present to the class together.

Творческое задание:

1. Write a short report on the best place to stay for a weekend break. Use the table to help you.

Remember to divide your report with an introduction, facts and findings and a conclusion. Use different ways to make recommendations.

	COST	THINGS TO DO (Marks out of ten, ten being best)	PLACES TO STAY (Marks out of ten, ten being best)	COMMENTS
Reykjavik, Iceland	Expensive	6	9	Good choice of restaurants and bars. Very good night clubs. Limited choice of accommodation but all good quality. Very expensive. Limited things to do but possibly best nightlife in Europe
Riga, Latvia	Cheap	7	7	Wide range of accommodation. Some good, some bad. Very touristy. Transport could be better. Lots of historical places to visit but nightlife not as good as others. Good choice of restaurants
Tallin, Estonia	Average	8	7	Very historical. Excellent restaurants. Nightlife OK but could be more. Accommodation OK.

(120–150 words)

2. A group of 10 Chinese students have come to your university for learning the Russian language. Hold a students meeting to discuss the entertainment programme for them. Chose the best places to visit.

Write them an e-mail with the entertainment programme enclosed.

Тема 14**Деловая игра**

Hold a meeting to chose the most appropriate candidate for the post of Marketing Manager.

Задания для деловой игры:

- 1) Make a presentation about a successful product to your potential customers. Give information about the product (what it is, who buys it, why it's so successful) and talk about the company (its size, nationality, main offices, etc.).
- 2) Answer the questions of your audience
- 3) Write a letter to the Board reporting the meeting.

Типовые ситуационные задачи:

Have a telephone conversation with your supplier. There will be troubleshooting during the

conversation, find ways to overcome difficulties in understanding and reach an agreement.

Тема 15

Тестовое задание

3) MATCH THE HALVES OF THE SENTENCES (51–) TO (A–E) FROM A PRESENTATION.

- 1 The purpose of my talk today is to
- 2 As I'm sure you're all
- 3 However, the new offices
- 4 Please
- 5 The town centre location will

- a) aware, the move will mean we all have slightly less space.
- b) look at the slide, which shows a map of the area.
- c) give us easy access to some of our most important clients.
- d) explain our plans for moving to our new offices next month.
- e) have many outstanding features, including big windows with lots of natural light.

6) Complete these conversations with the phrases in the box.

Do you have	How do you think	I don't think	I know	I'm sorry	Let's look
at	Let's see	My main concern	One thing you could do	Why	do
you					

Conversation 1

Max:⁵⁶ is the working schedule. Why am I always working on Friday nights?

Ann:⁵⁷ how you feel. It's not a very good time to work. It might be worth asking some of the other guys if they want to switch nights with you.

Max:⁵⁸ that's the answer. No one wants to work on a Friday night!

Ann:⁵⁹ we should deal with this, then?

Max:⁶⁰ is put someone else on Friday nights!

Conversation 2

Abdullah:⁶¹ need a loan?

Heinz: We need to hire two new software technicians so we can launch the product quickly.

Abdullah:⁶² any other backers?

Heinz: Right now, no.

Abdullah:⁶³ this another way. What if we made it a share purchase instead of a loan?

Heinz: I don't know. We'd sell you 50,000 shares at \$2.00 a share. I know that's high, but ...

Abdullah:⁶⁴, we can't go that high.

Heinz: OK, fine. But I still think we can work something out.⁶⁵ what we've got so far.

7) Match each of the functions (a–j) to the most appropriate phrase (11–20) below.

- 1 At this stage, we want all your ideas, however crazy you think they are.
- 2 Could you give me some more details, please.
- 3 I was given your name by Albert Redding.
- 4 Are you saying you don't have that quantity in stock?
- 5 Let me give you an interesting statistic.
- 6 I don't think that would do us much good.
- 7 I really understand how you feel.
- 8 I'll have to get back to you on that one.
- 9 Would anyone like to ask any questions?
- 10 If you increase your order, we'll give you a bigger discount.

- a) checking understanding
- b) expressing dissatisfaction
- c) asking for further information
- d) bargaining
- e) playing for time
- f) asking for feedback
- g) encouraging contributions
- h) mentioning people you know
- i) exemplifying
- j) showing empathy

Тема 16

Творческое задание

Write an email for the following:

- 1) Your company have asked you to send an email to Dr Giles Smith, a business consultant, asking him to come and do some workshops on teamwork at the Company International Conference on January 15th next year in Barcelona. Your manager, Brian Jones, attended one of his courses last year and thought it was fantastic. (100–130 words TOTAL)

Тема 17

Творческое задание

- 1) Read the first paragraph of a summary of a consultant's report below, and the notes underneath it. Then write the rest of the summary using the sub-headings and information given. You should write about 200–250 words.

A comparative study of team work in Poland and Sweden

Background

Company X (Swedish) and Company Y (Polish) are to set up a joint venture in which a team of software engineers from each company will work together to build a state-of-the-art heating system control unit. I've been asked to carry out a study into the working patterns of teams in each company.

Purpose

Identify areas of difference > possible friction

Make recommendation (how to improve cooperation between teams?)

Method

Two week study period: consultants followed teams, observed patterns of communication and decision-making

Findings

Polish team:

- work as individuals
- engineers specialised
- meetings rare
- communication via e-mail or through team leader
- leader coordinates and directs

Swedish team:

- work as a group
- engineers more generalised
- meetings frequent
- brainstorm ideas together
- communication face-to-face
- decisions by consensus

Conclusion

Very different! > serious problems possible > joint venture at risk

Important to establish common approach

1) You work for a company that produces mobile phones and laptop computers. Your company wants to take over a software company as a way to develop a 'package' that will include a laptop, a mobile phone and software that runs on both and makes them work well together. Ask the examiner for information about two possible companies: Nuusoft (based in Germany) and PDQriter (based in the US).

Try to get the following information about each company:

- type of software the company produces
- sales performance: how well they are selling
- when the company was set up
- market value
- profit last year
- share price trend

You can ask as many questions as you like to get the facts and check your understanding. You can make notes. When you have all the facts, you will be asked to make a summary comparing the two companies. You should then say which one you think offers the best potential for a takeover.

Тема 18

Контрольная работа:

Venture capital hit by 'slump' in funding

i) The venture capital industry has 'slumped' after the credit crunch, according to the National Endowment for Science, Technology and the Arts. Investment in start-ups specialising in new technology has fallen 40 per cent in value over two years. Fundraising by venture capital companies has dropped 50 per cent to levels below those following the 2000 dotcom crash.

ii) The report from Nesta, an independent body funded by a Lottery endowment, will make discouraging reading for politicians hoping that innovation will help stimulate economic recovery. The reduction in access to funding means that fewer technology companies are likely to bring lucrative new products to market. The UK fell behind France in venture capital investment last year, reflecting weaker tax incentives.

iii) Mike Lynch, chairman of Nesta's investment committee and founder of Autonomy, a quoted software business valued at £4.4bn, said the debilitated state of UK venture capital was partly cyclical but added: 'There is a structural change that is more worrying. Venture capital firms that would have been happy investing £1m-£2m in a start-up have shifted to backing £100m private equity deals.' Mr Lynch said Apax, an early backer of Autonomy, "doesn't do that sort of deal any more". The Nesta chairman said venture-backed businesses were the feedstock from which big, successful technology companies grew. "It is hard to know how the economy will do well without a significant number of know-how-based companies in the FTSE 100." He added that only two FTSE 100 companies – Autonomy and chip designer Arm – currently met those criteria and "we need another five or six".

iv) During 2009, venture capitalists invested just £677m in UK start-ups, a 27 per cent decline and the smallest amount for a decade. The number of investments fell 17 per cent to 266. New companies had the worst difficulties finding capital. 'Early-stage funding', as investment for these fragile fledglings is called, dropped 53 per cent by value.

v) Mark Prisk, business and enterprise minister, said on Wednesday: "The government recognises the importance of high-growth, innovative companies to the UK economy and the problems they can encounter accessing venture capital. That's why in last month's Budget we announced a new Enterprise Capital Fund to target innovative start-ups and a Growth Capital Fund to invest in small businesses needing venture finance to grow."

vi) Only 11 venture capital funds were able to raise capital in 2009 compared with 22 in 2008. Investors provided £574m, 64 per cent less than the year before. Institutions have been discouraged from investing in venture capital by its high risks and low returns. The collapse of dotcom investments earlier in the decade triggered heavy losses. Returns have been better over a 10-year period, with 54 per cent of UK exits recovering one to five times investors' outlays, compared with 27 per cent that failed to break even.

vii) Nesta, which is a significant venture investor, is optimistic about the future. The company believes we have reached the low point in venture capital's fortunes and that growth will soon return. As the economy recovers, exits through flotations and trade sales should increase, allowing companies to recycle profits into new investments and attract new institutional backers. Mr Lynch said: "This is the best time to invest because you can get in at a good price. In contrast, at the top of the cycle the number of good companies is the same but a lot more money is chasing them."



Now decide if these statements are true (t) or false (f).

- 1 Venture capital companies are raising more money now than they were after the 2000 dotcom crash.
- 2 Technology companies will find it more difficult to raise finance.
- 3 Mike Lynch started the company called Autonomy.
- 4 Lynch says that venture capital firms now avoid £100m deals and prefer much smaller ones.
- 5 In 2009, there were only 17 investments in UK start-ups.
- 6 The government doesn't think start-ups are very important to the UK economy.
- 7 In 2008, investors put up more than £1bn in capital.
- 8 Mike Lynch thinks investors should wait until the economy improves before investing.

Тема 19

Тестовое задание

1. MATCH FOUR OF THE FIVE MANAGERS BELOW WITH THE TEAM WHERE THEY WILL BE BEST SUITED.

Susan: creative, inspiring, diplomatic

Matt: decisive, competent, responsible

Benny: sociable, loyal, considerate, logical

Stella: supportive, sociable, flexible

Ian: organised, efficient, logical

1 We have some brilliant and creative people in our team but we're not always good at handling everyday routines. We need someone to remind us about what to do and when – someone who knows where everything is kept, and can suggest the best way to do things.

Person:

2 Ideally, our new team member should enjoy working with people and should get on well with others. He or she should be able to explain things clearly to customers. And – as our work is never routine – it is important to be able to adapt quickly to changing situations.

Person:

3 The ideal candidate must be able to deal with all kinds of difficult situations, and take control when something goes wrong. He or she must be able to keep a clear head and not get distracted when things happen fast. Because this person will manage a large team and a large budget, he or she must be sensible and able to make good judgements.

Person:

2. We need someone who can produce new and effective ideas and can give other people a feeling of excitement and a desire to do something great. This person also needs to deal politely and skilfully with our team of artists and designers without upsetting them.

Person:

5 Choose the correct word, a, b or c, to complete each sentence.

1 The seminar starts at 10:00 but we're having a breakfast at 8:30.

a) pre-seminar b) post-seminar c) pro-seminar

2 We need to improve our training to staff turnover.

a) build b) inspire c) reduce

3 Everyone worked hard last year, but then in January everyone lost motivation. Let's think of a way to everyone and increase sales again.

a) demotivate b) remotivate c) hypermotivate

4 We'll finally be in the black next year, after we're repaid our

a) grant b) dividend c) loan

5 When we began, we got our capital from friends and family.

a) credit b) start-up c) asset

6 We on the loan when we missed our January payment.

a) overpaid b) defaulted c) ripped off

Тема 20

Задания для деловой игры

Your team represent a global fast food company willing to enter the Japanese market. Each member should study the market and prepare for the meeting. At the meeting you should discuss the advantages and obstacles which you may face when entering the Japanese market. Suggest entry methods and agree on the best one.

Тема 21

Вопросы для обсуждения

- You represent a firm of venture capitalists.
- You have investigated three new businesses that are all seeking venture capital funding.
- You should recommend to the Funding Committee the one that is the least risky and offers the best return on your investments.

- Assess each business together with the members of the Funding Committee and agree on the most suitable business.

Тема 22

Творческое задание

- 1 Make a report in front of your employees about an experience you have had with customer service.
- 2 Discuss the situation regarding customer service in your company, what is good and what is bad and why, how the customer service could be improved.

Тема 23

Контрольная работа

- 1) Read the text below Say what the numbered words (26–30) refer to.

- 1
- 2
- 3
- 4
- 5

Ralph Schlosstein

Ralph Schlosstein, chief executive of Evercore, the independent advisory firm, is not a man who has spent much time talking about himself. He's more
 5 accustomed to being a supporting player than taking the leading role. As a co-founder of BlackRock, now the world's largest money manager, he²⁶ played president to Larry Fink's chief
 10 executive for two decades until his departure in 2008. It²⁷ was clearly a role

he enjoyed. "As I²⁸ actually said at my goodbye dinner, there was not a single day where I sat there and thought, 'I
 15 wish you²⁹ weren't here and I wish I had the job'" he says. "First, we³⁰ had a great partnership and second, [Larry] does a phenomenal job as the chief executive of BlackRock."



- 2) Write the most appropriate modal verb (positive or negative) in each gap. The meaning is given in brackets.

- 31 I have taken the train but the last one had left, so I got a taxi. (If there had been a train ...)
- 32 You have ordered more paper for the copier. I'd already ordered it. (It wasn't necessary.)
- 33 They have left the office already. It's only 3 p.m. (It's impossible.)
- 34 There were only two people who could have written this note. It wasn't Axel, so it have been Victoria. (It could only have been.)
- 35 You have gone to the presentation on database management. It was great! (It was recommended.)

- 3) Complete the text with the prepositions in the box.

about in of to to

Kristjan Hiiemaa is co-founder³⁶ Erply, a software company in Estonia. Like a lot of entrepreneurs, he has great ideas but lacks access³⁷ the money he needs to turn his dreams into reality. Hiiemaa has pitched his ideas³⁸ Saul Klein of Index Ventures, one of Europe's technology venture capital firms. Klein is optimistic³⁹ Erply's future and plans to invest⁴⁰ the new business, in the hope of getting a big return in the future.



Тема 24

Задания для деловой игры

1) Choose the best word to complete each sentence.

- 1 Bev is an excellent salesperson because she's very (persuasive / reserved).
- 2 The (product / customer) profile is a description of the type of person who we expect to use the product.
- 3 The fire at our distribution centre (disrupted / soured) our ability to fill customer orders.
- 4 One reason that the (brand / workforce) is so successful may be its world-famous logo.
- 5 Bob didn't want to leave the job, but he was satisfied with the generous (severance payment / remuneration) when he finally had to go.
- 6 You can't eliminate risk but you can (negligibly / significantly) reduce it in most cases.
- 7 The employees really respect Adrian because he's supportive, inspiring, and (irresponsible / considerate).
- 8 We're having cashflow problems because some of our (debtors / creditors) haven't paid the money they owe us.
- 9 The most successful customer service teams give (payments / refunds) to customers who are dissatisfied and want to return a product.
- 10 Roberts Logistics and Global Postal and Telecom have set up a (joint venture / takeover) to run a new business parcel courier and delivery service in northern Europe.

2) Listen to an interview with Vic Wurzel, CEO of Chapman Laney, a financial services firm. Choose the best word(s), a, b or c, to complete these sentences.

- 1 Vic Wurzel arrived at Chapman Laney a crisis.
a) before b) during c) after
- 2 Chapman Laney was originally
a) a management consultant b) an investment bank c) a corporate advisor
- 3 Chapman Laney had problems because it took too many
a) risks b) loans c) losses
- 4 When he arrived, Wurzel 500 employees.
a) fired b) hired c) transferred
- 5 Chapman Laney was founded in
a) 1935 b) 1945 c) 1954
- 6 Wurzel wants to the risk his company takes.
a) increase b) decrease c) maintain
- 7 From 2003 to 2006, the company was trying to achieve
a) spectacular profits b) steady growth c) huge cost reductions
- 8 The company lost in 2007.
a) \$5.3bn b) \$3.5bn c) \$350m
- 9 Chapman Laney's situation improved after Roberts Ferguson.

- 10 a) it was taken over by b) it rejected a takeover bid by c) it took over
 Wurzel says that opportunities like the Roberts Ferguson takeover are
 a) unusual b) common c) rarely successful

3) Read the two articles. Match each heading (a–j) with the correct section in the articles.

- a) No to make-up, yes to moisturiser and shaving
 b) Use an arrivals lounge
 c) Plan your schedule
 d) Pack efficiently
 e) Take the right technology
 f) Don't work on the plane
 g) Wear the right clothes
 h) Take time to readjust
 i) Fly business, drink water
 j) Keep fit

Business traveller: Long trips

A business trip of more than five days requires extra forethought and represents a bigger investment than a short stay. How do you ensure you don't come up short on your long trip?

Think through the time assigned to the trip and what you hope to achieve. Get out your diary and plan. Alongside meetings that are fixed, you may find time to set up networking meetings – for instance, a lunch to get to know overseas colleagues and contacts better.

How often do you use various items? What is essential? "Many people now choose not to take laptops," says Ms Robertson. "They find, if they are at a conference for a week, a smartphone combined with the hotel business centre is enough." Use technology to stay in touch with the office, but resist the urge to micromanage.

Investigate your destination for lighter eating choices and exercise options. Activity to offset a rich restaurant-food diet need not require a gym – a 30-minute walk in a suitable local park is enough.

The hardened business traveller doesn't take anything that does not fit in an overhead locker, says Ms Robertson. If you are having meetings with different people and are prepared to use hotel laundry services, your outfits can do double or triple duty. If you run out of shirts or socks, you can always buy more.

Finally, on your return, try not to go straight from the airport to the office; take time to reflect on the trip and what you learnt.



Meetings after flights

For many executives, the most difficult meeting is the one you turn up to straight from a long-haul flight. What is the best way to ensure you are at your best?

If ever there was a time to try to fly business, travelling with a meeting scheduled for when you arrive is it. A flat bed won't give you the best sleep ever, but you will sleep. Drink plenty of water but only a little alcohol and try to eat a light meal.

Personal branding consultant Louise Mowbray advises against travelling in what you will wear to the meeting.

"At the very least, pack a fresh shirt and travel in a T-shirt. A fresh shirt makes a huge difference to how you feel in the morning," she says.

Use the flight to relax – an extra hour of work is unlikely to transform a presentation, but an extra hour's sleep will change your mood. If you need to refresh your memory, print your notes to read in the cab on your way to the meeting.

Women shouldn't put on cosmetics before they fly, as they will fall asleep in the dehydrating atmosphere of an aircraft with their make-up on. The

combination is dreadful for your skin. Men should shave in the morning if possible, and both sexes should apply moisturiser.

A number of airports offer arrivals lounges, including Lufthansa's Welcome lounge at Frankfurt, British Airways' arrivals lounge at Heathrow and Hong Kong's pay-in arrivals lounge. You can shower and freshen up, so it pays to investigate facilities at your destination before you start your journey.



4.3. Оценочные средства для промежуточной аттестации

4.3.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы. Показатели и критерии оценивания компетенций с учетом этапа их формирования

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
УК ОС - 4	Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном(ых) и иностранном(ых) языке (ах)	УК ОС-4.1	Способность провести деловую встречу (публичное выступление) на иностранном языке
		УК ОС- 4.2	Способность вести деловую переписку на иностранном языке
		УК ОС- 4.3	Способность провести деловую встречу на иностранном языке в профессиональной сфере
		УК ОС- 4.4	Способность провести деловую переписку на иностранном языке в профессиональной сфере

Этап освоения компетенции	Показатель оценивания	Критерий оценивания
УК ОС-4.1 Способность провести деловую встречу (публичное выступление) на иностранном языке	<p>Определяет и обосновывает цель публичного выступления (проведения деловой встречи).</p> <p>Выбирает адекватную форму деловой коммуникации.</p> <p>Разрабатывает план публичного выступления (деловой встречи)</p> <p>Самостоятельно планирует и проводит деловую встречу (публичное выступление) на иностранном языке</p> <p>Демонстрирует свободное владение специфической лексикой, распространенной в деловой сфере</p> <p>Демонстрирует знание делового этикета страны контрагента</p>	<p>Слышит собеседника адекватно реагирует на его аргументацию</p> <p>Не допускает речевых ошибок</p> <p>Владеет специфической лексикой, распространённой в деловой сфере</p>
УК ОС-4.2 Способность вести деловую переписку на иностранном языке	<p>Выбирает адекватную форму делового документа.</p> <p>Соблюдает требования к языку делового документа.</p> <p>Соблюдает требования по оформлению делового документа.</p> <p>Отбирает содержание делового документа, адекватное цели его написания</p>	<p>Текст выполнен с соблюдением стилистических норм</p> <p>В тексте не допущено языковых ошибок</p> <p>Выполнены требования по оформлению документа</p> <p>Содержание документа логически выстроено в</p>

		соответствии с выбранной формой
УК ОС-4.3 Способность провести деловую встречу на иностранном языке в профессиональной сфере.	Самостоятельно планирует и проводит деловую встречу (публичное выступление) на русском и иностранном языках в профессиональной сфере Демонстрирует свободное владение специфической лексикой, распространенной в профессиональной сфере Демонстрирует знание норм делового этикета	Не испытывает затруднений в выборе языковых средств Речь грамотная, свободная Слышит собеседника адекватно реагирует на его аргументацию Не допускает речевых ошибок Владеет специфической лексикой, распространённой в профессиональной сфере
УК ОС-4.4 Способность провести деловую переписку на иностранном языке в профессиональной сфере	Выбирает адекватную форму делового документа страны контрагента. Соблюдает требования к языку делового документа страны контрагента. Соблюдает требования по оформлению делового документа страны контрагента. Отбирает содержание делового документа, адекватное цели его написания	Текст выполнен с соблюдением стилистических норм В тексте не допущено ошибок Выполнены требования по оформлению документа Содержание документа логически выстроено в соответствии с выбранной формой Использована специфическая лексика, применяемая в профессиональной сфере

4.3.2. Типовые оценочные средства

Промежуточная аттестация (зачеты с оценкой и экзамены) проводятся в форме письменного тестирования и письменных заданий по написанию деловых писем и выполнения заданий по проведению деловых переговоров с предполагаемым партнером (из числа студентов группы) по заданной теме .

Примеры заданий тестирования при проведении зачета с оценкой:

1) Complete the second sentence so that it has a similar meaning to the first sentence. Use between two and five words.

0 What's the time?

Do you know what the time is? _____

1 Who saw it happen?

I wonder _____ happen.

2 What's the answer?

I'd like to _____ is.

3 Did the representative sign the documents?

Could you tell _____ the documents?

4 Why was the battle fought?

Does anyone know _____ ?

5 Which car is the newest?

Can you tell _____ newest?

6 How many applicants were there?

I wonder _____.
7 Did he understand the instructions?
Do you know _____ instructions?
8 How much time has passed?
I'd like to _____ passed.

2) Put the correct present form (perfect, continuous or simple) of the verb in the brackets in the blanks.

- 0 The officers have finished (finish) their inspection and will now write up their report.
1 She _____ (write) six novels since 1999.
2 _____ (you attend) the extra lessons that Dr Smith is giving?
3 I know the film is showing at the cinema because I _____ (see) it.
4 _____ (you think) of resigning recently?
5 I _____ (not see) him for years.
6 'How long _____ (you wait)?' 'For ages!'
7 This is the third time that they _____ (win) the election.
8 'Can I collect my car?' 'Yes, we _____ (check) it and it seems to be fine'.
9 They _____ (investigate) all week but haven't found a single clue.
10 Over the last six months, companies _____ (make) huge profits.

3) 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 ...

3) LISTEN TO A PRESENTATION BY LYDIA JONES, A CABIN CREW TRAINER AT A–Z AIRLINES. CHOOSE THE BEST ANSWER, A, B OR C, FOR EACH QUESTION.

- 1 What is the topic of Lydia's presentation?
a) the company's benefits package
b) on-the-job teamwork
c) the basic training offered by the airline
- 2 Who is she speaking to?
a) a group of new employees
b) the team responsible for training new employees

- c) a group of experienced managers
- 3 How many key elements are there to teamwork?
 - a) three
 - b) four
 - c) five
 - 4 What does Lydia say every team needs?
 - a) clear rules
 - b) well-defined roles for team members
 - c) a leader
 - 5 Which skill does she say is important for a team leader?
 - a) to be authoritarian
 - b) to be ruthless when it's necessary
 - c) to be decisive
 - 6 What does she say about knowledge and skills?
 - a) That the new employees already have some knowledge and skills.
 - b) That knowledge and skill can only be developed on the job.
 - c) That employees become fully trained in the first year of work.
 - 7 What does she say about rules?
 - a) The airline's rules are designed to stop bad or dangerous behaviour.
 - b) Everyone must follow the rules or they risk being sacked.
 - c) Rules create an efficient working environment.
 - 8 Which of these benefits of having clear rules does she mention?
 - a) Rules help reinforce the role of the team leader.
 - b) Following rules contributes to safety.
 - c) Rules help reduce serious communication problems.
 - 9 What does she say about mistakes?
 - a) The job of the team is to reduce mistakes.
 - b) Mistakes happen.
 - c) It's important for people to take responsibility for their mistakes.
 - 10 What does Lydia say is important about relationships among team members?
 - a) Open communication is essential.
 - b) A little friendly competition can be helpful.
 - c) The only practical way to do the job is to concentrate on your own work.
- 2) Read the article and identify the paragraph (i–vii) in which you can find information about the following:
 - 1 What Mike Lynch said about the state of the UK economy.
 - 2 What business and enterprise minister Mark Prisk says about the economy.
 - 3 A comparison of venture capital funds in 2008 and 2009.
 - 4 How politicians will react to the Nesta report.
 - 5 What venture capitalists did in 2009.
 - 6 What Nesta believes about the future and what investors should do now.
 - 7 What the National Endowment for Science, Technology and the Arts has recently said about the venture capital industry.

Список вопросов для подготовки к экзаменам:

1. Some people say that photography is an art form. To what extent do you agree with this opinion? Give reasons to support your response.
2. What qualities do you think are important for a team leader? Give reasons to support your response.
3. What are the stages in the life of a group?
4. Does peer pressure affect people? What can be done about it?
5. What are the advantages and disadvantages of being an only child? Give reasons to support your view.
6. Do companies benefit equally from globalization?
7. Internet is with no doubts useful, but it also has its disadvantages. To what extent do you agree? Give reasons to support your answer.
8. What are the main reasons behind poor communication at work? What solutions would you recommend for the problems mentioned?
9. How can companies prepare themselves for entering an overseas market? What problems can they face when they go international?
10. What is found difficult about working in a team? How can management build effective teams in a business?
11. What can cause high staff turnover? What do companies do to keep employees happy?
12. What risks can businesses face? What actions do companies take to manage risk effectively?
13. What are the risks of e-commerce for both the companies involved and their customers? What do internet businesses need to do to be successful?
14. What can happen if a service failure is poorly handled? What are the basic principles which can assist in recovery?
15. What do companies need to offer a bank to get a loan? What types of loan can companies apply for?
16. What can be the negative effects of poor customer service? What should companies do to improve their customer service?
17. What are the most difficult problems following a takeover or a merger? What action can companies take to solve them?

Шкала оценивания сформированности этапа компетенции в рамках зачета с оценкой

Критерии оценивания	Оценка
<p>Слышит собеседника адекватно реагирует на его аргументацию</p> <p>Не допускает речевых ошибок</p> <p>Владеет специфической лексикой, распространённой в деловой сфере</p> <p>Текст выполнен с соблюдением стилистических норм</p> <p>В тексте не допущено языковых ошибок</p> <p>Выполнены требования по оформлению документа</p> <p>Содержание документа логически выстроено в соответствии с выбранной формой</p> <p>Не испытывает затруднений в выборе языковых средств</p> <p>Речь грамотная, свободная</p> <p>Слышит собеседника адекватно реагирует на его аргументацию</p> <p>Не допускает речевых ошибок</p> <p>Владеет специфической лексикой, распространённой</p>	Зачет (отлично)

<p>профессиональной сфере</p> <p>Слышит собеседника адекватно реагирует на его аргументацию</p> <p>Допускает отдельные речевые ошибки</p> <p>Владеет специфической лексикой, распространённой в деловой сфере</p> <p>Текст выполнен с соблюдением стилистических норм</p> <p>В тексте допущено 1-2 языковые ошибки</p> <p>Выполнены требования по оформлению документа</p> <p>Содержание документа логически выстроено в соответствии с выбранной формой</p>	Зачет (хорошо)
<p>Слышит собеседника с трудом реагирует на его аргументацию</p> <p>Допускает существенные речевые ошибки</p> <p>Не владеет специфической лексикой, распространённой в деловой сфере</p> <p>Текст выполнен с нарушением стилистических норм</p> <p>В тексте допущено 3-4 языковые ошибки</p> <p>Не соблюдены требования по оформлению документа</p> <p>Содержание документа логически выстроено в соответствии с выбранной формой</p>	Зачет (удовлетворительно)
<p>Не реагирует на аргументацию собеседника</p> <p>Допускает грубые речевые ошибки</p> <p>Не владеет специфической лексикой, распространённой в деловой сфере</p> <p>Текст выполнен с нарушением стилистических норм</p> <p>В тексте допущено более 5 языковых ошибок</p> <p>Не соблюдены требования по оформлению документа</p> <p>Содержание документа не выстроено логически в соответствии с выбранной формой</p>	Не зачет

Шкала оценивания сформированности этапа компетенции в рамках экзамена

Критерии оценивания	Оценка
<p>Текст выполнен с соблюдением стилистических норм</p> <p>В тексте не допущено ошибок</p> <p>Выполнены требования по оформлению документа</p> <p>Содержание документа логически выстроено в соответствии с выбранной формой</p> <p>Использована специфическая лексика, применяемая в профессиональной сфере</p>	5 «отлично»
<p>Текст выполнен с соблюдением стилистических норм</p> <p>В тексте допущено 1-2 ошибки</p> <p>Выполнены требования по оформлению документа</p> <p>Содержание документа логически выстроено в соответствии с выбранной формой</p> <p>При использовании специфической лексики, применяемой в профессиональной сфере допущены ошибки</p>	4 «хорошо»
<p>Текст выполнен с соблюдением стилистических норм</p> <p>В тексте допущено 3-4 ошибки</p> <p>Не выполнены требования по оформлению документа</p> <p>Содержание документа не выстроено логически в соответствии с выбранной формой</p> <p>При использовании специфической лексики, применяемой в</p>	3 «удовлетворительно»

профессиональной сфере допущены ошибки	
Текст выполнен без соблюдения стилистических норм В тексте допущено более 5 ошибок Не выполнены требования по оформлению документа Содержание документа не выстроено логически в соответствии с выбранной формой Не использована специфическая лексика, применяемая в профессиональной сфере	2 «неудовлетворительно»

4.4 Методические материалы

Задание к зачету с оценкой, экзамену включает в себя: письменное тестирование и письменные задания по написанию деловых писем и выполнения заданий по проведению деловых переговоров с предполагаемым партнером (из числа студентов группы) по заданной теме

Процедура проведения зачета с оценкой, экзамена:

Обучающийся для зачета с оценкой, экзамена предъявляет экзаменатору свою зачетную книжку, получает чистые маркированные листы бумаги для записей ответа и вариант из билета, включающий два теоретических вопроса.

Для работы с заданием обучающемуся отводится не более 50 минут. По истечении отведенного времени обучающийся докладывает экзаменатору о готовности и с его разрешения или по вызову начинает отвечать. По окончании ответа на вопросы экзаменатор может задавать обучающемуся дополнительные и уточняющие вопросы в пределах учебного материала, вынесенного на зачет с оценкой, экзамен, в том числе по темам, пропущенным обучающимся. Результат по сдаче экзамена объявляется студентам после ответа, вносится в экзаменационную ведомость и зачетную книжку.

5. Методические указания для обучающихся по освоению дисциплины

Вопросы для самостоятельной подготовки к занятиям лекционного, практического (семинарского) типов по темам (разделам) дисциплины:

Самостоятельная работа с аудиовизуальными материалами и аутентичными текстами профессиональной направленности, а также выполнение упражнений на отработку навыков чтения, говорения, письма, аудирования, закрепление грамматического и лексического материала в формате тестирования.

Вопросы для самостоятельной подготовки к занятиям лекционного, практического (семинарского) типов по темам (разделам) дисциплины (модуля):

Тема 1. Public speaking: communication problems at work and in life; public speeches; improving communication

Лексика: filling gaps with one word; matching; completing texts; finding examples; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **произношение:** listening and underlying stressed syllables; **аудирование:** matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **аудирование и письмо:** dictation; emails.

Тема 2. Environment: local environment; changing environment; fossil fuels and renewable energy sources.

Лексика: filling gaps with one word; matching; completing texts; finding examples; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **произношение:** listening and underlying stressed syllables in word combinations; **аудирование:** matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; completing notes; **аудирование и письмо:** dictation; questionnaire.

Тема 3. Sport: sport categories; sport and game; role of sport; martial arts; reasons for and benefits of doing karate; outstanding sportspeople; competition; achievements

Лексика: filling gaps with one word; matching; completing texts; finding examples; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **произношение:** listening and underlying the main stress in pairs of words; **аудирование:** matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **аудирование и письмо:** dictation; essay.

Тема 4. Medicine: medical breakthroughs; people who work in medicine; treatments; types of drug; medical conditions; medicine and animals; healthcare; role of government; alternative therapies; evaluating resources on the internet

Лексика: filling gaps with one word; matching; completing texts; finding examples; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **произношение:** listening and underlying stressed adverbs; **аудирование:** matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **аудирование и письмо:** dictation; recommendations.

Тема 5. Transport: methods of transport; associated problems; psychology of drivers; improving road safety; age limit for drivers; educating drivers; transport problems; penalties for drivers; travelling; transport developments

Лексика: filling gaps with one word; matching; completing texts; finding examples; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **произношение:** listening and underlying words joined together; **аудирование:** matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **аудирование и письмо:** dictation; describing pie charts.

Тема 6. Literature: Nobel prize; types of writing; people in literature; books; characters in danger; evil characters; modern characters; memoirs; ghostwriters; media; travel blog

Лексика: filling gaps with one word; matching; completing texts; finding examples; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **произношение:** listening and underlying stressed words in a sentence; **аудирование:** matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **аудирование и письмо:** dictation; blog entry.

Тема 7. Architecture: favourite buildings; describing buildings; stages in the life of a building; hotels in space; designing buildings; building bridges; hotel facilities; government spending

Лексика: filling gaps with one word; matching; completing texts; finding examples; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **произношение:** emphasis; **аудирование:** matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **аудирование и письмо:** dictation; description of a building.

Тема 8. Globalisation: causes of globalization; positive and negative effects of globalization; pro- and anti-globalists; emerging economies; power of the internet; global role models; shopping preferences; supermarket or a small shop; supermarket expansion

Лексика: filling gaps with one word; matching; completing texts; finding examples; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **произношение:** listening and underlying stressed words in word combinations; **аудирование:** matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **аудирование и письмо:** dictation; summary.

Тема 9. Art: forms of art; forms of expression; painting; photography; sculpture; art exhibition; purposes of art; artists; photographers; sculptors; modern and contemporary art

Лексика: filling gaps with one word; matching; completing texts; finding examples; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **произношение:** listening and underlying stressed words in phrases; **аудирование:** matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **письмо:** online review.

Тема 10. Psychology: group psychology; qualities for people in a team; roles within a team; stages in the life of a group; group dynamics; working together; peer pressure; bullying; parents and children; psychology at work psychological profiling; crimes

Лексика: filling gaps with one word; matching; completing texts; finding examples; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **произношение:** listening and underlying stressed words; **аудирование:** matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **аудирование и письмо:** dictation; bibliography.

Тема 11. Culture: defining culture; aspects of culture; missing one's own culture; living in another culture; studying in another country; culture shock; stages of culture shock; similar cultures; understanding cultures; being culturally aware; expanding world; cultural exchange organizations; improving culture's image

Лексика: filling gaps with one word; matching; completing texts; finding examples; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **произношение:** listening and

underlying stressed syllables; **аудирование**: matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение**: matching sentences with gaps; identifying paragraphs; true or false statements; **аудирование и письмо**: dictation; mini-presentation.

Тема 12. Technology: devices and gadgets; technologically minded or a technophobe; likes and dislikes; technological change; recent developments; relying on technology; social and environmental problems; living without technology; genetically modified food; pro- or anti-technology movement; intelligent building; building and working conditions

Лексика: filling gaps with one word; matching; completing texts; finding examples; **грамматика**: matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование**: matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение**: matching sentences with gaps; identifying paragraphs; true or false statements; **аудирование и письмо**: dictation; article.

Тема 13. Communication: Good and bad communicators; forms of communication; internal and external communication; communication problems; ways to improve communication within and outside a company

Лексика: filling gaps with appropriate forms/a word/a phrase; matching; completing texts; finding examples; reordering; **грамматика**: matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование**: telephoning; matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение**: matching sentences with gaps; identifying paragraphs; true or false statements; **письмо**: linking words; internal email and enquiry.

Тема 14. International Marketing: Markets and their players; competition; concept of marketing; product classification; product life-cycle; product development; brands and branding; global brands; logistics; distribution; retailing; advertising; personal selling; publicity; public relations; trade fairs; market orientation; market research; international marketing; going international; market adaptation.

Лексика: filling gaps with appropriate forms/a word/a phrase; matching; completing texts; finding examples; reordering; **грамматика**: matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование**: brainstorming; matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение**: matching sentences with gaps; identifying paragraphs; true or false statements; **письмо**: linking ideas; marketing letter.

Тема 15. Organisations: types of business; entrepreneurship; start up; sole proprietorship; partnership; private and public limited companies; company structure; corporate culture; cultural awareness; successful business; leadership.

Лексика: filling gaps with appropriate forms/a word/a phrase; matching; completing texts; finding examples; reordering; **грамматика**: matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование**: negotiating; matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение**: matching sentences with gaps; identifying paragraphs; true or false statements; **письмо**: editing.

Тема 16. Working life: choosing a career; personal characteristics, education and qualifications, skills, experience; job-seeking methods; job application process; writing a CV; writing a cover letter; interview; job requirements; selection methods; online recruitment; pay and reward; staff retention; problems at work; developing employees.

Лексика: filling gaps with appropriate forms/a word/a phrase; matching; completing texts; finding examples; reordering; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование:** cold-calling; matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **письмо:** job application; responding to job application.

Тема 17. Information Technologies: doing business online; online and offline shopping; pros and cons of buying online; internet security; e-commerce.

Лексика: filling gaps with appropriate forms/a word/a phrase; matching; completing texts; finding examples; reordering; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование:** first-time conversation; matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **письмо:** editing; linking ideas.

Тема 18. Risk management: Main types of risks; levels of risk; handling risk; steps to effective risk management; ineffective risk management.

Лексика: filling gaps with appropriate forms/a word/a phrase; matching; completing texts; finding examples; reordering; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование:** accepting and declining invitations; matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **письмо:** describing events.

Тема 19. Team building: teamwork; personal relationships; competition in a team; building relationships; effective team building; cultural clash; qualities contributing to a team; dealing with conflicts.

Лексика: filling gaps with appropriate forms/a word/a phrase; matching; completing texts; finding examples; reordering; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование:** diplomatic language; matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение:** matching sentences with gaps; identifying paragraphs; true or false statements; **письмо:** emphasising.

Тема 20. Finance matters: sources of finance; personal finance; company finance; raising finance; business angels; venture capitalists; debt fundraising; equity finance; bank finance; company business plan.

Лексика: filling gaps with appropriate forms/a word/a phrase; matching; completing texts; finding examples; reordering; **грамматика:** matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование:** negotiating an agreement; matching sentences; answering questions; putting in

the right order; choosing correct answers; **чтение**: matching sentences with gaps; identifying paragraphs; true or false statements; **письмо**: editing; linking ideas.

Тема 21. Corporate Social Responsibility: business and community; good customer service; handling complaints; business and environment; ethical investment; sustainable development.

Лексика: filling gaps with appropriate forms/a word/a phrase; matching; completing texts; finding examples; reordering; **грамматика**: matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование**: dealing with complaints; matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение**: matching sentences with gaps; identifying paragraphs; true or false statements; **письмо**: letters of complaint.

Тема 22. Crisis management: Sort of crises; crisis-management programme; actions to be taken before, during, and after the crisis; negative effects of a crisis; handling crises.

Лексика: filling gaps with appropriate forms/a word/a phrase; matching; completing texts; finding examples; reordering; **грамматика**: matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование**: asking probing/challenging questions; matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение**: matching sentences with gaps; identifying paragraphs; true or false statements; **письмо**: linking ideas.

Тема 23. Management styles: Managers and their role; personal characteristics, skills, experience; male and female management styles; managing people.

Лексика: filling gaps with appropriate forms/a word/a phrase; matching; completing texts; finding examples; reordering; **грамматика**: matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование**: presentations; matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение**: matching sentences with gaps; identifying paragraphs; true or false statements; **письмо**: letters of enquiry.

Тема 24. Business expansion: Company growth; foreign market penetration methods; direct investment; agency agreement; joint venture; franchising; mergers and acquisitions; barriers to international trade; free trade and protectionist measures.

Лексика: filling gaps with appropriate forms/a word/a phrase; matching; completing texts; finding examples; reordering; **грамматика**: matching sentences; completing texts; correcting sentences; opening brackets; putting sentences in the right order; filling gaps with two words; **аудирование**: numbers; matching sentences; answering questions; putting in the right order; choosing correct answers; **чтение**: matching sentences with gaps; identifying paragraphs; true or false statements; **письмо**: editing.

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

6.1 Основная литература:

1. Короткина, И. Б. Академическое письмо: процесс, продукт и практика : учебное пособие для вузов / И. Б. Короткина. — М. : Издательство Юрайт, 2017. — 295 с. — (Серия : Образовательный процесс). — ISBN 978-5-534-00415-1

2. Долгалёва, Е. Е. Английский язык. General & academic english : учебник для прикладного бакалавриата / Е. Е. Долгалёва, В. В. Левченко, О. В. Мещерякова. — М. : Издательство Юрайт, 2017. — 278 с. — (Серия : Бакалавр. Прикладной курс). — ISBN 978-5-534-01452-5.
3. Егорова Н.Б. Improve your vocabulary and grammar. For classwork and selfstudy [Электронный ресурс] : учебное пособие / Н.Б. Егорова, О.А. Просяновская. — Электрон. текстовые данные. — М. : Московский государственный строительный университет, ЭБС АСВ, 2012. — 96 с. — 978-5-7264-0575-9. — Режим доступа: <http://www.iprbookshop.ru/16403.html>
4. Гаврилов, А. Н. Английский язык для архитекторов. Architecture in russia : учебник и практикум для академического бакалавриата / А. Н. Гаврилов, Н. Н. Гончарова, Т. М. Румежак ; под общ. ред. Н. Н. Гончаровой. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2017. — 255 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-01466-2.
5. Зарицкая Л.А. Английский язык для архитектора и градостроителя [Электронный ресурс] : учебное пособие по английскому языку / Л.А. Зарицкая. — Электрон. текстовые данные. — Оренбург: Оренбургский государственный университет, ЭБС АСВ, 2013. — 116 с. — 2227-8397. — Режим доступа: <http://www.iprbookshop.ru/30050.html>

6.2 Дополнительная литература

1. Баландина Ю.В. Деловой иностранный язык. Business Letters [Электронный ресурс] / Ю.В. Баландина, Ю.А. Сазанович, Н.А. Тишукова. — Электрон. текстовые данные. — СПб. : Университет ИТМО, 2016. — 45 с. — 2227-8397. — Режим доступа: <http://www.iprbookshop.ru/66438.html>
2. Английский язык для гуманитариев [Электронный ресурс] : учебник для студентов вузов, обучающихся по гуманитарно-социальным специальностям / М.В. Золотова [и др.]. — Электрон. текстовые данные. — М. : ЮНИТИ-ДАНА, 2015. — 368 с. — 978-5-238-02465-3. — Режим доступа: <http://www.iprbookshop.ru/52608.html>

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

Для обеспечения обучения студентов по дисциплине Академия располагает следующей материально-технической базой:

- учебные аудитории для проведения занятий лекционного типа, занятий семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, а также помещения для самостоятельной работы и помещения для хранения и профилактического обслуживания учебного оборудования;
 - библиотеку, имеющую рабочие места для студентов, оснащенные компьютерами с доступом к базам данных и сети Интернет;
 - помещением для хранения и профилактического обслуживания учебного оборудования.
- В учебном процессе используется компьютерное и мультимедийное оборудование для демонстрации слайдов по темам лекций с использованием программ Microsoft Office 2010 Professional (Word, Excel, Access, PowerPoint).

Информационные технологии, программное обеспечение и справочные системы

1. www.nnir.ru / - Российская национальная библиотека
2. www.nns.ru / -Национальная электронная библиотека
3. www.rsi.ru / - Российская государственная библиотека
4. www.biznes-karta.ru / -Агентство деловой информации «Бизнес-карта»
5. www.rbs.ru / - Информационное агентство «РосБизнесКонсалтинг»
6. www.aport.ru / - Поисковая система

7. www.rambler.ru / - Поисковая система
8. www.yandex.ru / - Поисковая система
9. www.businesslearning.ru / - Система дистанционного бизнес образования
10. <http://www.consultant.ru/> - Консультант плюс
11. <http://www.garant.ru/> - Гарант