

АННОТАЦИЯ РАБОЧЕЙ ПРОГРАММЫ ДИСЦИПЛИНЫ

Иностранный язык (English (IELTS, BEC))

наименование дисциплины

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Код и наименование направления подготовки, профиля: 38.03.02 Менеджмент

Квалификация (степень) выпускника: Бакалавр

Форма обучения: Очная

Цель освоения дисциплины:

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
УК-4	Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном и иностранном языке	УК-4.2 УК-4.3	Способность провести деловую встречу (публичное выступление) на иностранном языке. Способность провести деловую переписку на иностранном языке.

План курса:

№	Наименование темы	Содержание темы
Тема 1	Академическое чтение (IELTS/BEC)	Данный компонент (академическое чтение) затрагивает тематику, с которой слушатели столкнутся на экзамене. Навыки чтения тренируются при работе с разными типами вопросов к академическому тексту. Сюда входят следующие навыки: скоростное чтение, распознавание позиции автора, анализ структуры аргумента, умение выделять главную идею, умение быстро находить фактическую информацию, развитие способности использовать контекст при работе с текстом.
Тема 2	Академическое письмо (IELTS/BEC)	Академическое письмо охватывает ключевые стадии процесса письма: от анализа письменного задания до внесения корректурной правки. Сюда также входят навыки, стратегии, а также лексика и стилистика, которые необходимы слушателям не только для успешной сдачи экзаменов, но и успешной письменной коммуникации. Слушатели осваивают написание различных видов текстов, таких как официальные письма, отчеты, заявки и электронные письма.

№	Наименование темы	Содержание темы
Тема 3	Аудирование (IELTS/BEC)	Для развития навыков восприятия на слух используются материалы, затрагивающие различную тематику. Развиваются следующие навыки: прогнозирование, обобщение, выделение ключевой информации. Также делается акцент на освоение и использование макро-стратегий. В данном компоненте уделяется внимание развитию академических навыков, которые помогут слушателям эффективно готовиться и эффективно взаимодействовать с материалом на лекции: написание конспекта, обобщение информации. Развитие данных навыков происходит на таких учебных материалах, как презентации, интервью, лекции и пр.
Тема 4	Говорение (IELTS/BEC)	В данном компоненте рассматриваются темы, которые наиболее часто встречаются при прохождении международных экзаменов BEC и IELTS. При развитии данного навыка уделяется внимание развитию языковых компетенций в устной речи. Слушатели работают над развитием стратегий ведения дискуссии, что позволит им активно участвовать в учебном процессе, в групповых обсуждениях, подготовке и проведении презентаций.

Формы текущего контроля и промежуточной аттестации:

Тесты и задания для прохождения на занятиях

IELTS Академический модуль (1-ый год)

Пример заданий для работы в классе

IELTS Академическое чтение Тип 2/3 Распознавание информации/Определение позиции автора

Описание

Данное задание готовит слушателей к работе с типом вопроса 2 и 3 (Распознавание информации/Определение позиции автора) посредством пошагового разбора стратегии ответа на данный тип вопроса.

Время: 45 мин.

Дополнительные материалы: дополнительный текст с вопросами данного типа для домашнего задания.

Цели: освоить стратегию нахождения ответа на вопрос данного типа эвристическим путем через пошагового разбора.

IELTS Academic Reading Task Type 2 (Identifying Information) and Type 3 (Identifying Writer's Views/Claims) Activity – Student's Worksheet 1

Exercise 1

1. Read this statement:

Thirty per cent of deaths in the United States are caused by smoking-related diseases.

2. Discuss with your partner which key words in the statement you could scan the text for.
3. Remember synonyms or paraphrasing might be used. Brainstorm some different ways of expressing this same information.
4. Start at the beginning of the text and scan the text until you find the part which this statement refers to. See if you can find the relevant section more quickly than your partner. Underline the sentence(s). Which words from the statement did you find in the text?

Exercise 2

1. Read this statement:
If one partner in a marriage smokes, the other is likely to take up smoking.
2. Discuss with your partner which key words in the statement you could scan the text for.
3. Remember synonyms or paraphrasing might be used. Brainstorm some different ways of expressing this same information.
4. Start from the place in the text where you found your last answer. You do not need to start at the beginning again as the answers are in the text order. Scan the text until you find the part which this statement refers to. Try to find the relevant section more quickly than your partner. Underline the sentence(s). Which words from the statement did you find in the text?

Exercise 3

1. Repeat the process with the statements:
Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.
Opponents of smoking financed the UCSF study.
2. Look at the key to worksheet 1. Compare your underlined sections in the text with the B sentences in the key. Did you find the same ones?

IELTS Academic Reading Task Type 2 (Identifying Information) and Type 3 (Identifying Writer's Views/Claims) Activity – answer keys

Key to Worksheet 1

- 1 A Thirty per cent of deaths in the United States are caused by smoking-related diseases.
1 B Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer.
- 2 A If one partner in a marriage smokes, the other is likely to take up smoking.
2 B In the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking.
- 3 A Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.
3 B It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.
- 4 A Opponents of smoking financed the UCSF study.
4 B A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking.

IELTS Academic Reading Task Type 2 (Identifying Information) and Type 3 (Identifying Writer's Views/Claims) Activity – Student's Worksheet 2

Read each pair of sentences in the key carefully.

Does sentence B have the same meaning as sentence A?

This means you answer 'Yes' or 'True'.

Does sentence B contain some information that contradicts sentence A?

This means you answer 'No' or 'False'.

Is the main point of the two sentences completely different?

This means you answer 'Not given'.

Always read the instructions carefully to see whether you should be answering Yes, No and Not given or True, False and Not given.

In this task, you answer

YES if the statement reflects the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

Compare your answers with your partner's. If you have different ideas, explain and justify your answer.

IELTS Academic Reading Task Type 2 (Identifying Information) and Type 3 (Identifying Writer's Views/Claims) Activity – Sample Task

The Risks of Cigarette Smoke

Discovered in the early 1800s and named 'nicotianine', the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukaemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system

adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places.

BEC (2nd year)

Example of class assignments

BEC Higher Writing Part 1 - Teacher's Notes

Description

Students brainstorm three key aspects of language expected from students in BEC Higher Writing Part One: language functions and exponents, adverbs and discourse markers. Students analyse a sample script and find examples of these language items, and start to build up lists of key vocabulary for their own writing.

Time required: 60 minutes

Materials required: *BEC Handbook: Sample Part 1 task only (one per student), Student's Worksheet (one per student); BEC Handbook: Assessment (one per student)*

Aims: *to raise awareness of the format and requirements of Writing Part 1; to highlight the importance of language functions, exponents and adverbs through analysing a sample script; to encourage students to build up lists of key vocabulary for their own writing*

BEC Higher Writing Part 1 - Student's Worksheet

Script A

Report: Photocopier Costs

Of the three types of photocopiers, Carda, KD and Sebu, the purchase price of the Carda is the lowest. It is slightly more than \$600 but its expected running cost for the first two years is the highest with its warranty cost at the mid-level of the three photocopiers.

In comparison, the purchase price of the KD is a little more than that of the Carda which is \$700; whereas the expected running cost of the KD is much less than that of the Carda which is \$1,200. However, the KD's warranty cost is the highest of the three at \$200. In comparison the Sebu's purchase price is the highest of the three, i.e. \$1000, but it costs consumers the least in warranty and running for the first two years.

What's more, the expected total cost of the Carda for the initial 2-year period is \$1,900, more than that of both the Sebu and KD, \$1,800.

In conclusion it would be advisable to buy the KD photocopier which is generally more advantageous in cost than its competitors.

Examples of mid-term evaluation tests and examinations (IELTS)
Listening

Questions 39 and 40

Choose **TWO** letters A–F.

The oil tanker explosion was an example of a crime which

- A was no-one's fault.
- B was not a corporate crime.
- C was intentional.
- D was caused by indifference.
- E had tragic results.
- F made a large profit for the company.

Reading

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 below.

The Return of Artificial Intelligence

It is becoming acceptable again to talk of computers performing human tasks such as problem-solving and pattern-recognition

A After years in the wilderness, the term 'artificial intelligence' (AI) seems poised to make a comeback. AI was big in the 1980s but vanished in the 1990s. It re-entered public consciousness with the release of *AI*, a movie about a robot boy. This has ignited public debate about AI, but the term is also being used once more within the computer industry. Researchers, executives and marketing people are now using the expression without irony or inverted commas. And it is not always hype. The term is being applied, with some justification, to products that depend on technology that was originally developed by AI researchers. Admittedly, the rehabilitation of the term has a long way to go, and some firms still prefer to avoid using it. But the fact that others are starting to use it again suggests that AI has moved on from being seen as an over-ambitious and under-achieving field of research.

B The field was launched, and the term 'artificial intelligence' coined, at a conference in 1956 by a group of researchers that included Marvin Minsky, John McCarthy, Herbert Simon and Alan Newell, all of whom went on to become leading figures in the field. The expression provided an attractive but informative name for a research programme that encompassed such previously disparate fields as operations research, cybernetics, logic and computer science. The goal they shared was an attempt to capture or mimic human abilities using machines. That said, different groups of researchers attacked different problems, from speech recognition to chess playing, in different ways; AI unified the field in name only. But it was a term that captured the public imagination.

C Most researchers agree that AI peaked around 1985. A public reared on science-fiction movies and excited by the growing power of computers had high expectations. For years, AI researchers had implied that a breakthrough was just around the corner. Marvin Minsky said in 1967 that within a generation the problem of creating 'artificial intelligence' would be substantially solved. Prototypes of medical-diagnosis programs and speech recognition software appeared to be making progress. It proved to be a false dawn. Thinking computers and household robots failed to materialise, and a backlash ensued. 'There was undue optimism in the early 1980s,' says David Leake, a researcher at Indiana University. 'Then when people realised these were hard problems, there was retrenchment. By the late 1980s, the term AI was being avoided by many researchers, who opted instead to align themselves with specific sub-disciplines such as neural networks, agent technology, case-based reasoning, and so on.'

D Ironically, in some ways AI was a victim of its own success. Whenever an apparently mundane problem was solved, such as building a system that could land an aircraft unattended, the problem was deemed not to have been AI in the first place. 'If it works, it can't be AI,' as Dr Leake characterises it. The effect of repeatedly moving the goal-posts in this way was that AI came to refer to 'blue-sky' research that was still years away from commercialisation. Researchers joked that AI stood for 'almost implemented'. Meanwhile, the technologies that made it onto the market, such as speech recognition, language translation and decision-support software, were no longer regarded as AI. Yet all three once fell well within the umbrella of AI research.

E But the tide may now be turning, according to Dr Leake. HNC Software of San Diego, backed by a government agency, reckon that their new approach to artificial intelligence is the most powerful and promising approach ever discovered. HNC claim that their system, based on a cluster of 30 processors, could be used to spot camouflaged vehicles on a battlefield or extract a voice signal from a noisy background – tasks humans can do well, but computers cannot. 'Whether or not their technology lives up to the claims made for it, the fact that HNC are emphasising the use of AI is itself an interesting development,' says Dr Leake.

F Another factor that may boost the prospects for AI in the near future is that investors are now looking for firms using clever technology, rather than just a clever business model, to differentiate themselves. In particular, the problem of information overload, exacerbated by the growth of e-mail and the explosion in the number of web pages, means there are plenty of opportunities for new technologies to help filter and categorise information – classic AI problems. That may mean that more artificial intelligence companies will start to emerge to meet this challenge.

G The 1969 film, *2001: A Space Odyssey*, featured an intelligent computer called HAL 9000. As well as understanding and speaking English, HAL could play chess and even learned to lipread. HAL thus encapsulated the optimism of the 1960s that intelligent computers would be widespread by 2001. But 2001 has been and gone, and there is still no sign of a HAL-like computer. Individual systems can play chess or transcribe speech, but a general theory of machine intelligence still remains elusive. It may be, however, that the comparison with HAL no longer seems quite so important, and AI can now be judged by what it can do, rather than by how well it matches up to a 30-year-old science-fiction film. 'People are beginning to realise that there are impressive things that these systems can do,' says Dr Leake hopefully.

Questions 27–31

Reading Passage 3 has seven paragraphs, A–G.

Which paragraph contains the following information?

Write the correct letter A–G in boxes 27–31 on your answer sheet.

NB You may use any letter more than once.

- 27 how AI might have a military impact
- 28 the fact that AI brings together a range of separate research areas
- 29 the reason why AI has become a common topic of conversation again
- 30 how AI could help deal with difficulties related to the amount of information available electronically
- 31 where the expression AI was first used

Questions 32–37

Do the following statements agree with the information given in Reading Passage 3?

In boxes 32–37 on your answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information about this

- 32 The researchers who launched the field of AI had worked together on other projects in the past.
- 33 In 1985, AI was at its lowest point.
- 34 Research into agent technology was more costly than research into neural networks.
- 35 Applications of AI have already had a degree of success.
- 36 The problems waiting to be solved by AI have not changed since 1967.
- 37 The film *2001: A Space Odyssey* reflected contemporary ideas about the potential of AI computers.

Questions 38–40

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

Write your answers in boxes 38–40 on your answer sheet.

- 38 According to researchers, in the late 1980s there was a feeling that
 - A a general theory of AI would never be developed.
 - B original expectations of AI may not have been justified.
 - C a wide range of applications was close to fruition.
 - D more powerful computers were the key to further progress.
- 39 In Dr Leake's opinion, the reputation of AI suffered as a result of
 - A changing perceptions.
 - B premature implementation.
 - C poorly planned projects.
 - D commercial pressures.
- 40 The prospects for AI may benefit from
 - A existing AI applications.
 - B new business models.
 - C orders from internet-only companies.
 - D new investment priorities.

WRITING

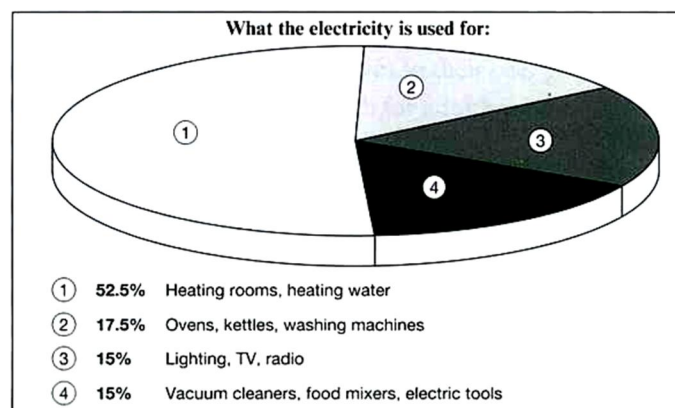
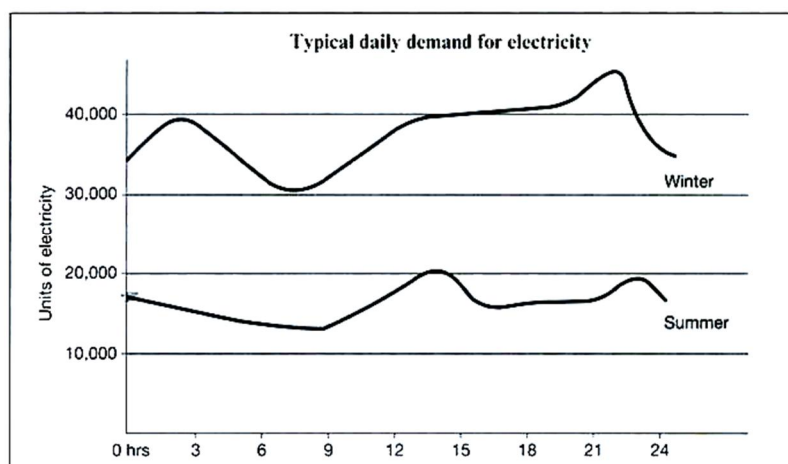
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows the demand for electricity in England during typical days in winter and summer. The pie chart shows how electricity is used in an average English home.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Happiness is considered very important in life.

Why is it difficult to define?

What factors are important in achieving happiness?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Speaking

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Telephoning

- How often do you make telephone calls? [Why/Why not?]
- Who do you spend most time talking to on the telephone? [Why?]
- When do you think you'll next make a telephone call? [Why?]
- Do you sometimes prefer to send a text message instead of telephoning? [Why/Why not?]

PART 2

Describe a journey [e.g. by car, plane, boat] that you remember well.

You should say:

where you went

how you travelled

why you went on the journey

and explain why you remember this journey well.

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

PART 3

Discussion topics:

Reasons for daily travel

Example questions:

Why do people need to travel every day?

What problems can people have when they are on their daily journey, for example to work or school? Why is this?

Some people say that daily journeys like these will not be so common in the future. Do you agree or disagree? Why?

Benefits of international travel

Example questions:

What do you think people can learn from travelling to other countries? Why?

Can travel make a positive difference to the economy of a country? How?

Do you think a society can benefit if its members have experience of travelling to other countries? In what ways?

Examples of mid-term evaluation tests and examinations (BEC)

Listening

PART TWO

Questions 13 – 22

- You will hear five different business people talking about trips they have recently been on.
- For each extract there are two tasks. For Task One, choose the purpose of each trip from the list **A – H**. For Task Two, choose the problem described from the list **A – H**.
- You will hear the recording twice.

TASK ONE – PURPOSE

- For questions **13 – 17**, match the extracts with the purposes, listed **A – H**.
- For each extract, choose the purpose stated.
- Write one letter (**A – H**) next to the number of the extract.

13	A to supervise staff training
14	B to hold job interviews
15	C to introduce new policy
16	D to visit possible new premises
17	E to observe working practices
	F to meet a new manager
	G to sign a new contract
	H to deal with a complaint

TASK TWO – PROBLEM

- For questions **18 – 22**, match the extracts with the problems, listed **A – H**.
- For each extract, choose the problem described.
- Write one letter (**A – H**) next to the number of the extract.

18	A I forgot a document.
19	B My hotel was noisy.
20	C I was late for a meeting.
21	D I didn't understand some figures.
22	E The service at my hotel was bad.
	F I had some wrong information.
	G I didn't have an interpreter.
	H I experienced computer problems.

Reading

PART ONE

Questions 1 – 8

- Look at the statements below and at the five extracts from an article on the opposite page about organisations which outsource (OWOs). These are organisations which give contracts for some of their activities to be run by managed service suppliers (MSSs).
- Which article (A, B, C, D or E) does each statement 1 – 8 refer to?
- For each statement 1 – 8, mark one letter (A, B, C, D or E) on your Answer Sheet.
- You will need to use some of these letters more than once.
- There is an example at the beginning, (0).

Example:

0 There are signs that some MSSs are moving into foreign markets.

	A	B	C	D	E
0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1 There is a risk that outsourcing too many operations could weaken an OWO.
- 2 OWOs are finding that they need to adapt their management methods as a result of the increased outsourcing they commission.
- 3 There are different ways of assessing the total financial worth of outsourced business.
- 4 There may be improvements for an OWO's staff when it outsources services.
- 5 Despite their success in business terms, MSSs may not be high profile.
- 6 OWOs may not have consistent policies with regard to MSSs.
- 7 It is theoretically possible for the majority of an OWO's activities to be contracted to MSSs.
- 8 Outsourcing is affecting the way performance is measured in some areas of business.

A

Basic activities such as catering, cleaning and security were often the first to be contracted out as both the private and public sectors yielded to the 1990s' philosophy of concentrating on core activities. As a result of outsourcing, many canteens have lost their institutional atmosphere and resemble high-street retail outlets, boosting both the range of products and facilities for workers and the MSSs' turnover. Profits from the growing UK outsourcing market are helping the biggest catering MSSs to expand overseas as the industry develops a global dimension.

D

There are signs that the spread of contracting out to MSSs is impacting on the way OWOs are run, generating a need for high-level staff who will be skilled at negotiating and handling relationships with partner organisations rather than simply giving internal directions. Meanwhile, many MSSs face new employment and recruitment issues as their workforces often consist of staff inherited from dozens of organisations in both the public and private sectors.

B

Estimates of the scope and value of managed service supplying vary according to the definitions used of what activities are included or excluded in calculations. Although some MSSs are large – for example, the Alfis Group is, with 200,000 employees, one of the ten biggest private sector employers in Europe – they enjoy little of the public name recognition of the OWOs for whom they work. At the same time, in fields such as IT and research, OWOs now outsource not only non-core activities but also those where they believe specialist MSSs can bring additional expertise.

E

The growth in outsourcing has coincided – and may continue to coincide – with increasing interest in the concept of the virtual organisation – one which chooses to outsource almost everything so that it can concentrate on handling relationships with its clients. However, a recent report warns that the notion of virtual organisations must be balanced against the negative possibility of 'hollow' organisations, left with only a 'fragile shell remaining'. The report also expresses concern that some large MSSs have 'gradually taken control of significant parts of public sector activities', changing the basis on which the success or otherwise of those activities is assessed.

C

The growth of outsourcing means that a number of MSSs are finding themselves drawn into the established managerial thinking of their OWOs to a point where their reputation becomes dependent on the OWO's performance – in both positive and negative ways. This and other consequences of growth are generating calls from MSSs for both the private sector and governments to think more strategically about their relationship with MSSs, rather than on a disjointed contract-by-contract basis.

Writing

PART TWO

Questions 2 – 4

- Write an answer to **one** of the questions 2 – 4 in this part.
 - Write **200 – 250** words on pages 5 and 6.
 - Write the question number in the box at the top of page 5.
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Question 2

- Your manager is keen to introduce new practices into your company. He has asked you to write a report which includes details of two practices from another company which you would suggest adopting in your own company.
- Write the **report** for your manager, including the following information:
 - what you admire about the other company
 - which two of its practices you would adopt
 - why your company would benefit from them.

Question 3

- Your company has employed an outside consultant to organise an exhibition of your products, to be held next month. His work is unsatisfactory, and your boss has now decided that you should take over full responsibility instead. Your boss has asked you to write to the consultant to explain why he has been replaced.
- Write the **letter** to the consultant:
 - giving two reasons why he has been replaced
 - telling him he will be paid for this work
 - asking him to brief you on the current situation.

Question 4

- Your company has decided to conduct an investigation into the possibility of increasing the number of ways in which technology is used throughout the organisation. You have been asked to write a proposal concerning the use of technology in your department for the Managing Director.
- Write your **proposal**, including the following:
 - a brief outline of the current uses of technology in your department
 - a description of what technological improvements could be made
 - an explanation of the benefits these changes might bring
 - recommendations for the kind of training that would be necessary.

Speaking

Staff Relocation

Your company needs to relocate several members of staff to a new branch opening in another part of the country. You have been asked to submit ideas on how to make relocation attractive for staff.

Discuss, and decide together:

- which types of financial incentives the company could offer to staff
- what information staff would need to know about the new location

Основная литература:

1. Дроздова Т.Ю. The Keys. English Grammar: Reference and Practice. Version 2.0 [Электронный ресурс] / Т.Ю. Дроздова, В.Г. Маилова, А.И. Берестова. — Электрон. текстовые данные. — СПб. : Антология, 2013. — 96 с. — 978-5-94962-240-7. — Режим доступа: <http://www.iprbookshop.ru/42396.html>