

МИНОБРНАУКИ РОССИИ

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«28» августа 2023 г.

УТВЕРЖДАЮ  
Заведующий кафедрой английского языка  
и профессиональных коммуникаций

\_\_\_\_\_ О. Б. Багринцева

«28» августа 2023 г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)**

**«АНГЛИЙСКИЙ ЯЗЫК (ПРОФЕССИОНАЛЬНЫЙ)»**

*[наименование дисциплины (модуля)]*

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38.03.01 ЭКОНОМИКА**

Направление подготовки /  
специальность

Направленность (профиль) ОПОП

Квалификация (степень)

**бакалавр**

Форма обучения

**очная**

Год приёма

**2021**

Курс

**3**

Семестры

**5-6**

Астрахань – 2023

## 1. ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)

**1.1. Цель освоения дисциплины (модуля) «Английский язык (профессиональный)»** - научить использовать английский язык в качестве инструмента производственной деятельности в устной и письменной путем:

- устной коммуникации;
- чтения иноязычных текстов;
- аудирования иноязычных текстов;
- составления письменных документов на иностранном языке;
- перевода текстов на русский язык;
- лингвистического анализа иноязычных текстов.

**1.2. Задачи освоения дисциплины (модуля) «Английский язык (профессиональный)»:**

- поддержание ранее приобретенных навыков и умений иноязычного общения и их использования как базы для развития коммуникативной компетенции в сфере профессиональной деятельности;
- формирование и развитие умений общения в профессиональной и научной сферах необходимых для освоения зарубежного опыта в изучаемой и смежных областях знаний, а также для дальнейшего самообразования;
- овладение терминологией по данному курсу и развитие умений правильного и адекватного использования этой терминологии;
- развитие умений составления и представления презентационных материалов, технической и научной документации, используемых в профессиональной деятельности;
- формирование и развитие умений чтения и письма, необходимых для ведения деловой корреспонденции и технической документации;
- развитие умений аннотирования, реферирования, составления плана или тезисов будущего выступления;
- совершенствование умений аудирования, т.е. извлечение на слух ключевой информации с её последующим обсуждением в устной форме или обобщением в письменном виде, на основе аутентичных аудио- и видео материалов, связанных с направлением подготовки;
- изучение особенностей профессионального этикета западной и отечественной культур и развитие умений использования этих знаний в профессиональной деятельности.

## 2. МЕСТО ДИСЦИПЛИНЫ (МОДУЛЯ) В СТРУКТУРЕ ОПОП

**2.1. Учебная дисциплина (модуль) «Английский язык (профессиональный)»** относится к вариативной части дисциплин (элективные дисциплины), предусмотренных для освоения данного направления и осваивается в 5-6 семестрах.

Имея целью совершенствование профессиональной лексики, относящейся к широкому кругу сфер профессиональной деятельности, она логически и методически связана с рядом русскоязычных дисциплин, которые также преподаются на III курсе в рамках данного направления. Дисциплина «Английский язык (профессиональный)» призвана дать студентам англоязычную терминологию и возможность применения знаний и навыков, полученных в ходе изучения русскоязычных дисциплин экономического цикла, в англоязычной среде делового общения.

**2.2. Для изучения данной учебной дисциплины (модуля) необходимы следующие знания, умения, навыки, формируемые предшествующими учебными дисциплинами (модулями):**

– «Английский язык – 2», изучаемой на II курсе этой же специальности; поэтому «входными» знаниями и навыками студентов являются компетенции обучающегося, формируемые в результате освоения дисциплины «Английский язык – 2».

В результате изучения дисциплины студенты должны знать грамматический, синтаксический, фонетико-фонологический, лексический строй изучаемого иностранного языка и владеть следующими компетенциями:

Знания: лексика, грамматика и фонетика английского языка на уровне не ниже разговорного

Умения: изъясняться на английском языке на уровне не ниже разговорного

Навыки: Четыре фундаментальных речевых навыка при живом общении на английском языке: чтением, письмом, слушанием, говорением на английском языке

### **2.3. Последующие учебные дисциплины (модули) и (или) практики, для которых необходимы знания, умения, навыки, формируемые данной учебной дисциплиной (модулем):**

- «Английский язык (специальный)» преподается на четвертом курсе по направлению подготовки 38.03.01 «Экономика».

## **3. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ (МОДУЛЮ)**

Процесс освоения дисциплины (модуля) направлен на формирование элементов следующих компетенций в соответствии с ФГОС ВО и ОПОП ВО по данному направлению подготовки / специальности:

а) универсальных (УК): УК-4 «способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)».

**Таблица 1 – Декомпозиция результатов обучения**

Код и наименование компетенции	Планируемые результаты обучения по дисциплине (модулю)		
	Знать (1)	Уметь (2)	Владеть (3)
УК-4 способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и	ИУК-4.1.1 Как правильно выбрать стиль общения на государственном языке РФ и иностранном языке в зависимости от цели и условий партнерства; как правильно адаптировать речь, стиль общения и язык жестов к ситуациям взаимодействия.	ИУК-4.2.1 Выбирать стиль общения на государственном языке РФ и иностранном языке в зависимости от цели и условий партнерства; адаптировать речь, стиль общения и язык жестов к ситуациям взаимодействия.	ИУК-4.3.1 Умениями и навыками правильного выбора стиля общения на государственном языке РФ и иностранном языке в зависимости от цели и условий партнерства; умениями и навыками адаптации речи, стиля общения и языка жестов к ситуациям взаимодействия.

Код и наименование компетенции иностранном(ых) языке(ах)	Планируемые результаты обучения по дисциплине (модулю)		
	Знать (1)	Уметь (2)	Владеть (3)
	ИУК-4.1.2 Как правильно выполнять перевод профессиональных текстов с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный.	ИУК-4.2.2 Выполнять перевод профессиональных текстов с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный.	ИУК-4.3.2 Умениями и навыками правильного выполнения перевода профессиональных текстов с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный.
	ИУК-4.1.3 Как вести деловую переписку на государственном языке РФ и иностранном языке с учетом особенностей стилистики официальных и неофициальных писем и социокультурных различий в формате корреспонденции.	ИУК-4.2.3 Вести деловую переписку на государственном языке РФ и иностранном языке с учетом особенностей стилистики официальных и неофициальных писем и социокультурных различий в формате корреспонденции.	ИУК-4.3.3 Умениями и навыками ведения деловой переписки на государственном языке РФ и иностранном языке с учетом особенностей стилистики официальных и неофициальных писем и социокультурных различий в формате корреспонденции.
	ИУК-4.1.4 Как представлять свою точку зрения при деловом общении и в публичных выступлениях на государственном языке РФ и иностранном языке.	ИУК-4.2.4 Представлять свою точку зрения при деловом общении и в публичных выступлениях на государственном языке РФ и иностранном языке.	ИУК-4.3.4 Умениями и навыками представления своей точки зрения при деловом общении и в публичных выступлениях на государственном языке РФ и иностранном языке.

#### 4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Объем дисциплины (модуля) составляет 12 зачетных единиц, в том числе 216 часов, выделенных на контактную работу обучающихся с преподавателем (216 часов – практические, семинарские занятия), и 216 часов – на самостоятельную работу обучающихся.

**Таблица 2 – Структура и содержание дисциплины (модуля)**

Раздел, тема дисциплины (модуля)	Семестр	Контактная работа (в часах)			Самост. работа		Форма текущего контроля успеваемости, форма промежуточной аттестации [по семестрам]
		Л	ПЗ	ЛР	КР	СР	
Тема 1. Communication in business (Деловое общение)	5		18			18	Фронтальный опрос,

Раздел, тема дисциплины (модуля)	Семестр	Контактная работа (в часах)			Самост. работа		Форма текущего контроля успеваемости, форма промежуточной аттестации <i>[по семестрам]</i>
		Л	ПЗ	ЛР	КР	СР	
							выполнение практических заданий, тематические дискуссии
Тема 2. Careers (Карьера)			18			18	Фронтальный опрос, выполнение практических заданий, тематические дискуссии
Тема 3. Employment (Занятость, трудоустройство)	5		18			18	Фронтальный опрос, выполнение практических заданий, тематические дискуссии, ролевая игра
Тема 4. Import-Export (Импортная и экспортная торговля)	5		18			18	Фронтальный опрос, выполнение практических заданий, ролевая игра
Тема 5. Marketing (Маркетинг)	5		18			18	Фронтальный опрос, выполнение практических заданий, тематические дискуссии
Тема 6. Retail (Розничная торговля)	5		18			18	Фронтальный опрос, выполнение практических заданий, ролевая игра
Итоговая письменная зачетная работа	5						ЗАЧЕТ С ОЦЕНКОЙ
Тема 7. Competition	6		18			18	Фронтальный опрос,

Раздел, тема дисциплины (модуля)	Семестр	Контактная работа (в часах)			Самост. работа		Форма текущего контроля успеваемости, форма промежуточной аттестации <i>[по семестрам]</i>
		Л	ПЗ	ЛР	КР	СР	
(Конкуренция)							выполнение практических заданий, тематические дискуссии
Тема 8. Innovation (Инновации)	6		18			18	Фронтальный опрос, выполнение практических заданий, тематические дискуссии, ролевая игра
Тема 9. Money / Negotiation (Деньги / Переговоры)	6		18			18	Фронтальный опрос, выполнение практических заданий, тематические дискуссии
Тема 10. Market research (Исследование товарного рынка)	6		18			18	Фронтальный опрос, выполнение практических заданий, тематические дискуссии, кейс- метод
Тема 11. Investment (Инвестирование)	6		18			18	Фронтальный опрос, выполнение практических заданий, тематические дискуссии, проектная работа
Тема 12. Ethics (Этика делового общения)	6		18			18	Фронтальный опрос, выполнение практических заданий, тематические дискуссии

Раздел, тема дисциплины (модуля)	Семестр	Контактная работа (в часах)			Самост. работа		Форма текущего контроля успеваемости, форма промежуточной аттестации [по семестрам]
		Л	ПЗ	ЛР	КР	СР	
Проведение итоговой письменной зачетной работы	6						ЗАЧЕТ С ОЦЕНКОЙ
<b>Итого</b>			<b>216</b>			<b>216</b>	<b>5-й семестр – Зачёт с оценкой</b> <b>6-й семестр – Зачёт с оценкой</b>

*Примечание:* Л – лекция; ПЗ – практическое занятие, семинар; ЛР – лабораторная работа; КР – курсовая работа; СР – самостоятельная работа.

**Таблица 3 – Матрица соотнесения разделов, тем учебной дисциплины (модуля) и формируемых компетенций**

Раздел, тема дисциплины (модуля)	Кол-во часов	Код компетенции				Общее количество компетенций
		1	2	...	...	
Тема 1. Communication in business (Деловое общение)	36	УК-4				1
Тема 2 Careers (Карьера)	36	УК-4				1
Тема 3 Employment (Занятость, трудоустройство)	36	УК-4				1
Тема 4 Import-Export (Импортная и экспортная торговля)	36	УК-4				1
Тема 5 Marketing (Маркетинг)	36	УК-4				1

Раздел, тема дисциплины (модуля)	Кол-во часов	Код компетенции				Общее количество компетенций
		1	2	...	...	
Тема 6 Retail (Розничная торговля)	36	УК-4				1
Тема 7 Competition (Конкуренция)	36	УК-4				1
Тема 8 Innovation (Инновации)	36	УК-4				1
Тема 9 Money / Negotiation (Деньги / Переговоры)	36	УК-4				1
Тема 10 Market research (Исследование товарного рынка)	36	УК-4				1
Тема 11 Investment (Инвестирование)	36	УК-4				1
Тема 12 Ethics (Этика делового общения)	36	УК-4				1
Итого	432					

#### Краткое содержание каждой темы дисциплины (модуля)

Тема 1: Вокабуляр «Коммуникации в бизнесе». Аудирование «Английский в работе». Чтение «Преимущества при изучении иностранных языков». Грамматика «Повторение времен». Говорение «Общение по телефону, обмен сообщениями». Письмо «Письма, факсы, электронная корреспонденция». Кейс «Языковая политика компании».

Тема 2: Вокабуляр «Прием на работу». Аудирование «Отношение к работе». Чтение «Разговор о работе». Грамматика «Настоящее простое и настоящее продолженное». Говорение «Как рекомендовать коллегу». Письмо «Подготовка резюме». Кейс «Как найти подходящую работу».

Тема 3: Вокабуляр «Описание качеств человека». Аудирование «Насколько просто вам найти работу». Чтение «Меняющаяся экономика». Грамматика «Прошедшее простое, настоящее завершённое». Говорение «Умение задавать вопросы». Письмо «Сопроводительное письмо». Кейс «Как грамотно закрыть вакансию».

Тема 4: Вокабуляр «Импорт-экспорт». Аудирование «Преимущества и недостатки свободной торговли». Чтение «Банановые войны». Грамматика «Исчисляемые и неисчисляемые существительные». Говорение «Работа с клиентом». Письмо «Письмо со счетом». Кейс Проблемы импорта-экспорта».

Тема 5: Вокабуляр «Маркетинг». Аудирование «Продвижение спортивных брендов». Чтение «УТП и жизненный цикл товара». Грамматика «Модальные глаголы». Говорение «Презентация продукта». Письмо «Письмо потенциальному клиенту». Кейс «Разработка маркетинговой стратегии».

Тема 6: Вокабуляр «Розничные магазины и торговые сети». Аудирование «Поставки в супермаркет». Чтение «Изменения в поведении покупателей». Грамматика «Будущее время». Говорение «Работа с офисной техникой». Письмо «Внутренняя корреспонденция в компании». Кейс «Решение проблемы в розничной торговле».

Тема 7: Вокабуляр «Разработка продукта». Аудирование «Как компании опережать конкурентов». Чтение «Харли-Дэвидсон». Грамматика «Степени сравнения». Говорение «Как улучшить продукт». Письмо «Претензии клиента». Кейс «Спасение компании».

Тема 8: Вокабуляр «Изобретения и инновации». Аудирование «Инновации компании «Мишлен». Чтение «Дайсон и Бейлис». Грамматика «Пассивный залог». Говорение «Презентация». Письмо «Продвижение нового продукта». Кейс «Разработка и продвижение изобретения».

Тема 9: Вокабуляр «Покупка, продажа, переговоры». Аудирование «Техники продажи». Чтение «Как получить ссуду в банке». Грамматика «1 и 2 условное». Говорение «Переговоры». Письмо «Работа с просроченными платежами». Кейс «Как добиться успешной сделки».

Тема 10: Вокабуляр «Исследование рынка, реклама». Аудирование «Методы исследования рынка». Чтение «Неудачные рекламные кампании». Грамматика «Придаточное предложение». Говорение «Проведение исследования». Письмо «Отчет». Кейс «Запуск нового продукта».

Тема 11: Вокабуляр «Экономика и инвестиции». Аудирование «Игра на повышение и понижение». Чтение «Риски инвестирования». Грамматика «Косвенная речь». Говорение «Встречи в инвестиционном клубе». Письмо «Протоколы». Кейс «Игра на фондовом рынке».

Тема 12: Вокабуляр «Вопросы этики». Аудирование «Неэтичное поведение на рабочем месте». Чтение «Подделка товара». Грамматика «3 условное». Говорение «Извинение и критика». Письмо «Подтверждение заказа». Кейс «Случай дискриминации».

## **5. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ПРЕПОДАВАНИЮ И ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)**

### **5.1. Указания для преподавателей по организации и проведению учебных занятий по дисциплине (модулю)**

Текущая и опережающая СРС, направленная на углубление и закрепление знаний, а также развитие практических умений:

- поиск информации в процессе подготовки домашнего задания по изучаемым темам (в том числе периодические издания и ресурсы Интернета);
- выполнение домашних заданий.
- подготовка к зачету.

Творческая проблемно-ориентированная самостоятельная работа (ТСР) направлена на развитие интеллектуальных умений, комплекса универсальных (общекультурных) и профессиональных компетенций, повышение творческого потенциала студентов и заключается:

в поиске, анализе, структурировании и презентации информации по определенным разделам дисциплины.

Контроль самостоятельной работы осуществляется в письменной или устной форме в соответствии с тематикой и видами заданий на каждом занятии, а также после изучения очередной темы курса путем проведения контрольной перевода и выполнения переводческого комментария.

### **5.2. Указания для обучающихся по освоению дисциплины (модулю)**

На каждом занятии студентам необходимо давать задания творческого характера на письмо, говорение, чтение и аудирование. Для развития навыков устной речи необходимо составление диалогов и полилогов, моделирующих реальные ситуации из профессиональной практики. Для развития навыков письменной речи – написание текстов собственного сочинения, призванных решить ту или иную проблему, возникающую в процессе будущей профессиональной деятельности (инструкций, рекомендаций, пояснений и т.п.). По аудированию и чтению – выполнение разнообразных заданий на понимание – восстановление пропусков в тексте, ответы на вопросы по содержанию, проверка на истинность и ложность тех или иных суждений, определение основной идеи текстов и т.п.

В данном курсе очень много внимания уделяется самостоятельной работе студентов как в аудитории под руководством преподавателя, так и дома. Студентам даётся задание, разъясняется его суть, а затем даётся определённое время на его выполнение в аудитории (либо ставится определённый срок для его выполнения в домашних условиях).

Задания на говорение и написание желательно сначала давать студентам для выполнения в аудитории под руководством преподавателя, а затем – в рамках внеаудиторной самостоятельной работы.

Студентам необходимо знакомиться с материалами кейсов дома, затем самостоятельно в аудитории при работе в группах моделировать ситуацию, после этого представлять полилоги и диалоги в аудитории на оценку.

**Таблица 4 – Содержание самостоятельной работы обучающихся**

Вопросы, выносимые на самостоятельное изучение	Кол-во часов	Форма работы
Тема 1. Communication in business (Деловое общение)	18	Устный опрос

Тема 2. Careers (Карьера)	18	Устный опрос
Тема 3. Employment (Занятость, трудоустройство)	18	Устный опрос
Тема 4. Import-Export (Импортная и экспортная торговля)	18	Устный опрос
Тема 5. Marketing (Маркетинг)	18	Устный опрос
Тема 6. Retail (Розничная торговля)	18	Устный опрос
Тема 7. Competition (Конкуренция)	18	Устный опрос
Тема 8. Innovation (Инновации)	18	Устный опрос
Тема 9. Money / Negotiation (Деньги / Переговоры)	18	Устный опрос
Тема 10. Market research (Исследование товарного рынка)	18	Устный опрос
Тема 11. Investment (Инвестирование)	18	Устный опрос
Тема 12. Ethics (Этика делового общения)	18	Устный опрос

### **5.3. Виды и формы письменных работ, предусмотренных при освоении дисциплины (модуля), выполняемые обучающимися самостоятельно**

В соответствии с вышеизложенным в основу самостоятельной работы студентов должно быть заложено выполнение ими заданий творческого характера, направленных на достижение общей цели обучения - на формирование и совершенствование коммуникативных навыков, способности связно и грамотно общаться на английском языке. Данные задания включают выполнение творческих заданий на письмо и говорение. В процессе выполнения данных заданий студенты также усваивают и закрепляют новую лексику, что способствует их качественной подготовке к промежуточным лексическим тестам и словарным диктантам, к итоговому аттестационному контролю.

## **6. ОБРАЗОВАТЕЛЬНЫЕ И ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ**

При освоении данной дисциплины предусмотрено широкое использование активных и интерактивных форм обучения (см. таблицу ниже). Данные формы обучения используются в сочетании с традиционными формами (чтение и перевод текстов, изучение грамматики) и, как правило, расширяют и углубляют последние (например, после чтения и перевода текста о конкретной проблеме студентам предлагается сразу же провести соответствующее совещание и решить данную проблему в рамках заданного кейса).

Учебные занятия по дисциплине могут проводиться с применением информационно-телекоммуникационных сетей при опосредованном (на расстоянии) интерактивном взаимодействии обучающихся и преподавателя в режимах on-line и/или off-line в формах: видеолекций, лекций-презентаций, видеоконференции, собеседования в режиме чат, форума, чата, выполнения виртуальных практических работ.

### **6.1. Образовательные технологии**

**Таблица 5 – Образовательные технологии, используемые при реализации учебных занятий**

Раздел, тема дисциплины (модуля)	Форма учебного занятия		
	Лекция	Практическое занятие, семинар	Лабораторная работа

Тема 1. Communication in business (Деловое общение)	Не предусмотрено	Фронтальный опрос, выполнение практических заданий, тематические дискуссии	Не предусмотрено
Тема 2. Careers (Карьера)	Не предусмотрено	Фронтальный опрос, выполнение практических заданий, тематические дискуссии	Не предусмотрено
Тема 3. Employment (Занятость, трудоустройство)	Не предусмотрено	Фронтальный опрос, выполнение практических заданий, тематические дискуссии, ролевая игра	Не предусмотрено
Тема 4. Import-Export (Импортная и экспортная торговля)	Не предусмотрено	Фронтальный опрос, выполнение практических заданий, ролевая игра	Не предусмотрено
Тема 5. Marketing (Маркетинг)	Не предусмотрено	Фронтальный опрос, выполнение практических заданий, тематические дискуссии	Не предусмотрено
Тема 6. Retail (Розничная торговля)	Не предусмотрено	Фронтальный опрос, выполнение практических заданий, ролевая игра	Не предусмотрено
Тема 7. Competition (Конкуренция)	Не предусмотрено	Фронтальный опрос, выполнение практических заданий, тематические дискуссии	Не предусмотрено
Тема 8. Innovation (Инновации)	Не предусмотрено	Фронтальный опрос, выполнение	Не предусмотрено

		практических заданий, тематические дискуссии, ролевая игра	
Тема 9. Money / Negotiation (Деньги / Переговоры)	Не предусмотрено	Фронтальный опрос, выполнение практических заданий, тематические дискуссии	Не предусмотрено
Тема 10. Market research (Исследование товарного рынка)	Не предусмотрено	Фронтальный опрос, выполнение практических заданий, тематические дискуссии, кейс-метод	Не предусмотрено
Тема 11. Investment (Инвестирование)	Не предусмотрено	Фронтальный опрос, выполнение практических заданий, тематические дискуссии, проектная работа	Не предусмотрено
Тема 12. Ethics (Этика делового общения)	Не предусмотрено	Фронтальный опрос, выполнение практических заданий, тематические дискуссии	Не предусмотрено

## 6.2. Информационные технологии

- Интернет (использование информационного сайта преподавателя (рассылка заданий, предоставление выполненных работ, ответы на вопросы, ознакомление учащихся с оценками и т.д.));
- электронные учебники и различные сайты (например, электронные библиотеки, онлайн-словари [www.lingvo.ru](http://www.lingvo.ru), [www.multitran.ru](http://www.multitran.ru), оффлайн-версия словарей ABBYY® Lingvo® (профессиональная либо домашняя английская версия) и т.д.) как источников информации;
- электронная почта преподавателя;
- средства представления учебной информации (электронные учебные пособия и практикумы, применение новых технологий для проведения очных (традиционных) лекций и семинаров с использованием презентаций и т.д.);

- интегрированные образовательные среды, где главной составляющей являются не только применяемые технологии, но и содержательная часть, т.е. информационные ресурсы (доступ к мировым информационным ресурсам, на базе которых строится учебный процесс);
- виртуальная обучающая среда (или система управления обучением LMS Moodle «Электронное образование») или иных информационных систем, сервисов и мессенджеров (WhatsApp, Viber).

### **6.3. Программное обеспечение, современные профессиональные базы данных и информационные справочные системы**

#### **6.3.1. Программное обеспечение**

<b>Наименование программного обеспечения</b>	<b>Назначение</b>
Adobe Reader	Программа для просмотра электронных документов
Платформа дистанционного обучения LMS Moodle	Виртуальная обучающая среда
Mozilla FireFox	Браузер
Microsoft Office 2013, Microsoft Office Project 2013, Microsoft Office Visio 2013	Пакет офисных программ
7-zip	Архиватор
Microsoft Windows 7 Professional	Операционная система
Kaspersky Endpoint Security	Средство антивирусной защиты
Google Chrome	Браузер
Notepad++	Текстовый редактор
OpenOffice	Пакет офисных программ
Opera	Браузер
Paint .NET	Растровый графический редактор
Scilab	Пакет прикладных математических программ
Microsoft Security Assessment Tool. Режим доступа: <a href="http://www.microsoft.com/ru-ru/download/details.aspx?id=12273">http://www.microsoft.com/ru-ru/download/details.aspx?id=12273</a> (Free)  Windows Security Risk Management Guide Tools and Templates. Режим доступа: <a href="http://www.microsoft.com/en-us/download/details.aspx?id=6232">http://www.microsoft.com/en-us/download/details.aspx?id=6232</a>	Программы для информационной безопасности

Наименование программного обеспечения	Назначение
(Free)	
MathCad 14	Система компьютерной алгебры из класса систем автоматизированного проектирования, ориентированная на подготовку интерактивных документов с вычислениями и визуальным сопровождением
1С: Предприятие 8	Система автоматизации деятельности на предприятии
KOMPAS-3DV21	Создание трёхмерных ассоциативных моделей отдельных элементов и сборных конструкций из них
Blender	Средство создания трёхмерной компьютерной графики
PyCharm EDU	Среда разработки
R	Программная среда вычислений
VirtualBox	Программный продукт виртуализации операционных систем
VLC Player	Медиапроигрыватель
Microsoft Visual Studio	Среда разработки
Cisco Packet Tracer	Инструмент моделирования компьютерных сетей
CodeBlocks	Кроссплатформенная среда разработки
Eclipse	Среда разработки
Lazarus	Среда разработки
PascalABC.NET	Среда разработки
VMware (Player)	Программный продукт виртуализации операционных систем
Far Manager	Файловый менеджер
Sofa Stats	Программное обеспечение для статистики, анализа и отчётности
Maple 18	Система компьютерной алгебры
WinDjView	Программа для просмотра файлов в формате DJV и DjVu
MATLAB R2014a	Пакет прикладных программ для решения задач технических вычислений

Наименование программного обеспечения	Назначение
Oracle SQL Developer	Среда разработки
VISSIM 6	Программа имитационного моделирования дорожного движения
VISUM 14	Система моделирования транспортных потоков
IBM SPSS Statistics 21	Программа для статистической обработки данных
ObjectLand	Геоинформационная система
КРЕДО ТОПОГРАФ	Геоинформационная система
Полигон Про	Программа для кадастровых работ

### 6.3.2. Современные профессиональные базы данных и информационные справочные системы

<i>Наименование современных профессиональных баз данных, информационных справочных систем</i>	
<p>Универсальная справочно-информационная полнотекстовая база данных периодических изданий ООО «ИВИС»</p> <p><a href="http://dlib.eastview.com">http://dlib.eastview.com</a></p> <p>Имя пользователя: AstrGU</p> <p>Пароль: AstrGU</p>	
<p>Электронные версии периодических изданий, размещённые на сайте информационных ресурсов</p> <p><a href="http://www.polpred.com">www.polpred.com</a></p>	
<p>Электронный каталог Научной библиотеки АГУ на базе MARKSQL НПО «Информ-систем»</p> <p><a href="https://library.asu.edu.ru/catalog/">https://library.asu.edu.ru/catalog/</a></p>	
<p>Электронный каталог «Научные журналы АГУ»</p> <p><a href="https://journal.asu.edu.ru/">https://journal.asu.edu.ru/</a></p>	
<p>Корпоративный проект Ассоциации региональных библиотечных консорциумов (АРБИКОН) «Межрегиональная аналитическая роспись статей» (МАРС) – сводная база данных, содержащая полную аналитическую роспись 1800 названий журналов по разным отраслям знаний. Участники проекта предоставляют друг другу электронные копии отсканированных статей из книг, сборников, журналов, содержащихся в фондах их библиотек.</p> <p><a href="http://mars.arbicon.ru">http://mars.arbicon.ru</a></p>	
<p>Справочная правовая система КонсультантПлюс.</p> <p>Содержится огромный массив справочной правовой информации, российское и региональное законодательство, судебную практику, финансовые и кадровые консультации, консультации для бюджетных организаций, комментарии законодательства, формы документов, проекты</p>	

*Наименование современных профессиональных баз данных,  
информационных справочных систем*

нормативных правовых актов, международные правовые акты, правовые акты, технические нормы и правила.

<http://www.consultant.ru>

## **7. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ (МОДУЛЮ)**

### **7.1. Паспорт фонда оценочных средств**

При проведении текущего контроля и промежуточной аттестации по дисциплине (модулю) «Английский язык (профессиональный)» проверяется сформированность у обучающихся компетенций, указанных в разделе 3 настоящей программы. Этапность формирования данных компетенций в процессе освоения образовательной программы определяется последовательным освоением дисциплин (модулей) и прохождением практик, а в процессе освоения дисциплины (модуля) – последовательным достижением результатов освоения содержательно связанных между собой разделов, тем.

**Таблица 6 – Соответствие разделов, тем дисциплины (модуля), результатов обучения по дисциплине (модулю) и оценочных средств**

Контролируемый раздел, тема дисциплины (модуля)	Код контролируемой компетенции	Наименование оценочного средства
Тема 1. Communication in business (Деловое общение)	УК-4	Практические задания, кейс - задача
Тема 2 Careers (Карьера)	УК-4	Практические задания, кейс - задача
Тема 3 Employment (Занятость, трудоустройство)	УК-4	Практические задания, кейс - задача
Тема 4 Import-Export (Импортная и экспортная торговля)	УК-4	Практические задания, кейс - задача
Тема 5 Marketing (Маркетинг)	УК-4	Практические задания, кейс - задача

Контролируемый раздел, тема дисциплины (модуля)	Код контролируемой компетенции	Наименование оценочного средства
Тема 6 Retail (Розничная торговля)	УК-4	Практические задания, кейс - задача
Тема 7 Competition (Конкуренция)	УК-4	Практические задания, кейс -задача
Тема 8 Innovation (Инновации)	УК-4	Практические задания, кейс - задача
Тема 9 Money / Negotiation (Деньги / Переговоры)	УК-4	Практические задания, кейс -задача
Тема 10 Market research (Исследование товарного рынка)	УК-4	Практические задания, кейс -задача
Тема 11 Investment (Инвестирование)	УК-4	Практические задания, кейс - задача
Тема 12 Ethics (Этика делового общения)	УК-4	Практические задания, кейс - задача

## 7.2. Описание показателей и критериев оценивания компетенций, описание шкал оценивания

**Таблица 7 – Показатели оценивания результатов обучения в виде знаний**

Шкала оценивания	Критерии оценивания
5 «отлично»	демонстрирует глубокое знание теоретического материала, умение обоснованно излагать свои мысли по обсуждаемым вопросам, способность полно, правильно и аргументированно отвечать на вопросы, приводить примеры
4 «хорошо»	демонстрирует знание теоретического материала, его последовательное изложение, способность приводить примеры, допускает единичные ошибки, исправляемые после замечания преподавателя
3 «удовлетвори	демонстрирует неполное, фрагментарное знание теоретического материала, требующее наводящих вопросов преподавателя, допускает

Шкала оценивания	Критерии оценивания
«хорошо»	существенные ошибки в его изложении, затрудняется в приведении примеров и формулировке выводов
2 «неудовлетворительно»	демонстрирует существенные пробелы в знании теоретического материала, не способен его изложить и ответить на наводящие вопросы преподавателя, не может привести примеры

**Таблица 8 – Показатели оценивания результатов обучения в виде умений и владений**

Шкала оценивания	Критерии оценивания
5 «отлично»	демонстрирует способность применять знание теоретического материала при выполнении заданий, последовательно и правильно выполняет задания, умеет обоснованно излагать свои мысли и делать необходимые выводы
4 «хорошо»	демонстрирует способность применять знание теоретического материала при выполнении заданий, последовательно и правильно выполняет задания, умеет обоснованно излагать свои мысли и делать необходимые выводы, допускает единичные ошибки, исправляемые после замечания преподавателя
3 «удовлетворительно»	демонстрирует отдельные, несистематизированные навыки, испытывает затруднения и допускает ошибки при выполнении заданий, выполняет задание по подсказке преподавателя, затрудняется в формулировке выводов
2 «неудовлетворительно»	не способен правильно выполнить задания

### **7.3. Контрольные задания и иные материалы, необходимые для оценки результатов обучения по дисциплине (модулю)**

#### **Тема 1. Communication in business (Деловое общение)**

##### **1. Практические задания**

1. Complete the sentences using one of the following:

cause(s) close(s) drink(s) live(s) open(s) speak(s) take(s) place

1. Ann speaks German very well.

2. I never --- coffee. drink

3. The swimming pool --- at 9 o'clock and --- at 18.30 every day. Opens, closes

4. Bad driving --- many accidents. causes

5. My parents --- in a very at small flat. live

6. The Olympic Games --- every four years. Take place

2. Put the verb into the correct form.

1. Jane doesn't drink (not/drink) tea very often.

2. What time --- (the banks/close) in Britain? Do the banks close

3. 'Where --- (Martin/come) from?' 'He's Scottish.' Does Martin come

4. 'What --- (you/do)?' 'I'm an electrical engineer.' – do you do

5. It --- (take) me an hour to get to work. How long --- (it/take) you? – take, does it take

6. I --- (play) the piano but I --- (not/play) very well. Play, don't play

7. I don't understand this sentence. What --- (this word/mean)? Does this word mean.

3. Complete the sentences with one of the following verbs in the correct form:

come get happen look make start stay try work

1. 'You're working hard today.' 'Yes, I have a lot to do.'
2. I --- for Christine. Do you know where she is? Am looking
3. It --- dark. Shall I turn on the light? is getting
4. They haven't got anywhere to I've at the moment. They --- with friends until they find somewhere. Are staying
5. 'Are you ready, Ann?' 'Yes, I ---.' am coming
6. Have you got an umbrella? It --- to rain. Is starting
7. You --- a lot of noise. Could you be quieter? I --- to concentrate. Are making, am trying
8. Why are all these people here? What ---? Is happening

4. Use the words in brackets to complete the questions.

1. 'Is Colin working this week?' 'No, he's on holiday.' (Colin/work)
2. Why --- at me like that? What's the matter? (you/look) are you looking
3. 'Jenny is a student at university.' 'Is she? What --- ?' (she/study) is she studying
4. --- to the radio or can I turn it off? (anybody/listen) Is anybody listening.
5. How is your English? --- better? (it/get) Is it getting.

## 2. Кейс – задача.

Ben & Jerry's Uses Positive Messages to Sweeten Relations With Customers

America's love affair with numbingly rich ice cream may have finally plateaued. Health and weight worries have apparently cut the breakneck growth of superpremium ice creams. However, Ben & Jerry's Homemade, premier purveyor of the superpremiums, remains one of the country's most visible ice cream companies.

In growing from a 12-flavor miniparlor in Burlington, Vermont, into a Fortune 500 company called a "national treasure," Ben & Jerry's has been showered with publicity. The flood of press notices flowed partly from its rapid ascent and its funky flavor hits such as Chubby Hubby, Half Baked Carb Karma, New York Super Fudge Chunk, and Phish Food. During the 2008 presidential campaign, it introduced Yes Pecan (a variation of Barack Obama's campaign mantra, "Yes we can"), made of "amber waves of buttery ice cream with roasted nonpartisan pecans." Of even greater media interest was the New Age business philosophy of founders Ben Cohen and Jerry Greenfield. Unlike most entrepreneurs, their aim was to build a successful business but, at the same time, have fun and be a force for social change.

Some time ago Ben and Jerry resigned their symbolic positions as brand icons after the company was purchased by the Anglo-Dutch megaconglomerate Unilever. Despite the change in ownership, Ben & Jerry's continues its efforts to improve local and global quality of life. The company promotes a progressive, nonpartisan social mission to balance economic, product, and social goals on the way to a sustainable business.

Although no longer locally owned, Ben & Jerry's is a visible company with a popular national product and a strong social image. It naturally generates a good deal of correspondence. Customer messages typically fall into three categories: (a) fan mail, (b) information requests, and (c) claims. Fan mail contains praise and testimonials: "Tried the new Cherry Garcia Frozen Yogurt and... I want to go to Vermont and shake your sticky hands." Information requests may involve questions about ingredients or food processing. Some messages inquire about Ben & Jerry's position on milk from cloned cows or eggs from caged chickens. Claim requests generally present a problem and require immediate response. Responding to customer messages in all three categories is a critical element in maintaining customer goodwill and market position for Ben & Jerry's.

## Critical Thinking

- Have you ever written a letter or sent an e-mail to a company? What might motivate you to do so? Would you expect a response?

- If a company such as Ben & Jerry's receives a fan letter complimenting products or service, is it necessary to respond?
- Why is it important for companies to answer claim messages immediately?

## Тема 2. Careers (Карьера)

### 1. Практические задания .

1. Are the underlined verbs right or wrong? Correct the verbs that are wrong.

1. Water boils at 100 degrees celsius. RIGHT
2. The water boils. Can you turn it off? WRONG: is boilling
3. Look! That man tries to open the door of your car. --- wrong, is trying
4. Can you hear those people? What do they talk about? --- wrong, are they talking
5. The moon goes round the earth. ---right
6. I must go now. It gets late. --- wrong, is getting
7. I usually go to work by car. --- right
8. 'Hurry up! It's time to leave.' 'OK, I come.' --- wrong, am coming
9. I hear you've got a new job. How do you get on? --- wrong, are you getting on

2. Put the verb in the correct form, present continuous or present simple.

1. Let's go out. It isn't raining (not/rain) now.
2. Julia is very good at languages. She speaks (speak) four languages very well.
3. Hurry up! Everybody --- (wait) for you. – is waiting
4. '--- (you/listen) to the radio?' 'No, you can turn it off.' – Are you listening
5. '--- (you/listen) to the radio every day?' 'No, just occasionally.' – Do you listen
6. The River Nile --- (flow) into the Mediterranean. - flows
7. Look at the river. It --- (flow) very fast today - much faster than usual. – is flowing
8. We usually --- (grow) vegetables in our garden but this year we --- (not/grow) any. –grow, are not growing
9. 'How is your English?' 'Not bad. It --- (improve) slowly.' Is improving
10. Ron is in London at the moment. He --- (stay) at the Park Hotel. He --- (always/stay) there when he's in London. – is staying, always stays
11. Can we stop walking soon? I --- (start) to feel tired. – am starting
12. 'Can you drive?' 'I --- (learn). My father --- (teach) me.' – am learning, is teaching
13. Normally I --- (finish) work at 5.00, but this week I --- (work) until 6.00 to earn a bit more money. – finish, am working
14. My parents --- (live) in Bristol. They were born there and have never lived anywhere else. Where --- (your parents/live)? Live, do your parents live
15. Sonia --- (look) for a place to live. She --- (stay) with her sister until she finds somewhere. - is looking , is staying
16. 'What --- (your father/do)?' 'He's an architect but he --- (not/work) at the moment.' - does your father do, is not working
17. (at a party) Usually I --- (enjoy) parties but I --- (not/enjoy) this one very much. - enjoy, am not enjoying
18. The train is never late. It --- (always/leave) on time. Always leaves
19. Jim is very untidy. He --- (always/leave) his things all over the place. - is always leaving

### 2. Кейс – задача.

Got Something to Tweet About at Work? Think Again

The modern workplace is a potential digital minefield. The imprudent use of practically any online tool—whether e-mail, IM, texting, tweeting, blogging, or posting to Facebook—can land workers in

hot water and even lead to dismissal. Here are five ways Twitter can get you canned for showing poor judgment:

1. Sending hate tweets about the boss. Example: My retard boss said he put in for raises. I think he lies. He is known for that. His daddy owns the company.

The difference between venting around the water cooler or over lunch to a close friend and trumpeting to the world one's dislike for the superior could not be more obvious. Twitter messages can be forwarded (retweeted) and find their way to unintended recipients.

2. Lying to the boss and bragging about it. Example: I so lied to my boss ... I was late but I said I forgot my badge and got away with it.

Although lying to the boss may be woefully common, broadcasting it to one's followers on Twitter is risky. The Web and Twitter make it easy to track people, and lies have a way of emerging most unexpectedly.

3. Romancing the boss (kissing and telling). Example: I give the boss what he wants, and the fringe benefits are amazing.

Again, even if the indiscreet twitterer had a private profile, a contact could easily retweet the message and make it retrievable. Besides, amorous relationships between superiors and subordinates are frowned on in many companies because they could open firms up to sexual harassment lawsuits. Also, the boss could be tracking the tattletale on Twitter and would probably not appreciate the leaking of the affair.

4. Announcing the desire to quit. Example: So close to quitting my job right now. Sometimes I can't [expletive] stand this place [expletive] moron assistant plant manager I'm about to deck him.

The wish to quit may come true, but prematurely so and not according to plan. If you hate your job, complain to your pet or vent with your friends over dinner, but don't shout it out on Twitter. Smart workers leave a workplace on good terms knowing that they may need references. They do not burn bridges, much less publicly.

5. Blocking your boss. Example: i kept my promise ... my boss thought she was gonna follow me on here ... i BLOCKED her [expletive] ASAP.

Preventing the boss from seeing your profile is no guarantee that he or she won't receive your hateful missives through another source. As Mark, an expert blogger, advises: "The golden rule of not getting yourself fired over 'tweets' is simple—just don't vent your work and boss frustrations publicly."

### Critical Thinking

- How do you explain the amazing lapses of judgment apparent in the tweets above?
- How widespread is the use of Twitter among your friends, and how do they benefit from the service?
- What are the most effective ways to warn young people about the dangers to their careers that lurk online?

## Тема 3. Employment (Занятость, трудоустройство)

### 1. Практические задания

1. Put the verbs in brackets in the correct form, present perfect or past simple.

1. 'Where's your key?' 'I don't know. I've lost it.' (lose)
2. I was very tired, so I lay down on the bed and went to sleep. (be)
3. Mary --- to Australia for a while but she's back again now. (go)
4. 'Where's Ken?' 'He --- out. He'll be back in about an hour.' (go)
5. I did German at school but I --- most of it. (forget)
6. I meant to phone Diane last night but I --- (forget)
7. I --- a headache earlier but I feel fine now. (have)
8. Look! There's an ambulance over there. There --- an accident. (be)
9. They're still building the new road. They --- it. (not/finish)
10. 'Is Helen still here?' 'No, she --- out.' (just/go)

11. The police --- three people but later they let them go. (arrest)
12. Ann --- me her address but I'm afraid I --- it. (give, lose)
13. Where's my bike? It --- outside the house. It --- (be, disappear)
14. What do you think of my English? Do you think I ---? (improve)

2. Are the underlined parts of these sentences right or wrong? Correct the ones that are wrong.

1. Do you know about Sue? She's given up her job. RIGHT
2. The Chinese have invented printing. WRONG: The Chinese invented
3. How many plays has Shakespeare written? ---
4. Have you read any of Shakespeare's plays? ---
5. Aristotle has been a Greek philosopher. ---
6. Ow! I've cut my finger. It's bleeding. ---
7. My grandparents have got married in London. ---
8. Where have you been born? ---
9. Mary isn't at home. She's gone shopping. ---
10. Albert Einstein has been the scientist who has developed the theory of relativity.

## 2. Кейс – задача.

### Career and Workplace Expert Liz Ryan Helps Job Seekers Be Competitive

Job candidates should not spend more than one hour a day searching for jobs online, says career and workplace expert Liz Ryan. A former Fortune 500 human resources executive, Liz Ryan is a leader in contemporary job searching. She maintains several blogs, writes articles for online forums, delivers speeches internationally, provides career coaching, and is a columnist for BusinessWeek Online.

The Web has made job searching easier, acknowledges Ryan, but it also can sidetrack candidates who devote their energies to online searching, while ignoring other methods that could help them. Instead of spending all their time online, job seekers should develop their own personal networks of friends and acquaintances. Job seekers also have to realize that positions in today's workplace tend to open and close at lightning speed. "These days," says Ryan, "you've got to jump on job openings when you hear about them. If you wait a couple of weeks to send a résumé in response to a job you're interested in, the window of opportunity may already have slammed shut." Ryan recommends that job seekers have people in their personal networks help in the job search process by keeping their eyes and ears open for available positions.

In today's workplace, Ryan observes, what constitutes a strong résumé has also changed. Years ago it was acceptable to include common phrases such as team player and strong work ethic on résumés. However, warns Ryan, "Stodgy boilerplate phrases in your résumé today mark you as uncreative and vocabulary challenged." She recommends making a résumé more persuasive by replacing boring phrases such as results-oriented professional and excellent communication skills with more conversational, human-sounding phrases.

Finally, in today's competitive employment market, job seekers must be memorable. According to Ryan, too many job seekers who are highly skilled never get called back for a second interview because they are not dynamic enough during the first interview. Ryan asserts, "This may be the biggest problem job seekers face in the interview setting: They can worry so much about saying the wrong thing that they say nothing of substance at all." How can you make yourself memorable during the job search? According to Ryan, "You have to believe that you're meant to be there, in that room, talking about that job. You have to be fully present." Memorable job seekers are confident in themselves and communicate that confidence to employers at every stage of the job search.

## Critical Thinking

- Why is searching for a job both exhilarating and intimidating? How can you overcome feelings of intimidation?

- Is it easier to search for a job by visiting online job boards or by networking? Which method do you think is more successful?
- Why is it important to be memorable during the job search? What techniques would you use to make yourself memorable?

<http://www.asklizryan.com>

#### Тема 4. Import-Export (Импортная и экспортная торговля)

##### 1. Практические задания

1. Which of the underlined parts of these sentences is correct?

1. 'Did you hear \_noise/a noise- just now?' 'No, I didn't hear anything.' ('a noise' is correct)
2. a. If you want to know the news, you can read \_paper/a paper.\_  
b. I want to write some letters but I haven't got \_a paper/any paper\_ to write on.
3. a. I thought there was somebody in the house because there was \_light/a light\_ on inside.  
b. \_Light/A light\_ comes from the sun.
4. a. I was in a hurry this morning. I didn't have \_time/a time\_ for breakfast.  
b. 'Did you enjoy your holiday?' 'Yes, we had \_wonderful time/a wonderful time.\_'
5. Sue was very helpful. She gave us some very useful \_advice/advice.\_
6. We had \_very good weather/a very good weather\_ while we were on holiday.
7. We were very unfortunate. We had \_bad luck/a bad luck.\_
8. It's very difficult to find a \_work/job\_ at the moment.
9. Our \_travel/journey\_ from London to Istanbul by train was very tiring.
10. When the fire alarm rang, there was \_total chaos/a total chaos.\_
11. I had to buy \_a/some\_ bread because I wanted to make some sandwiches.
12. Bad news \_don't/doesn't\_ make people happy.
13. \_Your hair is/Your hairs are\_ too long. You should have it/them cut.
14. Nobody was hurt in the accident but \_the damage/the damages\_ to the car \_was/were\_ quite bad.

2. Complete the sentences using these words. Sometimes you need the plural (-s).

chair experience experience furniture hair information job luggage permission progress work

1. I didn't have much \_luggage\_--just two small bags.
2. They'll tell you all you want to know. They'll give you plenty of ---
3. There is room for everybody to sit down. There are plenty of ---
4. We have no ---, not even a bed or a table.
5. 'What does Alan look like?' He's got a long beard and very short ---
6. Carla's English is better than it was. She's made ---
7. George is unemployed. He's looking for a ---
8. George is unemployed. He's looking for ---
9. If you want to leave work early, you have to ask for ---
10. I don't think Ann will get the job. She hasn't got enough ---
11. Rita has done many interesting things. She should write a book about her.

##### 2. Кейс – задача.

Led by Ambitious Indra Nooyi, PepsiCo Pushes Nutrition

An inside look at PepsiCo reveals a powerful CEO decidedly different from most leaders of Fortune 500 companies. Indra Nooyi is one of the few females in corporate America's highest echelons and probably the only Hindu. In her hometown of Chennai, India, she played in an all-girl rock band and majored in chemistry, physics, and math in college. After working in India, she was accepted into a graduate program at Yale University. She headed for the United States with meager financial support and warnings from her parents that such a move would dash all chances of marriage. Working as a dorm receptionist, she took the night shift to earn an extra 50 cents an hour. After

completing a master's degree in management, Nooyi went to a job interview wearing an Indian sari because she couldn't afford an appropriate suit—and she got the job.

At Yale, Nooyi experienced a major turning point in her life. That education, she says, gave her the skills lacking in a newly arrived immigrant. She learned how to speak, how to communicate, and how to adapt to the environment. Recalling her program at Yale, she said that all first-year students were required to take—and pass—a course in effective communication. She confessed that this course was invaluable, especially for someone who came from a culture in which communication wasn't considered the most important aspect of business.

Gaining expertise as a business consultant and strategist, in 1994 Nooyi joined a struggling PepsiCo and became its chief strategist. Over the next decade and a half, she helped PepsiCo become a \$43 billion food and beverage giant with 193,000 employees in nearly 200 countries. The giant conglomerate was recognized throughout the world for its Pepsi soft drink, Frito-Lay snack foods, and fast-food outlets including Taco Bell, Pizza Hut, and KFC. However, Nooyi's ambitious strategy for PepsiCo involved selling off its fast-food brands and moving into beverages and packaged food with a focus on nutrition. She engineered the acquisition of Tropicana, maker of orange juice products, and of Quaker Oats, maker of Gatorade.

Nooyi has pledged that by 2010 half of PepsiCo's U.S. revenue will come from healthful foods such as low-calorie Gatorade and whole-grain cereals. But observers wonder whether she can produce dependable profits as well as wholesome foods.

Many companies—even before the recent financial crisis and economic plunge—strove to improve their image by emphasizing ethics and social responsibility. In promoting baked whole-grain snacks and vitamin-enhanced beverages, PepsiCo could point the way to better nutrition for the entire industry. Nooyi is convinced that this initiative will benefit investors as well as consumers.

### Critical Thinking

- Indra Nooyi credited a college course in communication as an important step in her career. How do you think you could benefit from such a course?
- What skills do you think businesspeople need to succeed in today's workplace?
- How could an emphasis on ethics and social responsibility improve profits and benefit a business?

<http://www.pepsico.com>

### Тема 5. Marketing (Маркетинг)

#### 1. Практические задания.

1. Read the situations and write questions beginning Can ... or Could ...

1. You're carrying a lot of things. You can't open the door yourself. There's a man standing near the door. You say to him: \_Could you open the door, please?\_

2. You phone Ann but somebody else answers. Ann isn't there. You want to leave a message for her. You say: ---

3. You are a tourist. You want to go to the station but you don't know where it is. You ask at your hotel. You say: ---

4. You are in a clothes shop. You see some trousers you like and you want to try them on. You say to the shop assistant: ---

5. You have a car. You have to go to the same place as John, who hasn't got a car. You want to give him a lift. You say to John: ---

2. Read the situations and write questions beginning Do you think ...

1. You want to borrow your friend's camera. What do you say to him?

Do you think \_I could borrow your camera? \_

2. You are at a friend's house and you want to use her phone. What do you say?

3. You've written a letter in English. Before you send it, you want an English friend to check it. What do you ask him?

4. You want to leave work early because you have some things to do. What do you ask your boss?

5. The woman in the next room is playing music. It's very loud. You want her to turn it down. What do you say to her?

6. You are phoning the owner of a flat which was advertised in a newspaper. You are interested in the flat and you want to come and see it today. What do you say to the owner?

3. What would you say in these situations?

1. John has come to see you in your flat. You offer him something to eat.

YOU: ---

JOHN: No, thank you. I'm not hungry.

2. You need help to change the film in your camera. You ask Ann.

You: Ann, I don't know how to change the film. ---

ANN: Sure. It's easy. All you have to do is this.

3. You're on a train. The woman next to you has finished reading her newspaper. Now you want to have a look at it. You ask her.

YOU: Excuse me ---

WOMAN: Yes, of course. I've finished with it.

4. You're on a bus. You have a seat but an elderly man is standing. You offer him your seat.

YOU: ---

MAN: Oh, that's very kind of you. Thank you very much.

5. You're the passenger in a car. Your friend is driving very fast. You ask her to slow down.

YOU: You're making me very nervous. ---

DRIVER: Oh, I'm sorry. I didn't realise I was going so fast.

6. You've finished your meal in a restaurant and now you want the bill. You ask the waiter:

YOU: ---

WAITER: Right. I'll get it for you now.

7. A friend of yours is interested in one of your books. You invite him to borrow it.

FRIEND: This book looks very interesting.

YOU: Yes, it's very good. ---

## 2. Кейс – задача.

Apple's Steve Jobs and His Keynotes

Come January, when CEO Steve Jobs launches yet another hot new Apple product during one of his famously simple, yet striking keynote presentations, the world listens. Weeks and months of feverish preparation and secrecy precede the “Stevenote” at the annual Macworld conference. Understandably, the tech world is abuzz on the Web. The pundits weigh in with their speculations about the latest unveiling, kept tightly under wraps until Jobs announces it. Sometimes not even the name of the newest gizmo is known, as was the case with the Apple iPad, a sleek tablet device promising to revolutionize computing. Until the last moment, the technorati were guessing at its specifications and names, ranging from iSlate, iBook, and iTablet to Canvas. A few hundred industry insiders, analysts, and members of the media gathered expectantly at the Yerba Buena Center in San Francisco.

During the launch of the iPad—a large iPhone or iPod Touch look-alike—some invited guests were covering the event live in their blogs and tweets. Bobbie Johnson, technology correspondent for the UK newspaper The Guardian, was one of them. His readers and Twitter followers all over the world were able to witness not only the actual keynote presentation, but rumors and speculation even before the event unfolded. Steve Jobs' impressive images, passionate delivery, and nearly messianic zeal are legendary. Johnson remarked later in his first hands-on review of the iPad: “Jobs trumpeted it as exactly that, a magical device that will change the way we use computers in our everyday lives. And while playing with the iPad was not exactly a religious experience, it's not hard to see that the gadget, or at least the ideas it contains, will be with us for a long time to come.”

The long buildup and the secrecy are calculated communication strategies. They work to stoke excitement and fascination, as one blogger put it: “The iPhone ... blew people away not only

because of what it was capable of, but also because many of its features came as a complete surprise to even the most well-informed of Apple bloggers.” This expert also suggests that Jobs is hedging against the risk of hyping up products that are still under development. Instead of revealing unfinished devices too soon, Apple manages the public’s expectations and prevents consumer disappointment. A master showman, Jobs calls himself “a big-bang guy,” meaning that he likes flashy and fast launches.

### Critical Thinking

- What kinds of oral presentations might you have to make in your chosen career field?
- Why are most people fearful of making presentations?
- How do you think people become effective speakers?

<http://www.apple.com/contact/>

### Тема 6. Retail (Розничная торговля)

#### 1. Практические задания

1. Complete the sentences using will ('ll) or going to.

- A: Why are you turning on the television?  
B: I'm going to watch the news. (I/watch)
- A: Oh, I've just realised. I haven't got any money.  
B: Haven't you? Well, don't worry. --- you some. (I/lend)
- A: I've got a headache.  
B: Have you? Wait there and --- an aspirin for you. (I/get)
- A: Why are you filling that bucket with water?  
B: --- the car. (I/wash)
- A: I've decided to repaint this room.  
B: Oh, have you? What colour --- it? (you/paint)
- A: Where are you going? Are you going shopping?  
B: Yes, --- something for dinner. (I/buy)
- A: I don't know how to use this camera.  
B: It's quite easy. --- you. (I/show)
- A: What would you like to eat?  
B: --- a sandwich, please. (I/have)
- A: Did you post that letter for me?  
B: Oh, I'm sorry. I completely forgot --- it now. (I/do)
- A: The ceiling in this room doesn't look very safe, does it?  
B: No, it looks as if --- down. (it/fall)
- A: Has George decided what to do when he leaves school?  
B: Oh, yes. Everything is planned. --- a holiday for a few weeks and then --- a computer programming course. (he/have, he/do)

2. Read the situations and complete the sentences using will ('ll) or going to.

- The phone rings and you answer. Somebody wants to speak to Jim.  
CALLER: Hello. Can I speak to Jim, please?  
YOU: Just a moment. --- him. (I/get)
- It's a nice day. You've decided to sit in the garden. Before going outside, you tell your friend.  
YOU: The weather's too nice to stay indoors. --- in the garden. (I/sit)  
FRIEND: That's a good idea. I think --- you. (I/join)
- Your friend is worried because she has lost an important letter.  
YOU: Don't worry about the letter. I'm sure --- it. (you/find)  
FRIEND: I hope so.
- There was a job advertised in the paper recently. At first you were interested but then you decided not to apply.  
FRIEND: Have you decided what to do about that job that was advertised?

YOU: Yes, --- for it. (I/not/apply)

5. You and a friend come home very late. Other people in the house are asleep. Your friend is noisy.

You: Shhh! Don't make so much noise. --- everybody up. (you/wake)

6. John has to go to the airport to catch a plane tomorrow morning.

JOHN: Ann, I need somebody to take me to the airport tomorrow morning.

ANN: That's no problem. --- you. (I/take) What time is your flight?

JOHN: 10.50.

ANN: OK. --- at about 9 o'clock then. (we/leave)

Later that day, Joe offers to take John to the airport.

JOE: John, do you want me to take you to the airport?

JOHN: No thanks, Joe. --- me. (Ann/take)

## 2. Кейс – задача.

PepsiCo

When Indra Nooyi joined PepsiCo as chief strategist, she convinced management to sell off its fast-food holdings in Taco Bell, Pizza Hut, and KFC. She was intent on moving the company “from snack food to health food, from caffeine colas to fruit juices, and from shareholder value to sustainable enterprise.” Her goal was to do good for business as well as doing good for people and the planet. PepsiCo, under her leadership, would favor wind and solar power, avoid fossil fuels, fight against obesity, and promote diversity.

To achieve these ambitious goals, Nooyi instituted “Performance With Purpose,” a portion of which is explained in the following three components:

- Human sustainability refers to PepsiCo’s efforts to nourish consumers with a range of products from treats to healthful eats.
  - Environmental sustainability reinforces PepsiCo’s commitment to work to protect natural resources and operate in a way that minimizes the company’s environmental footprint.
  - Talent sustainability focuses on developing the company’s employees by creating a diverse and inclusive culture and making certain PepsiCo is an attractive destination for the world’s best people.
- Convincing PepsiCo managers and employees to accept her “Performance With Purpose” plan was a monumental task that would involve significant changes in products and procedures within the enterprise. In any organization, change is accepted slowly and often reluctantly. Encouraging managers, employees, and investors to buy in to changes in company philosophy is often difficult.

## Critical Thinking

- In communicating the changes in philosophy and practice within PepsiCo, should Indra Nooyi and

her management team use formal or informal channels of communication?

Give examples of each.

- In the midst of organizational changes at PepsiCo, what kinds of messages do you think will be traveling downward, upward, and horizontally?
- What kinds of barriers block the flow of communication in any organization undergoing change?

## Тема 7. Competition (Конкуренция)

### 1. Практические задания.

1. Complete the sentences using a comparative form (older/more important etc.).

1. It's too noisy here. Can we go somewhere \_quieter?\_

2. This coffee is very weak. I like it a bit ---.

3. The hotel was surprisingly big. I expected it to be ---.

4. The hotel was surprisingly cheap. I expected it to be ---.

5. The weather is too cold in this country. I'd like to live somewhere ---.

6. My job is a bit boring sometimes. I'd like to do something ---.

7. I was surprised how easy it was to use the computer. I thought it would be ---.
8. Your work isn't very good. I'm sure you can do ---.
9. Don't worry. The situation isn't so bad. It could be ---.
10. I was surprised we got here so quickly. I expected the journey to take ---.
11. You're talking very loudly. Can you speak a bit ---.
12. You hardly ever phone me. Why don't you phone me ---.
13. You're standing too near the camera. Can you move a bit --- away?
14. You were a bit depressed yesterday but you look --- today.

2. Use the words in brackets to complete the sentences. Use much/a bit etc. + a comparative form. Use than where necessary.

1. Her illness was much more serious than we thought at first. (much/serious)
2. This bag is too small. I need something ---. (much/big)
3. I'm afraid the problem is --- it seems. (much/complicated)
4. You looked depressed this morning but you look ---now. (a bit/happy)
5. I enjoyed our visit to the museum. It was --- I expected. (far/Interesting)
6. You're driving too fast. Could you drive ---? (a bit/slowly)
7. It's --- to learn a foreign language in the country where it is spoken. (a lot/easy)
8. I thought she was younger than me but in fact she's --- (slightly/old)

3. Complete the sentences using any/no + a comparative. Use than where necessary.

1. I'm fed up with waiting. I'm not waiting any longer.
2. I'm sorry I'm a bit late but I couldn't get here ---.
3. This shop isn't expensive. The prices are --- anywhere else.
4. I must stop for a rest. I can't walk ---.
5. The traffic isn't particularly bad today. It's --- usual.

## 2. Кейс- задача.

Starbucks Perks Up: Recapturing the Soul of the Coffeehouse Under the leadership of chairman, president, and CEO Howard Schultz, Starbucks shelved plans to expand the number of stores and to pursue other avenues of growth beyond its coffeehouse business. The recession required a new approach, “to transform Starbucks and return the company to sustainable, profitable growth while at the same time [remaining] true to our core values and guiding principles” in the words of Howard Schultz.

An entrepreneur who thinks outside the box, Schultz grudgingly introduced new efficiencies to reinvigorate Starbucks. Instead of relying on his instincts and free-flowing growth, he has agreed to do advertising and follows store sales data to understand customer preferences for drinking coffee in the morning (out of necessity) as opposed to in the afternoon (when it becomes a treat). Schultz also started to pay attention to controlling costs and simplifying operations. He reluctantly standardized how baristas prepare coffee, from “anything goes” to a consistent six-step process.

Pursuing the right business strategy is difficult, and Starbucks has experienced flops. The chain scaled back its music business by handing over Hear Music, its short-lived label, to Concord Music Group. Starbucks also abandoned plans to allow customers to customize CDs in its stores and got burned by promoting at least one film that became a box office dud. The poor economy forced the company to rethink its strategy. CEO Schultz said: “We are committed to examining all aspects of our business that are not directly related to our core.”

As for competition, Starbucks still remains the front-runner. Specialty retailers such as Caribou Coffee—the second-largest nonfranchised coffee chain in the United States—The Coffee Bean & Tea Leaf, and Peet's Coffee & Tea are all much smaller than the market leader. However, Starbucks knows that competitors never sleep. In a lagging economy, its biggest rivals are the low-end, low-cost coffee powerhouses Dunkin' Donuts and McDonald's. Ironically, Starbucks has led the coffee revolution of the last 20 years and forced its competitors to improve their coffee quality and

selection. The question now is whether the instore experience at Starbucks is so unique that customers will pay higher prices for it. Both McDonald's and Dunkin' Donuts have taken direct potshots at Starbucks' premium prices and attitude in their advertising, eager to draw away Starbucks' customers.

### Critical Thinking

- How important to Starbucks are the collection, organization, and distribution of up-to-date information regarding food and beverage trends, competition, and product development?
- In what ways could Starbucks use the Internet to monitor its main competitors, Caribou Coffee, McDonald's McCafé, and Dunkin' Donuts?
- What kind of reports might employees assigned the task of monitoring Starbucks' competition write to management?

## Тема 8. Innovation (Иновации)

### 1. Практические задания

1. Complete the sentences using one of these verbs in the correct form:  
cause damage hold include invite make overtake show translate write

1. Many accidents \_are caused\_ by dangerous driving.
2. Cheese --- from milk.
3. The roof of the building --- in a storm a few days ago.
4. There's no need to leave a tip. Service --- in the bill.
5. You --- to the wedding. Why didn't you go?
6. A cinema is a place where films ---
7. In the United States, elections for President --- every four years.
8. Originally the book --- in Spanish and a few years ago it
9. We were driving along quite fast but we --- by lots of other cars.

2. Write questions using the passive. Some are present and some are past.

1. Ask about the telephone. (when/invent?)  
\_When was the telephone invented?\_
2. Ask about glass. (how/make?) How ---
3. Ask about Australia. (when/discover?)
4. Ask about silver. (what/use for?)
5. Ask about television. (when/invent?)

3. Put the verb into the correct form, present simple or past simple, active or passive.

1. It's a big factory. Five hundred people \_are employed\_ (employ) there.
2. Water --- (cover) most of the Earth's surface.
3. Most of the Earth's surface --- (cover) by water.
4. The park gates --- (lock) at 6.30 p.m. every evening.
5. The letter --- (post) a week ago and it --- (arrive) yesterday.
6. The boat --- (sink) quickly but fortunately everybody --- (rescue).
7. Ron's parents --- (die) when he was very young. He and his sister --- (bring) up by their grandparents.
8. I was born in London but I --- (grow) up in the north of England.
9. While I was on holiday, my camera --- (steal) from my hotel room.
10. While I was on holiday, my camera --- (disappear) from my hotel room.
11. Why --- (Sue/resign) from her job? Didn't she enjoy it?
12. Why --- (Bill/sack) from his job? What did he do wrong?
13. The company is not independent. It --- (own) by a much larger company.
14. I saw an accident last night. Somebody --- (call) an ambulance but nobody --- (injure) so the ambulance --- (not/need).
15. Where --- (these photographs/take)? In London? --- (you/take) them?

4. Rewrite these sentences. Instead of using 'somebody/they/people' etc. write a passive sentence.

1. Somebody cleans the room every day. \_The room is cleaned every day.\_
2. They cancelled all flights because of fog. All ---
3. People don't use this road very often. ---
4. Somebody accused me of stealing money. I ---
5. How do people learn languages? How ---
6. People advised us not to go out alone. ---

## 2. Кейс- задача.

### Apple Computer

Do you want to learn presentation secrets from the “world’s greatest corporate storyteller,” Steve Jobs? The Apple cofounder and CEO is the subject of a book by Carmine Gallo, in which the communication coach reveals the techniques that Jobs uses to deliver “mind-blowing keynote presentations.” Jobs’ keynotes, or “Stevenotes,” inform, educate, and entertain. As Gallo points out, Jobs does not sell computers; he sells an experience: Apple presentations resemble a great theatrical production—a terrific script, heroes and villains, stage props, amazing visuals, and a moment meant to stun the audience.

If you would like to sell your product or ideas the Steve Jobs way, study the following five elements that Gallo culled from hours of Jobs’ keynotes:

1. **A headline.** Steve Jobs characterizes every product with a catch phrase that is shorter than a 140-character tweet. Even before it first hit the stores, the iPad was consistently announced as “a magical and revolutionary product at an unbelievable price.” All marketing materials use this headline.
2. **A villain.** Rivalry is entertaining and suspenseful. Classic stories feature heroes fighting villains. In the Apple narrative, Microsoft plays the part of the villain, most evident in the “I’m a Mac” TV commercials. Conquering a shared enemy motivates customers and turns them into brand evangelists.
3. **A simple slide.** Jobs’ slides are as uncluttered, visual, and simple as Apple products. Powerful images, not bullet points, rule. Just remember the MacBook Air being pulled out of a manila envelope. As opposed to the average 40-word PowerPoint slide, Jobs may use as few as seven words in ten slides.
4. **A demo.** The Apple CEO does not let his audience lose interest. About ten minutes into a presentation, he is demonstrating a new product or feature. His enthusiasm is infectious. Presenting the iPhone in 2007, Jobs showed off Google Maps by looking up Starbucks and just for fun pretended to order 4,000 lattes to go.
5. **A holy smokes moment.** Jobs creates an emotional experience that becomes truly memorable. He built drama to a crescendo when introducing three new devices, “an iPod, a phone, an Internet communicator,” only to stun the audience with the surprising revelation that all three were really one, the new iPhone.

### Critical Thinking

- What can you learn from the speaking style of Steve Jobs?
- Why is simplicity important in an oral presentation?
- Communication coach Carmine Gallo says that charismatic speakers such as Steve Jobs are driven by the zeal to make the world a better place and enrich people’s lives. If you were an entrepreneur, what would be your sense of mission?

## Тема 9. Money / Negotiation (Деньги / Переговоры)

### 1. Практические задания

1. Put the verb into the correct form.

1. They would be rather offended if I \_didn't go\_ to see them. (not/go)
2. If you took more exercise, you \_would feel\_ better. (feel)
3. If I was offered the job, I think I --- it. (take)
4. I'm sure Amy will lend you the money. I'd be very surprised if she ---. (refuse)
5. If I sold my car, I --- much money for it. (not/get)
6. A lot of people would be out of work if the factory ---. (close down)
7. What would happen if I --- that red button? (press)
8. Liz gave me this ring. She --- very upset if I lost it. (be)
9. Mark and Carol are expecting us. They would be disappointed if we ---. (not/come)
10. Would Tim mind if I --- his bicycle without asking him? (borrow)
11. If somebody --- in here with a gun, I'd be very frightened. (walk)
12. I'm sure Sue --- if you explained the situation to her. (understand)

2. You ask a friend questions. Use What would you do if ...?

1. (Maybe one day your friend will win a lot of money.)  
\_What would you do if you won a lot of money?\_
2. (Your friend's car has never been stolen but perhaps one day it will be.)  
What ---
3. (Perhaps one day your friend will lose his/her passport.)
4. (There has never been a fire in the building.)

3. Answer the questions in the way shown.

1. A: Shall we catch the 10.30 train?  
B: No. (arrive/too early) \_If we caught the 10.30 train, we'd arrive too early.\_
2. A: Is Ken going to take the examination?  
B: No. (fail) If he ---
3. A: Why don't we stay at a hotel?  
B: No. (cost too much money) If ---
4. A: Is Sally going to apply for the job?  
B: No. (not/get it) If ---
5. A: Let's tell them the truth.  
B: No. (not/believe us) If ---
6. A: Why don't we invite Bill to the party?  
B: No. (have to invite his friends too)

4. Use your own ideas to complete these sentences.

1. If you took more exercise, \_you'd feel better.\_
2. I'd feel very angry if ---
3. If I didn't go to work tomorrow ---
4. Would you go to the party if ---
5. If you bought some new clothes
6. Would you mind if ---

5. Put the verb into the correct form.

1. If I \_knew\_ his number, I would phone him. (know)
2. I \_wouldn't buy\_ that coat if I were you. (not/buy)
3. I --- you if I could, but I'm afraid I can't. (help)
4. We would need a car if we --- in the country. (live)
5. If we had the choice, we --- in the country. (live)
6. This soup isn't very good. It --- better if it wasn't so salty. (taste)
7. I wouldn't mind living in England if the weather --- better. (be)
8. If I were you, --- (not/wait). I --- now. (go)

9. You're always tired. If you --- to bed so late every night, you wouldn't be tired all the time.  
(not/go)
10. I think there are too many cars. If there --- so many cars (not/be), there --- so much pollution.  
(not/be)

## 2. Кейс-задача.

### Hands on Miami

"We make a living by what we get, but we make a life by what we give," said Winston Churchill. To the people at Hands on Miami, this is a creed to live by.

"For me, it is about trying to make a difference in my community," said Pat Morris, former CEO of Hands on Miami, a volunteer organization dedicated to making Miami a better place to live. "Giving to others," said Morris, "often comes back to you many, many times."

Morris helped found Hands on Miami (HOM) to create a userfriendly approach to community service. HOM's new method involves making it easy for volunteers to participate regardless of their hectic schedules. Projects take place outside traditional work hours, and flexible time commitments permit volunteers to serve once a week, once a month, or whenever they can.

Hands on Miami partners with schools, social service organizations, and environmental organizations to offer more than 80 service opportunities each month. This gives thousands of Miamians the chance to make a difference in their community. Volunteers can spend a morning delivering care packages to AIDS patients in a local hospital, an afternoon planting native vegetation to restore natural beauty and ecosystems, or an evening reading bedtime stories to children at an emergency shelter. What's distinctive about HOM's program is that it makes community service accessible to anyone regardless of schedule. Because volunteerism is essential to enriching a community's well-being, most HOM projects are team based and take place in the evenings and on weekends, making it easy for busy people to give back to the community. HOM's hallmark flexible volunteering program has been a resounding success.

In addition to organizing volunteers, HOM acts as a consultant on a fee-for-service basis to design volunteer opportunities to meet a company's particular needs. Carnival Cruise Lines and other local companies often use the expertise of HOM in planning their own volunteer programs. Corporate donors provide further assistance by sponsoring big events such as Hands on Miami Day.

As CEO, Pat Morris used persuasion to keep his staff energized, motivated, and organized. He had to be persuasive in reaching out to corporate donors to persuade them to send volunteers to participate in Hands on Miami programs. He also had to sway corporations to sponsor events with cash contributions. Persuasion is a large part of the leadership role at Hands on Miami, as well as in every organization.

## Critical Thinking

- Persuasion is vital to the CEO at Hands on Miami. Who must the CEO effectively persuade to ensure the success of the organization?
- In your own career, when might you find it necessary to be persuasive?
- From your experience, what techniques are effective or ineffective in persuading others to accept your views?

<http://www.handsonmiami.org>

## Тема 10. Market research (Исследование товарного рынка)

### 1. Практические задания.

1. In this exercise you have to explain what some words mean. Choose the right meaning from the box and then write a sentence with who. Use a dictionary if necessary.

he/she steals from a shop

he/she designs buildings

he/she doesn't believe in God

he/she is not brave

he/she buys something from a shop

he/she pays rent to live in a house or flat

he/she breaks into a house to steal things

he/she no longer works and gets money from the state

1. (an architect) \_Architect is someone who designs buildings.\_

2. (a burglar) \_A burglar is someone ---.

3. (a customer) ---.

4. (a shoplifter) ---.

5. (a coward) ---.

6. (an atheist) ---.

7. (a pensioner) ---.

8. (a tenant) ---.

2. Make one sentence from two. Use who/that/which.

1. A girl was injured in the accident. She is now in hospital.

\_The girl who was injured in the accident is now in hospital. \_

2. A man answered the phone. He told me you were away.

The man ---.

3. A waitress served us. She was very impolite and impatient.

The ---.

4. A building was destroyed in the fire. It has now been rebuilt.

---.

5. Some people were arrested. They have now been released.

The ---.

6. A bus goes to the airport. It runs every half hour.

---.

3. Complete the sentences. Choose the most suitable ending from the box and make it into a relative clause.

he invented the telephone

she runs away from home

hey are never on time

they were on the wall

it makes washing machines

it gives you the meaning of words

it won the race

they stole my car

it can support life

it cannot be explained

1. Barbara works for a company \_that makes washing machines.\_

2. The book is about a girl ---.

3. What was the name of the horse ---.

4. The police have caught the men ---.

5. Alexander Bell was the man ---.

6. What's happened to the pictures ---.

7. A mystery is something ---.

8. A dictionary is a book ---.

9. I don't like people ---.

10. It seems that Earth is the only planet ---.

## 2. Кейс-задача.

### “Passengers” Enjoy Creature Comforts With Pet Airways

Jack Russell terrier, may have inspired a nifty business idea and helped Dan Wiesel and Alysa Binder launch a successful enterprise, Pet Airways. The unique start-up is the first pet-only carrier, transporting cats and dogs (more animals are to follow) between regional airports in nine major U.S. cities. The company’s three Beech 1900 aircraft, reliable 19-passenger turboprop planes, were modified to accommodate up to 50 four-legged travelers. One-way fares start as low as \$150 and average about \$250. Most customers of Pet Airways are pet owners going on vacation or relocating; others include rescue and adoption missions and organizers of animal shows. Typically, business owners preface the big step of starting a company with research. In most cases they must then raise capital. To accomplish this difficult task, they need to persuade potential investors and banks that their proposed venture, usually presented in a business plan, is worthy of support and economically viable. Like many pet owners, Dan and Alysa were unhappy with commercial airlines’ treating their precious dog like baggage or, recently reclassified, as cargo on commercial flights. If Fido or Fluffy doesn’t fit into a pet crate stowed under a passenger seat in the main cabin, the critter is banned to the cargo section, a potentially terrifying, uncomfortable, even deadly place for a pet. Each year animals freeze to death, are lost, or die from a lack of cabin pressure en route. Only since 2005 are airlines required to report injuries, losses, and deaths of companion animals. At the same time, commercial and private transport of live animals is a multimillion-dollar business for the major airlines.

This is how the husband-and-wife team describes the origins of their pet enterprise: “Of course, there’s one thing Zoe is certainly not, and that’s cargo. As we’re fond of telling our neighbor Janet, her boxer Samson isn’t Samsonite, and she agreed. In fact, we met lots of neighbors, friends, and even complete strangers who felt exactly the same way.” The couple relied on their consulting and business experience and wondered: “Instead of trying to convince the human airlines to treat pets better, why not start up an airline just for pets?” The response, so far, has been overwhelming. The secret? Dan and Alysa write on the company Web site: “You see, on Pet Airways, your pets aren’t packages; they’re ‘passengers.’ And every step of the journey, we’ll take care of them as if they were our own. Because that’s exactly the way we’d want Zoe to be treated.”

Although quizzing friends and neighbors does not qualify as a representative sample in empirical research, it could lead in the right direction and accurately reflect what a greater sample of the population may want or believe. Observation has many limitations; nevertheless, it can be applied effectively in primary research, as this chapter shows.

Hatching a brilliant business idea is only the start. To make generalizations and predictions and to secure funds, entrepreneurs need solid data.

### Critical Thinking

- Why might a U.S. airline dedicated strictly to traveling pets be an easy sell to the public? Why might it not be?
- Today’s entrepreneurs have many technological resources at their disposal to do research and spread the news when launching a new business. What channels may Dan Wiesel and Alysa Binder have used to explore their business idea and to find potential customers?
- To hear Dan Wiesel and Alysa Binder tell it on their Web site, before launching Pet Airways, they apparently relied a great deal on anecdotal evidence, a very limited empirical research method. Do you think an entrepreneur’s hunch is enough on which to start a business?

<http://petairways.com/>

## Тема 11. Investment (Инвестирование).

### 1. Практические задания.

1. Yesterday you met a friend of yours, Charlie. Here are some of the things Charlie said to you:
  1. I'm living in London now.
  2. My father isn't very well.
  3. Sharon and Paul are getting married next month.

4. Margaret has had a baby.
5. I don't know what Fred is doing.
6. I saw Helen at a party in June and she seemed fine.
7. I haven't seen Diane recently.
8. I'm not enjoying my job very much.
9. You can come and stay at my flat if you are ever in London.
10. My car was stolen a few weeks ago.
11. I want to go on holiday but I can't afford it.
12. I'll tell Ann I saw you.

Later that day you tell another friend what Charlie said. Use reported speech.

1. \_Charlie said that he was living in London now.\_
2. He said that ---
3. He ---
4. ---
5. ---
6. ---
7. ---
8. ---
9. ---
10. ---
11. ---
12. ---

2. Somebody says something to you which is the opposite of what they said before. Write a suitable answer beginning I thought you said ....

1. A: That restaurant is expensive.  
B: is It? \_I thought you said it was cheap.\_
2. A: Ann is coming to the party tonight.  
B: Is she? I thought you said she ---
3. A: Ann likes Paul.  
B: Does she? I thought ---
4. A: I know lots of people.  
B: Do you? I thought you said you ---
5. A: I'll be here next week.  
B: Will you? ---
6. A: I'm going out this evening.  
B: Are you? ---
7. A: I can speak a little French.  
B: Can you? ---
8. A: I haven't been to the cinema for ages.  
B: Haven't you? ---

3. Here are some things that Ann said to you:

I've never been to the United States.  
I don't have any brothers or sisters.  
Dave is lazy.  
I don't like fish.  
I can't drive.

Jane is a friend of mine  
I'm working tomorrow evening.  
Jane has a very well-paid job.

But later Ann says something different to you. What do you say?

1. Dave works very hard.  
\_But you said he was lazy. \_
2. Let's have fish for dinner.
3. I'm going to buy a car.
4. Jane is always short of money.
5. My sister lives in London.
6. I think New York is a fantastic place.
7. Let's go out tomorrow evening.
8. I've never spoken to Jane.

## 2. Кейс-задача.

### Writing Winning Proposals at Raytheon

It was a sunny November morning in Southern California. The director of operations at Raytheon Company's Santa Barbara business unit stood in front of an audience of about 20 engineers and managers—the individuals selected by management to write a proposal for the Aerosol Polarimetry Sensor on the National Polar-Orbiting Operational Environmental Satellite System. He began by telling them, “The request for proposal (RFP) has finally arrived. I know that many of you have been thinking about how to win this contract for more than a year. Now it's time to turn that thinking into words—time to write the proposal!” He then introduced the proposal volume managers. They would be directing most of the team's writing efforts. Finally, he identified the proposal team's newest member, Dr. Mark Grinyer, a Raytheon proposal specialist who had been asked to write the vitally important executive summary volume.

He closed with a final comment: “Remember, everyone, we're on the clock now. We've got less than 60 days to build a winning proposal for almost \$100 million in new business.”

As Dr. Grinyer listened, he thought, “It'll be a busy holiday season.” Such schedules, however, are typical for aerospace industry proposals. Several companies were competing for this contract, and only one proposal would win.

A leading aerospace company, Raytheon is a Fortune 500 giant with about 75,000 employees worldwide. Most are technicians, engineers, scientists, and managers involved in high-technology military and government programs. Raytheon's Remote Sensing business unit in Santa Barbara specializes in high-quality electro-optical sensor systems for weather satellites and other space-based vehicles. The company's sensors on weather satellites provide images seen on TV every day and enable quality weather predictions around the world.

Like most aerospace companies, Raytheon's success depends on its ability to produce winning proposals selling complex systems that involve many disciplines. High-tech companies use a structured proposal development process. This process enables teams of employees who are neither professional writers nor proposal experts to work together, often under pressing time constraints. Their goal is to develop winning proposals against tough competition.

### Critical Thinking

- Why are proposals vitally important to a company like Raytheon?
- How are proposals written at Raytheon similar to and different from proposals or long reports written by students?
- How can team members maintain consistency and meet deadlines when writing important, time-constrained, multivolume documents such as this proposal?

<http://www.raytheon.com>

## Тема 12. Ethics (Этика делового общения).

### 1. Практические задания.

1. Put the verb into the correct form.
  1. I didn't know you were in hospital. If I'd known (I/know), I would have gone (I/go) to visit you.

2. Ken got to the station in time to catch his train. If, --- (he/miss) it --- (he/be) late for his interview.
3. It's good that you reminded me about Ann's birthday. --- (I/forget)if --- (you/not/remind) me.
4. Unfortunately, I didn't have my address book with me when I was in New York. If --- (I/have) your address, --- (I/send) you a postcard.
5. A: How was your holiday? Did you have a nice time?  
B: It was OK, but --- (we/enjoy) it more if --- (the weather/be) better.
6. I took a taxi to the hotel but the traffic was very bad. --- (it/be) quicker if --- (I/walk).
7. I'm not tired. If --- (I/be) tired, I'd go home now.
8. I wasn't tired last night. If --- (I/be) tired, I would have gone home earlier.

2. Write a sentence with if for each situation.

1. I wasn't hungry, so I didn't eat anything.  
\_If I'd been hungry, I would have eaten something.\_
  2. The accident happened because the driver in front stopped so suddenly.  
If the driver in front ---
  3. I didn't know that George had to get up early, so I didn't wake him up.  
if I ---
  4. I was able to buy the car only because Jim lent me the money.
  5. Margaret wasn't injured in the crash because she was wearing a seat belt.
  6. You didn't have any breakfast - that's why you're hungry now.
  7. I didn't get a taxi because I didn't have any money on me.
3. Imagine that you are in these situations. For each situation, write a sentence with I wish ...
1. You've eaten too much and now you feel sick.  
You say: \_I wish I hadn't eaten so much.\_
  2. There was a job advertised in the newspaper. You decided not to apply for it. Now you think that your decision was wrong.  
You say: I wish I ---
  3. When you were younger, you didn't learn to play a musical instrument. Now you regret this.  
You say: ---
  4. You've painted the gate red. Now you think that it doesn't look very nice.  
You say: ---
  5. You are walking in the country. You would like to take some photographs but you didn't bring your camera.  
You say: ---
  6. You have some unexpected guests. They didn't tell you they were coming. You are very busy and you are not prepared for them.  
You say (to yourself): ---

## 2. Кейс-задача.

### Being Proactive Lessens Bad-News Nightmares at Southwest Airlines

Delayed flights, mishandled baggage, and passengers stranded on tarmacs are among the many nightmares of today's flyers. One carrier, however, leads the industry with the fewest consumer complaints. Southwest Airlines takes a proactive approach, giving its customers timely and regular updates—even when the news is bad. An ice storm caused a several-hour delay on a flight leaving St. Louis. Southwest flight attendants and pilots walked through the plane regularly, answering passengers' questions and providing information on connecting flights. Passengers on that flight were pleasantly surprised when vouchers for free round-trip flights arrived a few days later. The vouchers were accompanied by a letter from the airline apologizing for the inconvenience.

Such practices are the norm for Southwest. The Dallas-based discount airline—known for its low fares, lack of frills, and efficient service—has become a powerful brand in a competitive industry

since its humble beginnings in 1971. Founders Rollin King and Herb Kelleher had a unique vision for their new company: Get passengers where they want to go, on time, at the lowest price—and make flying fun for both employees and passengers.

Their formula worked. Today, Southwest is the largest carrier in the United States based on domestic departures. It currently operates more than 3,100 flights a day and has nearly 35,000 employees. Whereas other airlines are struggling and adding baggage and fuel fees, Southwest remains profitable and prides itself on its theme of “Fees Don’t Fly With Us.”

High satisfaction ratings have won Southwest a spot on BusinessWeek’s ranking of the country’s 25 best customer service providers. Like its peers, however, Southwest has its share of problems.irate customers complain about lost baggage, weather delays, and canceled flights. The difference is its response strategy. Fred Taylor, senior manager of proactive customer communications, tracks operating disruptions across the organization. He meets daily with department representatives to discuss possible problems and develop strategies to minimize difficulties before they happen. Capitalizing on social media, Southwest uses Twitter to send tweets with chatty trivia as well as travel updates and official announcements.

Regardless of his proactive efforts to minimize customer complaints, Taylor still must respond occasionally to disappointed customers. Delivering bad news and responding to customer complaints are major responsibilities of his job.

### **Critical Thinking**

- Suppose you applied for a job that you really wanted, but the company hired someone else. To notify you of the bad news, the company sends a letter. Should the letter blurt out the bad news immediately or soften the blow somewhat?
- What are some techniques you could use if you have to deliver bad news in business messages?
- What goals should you try to achieve when you have to give disappointing news to customers, employees, suppliers, or others on behalf of your organization?

## **Перечень вопросов и заданий, выносимых на дифференцированный зачёт**

### **Тест для промежуточной аттестации (зачет с оценкой) за 5 семестр**

#### **1. Insert prepositions where necessary:**

1. Our letter dated ... the 5<sup>th</sup> May was sent ... air-mail ... reply ... your telegram ... the same date.
2. We acknowledge the receipt ... your letter ... the 15<sup>th</sup> ... October ... which we thank you.
3. The m.v. “Neva” will arrive ... Odessa ... the 23<sup>d</sup> ... December.
4. Please inform us ... your decision immediately.
5. We will write ... you ... this question ... receipt ... your Catalogue.
6. We are obliged ... your letter ... yesterday’s date ... which you sent us your catalogue ... Compressors.
7. This firm has been dealing ... timber ... twenty years.
8. Please let us know ... what price you could sell ... us 300 tons ... rubber.
9. We are sending ... you some samples ... the goods you are interested ...
10. We shall be glad to know ... what terms we could buy ... you the following goods required ... us.
11. We have no publications ... the types ... machines ... which you refer ... your enquiry.
12. We are sending you ... your information a copy ... a letter which we have written ... Messrs. Smith & Co.
13. Please send ... us ... duplicate all publications you have ... this question.
14. ... compliance ... your request we are sending you our new catalogue ... Compressors.
15. We are indebted ... the Russian Chamber ... Commerce ... your name and address.

16. We have pleasure ... sending you ... triplicate our Brochure No.126 containing a description ... our range ... Gas Turbines.
17. ... reference ... your letter ... the 15<sup>th</sup> May we are sending you, ... separate cover, the shipping documents relating ... the m.v. "Krasnovodsk".
18. We regret to advise you that ... present these instruments are not available ... sale.
19. We have marked ... X the types ... machines which may be ... interest ... us and would like to receive ... you their description ... duplicate.
20. Please inform us ... cable ... what price you could offer us 200 tons ... Copper.
21. According ... the information received ... us, the vessel will arrive ... St.Petersburg ... the 15<sup>th</sup> September.
22. We are quoting you the price ... \$5 ... ton subject ... your accepting the offer ... full ... five days ... today.
23. The goods were offered ... engagement ... the part ... the Sellers.
24. We request you to indicate the time ... which your offer will remain open ... acceptance.
25. We regret to state that our clients are not satisfied ... the quality ... the samples sent ... you.
26. We shall be obliged if you will quote us ... 100 tons of Rubber.
27. Please cable ... us your price ... a cargo ... 8,000 tons ... Manganese Ore.
28. We would ask you to make ... us an offer ... 500 bales ... Cotton ... immediate shipment.
29. Shipment will be made ... Odessa ... five weeks ... receipt ... your order.
30. Our representative will call ... you ... five o'clock tomorrow.
31. The goods could be shipped ... October or November ... our option.
32. We can supply you ... these goods ... the price ... \$25 ... ton ... 1,016 kilograms c.i.f. Manchester.
33. ... accordance ... our contract you are to pay ... the goods ... cash ... shipping documents.
34. The goods are to be shipped ... the 31<sup>st</sup> May ... the latest. 2 (115)

## 2. Fill in the missing words:

a) We have been ... your name ... our associates ... Howard & Co ... Carlisle, who ... us that you have been ... them with stationery ... a number of years.  
 There is a ... demand ... these goods here and we believe we could ... large orders ... you if your ... are competitive.  
 ... you please send us your illustrated ... together with your ... list and details of your ... of business.

We look forward to ... .. you. (18)

b) Thank you ... your ... .. 16 November, ... which you enquire ... toys imported ... Hong Kong. We are ... to hear that there is a ... for goods ... this type ... Northern Ireland.  
 We are ... our price list and terms of ..., and our catalogue has already been ... ..separate post.

As you will notice, our prices are extremely ..., and since we hold large ... of all models ... all times, we can promise delivery ... a week ... receipt ... orders.

We hope to ... from you soon and ... forward ... .. business ... you. (25)

## 3. Translate the following expressions from English into Russian:

1. further to our conversation
2. relations of mutual benefit
3. a firm offer
4. to meet orders of over 1000 sweaters
5. quantity discount
6. brisk turnover
7. payment for collection

8. to revoke an offer
9. to be valid 60 days from the date of this letter
10. to be subject to variation without notice
11. in accordance with market fluctuations
12. the offer remains open for acceptance

**4. Underline and state the form of the Infinitive. Translate the sentences:**

1. I am so sorry to have taken so much of your time.
2. It all sounds too good to be true.
3. I didn't come here to be shouted at.
4. The plan will be discussed at the meeting to be held on May 25.
5. It is nice to be sitting here.
6. He is too lazy to have read books in the original.
7. For about ten days we seemed to have been living on nothing but cold meat.
8. The problem is too complicated to have been solved.
9. The captain ordered the cases to be loaded.
10. The delegation is reported to have left Moscow.

**5. Use the appropriate form of the Infinitive:**

1. He hated (to bother) with trifling matters.
2. How fortunate he is (to travel) all over the world.
3. Let's go and see the place. You will be sorry later (to miss) it.
4. If there is to be a vacancy I would like to be the one (to offer) the job.
5. They were among the last (to arrive).
6. The Nuremberg trial was the biggest international trial ever (to hold).
7. We seem (to fly) over the sea for quite a time and there is yet no land (to see).
8. I knew them (to be) right.
9. Look! They seem (to quarrel).

**6. Paraphrase the following sentences using the appropriate Infinitive construction:**

1. The Court declared that the book was obscene (непристойный).
2. It is known that he has a large collection of pictures.
3. It can't be considered that the results of the experiment are bad.
4. Everyone knew that he was a man of integrity.
5. It was reported that the ship had arrived in Odessa.
6. It seems that there is a great difference between these two samples.
7. We saw that she entered the room.
8. She explained everything. It was not difficult.
9. I'm waiting when you'll come.
10. He couldn't tell you the truth. Your attitude made it difficult.

**Тест для промежуточной аттестации (зачет с оценкой) за 6 семестр**

**1. Read the newspaper article. Underline the correct form of the verb *in italics*.**

The telecoms regulator Oftel (1) *has released/ has been released* figures showing that broadband (2) *is taking up/ is being taken up* rapidly by British households and business. The statistics, which (3) *published/ were published* yesterday, (4) *show/ are shown* that over 30,000 subscribers a week (5) *are turning/ are being turned* to high speed Internet services. The main advantage of broadband is that files (6) *can download/ can be downloaded* by users up to 40 times faster than with a dial up modem, and the connection (7) *can leave/ can be left* open all the time. Broadband services (8) *have reached/ have been reached* most major towns and cities, but customers in more

remote areas (9) *do not know/ are not known* whether the phone lines in their areas (10) *will upgrade/ will be upgraded*.

(10 marks)

**2. Re-write the following sentences so that they have the same meaning.**

1. A local firm is redecorating our offices.  
Our offices \_\_\_\_\_ a local firm.
2. They grow a lot of the world's tea in India.  
A lot of \_\_\_\_\_ in India.
3. I'll have the interview conducted by my assistant.  
I'll get \_\_\_\_\_ the interviews.
4. His suits are all made in Savile Row.  
He has \_\_\_\_\_ in Savile Row.
5. Two brothers founded the company in 1896.  
The company \_\_\_\_\_ in 1896.
6. Nobody has paid the bill yet.  
The bill still \_\_\_\_\_.
7. They reorganized the department last year.  
The department \_\_\_\_\_ last year.
8. An Italian designer updated our winter range.  
We had \_\_\_\_\_ by an Italian designer.
9. You will be collected from the airport.  
Someone \_\_\_\_\_ from the airport.
10. I'll ask Accounts to send you another copy of the invoice.  
I'll have \_\_\_\_\_ another copy of the invoice.

(10 marks)

**3. Complete the sentences by putting the verbs in brackets into the first or the second conditional.**

1. If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (ring) them and see what's happened to the order.
2. I'm worried that unless sales \_\_\_\_\_ (improve), they \_\_\_\_\_ (close) the factory.
3. I've had a long career in the law, but if I \_\_\_\_\_ (have) the chance to start all over again, I \_\_\_\_\_ (study) medicine.
4. Take the receipt with you – if you \_\_\_\_\_ (not/have) one, they \_\_\_\_\_ (not/give) you your money back.
5. What products \_\_\_\_\_ (you/develop) if you \_\_\_\_\_ (be) the head of a company.

(5 marks)

**4. Complete the dialogue. Fill in the blanks with *a/an*, *the* or *0* (no article).**

A: How long have you been in engineering?

B: About twenty years. Just after I graduated, I went to work for (1)\_\_\_small company in (2)\_\_\_Lille.

A: So you haven't always been your own boss?

B: No – I worked there for about five years, but then (3)\_\_\_ company got into trouble and closed down. I had to find (4)\_\_\_new job, and decided to set up (5) business of my own. Now we have one hundred employees and specialize in projects in (6)\_\_\_Middle East, and it's those projects that are (7) \_\_\_\_\_ most valuable to us.

(7 marks)

**5. Re-write these sentences by filling in the gaps.**

1. "Please don't smoke in front of the customers", he said to me.  
He asked \_\_\_\_\_ in front of the customers.
2. It's an American company, but I had no idea.  
I had no idea \_\_\_\_\_ an American company.
3. "I've been working very hard all week", she said to me.  
She told me \_\_\_\_\_ very hard all week.
4. "Don't send those invoices out without checking them," my supervisor said to me.  
My supervisor told me \_\_\_\_\_ the invoices out without checking them.
5. "I haven't had much experience of retail," he told the interviewer.  
He told the interviewer that he \_\_\_\_\_ much experience of retail.
6. "I'm calling on behalf of SGE Electronics", the man said.  
The man said \_\_\_\_\_ on behalf of SGE Electronics.
7. "I don't want the job," I said to them.  
I told them \_\_\_\_\_ the job.
8. Maria told me they had given her a pay rise.  
Maria said to me: "They \_\_\_\_\_ a pay rise".
9. Last week Jack said: "I'm seeing Angela tomorrow."  
Last week Jack told me \_\_\_\_\_ day.
10. He said he was afraid he couldn't come to the meeting.  
He said to me: "I'm afraid \_\_\_\_\_ to the meeting."

(10 marks)

**6. In each of the following sentences, choose the correct answer.**

1. The files aren't here – I \_\_\_\_\_ them back at the office.  
a) may leave; b) must be leaving; c) should have left; d) must have left.
2. If the meeting goes well, they \_\_\_\_\_ award us the contract.  
a) ought; b) shall; c) need; d) might.
3. I haven't seen Simone for ages – she \_\_\_\_\_ in a different department.  
a) should work; b) needn't have worked; c) must be working; d) ought to have been working.
4. It's a pity we sold the shares when we did - we \_\_\_\_\_ them for another couple of months.  
a) should keep; b) should be keeping; c) should have kept; d) should have been keeping.
5. Sorry, but \_\_\_\_\_ you give me a hand with these boxes? They're very heavy.  
a) might; b) may; c) would; d) shall.
6. He worked until 10 p.m. and \_\_\_\_\_ finish the proposal in time.  
a) managed to; b) was able; c) could; d) succeeded.
7. We had to get an interpreter in Japan because none of us \_\_\_\_\_ speak Japanese.  
a) knew; b) were able; c) could; d) succeeded.
8. We were lucky that the security guard put out the fire in time – we \_\_\_\_\_ the whole warehouse.  
a) were able to lose; b) managed to lose; c) could lose; d) could have lost.
9. The CEO is confident that we will \_\_\_\_\_ increase sales by 10% next year.  
a) can; b) ought; c) be able to; d) manage.
10. We \_\_\_\_\_ them the reminder on Monday morning because the cheque arrived in the post that afternoon.  
a) needed to send; b) needn't send; c) needed to have sent; d) needn't have sent.

(10 marks)

**7. Complete the following text. Put the verbs into the past simple or the present perfect.**

James Dyson, one of the UK's most successful inventors, began his career when he (1)\_\_\_\_(be) a student at the Royal College of Art. He (2)\_\_\_\_(launch) the Sea Truck in 1970, and a few days later he (3)\_\_\_\_(think) up the award-winning Ballbarrow.

In 1978, he (4)\_\_\_\_(build) a new kind of machine for removing dust, and this (5)\_\_\_\_(lead) to the idea of a new kind of vacuum cleaner. It (6)\_\_\_\_(take) him 15 years to finish, but when the first DCo1 vacuum cleaner (7)\_\_\_\_(come) out in 1993, it (8)\_\_\_\_(become) an instant success.

Dyson's company is inventing products all the time, and they (9)\_\_\_\_(just/develop) a new kind of washing machine which (10)\_\_\_\_(already/have) considerable commercial success.

(10 marks)

**8. Put the verbs in brackets into the past simple, the past continuous or past perfect.**

1. I \_\_\_\_\_(not/pay) the cheque in because the bank \_\_\_\_\_(already/shut) by the time I got there.
2. Anya \_\_\_\_\_(not/pick up) the phone because she \_\_\_\_\_(deal) with another customer when it rang.
3. While I \_\_\_\_\_(travel) in South America, I \_\_\_\_\_(get) the idea for my new business venture.
4. I \_\_\_\_\_(take) the car to the garage this morning, because it....(make) a strange noise.
5. They \_\_\_\_\_(still/ not/ pay) their bill, so we \_\_\_\_\_(send) them a second reminder.
6. When I \_\_\_\_\_(reach) the airport, the flight \_\_\_\_\_(already/close), so I waited for the next one.
7. Jason \_\_\_\_\_(be) worried about last week's presentation because he \_\_\_\_\_(not/prepare) his talk.
8. Sheila was very happy when I last \_\_\_\_\_(see) her because she \_\_\_\_\_(just/get) a raise.
9. He \_\_\_\_\_(lose) his passport while he \_\_\_\_\_(travel) to the conference.
10. While I \_\_\_\_\_(check) the figures, I \_\_\_\_\_(notice) a couple of mistakes.

(10 marks)

**9. Change the verbs in brackets using will (e.g. *he'll work*) or going to (e.g. *he's going to work*).**

1. A: Did I see Cathy driving into town just now?  
B: Yes, she....(get) some cash from the bank.
2. A: I need to see the price list soon – today if possible.  
B: Ok – give me your address and I .... (email) it to you now.
3. A: I'm afraid that we've sold out of the green folders.  
B: I see – Ok, I ... (take) the blue ones instead.
4. A: Are you sure to get your money back?  
B: yes – the guarantee says that they ... (give) you a refund at any time for any reason.
5. A: Have you seen their new plan for the Sports Centre?  
B: No – What .... (they/do)?

(5 marks)

**10. Fill the gaps with the suitable words.**

Thank you for your enquiry (1)... of March 20, 2007 in which you inform us that you are (2)... in purchasing the Model R 800 computers from us. We (3) ... with this letter all particulars concerning technical characteristics of this model.

We are (4) ... to inform you that we are able to meet your quantity requirements and offer you three computers (5) ... the price of 100\$ (6) ... unit. The price includes packing. We can promise (7) ... in two months if you (8)... you order immediately. We hope you will be able to accept our (9).... We look (10) ... to establishing business with you.

(10 marks)

**11. Put the parts of the letter in correct order**

a) Thank you for your letter. I am afraid that we have a problem with your order. Unfortunately, the manufacturers of the part you wish to order have advised us that they cannot supply it until November. Would you prefer us to supply a substitute, or would you rather wait until the original parts are again available?

b) 6 Pine Estate, Bedford Road, Bristol, UB28 12BP  
Telephone 9036 174369 Fax 9036 36924

c) 6 August 2005

d) I look forward to hearing from you.

Yours sincerely,  
Simon Tramp  
Sales Manager

e) James Sawyer, Sales Manager, Electro Ltd, Perry Road Estate,  
Oxbridge UN54 42KF.

f) Dear Mr. Sawyer,

(6 marks)

**Write out:**

- 1) the addressee
- 2) the ZIP Code in the mailing address
- 3) the town the letter comes from
- 4) the addressee's company name
- 5) the street name in the mailing address
- 6) the ZIP Code in the return address

(6 marks)

.....

We are a large record store in the centre of Manchester and would like to know more about the CDs and DVDs you advertised in last month's edition of *Hi Fi*. Could you tell us if the products are leading brandnames, or made by small independent companies, and if they would be suitable for recording classical music, games and video? We would appreciate it if you send us some samples.

.....

**Define the type of the letter?**

- 1) enquiry / request
- 2) order
- 3) claim
- 4) offer

(1 mark)

**Таблица 9 – Примеры оценочных средств с ключами правильных ответов**

№ п/п	Тип задания	Формулировка задания	Правильный ответ	Время выполнения (в минутах)
<b>Код и наименование проверяемой компетенции</b> <b>УК-4 способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</b>				
1.	Задание закрытого	Complete the job advertisement using these words: dynamic, full-time, references,	1. applications 2. full-time	8-10

№ п/ п	Тип задания	Формулировка задания	Правильный ответ	Время выполнени я (в минутах)
	типа	enthusiastic, applications:  (1) ... are invited for the post of Sales Assistant. This is a (2) ... position requiring an (3) ... and (4) ... person with excellent communication skills. Interviews will be held on June 20. Please supply two (5) ....	3.enthusiastic 4. dynamic 5. references	
2.		Number the telephone conversation in the correct order: A) No, I'm afraid not. Can I take a message? B) So, that's 0044 364 7854. I'll make sure he gets it. Bye. C) I'm sorry, he's in a meeting. D) Good morning, Paradise Marketing. E) Hold on a moment. I'll just get a pen. Go ahead. F) Do you know when he'll be free? G) I'd like to speak to Malcolm Peters, please. H) Yes, please. I) Please tell him Dariusz called. Can he call me back on 0044 364 7854?	1-D 2- G 3-C 4-F 5-A 6-H 7-E 8-I 9-B	10-12
3.		Choose the correct answer: Your offer was very high and I ... say, I was disappointed. a. must b. must to c. can	a	1
4.		Rewrite the sentence correctly: Would you mind telling me what do you think of the shopping mall?	Would you mind telling me what you think of the shopping mall?	1
5.		Cross out the incorrect collocation for the verb: to negotiate: a deal, an innovation, pay and conditions	an innovation	1
6.	Задание открытого типа	Write a short letter to the enrolments secretary at MPM training international for information about their training courses. "Intensive training in: -sales - effective communication -successful job interviews Join us at our training centre in the beautiful countryside surroundings. Only 15 minutes from the M5. For our brochure and full details of courses write to: MPM training international, the Oaks, Moreton, Worcestershire W07 4JB UK" In your letter use the following phrases: I am writing in response to...	Dear Sir/madam I am writing on response to your advertisement in .... Please could you send me a brochure and details of all your business training courses. I am currently	15

№ п/ п	Тип задания	Формулировка задания	Правильный ответ	Время выполнени я (в минутах)
		<p>Please could you send me ...</p> <p>I am currently ...</p> <p>I would be interested to know ...</p> <p>I look forward to ...</p>	<p>working as a temporary receptionist but would like move into sales in the future. I would also be interested to know about accommodation and public transport to the centre.</p> <p>I look forward to hearing from you.</p> <p>Yours faithfully.</p>	
7.		Write three or more questions to ask your partner about past, present or future.	<p>1. What was your favourite subject at school?</p> <p>2. What do you usually do at weekends?</p> <p>3. What are you going to do in 10 years?</p>	3
8.		Write a short job description. It might be your real job, a job you'd like to do in the future or a "dream" job.	<p>Every day is different.</p> <p>Because I own a variety of businesses with different products and services it means on one day I am thinking about a new venture and on another day I am dealing with managers and any day-to-day issues that have come up.</p>	15

№ п/ п	Тип задания	Формулировка задания	Правильный ответ	Время выполнени я (в минутах)
			I often feel stress but I need it. Pressure makes the job exciting. But my wife worries. She says I am going grey too early in my life.	
9.		Complete the sentences about your country (or a country you know well). Make one sentence untrue. This country has lots of ... All the people ... This country doesn't have many ... Every town has a ...	This country has lots of natural resources. All the working people pay taxes. This country doesn't have many neighbours. Every town has a coat of arms.	5
10.		Imagine you work for a supermarket. Think of a name for it. Your job is to convince customers to use the supermarket's loyalty card. Prepare what you will say to the customers.	We want to offer you a loyalty card of our Golden apple shop. Take it today and we will give you 50 extra points absolutely free. By this time next year, you will wonder why you shopped anywhere else. Just fill in the form with your name and sign the back of your Golden	10

№ п/ п	Тип задания	Формулировка задания	Правильный ответ	Время выполнения (в минутах)
			apple card now!	

Полный комплект оценочных материалов по дисциплине (модулю) (фонд оценочных средств) хранится в электронном виде на кафедре, утверждающей рабочую программу дисциплины (модуля), и в Центре мониторинга и аудита качества обучения.

#### **7.4. Методические материалы, определяющие процедуры оценивания результатов обучения по дисциплине (модулю)**

По итогам каждого семестра в рамках действующей балльно-рейтинговой системы студент может получить от нуля до ста баллов, либо быть отмеченным как не явившийся на экзамен (зачёт) в случае неявки.

На каждом занятии преподаватель оценивает аудиторную работу каждого студента и каждое представленное студентом задание в рамках самостоятельной работы холистически, учитывая три ключевых параметра: решение коммуникативной задачи; организацию и структуру работы; языковое лексико-грамматическое, орфографическое и орфоэпическое оформление работы. Преподаватель также вправе учитывать и другие параметры, такие, презентационные и ораторские навыки студента, артистичность презентации выполненной работы, внешнее оформление работы (наличие иллюстраций, графиков, диаграмм, наличие/отсутствие записок, оговорок, излишних пауз, помарок, подчисток и т.д.), принятие на себя роли лидера (наставника) при совместной работе с другими студентами и др.

**Таблица 10 – Технологическая карта рейтинговых баллов по дисциплине (модулю)**

№ п/п	Контролируемые мероприятия	Количество мероприятий / баллы	Максимальное количество баллов	Срок представления
<b>Основной блок</b>				
1.	Посещение занятия без опозданий	1 балл в день	18 баллов	По расписанию
2.1	Активное участие в процессе занятия, существенный вклад студента на занятии	3 балла в день	54	По расписанию
2.2	Не очень активное участие в процессе занятия, проявление стараний и прилежания	2 балла в день	36	По расписанию
2.3	Пассивное участие в ходе занятия	1 балл в день	18	По расписанию
3.	Контрольная работа по темам	8 баллов за каждую контрольную работу	8 (выводится среднее арифметическое)	По расписанию
4.	Выполнение проектов	10 баллов за	10	По

№ п/п	Контролируемые мероприятия	Количество мероприятий / баллы	Максимальное количество баллов	Срок представления
		каждый проект	(выводится среднее арифметическое)	расписанию
<b>Всего</b>			<b>90</b>	-
<b>Блок бонусов</b>				
5.	Творческая деятельность, проявление креативности на занятии	+4 балла		К конечному накопленному рейтингу
2.	Отсутствие пропусков занятий (посетил все занятия)	+ 3 балла		К конечному накопленному рейтингу
3.	Отсутствие опозданий (не опоздал ни на одно занятие)	+ 3 балла		К конечному накопленному рейтингу
<b>Всего</b>			<b>10</b>	-
<b>Дополнительный блок**</b>				
<b>Всего</b>				-
<b>ИТОГО</b>			<b>100</b>	-

Таблица 11 – Система штрафов (для одного занятия)

Показатель	Балл
<i>Опоздание на занятие</i>	- 1
<i>Нарушение учебной дисциплины</i>	- 1
<i>Неготовность к занятию</i>	- 2
<i>Пропуск занятия без уважительной причины</i>	- 4
<i>Не выполнение контрольных точек (итоговых тестов и проектов)</i>	- 5 за каждую контрольную точку из конечного рейтинга

Таблица 12 – Шкала перевода рейтинговых баллов в итоговую оценку за семестр по дисциплине (модулю)

Сумма баллов	Оценка по 4-балльной шкале	
90–100	5 (отлично)	Зачтено
85–89	4 (хорошо)	
75–84		
70–74		
65–69		
60–64	3 (удовлетворительно)	
Ниже 60	2 (неудовлетворительно)	Не зачтено

При реализации дисциплины (модуля) в зависимости от уровня подготовленности обучающихся могут быть использованы иные формы, методы контроля и оценочные средства, исходя из конкретной ситуации.

## **8. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)**

### **8.1. Основная литература**

1. Naunton J. ProFile 2. Intermediate: Student's Book. Oxford: Oxford University Press, 2007. 176 p.
2. Naunton J. ProFile 2. Intermediate: Workbook. Oxford: Oxford University Press, 2005. 77 p.
3. Английский язык для студентов экономических специальностей. English for Students of Economics. Учебник. М.: Книжный Мир, 2012. URL: <http://www.studentlibrary.ru/book/ISBN9785804105731.html> (ЭБС «Консультант студента»)
4. Английский язык [Электронный ресурс] / Евсюкова Т.В. - М. : ФЛИНТА, 2017. - <http://www.studentlibrary.ru/book/ISBN9785976501157.html> (ЭБС «Консультант студента»)
5. Английский язык для экономистов [Электронный ресурс] / Шляхова В. А. - М. : Дашков и К, 2016. - <http://www.studentlibrary.ru/book/ISBN9785394022227.html> (ЭБС «Консультант студента»)
6. Английский язык для экономистов [Электронный ресурс] : учебное пособие / С.А. Шевелева. - М. : Проспект, 2015. - <http://www.studentlibrary.ru/book/ISBN9785392154746.html> (ЭБС «Консультант студента»)
7. Тексты для дополнительного чтения на английском языке для студентов направления "Экономика" [Электронный ресурс] : методическое пособие / Черкасова Е.Э. - М. : Прометей, 2014. - <http://www.studentlibrary.ru/book/ISBN9785704225331.html> (ЭБС «Консультант студента»)

### **8.2. Дополнительная литература**

1. Малюга Е.Н. Английский язык профессионального общения. М.: ФЛИНТА, 2015. URL: <http://www.studentlibrary.ru/book/ISBN9785976514218.html> (ЭБС «Консультант студента»)
2. Тимошина А.А. English of Modern Economics. М.: Муравей, 2002. 267 с.
3. Sample Business Letters. Режим доступа: <http://www.writinghelp-central.com/>
4. Business Letter Format Templates & Examples. Режим доступа: <http://templatelab.com/formal-business-letter-format/>
5. Formal Letter Examples and Samples. Режим доступа: <https://www.examples.com/business/formal-letter.html>
6. Duckworth, M. = [Дакуорт, М.]. Business Grammar & Practice = [Грамматика и практика делового английского]. - NEW EDITION = [Новое издание]. - Oxford : Oxford University Press = [Изд-во Оксфордского ун-та], 2003. - 232 с. - (Oxford Business English = [Оксфордский курс делового английского языка]). - ISBN 978-0-19-457079-4: 626-01 : 626-01.
7. Murphy, Raymond. English Grammar in Use. – Cambridge University Press. – Cambridge, 2014. – 350 p.
8. Mascull, B. = [Мэскал, Б.]. Business Vocabulary in Use. Intermediate = [Деловая лексика в употреблении. Средний уровень] . - Cambridge : Cambridge University Press, 2008. - 172

р. - ISBN 978-0-521-77529-8: 569-35 : 569-35.

### 8.3. Интернет-ресурсы, необходимые для освоения дисциплины (модуля)

<i>Наименование ЭБС</i>	
<b>Электронная библиотечная система IPRbooks</b> <a href="http://www.iprbookshop.ru">www.iprbookshop.ru</a>	
<b>Электронно-библиотечная система BOOK.ru</b> <a href="https://book.ru">https://book.ru</a>	
<b>Электронная библиотечная система издательства ЮРАЙТ,</b> <b>раздел «Легендарные книги».</b> <a href="http://www.biblio-online.ru">www.biblio-online.ru</a> , <a href="https://urait.ru/">https://urait.ru/</a>	
<b>Электронная библиотека «Астраханский государственный университет» собственной генерации на платформе ЭБС «Электронный Читальный зал – БиблиоТех»</b> <a href="https://biblio.asu.edu.ru">https://biblio.asu.edu.ru</a> <i>Учётная запись образовательного портала АГУ</i>	
<b>Электронно-библиотечная система (ЭБС) ООО «Политехресурс» «Консультант студента»</b> Многопрофильный образовательный ресурс «Консультант студента» является электронной библиотечной системой, предоставляющей доступ через Интернет к учебной литературе и дополнительным материалам, приобретённым на основании прямых договоров с правообладателями. Каталог содержит более 15 000 наименований изданий. <a href="http://www.studentlibrary.ru">www.studentlibrary.ru</a> <i>Регистрация с компьютеров АГУ</i>	
<b>Электронно-библиотечная система (ЭБС) ООО «Политехресурс» «Консультант студента»</b> Для кафедры восточных языков факультета иностранных языков. Многопрофильный образовательный ресурс «Консультант студента» является электронной библиотечной системой, предоставляющей доступ через Интернет к учебной литературе и дополнительным материалам, приобретённым на основании прямых договоров с правообладателями по направлению «Восточные языки» <a href="http://www.studentlibrary.ru">www.studentlibrary.ru</a> <i>Регистрация с компьютеров АГУ</i>	
<b>Электронно-образовательный ресурс для иностранных студентов «РУССКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ»</b> <a href="http://www.ros-edu.ru">www.ros-edu.ru</a>	

<i>Наименование интернет-ресурса</i>	<i>Сведения о ресурсе</i>
Единое окно доступа к образовательным ресурсам <a href="http://window.edu.ru">http://window.edu.ru</a>	Федеральный портал (предоставляется свободный доступ)
Министерство науки и высшего образования Российской Федерации <a href="https://minobrnauki.gov.ru">https://minobrnauki.gov.ru</a>	
Министерство просвещения Российской Федерации <a href="https://edu.gov.ru">https://edu.gov.ru</a>	
Федеральное агентство по делам молодежи (Росмолодёжь) <a href="https://fadm.gov.ru">https://fadm.gov.ru</a>	
Федеральная служба по надзору в сфере образования и науки (Рособрнадзор) <a href="http://obrnadzor.gov.ru">http://obrnadzor.gov.ru</a>	
Сайт государственной программы Российской Федерации	

<i>Наименование интернет-ресурса</i>	<i>Сведения о ресурсе</i>
«Доступная среда» <a href="http://zhit-vmeste.ru">http://zhit-vmeste.ru</a>	
Российское движение школьников <a href="https://рдш.рф">https://рдш.рф</a>	

## **9. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)**

В учебном процессе активно задействованы общефакультетские аудитории с мультимедийными средствами:

1. ПЭВМ с CD/DVD- приводом и звуковыми колонками.
2. Телевизор с возможностью подключения DVD- плеера и пультом ДУ.

3. DVD- плеер с пультом ДУ и соединительным шнуром для телевизора (желательно с USB- портом для подключения USB- накопителя).

Рабочая программа дисциплины (модуля) при необходимости может быть адаптирована для обучения (в том числе с применением дистанционных образовательных технологий) лиц с ограниченными возможностями здоровья, инвалидов. Для этого требуется заявление обучающихся, являющихся лицами с ограниченными возможностями здоровья, инвалидами, или их законных представителей и рекомендации психолого-медико-педагогической комиссии. Для инвалидов содержание рабочей программы дисциплины (модуля) может определяться также в соответствии с индивидуальной программой реабилитации инвалида (при наличии).