

Частное образовательное учреждение высшего образования
«САНКТ-ПЕТЕРБУРГСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ
УПРАВЛЕНИЯ И ЭКОНОМИКИ»

РАССМОТРЕНО И ОДОБРЕНО

УТВЕРЖДАЮ

На заседании кафедры педагогики и
психологии
Протокол № 10 от 29.05.2023 г.

Первый проректор
С.В. Авдашкевич
28.06.2023

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Дисциплина:	Б1.О.03 Профессиональный иностранный язык
Направление подготовки:	38.04.04 Государственное и муниципальное управление
Направленность (профиль):	Государственное регулирование экономики
Уровень высшего образования:	Магистратура
Форма обучения:	очная, заочная, очно-заочная
Разработчики:	Кандидат педагогических наук, доцент Ткачева И.А.

Санкт-Петербург
2023

1. Цели и задачи дисциплины:

Цель освоения дисциплины:

практическое овладение студентом иностранным языком; развитие умения применять полученные знания в области социальной и профессиональной деятельности, в непосредственном общении с зарубежными партнерами, для осуществления научно – исследовательской деятельности, самообразования, навыков логической аргументации; грамотной устной и письменной речи; работы с источниками информации – библиотечными и электронными ресурсами.

Задачи дисциплины:

- овладение навыками устной и письменной речи;
- изучение профессиональной и лингвистической терминологии;
- развитие навыков чтения литературы по профессиональной и бытовой тематике;
- овладение навыками письма, необходимыми для ведения личной и профессиональной корреспонденции;
- развитие умений адекватно ориентироваться в повседневных ситуациях и в конкретных ситуациях профессионального и делового общения.

2. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы высшего образования

Планируемые результаты освоения ОП ВО (код и содержание компетенций)	Планируемые результаты обучения по ОП ВО (индикаторы достижения компетенций)	Примечание
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.1 Знает технологии коммуникативного процесса, в том числе на иностранных языках, для академического и профессионального взаимодействия.	Наименование категории (группы) компетенций: «Коммуникация»
	УК-4.2 Умеет применять коммуникативные технологии, методы и способы делового общения, в том числе на иностранных языках, для академического и профессионального взаимодействия.	
	УК-4.3 Способен осуществлять эффективные коммуникации, в том числе на иностранных языках.	

Планируемые результаты обучения по ОП ВО (индикаторы достижения компетенций)	Планируемые результаты обучения по дисциплине
УК-4.1. Знает технологии коммуникативного процесса, в том числе на иностранных языках, для академического и профессионального взаимодействия.	Знать принципы и технологии процесса коммуникации на иностранном языке для академического и профессионального взаимодействия.
УК-4.2. Умеет применять коммуникативные технологии, методы и способы делового общения, в том числе на иностранных языках, для академического и профессионального взаимодействия.	Уметь применять коммуникативные приемы и способы для академического и профессионального интерактивного иноязычного взаимодействия
УК-4.3. Способен осуществлять эффективные коммуникации, в том числе на иностранных языках.	Способность грамотно и эффективно осуществлять коммуникацию с профессиональными партнерами на иностранном языке

3. Содержание, объем дисциплины и формы проведения занятий

№ п/п	Наименование темы дисциплины	Компетенции	Оценочные средства текущего контроля		
			ЗНАТЬ	УМЕТЬ	ВЛАДЕТЬ
			УК-4.1	УК-4.2	УК-4.3
1	Трудоустройство и карьера.	УК-4	Собеседование, опрос/ Контрольная работа №1 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
2	Межкультурные различия в деловой коммуникации.	УК-4	Собеседование, опрос/ Контрольная работа №1 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
3	Технические системы и оборудование. Интернет-бизнес.	УК-4	Собеседование, опрос/ Контрольная работа №2 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
4	Управление работой с клиентами	УК-4	Собеседование, опрос/ Контрольная работа №2 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
5	Управление бизнес-процессами.	УК-4	Собеседование, опрос/ Контрольная работа №3 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №2 (20)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
6	Управление безопасностью. Интеллектуальная собственность.	УК-4	Собеседование, опрос/ Контрольная работа №3 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №2 (20)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
7	Управление инновациями.	УК-4	Собеседование, опрос/ Контрольная работа №4 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №2 (20)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
8	Лидерство.	УК-4	Собеседование, опрос/ Контрольная работа №4 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №2 (20)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
Количество баллов (100 баллов):			100		

Содержание учебного материала, лабораторные работы и практические занятия, курсовая работа
<p>Тема 1: Трудоустройство и карьера. Практические занятия: Грамматика. Прямые и косвенные вопросы. Лексика. Собеседование при приеме на работу. Аудирование. Рекрутинг. Чтение. Работники с высокой мотивацией. Письмо. Обоснование выбора кандидата на должность. Говорение. Обсуждение рабочего контракта. Лабораторные работы:-</p> <p>Тема 2: Межкультурные различия в деловой коммуникации. Практические занятия/самостоятельная работа:</p>

Содержание учебного материала, лабораторные работы и практические занятия, курсовая работа
Грамматика. Модальные глаголы. Вежливые формы. Лексика. Аспекты делового общения в разных культурах. Аудирование. Встреча иностранных партнеров. Чтение. Культурные различия в практике делового общения. Письмо. Уточнение деталей визита иностранных партнеров. Говорение. Беседа с иностранным партнером. Лабораторные работы:-
Тема 3: Технические системы и оборудование. Интернет-бизнес. Практические занятия/самостоятельная работа: Грамматика. Сравнительные формы прилагательных. Лексика. Интернет-термины. Аудирование. Электронные услуги. Чтение. Интернет-шоппинг. Письмо. Письменное руководство об использовании оборудования. Говорение. Инструктаж о пользовании системами оборудованием. Лабораторные работы:-
Тема 4: Управление работой с клиентами Практические занятия/самостоятельная работа: Грамматика. Неличные формы глагола. Лексика. Удовлетворенность и лояльность клиентов. Аудирование. Качество обслуживания клиентов. Чтение. Приоритеты в обслуживании клиентов. Письмо. Предложения по улучшению качества работы системы и оборудования. Говорение. Обсуждение жалобы клиента. Лабораторные работы:-
Тема 5: Управление бизнес-процессами. Практические занятия/самостоятельная работа: Грамматика. Пассивный залог. Лексика. Бизнес-процессы. Аудирование. Планирование производства. Чтение. Программное управление бизнес-процессами. Письмо. Закупка оборудования. Говорение. Обсуждение способов повышения эффективности работы электронных систем. Лабораторные работы:-
Тема 6: Управление безопасностью. Интеллектуальная собственность. Практические занятия/самостоятельная работа: Грамматика. Формы настоящего времени. Лексика. Защита данных. Аудирование. Вопросы деловой этики. Чтение. Кража личных данных. Письмо. Описание правил делового общения в организации. Говорение. Обсуждение способов защиты информации. Лабораторные работы:-
Тема 7: Управление инновациями. Практические занятия/самостоятельная работа: Грамматика. Превосходная степень прилагательных. Лексика. Изобретения и открытия. Аудирование. Подготовка и проведение презентации. Чтение. Инновационные продукты компании. Письмо. Пресс-релиз о новой продукции компании. Говорение. Презентация инновационного продукта. Лабораторные работы:-
Тема 8: Лидерство. Практические занятия/самостоятельная работа: Грамматика. Дескриптивные прилагательные. Лексика. Успешные стратегии управления продуктом и компанией. Аудирование. Лидерские качества. Чтение. Опыт успешного бизнеса. Письмо. Анализ успешной стратегии. Говорение. Обсуждение лидерских традиций. Лабораторные работы:-
Курсовая работа: не предусмотрено учебным планом

Очная форма обучения

Вид учебной работы	Всего часов	Семестр 1
Аудиторные занятия (АЗ):	42	42
Лекционные занятия (Лек)	0	0
Лабораторные занятия (Лаб)	0	0
Практические занятия (Пр)	42	42
Самостоятельная работа студента (СР)	60	60
Курсовая работа	0	0
Другие виды самостоятельной работы*	60	60
Контроль самостоятельной работы (КСР)	6	6
Контактная работа (КоР)	48	48
Форма промежуточной аттестации	0	Экзамен
Подготовка к экзамену и сдача экзамена (СР, КоР)	36	36
Общая трудоемкость дисциплины, часы/ЗЕТ	144/4	144/4

* Подготовка к аудиторным занятиям, подготовка к зачету (при наличии)

№	Наименование темы дисциплины	Семестр/Курс	Количество учебных часов				Практическая подготовка
			В том числе по видам аудиторных занятий			СР	
			Лек	Пр	Лаб		
1	Трудоустройство и карьера.	1	0	6	0	10	0
2	Межкультурные различия в деловой коммуникации.	1	0	6	0	6	0
3	Технические системы и оборудование. Интернет-бизнес.	1	0	6	0	6	0
4	Управление работой с клиентами	1	0	6	0	6	0
5	Управление бизнес-процессами.	1	0	6	0	6	0
6	Управление безопасностью. Интеллектуальная собственность.	1	0	4	0	6	0
7	Управление инновациями.	1	0	4	0	10	0
8	Лидерство.	1	0	4	0	10	0
Итого:			0	42	0	60	0

* Практическая подготовка при реализации дисциплин организована путем проведения практических занятий и (или) выполнения лабораторных и (или) курсовых работ и предусматривает выполнение работ, связанных с будущей профессиональной деятельностью.

Заочная форма обучения

Вид учебной работы	Всего часов	Семестр 1
Аудиторные занятия (АЗ):	10	10
Лекционные занятия (Лек)	0	0
Лабораторные занятия (Лаб)	0	0
Практические занятия (Пр)	10	10
Самостоятельная работа студента (СР)	119	119
Курсовая работа	0	0
Другие виды самостоятельной работы*	119	119
Контроль самостоятельной работы (КСР)	6	6
Контактная работа (КоР)	16	16
Форма промежуточной аттестации	0	Экзамен
Подготовка к экзамену/зачету и сдача экзамена/зачета (СР, КоР)	9	9
Общая трудоемкость дисциплины, часы/ЗЕТ	144/4	144/4

* Подготовка к аудиторным занятиям

№	Наименование темы дисциплины	Семестр/Курс	Количество учебных часов				Практическая подготовка
			В том числе по видам аудиторных занятий			СР	
			Лек	Пр	Лаб		
1	Трудоустройство и карьера.	1	0	2	0	10	0
2	Межкультурные различия в деловой коммуникации.	1	0	2	0	20	0
3	Технические системы и оборудование. Интернет-бизнес.	1	0	0	0	10	0
4	Управление работой с клиентами	1	0	0	0	20	0
5	Управление бизнес-процессами.	1	0	2	0	10	0
6	Управление безопасностью. Интеллектуальная собственность.	1	0	0	0	10	0
7	Управление инновациями.	1	0	2	0	20	0
8	Лидерство.	1	0	2	0	19	0
Итого:			0	10	0	119	0

* Практическая подготовка при реализации дисциплин организована путем проведения практических занятий и (или) выполнения лабораторных и (или) курсовых работ и (или) путем выделения часов из часов, отведенных на самостоятельную работу, и предусматривает выполнение работ, связанных с будущей профессиональной деятельностью.

Очно-заочная форма обучения

Вид учебной работы	Всего часов	Семестр 1
Аудиторные занятия (АЗ):	28	28
Лекционные занятия (Лек)	0	0
Лабораторные занятия (Лаб)	0	0
Практические занятия (Пр)	28	28
Самостоятельная работа студента (СР)	85	85
Курсовая работа	0	0
Другие виды самостоятельной работы*	85	85
Контроль самостоятельной работы (КСР)	4	4
Контактная работа (КоР)	32	32
Форма промежуточной аттестации	0	Экзамен
Подготовка к экзамену и сдача экзамена (СР, КоР)	27	27
Общая трудоемкость дисциплины, часы/ЗЕТ	144/4	144/4

* Подготовка к аудиторным занятиям, подготовка к зачету (при наличии)

№	Наименование темы дисциплины	Семестр/ Курс	Количество учебных часов				Практическая подготовка
			В том числе по видам аудиторных занятий			СР	
			Лек	Пр	Лаб		
1	Трудоустройство и карьера.	1	0	4	0	15	0
2	Межкультурные различия в деловой коммуникации.	1	0	4	0	10	0
3	Технические системы и оборудование. Интернет-бизнес.	1	0	4	0	10	0
4	Управление работой с клиентами	1	0	2	0	10	0
5	Управление бизнес-процессами.	1	0	4	0	10	0
6	Управление безопасностью. Интеллектуальная собственность.	1	0	2	0	10	0
7	Управление инновациями.	1	0	4	0	10	0
8	Лидерство.	1	0	4	0	10	0
Итого:			0	28	0	85	0

* Практическая подготовка при реализации дисциплин организована путем проведения практических занятий и (или) выполнения лабораторных и (или) курсовых работ и (или) путем выделения часов из часов, отведенных на самостоятельную работу, и предусматривает выполнение работ, связанных с будущей профессиональной деятельностью.

4. Способ реализации дисциплины

Без использования онлайн-курса.

5. Учебно-методическое обеспечение дисциплины:

Основная литература:

1. АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЭКОНОМИСТОВ (B1–B2) 3-е изд., пер. и доп. Учебник и практикум для вузов / Отв. ред. Барановская Т. А. - Национальный исследовательский университет «Высшая школа экономики» (г. Москва), 2022 г. - 421 с. - ISBN 978-5-534-15097-1 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-dlya-ekonomistov-b1-b2-488977>

1. ПСИХОЛОГИЯ САМОРАЗВИТИЯ 2-е изд., испр. и доп. Учебник и практикум для вузов / Маралов В. Г., Низовских Н. А., Щукина М. А. - Санкт-Петербургский государственный институт психологии и социальной работы (г. Санкт-Петербург); Череповецкий государственный университет (г. Череповец), 2022 г. - 320 с. - ISBN 978-5-9916-9979-2 – Режим доступа: <https://urait.ru/book/psihologiya-samorazvitiya-491953>

2. ПЕДАГОГИКА И ПСИХОЛОГИЯ ПЛАНИРОВАНИЯ КАРЬЕРЫ 2-е изд. Учебное пособие для вузов / Елисеева Л. Я. - Московский педагогический государственный университет (г. Москва), 2022 г. - 242 с. - ISBN 978-5-534-09493-0 – Режим доступа: <https://urait.ru/book/pedagogika-i-psihologiya-planirovaniya-karery-493123>

2. АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЭКОНОМИСТОВ (A2–B2). ENGLISH FOR BUSINESS + АУДИОЗАПИСИ 2-е изд., пер. и доп. Учебник и практикум для вузов / Уваров В. И. - Российский государственный гуманитарный университет (г. Москва), 2022 г. - 393 с. - ISBN 978-5-534-09049-9 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-dlya-ekonomistov-a2-b2-english-for-business-audiomaterialy-v-ebs-489547>

3. АНГЛИЙСКИЙ ЯЗЫК ДЛЯ МЕНЕДЖЕРОВ (B1—B2). Учебник для вузов / Смирнова Н. В., Соколова А. В., Дуглас Ю. А., 2022 г. - 185 с. - ISBN 978-5-534-08395-8 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-dlya-menedzherov-b1-b2-494530>

Дополнительная литература:

1. АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ПУБЛИЧНЫХ ВЫСТУПЛЕНИЙ (B1-B2). ENGLISH FOR PUBLIC SPEAKING 2-е изд., испр. и доп. Учебное пособие для вузов / Чикилева Л. С. - Финансовый университет при Правительстве РФ (г. Москва), 2022 г. - 167 с. - ISBN 978-5-534-08043-8 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-dlya-publichnyh-vystupleniy-b1-b2-english-for-public-speaking-490415>

2. АНГЛИЙСКИЙ ЯЗЫК В МЕЖДУНАРОДНОМ БИЗНЕСЕ. ENGLISH IN INTERNATIONAL BUSINESS ACTIVITIES 2-е изд., пер. и доп. Учебное пособие для вузов / Ступникова Л. В. - Всероссийская академия внешней торговли Минэкономразвития РФ (г. Москва), 2022 г. - 216 с. - ISBN 978-5-534-11015-9 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-v-mezhdunarodnom-biznese-english-in-international-business-activities-495160>

3. АНГЛИЙСКИЙ ЯЗЫК (B1). INTRODUCTION INTO PROFESSIONAL ENGLISH 3-е изд., испр. и доп. Учебник и практикум для вузов / Якушева И. В., Демченкова О. А. - Национальный исследовательский университет «Высшая школа экономики» (г. Москва), 2022 г. - 148 с. - ISBN 978-5-534-07026-2 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-b1-introduction-into-professional-english-490159>

6. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения

1. Операционная система
2. Пакет прикладных офисных программ
3. Антивирусное программное обеспечение
4. LMS Moodle
5. Вебинарная платформа

7. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», информационных справочных систем и профессиональных баз данных, необходимых для освоения дисциплины

1. ibooks.ru : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <https://ibooks.ru>. - Текст: электронный

2. Электронно-библиотечная система СПБУТУиЭ : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <http://libume.ru>. - Текст: электронный

3. Юрайт : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <https://urait.ru>. - Текст: электронный

4. [eLibrary.ru](http://elibrary.ru) : научная электронная библиотека [Электронный ресурс] : профессиональная база данных. - Режим доступа: <http://elibrary.ru>. - Текст: электронный

5. Архив научных журналов НЭИКОН [Электронный ресурс] : профессиональная база данных. - Режим доступа: arhiv.neicon.ru. - Текст: электронный

6. КиберЛенинка : научная электронная библиотека [Электронный ресурс] : информационная справочная система. - Режим доступа: <http://cyberleninka.ru>. - Текст: электронный

7. Лань : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <https://e.lanbook.com>. - Текст: электронный

8. Языкознание.ру [Электронный ресурс] : информационная справочная система . - Режим доступа: <http://yazykoznanie.ru>. - Текст: электронный

9. Langinfo.ru: языкознание [Электронный ресурс] : информационная справочная система. - Режим доступа: <http://www.langinfo.ru>. - Текст: электронный

10. Philology.ru [Электронный ресурс] : информационная справочная система . - Режим доступа: <http://www.philology.ru>. - Текст: электронный

11. Министерство иностранных дел Российской Федерации (МИД России): профессиональная база данных. - Режим доступа: <http://www.mid.ru>. - Текст: электронный

12. Министерства науки и высшего образования Российской Федерации: профессиональная база данных. - Режим доступа: <https://minobrnauki.gov.ru>. - Текст: электронный

13. Министерство культуры Российской Федерации (Минкультуры России): профессиональная база данных. - Режим доступа: <http://culture.gov.ru>. - Текст: электронный

8. Материально-техническое обеспечение дисциплины

1. Учебная аудитория для проведения занятий семинарского типа - практических занятий, для групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, оборудованная: рабочими местами для обучающихся, оснащенными специальной мебелью; рабочим местом преподавателя, оснащенным специальной мебелью, персональным компьютером с возможностью подключения к сети «Интернет» и доступом к электронной информационно-образовательной среде Университета; техническими средствами обучения - мультимедийным оборудованием (проектор, экран, колонки) и маркерной доской; лицензионным программным обеспечением

2. При применении электронного обучения, дистанционных образовательных технологий используются: виртуальные аналоги учебных аудиторий - вебинарные комнаты на вебинарных платформах, рабочее место преподавателя, оснащенное персональным компьютером (планшет, мобильное устройство) с возможностью подключения к сети «Интернет», доступом к электронной информационно-образовательной среде Университета и к информационно-образовательному portalу Университета imeos.ru, веб-камерой, микрофоном и гарнитурой (в т.ч. интегрированными в устройства), программным обеспечением; рабочее место обучающегося оснащено персональным компьютером (планшет, мобильное устройство) с возможностью подключения к сети «Интернет», доступом к электронной информационно-образовательной среде Университета и к информационно-образовательному portalу Университета imeos.ru, веб-камерой, микрофоном и гарнитурой (в т.ч. интегрированными в устройства). Авторизация на информационно-образовательном portalе Университета imeos.ru и начало работы осуществляются с использованием персональной учетной записи (логина и пароля). Лицензионное программное обеспечение

3. Помещение для самостоятельной работы, оборудованное специальной мебелью, персональными компьютерами с возможностью подключения к сети «Интернет» и доступом к электронной информационно-образовательной среде Университета, лицензионным программным обеспечением

9. Оценочные материалы по дисциплине

Описание оценочных средств (показатели и критерии оценивания, шкалы оценивания) представлено в приложении к основной профессиональной образовательной программе «Каталог оценочных средств текущего контроля и промежуточной аттестации».

Процедуры оценивания знаний, умений, навыков и (или) опыта деятельности приводятся в соответствующих методических материалах и локальных нормативных актах Университета.

Для оценивания учебных достижений студентов в Университете действует балльно-рейтинговая система.

Если оценка, соответствующая набранной в семестре сумме рейтинговых баллов, удовлетворяет студента, то она является итоговой оценкой по дисциплине при проведении промежуточной аттестации в форме экзамена/зачета с оценкой/зачета.

Условием сдачи экзамена/зачета с оценкой/зачета с целью повышения итоговой оценки по дисциплине является сдача студентом экзамена, за который он получает экзаменационные баллы без учета баллов, полученных за текущий контроль:

Шкала оценивания учебных достижений по дисциплине, завершающейся зачетом без оценки

Баллы по дисциплине	60 и менее		61-73		74-90		91-100	
Итоговая оценка по дисциплине	Незачет		Зачет					
Баллы в международной шкале ECTS с буквенным обозначением уровня	50 и менее	51-60	61-67	68-73	74-83	84-90	91-100	
	F	Fx	E	D	C	B	A	
Уровень сформированности компетенций	Не сформированы		Пороговый		Высокий		Повышенный	

Шкала оценивания учебных достижений по дисциплине, завершающейся экзаменом/зачетом с оценкой

Баллы по дисциплине	60 и менее		61-73		74-90		91-100	
Итоговая оценка по дисциплине	Неудовлетворительно		Удовлетворительно		Хорошо		Отлично	
Баллы в международной шкале ECTS с буквенным обозначением уровня	<50	51-60	61-67	68-73	74-83	84-90	91-100	
	F	Fx	E	D	C	B	A	
Уровень сформированности компетенций	Не сформированы		Пороговый		Высокий		Повышенный	

9.1. Типовые контрольные задания для текущего контроля

Собеседование, опрос/Контрольная работа № 1

Трудоустройство и карьера

Task 1. Answer the questions:

1. What are the most popular careers in your country?
2. Which careers have the longest training?
3. Are there too many graduates in any one career area?
4. "A change is as good as a rest". Do you agree with this idea?

Task 2. Talk about your career path, using the ideas below to help you:

- our strengths and weaknesses,
- your career plan,
- challenges in your work,
- your ambitions.

Межкультурные различия в деловой коммуникации

Task 1. Answer the questions:

- What etiquette advice would you give to a foreign visitor seeking to do business in your country?
- Have you or a visitor ever had any difficulties during a meeting or trip abroad? How could you or your visitor have been better prepared?

Собеседование, опрос/Контрольная работа № 2

Управление работой с клиентами

Task 1. Answer the question:

- What problems can you have when you contact a company?

Task 2. Read the comments about poor customer service. Which of these experiences have you had?

Which one is the most annoying?

“You have to wait so long to speak to someone”.

“They put you on hold and you can’t turn off their awful music”.

“They ask you to repeat the information so many times and then nobody can help you”.

“They try and sell you other services”.

Task 3. What is your idea of good customer service?

Технические системы и оборудование. Интернет-бизнес.

Task 1. Read the text.

Environmental impact of online shopping

In the past few decades, the way we shop has changed dramatically. We used to buy our goods in traditional shops, on the high street or in department stores. Now, customers are increasingly buying online, where they can order whatever they want directly to their door with the click of a mouse. One in seven sales are now made online and studies suggest that by 2021, global online retail will reach an enormous US \$ 4.8 trillion. As companies race to improve their internet shopping experience, the trend towards shopping online is predicted to continue.

But what is the impact of all this online shopping on the environment? You might think that online shopping is greener than in-store shopping. After all, an online store does not use the electricity that a traditional store might use and it doesn’t require the customer to drive anywhere. Items are often delivered to several homes at once, so you would think the carbon savings must be significant. Take the typical home delivery round in the UK, for example. Supermarket drivers often do 120 deliveries on an 80-kilometre round, producing 20 kilograms of CO₂ in total. In contrast, a 21-kilometre drive to the store and back for one household would generate 24 times more CO₂!

However, the reality is slightly more complex than that. Many home deliveries fail the first time and the driver has to make a second or third attempt to deliver the purchase. Customers who choose speedy delivery or those who buy single items from different places also contribute towards increasing the carbon footprint.

The carbon footprint also goes up if the customer chooses to return the item. A study in Germany showed that as many as one in three online purchases are returned. According to another study, merchandise worth nearly US\$326 million is returned each year in the USA. Two billion kilograms of this ends up in landfill, leading to 13 tonnes of CO₂ being released.

Clothing is one product that has high return rates. Unlike in a walk-in store, the online shopper can’t try things on before buying. So, companies offer free returns to make it easier for shoppers to purchase the same item of clothing in different sizes and colours. Customers try them at home, keep one and return the rest of them. However, when clothes are returned, they are not always cleaned and put back for sale. This is because many companies have found it cheaper to simply throw away the returned items than to pay someone to sort the damaged goods from the unwanted ones. In these cases, the returned clothes, which might be in perfect condition, end up in landfills or burnt.

When we take all these factors into consideration, we realise that online shopping isn’t necessarily as green as people might think. That last kilometre to your door is costly, for companies and for the environment. There is some positive news, as various online retailers are starting to lower their carbon footprint by investing in electric delivery vehicles. However, the question of how to deal with returns efficiently and without waste is a challenge that many companies have not wanted to face. As online shoppers become aware of what companies are doing, and campaign groups demand urgent action in the face of the climate and ecological emergency, there is increasing pressure for companies to take responsibility for the environmental impact of their activities.

Task 2. Are these sentences True or False?

1. More sales are now made online than in shops.
2. It is predicted that more and more shopping will be done online in the future.
3. Online shopping uses less electricity than in-store shopping.
4. The carbon footprint of online shopping is made worse by failed deliveries, speedy delivery and returns.

5. Companies encourage customers to try clothes on at home.

6. Companies make sure returned clothes are repackaged and resold.

7. Most companies now use electric delivery vans.

8. Most companies have found environmentally-friendly solutions for the problem of returned goods.

Task 3. Write the word to fill the gaps.

1. In the past few decades, the way we shop changed dramatically.

2. We used buy our goods in traditional shops.

3. Now, customers increasingly buying online.

4. The trend towards shopping online is predicted continue.

5. You might think that online shopping is greener in-store shopping.

6. Customers choose speedy delivery or buy single items from different places also contribute towards increasing the carbon footprint.

7. The carbon footprint also goes if the customer chooses to return the item.

8. Many companies have found it cheaper to simply throw the returned items.

Task 4. Answer the questions:

- Do you shop online? How can online shopping's environmental impact be lessened?

Собеседование, опрос/Контрольная работа № 3

Управление безопасностью. Интеллектуальная собственность.

Task 1. Answer the questions:

1. What is data protection? Why is it so important in the modern day?

2. What are the different types of personal information that exist?

3. Are we sharing too much information publicly these days?

4. How dangerous do you think it is to put personal information on social networking sites?

5. What information have you seen shared on social networking sites that you wouldn't feel comfortable sharing yourself?

6. Are you sure all of your personal information is secure? How do you keep your personal information safe?

7. Are you always careful about what documents you throw away?

8. What personal information do you regularly give to companies or other organisations? How can you be sure they will keep that information safe?

Собеседование, опрос/Контрольная работа № 4

Управление инновациями.

Task 1. Answer the question:

- What are some of the latest innovations in the products/services that you use?

Task 2. Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary:

1. profits

2. innovative

3. a demand

4. to review

5. feedback

6. R&D

7. to target

8. to be aware of

Definition:

a. using new ideas or ways of doing things

b. to look at something again to change it if necessary

c. research and development, the part of a business that develops or improves its products

d. money that is made by a business after all the costs are paid

e. a need for something to be sold or provided

f. to direct a product at a particular person or group

g. to know that something exists

h. information about people's opinions of something that can be used to improve it

Task 3. Read the text.

What does it mean to be innovative in business?

In order for a business to survive in today's world, it is important that we regularly review what we are doing and how we are doing it. By considering new ideas and new ways of doing things, and trying to innovate, we can improve on our products/services, increase sales, reduce costs and make our processes more effective and efficient. Innovation is key to increasing profits.

There are several ways a company can be innovative with their products and services. Today we will look at four of them.

1. Using the latest technology to improve your product/service

When we think of innovation, we often think of new technologies. While they might be impressive, we should not use new technologies just because they are available. It is important to consider how the technology can improve our product/service and make a difference to our customer. Companies that produce cars, toiletries, household appliances, etc. often have a large R&D department to work on making their products better.

2. Responding to customer demands by changing what is on offer

By listening to customer feedback, we can get their opinions on how we are doing and find out about what it is that they want. We also need to be aware of changes in customer demands and keep up with the times. When fast-food restaurant McDonald's realised that the market wanted healthier choices, they introduced fruit and salads, while removing the 'super-size' option from their menus.

3. Offering a new product/service to reach new customers

Your business might be doing well, but there is no growth or development and there is a risk that your competitors might take away some of your customers. Innovation sometimes means developing a new product that targets a different market. Although video games were often played by boys, in 2006, video games giant Nintendo introduced the game console Nintendo Wii, successfully targeting girls and older customers with games like Cooking Mama and Brain Training.

4. Changing the way you provide a service

By looking at the changes to the customer's lifestyle and needs, we sometimes realise that there might be better ways to serve them. Customers who do not have a lot of time might prefer to have their food or their shopping delivered to their homes, or they might like to do their banking online rather than in an actual bank.

Not all innovation will bring success to our businesses, but it can give us the opportunity to grow and learn more about what we do and what our customers might want.

Task 4. Are the sentences true or false?

1. We innovate because we want to increase the amount of money our businesses make.

2. Being innovative is all about using the newest technologies in your business.

3. Customers often don't know what they want.

4. McDonald's have not changed their menu since they started.

5. If you always target the same customers, you might lose them to your competitors.

6. Nintendo understood that only boys will play computer games.

Лидерство.

Task 1. Read paragraph 1 of the article and choose the best definition for *perks*.

a) happiness and confidence in the workplace

b) something your employer gives you in addition to your pay

c) high-quality food and drink

Task 2. Read the article. Look at these key phrases that summarise paragraphs 1-3. Then write similar

phrases for paragraphs 4-7.

1. Philosophy behind the perks.
2. Competitions and celebratory funds.
3. Celebrating special events / friendly place to work.

Task 3. Decide if the statements are true or false. Correct the false ones.

1. Google promotes the idea of staff getting together.
2. Every month, managers get money to build teamwork or reward staff.
3. Ninety per cent of Google Italy workers thought it was a friendly place to work.
4. The furniture in Google offices is different to that in most offices.
5. The work is challenging, and you need a university degree to work there.
6. Employees know what their objectives are and have the freedom to achieve them.
7. Employees have the opportunity to listen to well-known or important authors.

Success can be a game with many players

One of the side effects of the free food for Google staff is what is known as the "Google 15" - the number of pounds that employees typically gain after joining the Internet company. But whether it is providing snacks and gourmet meals in the canteen, annual skiing trips or games rooms at the office, the philosophy behind such perks is the same - getting staff to meet each other, interact in informal settings and encourage teamwork.

One way the company does this is to hold competitions in everything, from office decorating to dancing and football, with prizes for the winners. Managers also receive a quarterly 'celebratory fund' either to reward accomplishments or to build teamwork by going bowling, go-karting or dining out.

The Best Workplaces survey indicates that such initiatives have a powerful effect. At Google Italy, for example, 90 per cent of the employees agreed that "people celebrate special events around here". Also in Italy, 100 per cent agreed that "this is a friendly place to work" and 96 per cent agreed that "there is a "family" or "team" feeling here".

Another part of Google's objective is to make its workplace feel fun. Massage chairs, table-tennis tables, video games, lava lamps, hammocks, beanbags, bicycles, large rubber balls, couches and scooters are all part of the furniture in Google offices.

However, when it comes to the serious business of work, great emphasis is placed on engaging employees. "What makes Google a great workplace is that the nature of the work itself is very challenging and interesting," says Nick Creswell, the company's university programmes manager for Europe, the Middle East and Africa. "And for the type of people who really enjoy an intellectual challenge, that's the biggest appeal of working here".

Fostering this intellectual activity is a policy giving employees a large degree of independence in deciding how to work - both in terms of the hours they work and how they do their jobs. "There's a real culture of autonomy and empowerment," says Mr Creswell. "Individuals within the business understand what their own goals are within the context of their teams, and they have a lot of freedom to go out and make those happen."

Even when it comes to learning and development, many programmes are voluntary and informal. Often it may be a case of inviting university faculty in to discuss their latest research. Google also invites prominent writers to give lunchtime talks about their books.

Task 4. Match these nouns from the article (1-5) to their meanings (a-e).

- | | |
|--------------------|--|
| 1. accomplishments | a) important new plans to achieve an aim |
| 2. initiatives | b) success in doing something |
| 3. autonomy | c) giving people the power to do something |
| 4. empowerment | d) teaching staff |
| 5. faculty | e) independence/freedom to make your own decisions |

Круглый стол, дискуссия, полемика, дебаты/Эссе № 1

Discussion 1

"The role of women in business is no longer an issue". Discuss to what extent this is true in your country.

Discussion 2

1. What tips do you have for breaking the ice at meetings with new clients/people from other cultures?
2. Talk about a place you have visited which was a real eye-opener.
3. Describe a situation when you:
 - a) put your foot in it
 - b) felt like a fish out of water
 - c) got into hot water
 - d) were thrown in at the deep end.

Discussion 3

1. What do you think are the benefits to a company of winning a customer service award?
2. What categories of award do you think there could be?
3. Can you think of any companies you would or would not nominate?

Круглый стол, дискуссия, полемика, дебаты/Эссе № 2

Discussion 1

1. In general, patents last for 20 years in the United States, Europe, Canada, and many other countries worldwide. What are the advantages and disadvantages to having a 20-year patent term? What do you think patent terms should be? Should the patent term for pharmaceutical products be the same as it is for everything else? Why or why not?

Discussion 2

1. What does leadership mean to you?
2. What is the difference, if any, between management and leadership?
3. What are some of the key behaviors and actions you took whenever you've been at your own best as a leader?
4. Describe the key actions and behaviors of the person that you've experienced as your best leader?
5. Are leaders born or made?
6. What is the meaning of the statement "Leadership is a relationship"?
7. Why is credibility "the foundation of leadership"?

Деловая и (или) ролевая игра/Кейс-задача № 1

Role-play 1

1. Role-play this telephone situation in pairs. A department store will be hiring a number of temporary workers from Omnia Employment Agency. The Human Resources Manager calls the agency to discuss some of the terms and conditions of the contract. Read your role cards. then role-play the call.

Human Resources Manager

You are the Human Resources Manager for the Dolphin Department Store. Before you start using the Omnia Employment Agency, you need the following information. Call the agency, identify yourself, state the purpose of the call and get the necessary information.

Ask about:

- introductory fees (If so, how much?)
- the hourly wage for temporary workers
- minimum period to hire a temporary worker (If so, what is it?)
- how much to pay if a temporary worker does overtime or weekend work
- work permits (Who arranges them?)
- travel expenses of temporary workers (Who pays them?)

- when to pay for temporary workers.

Employment agency consultant

You will receive a call from the Human Resources Manager of Dolphin Department Store.

The manager will ask you some questions. Here are the details:

- An introductory fee is charged: 25% of worker's first pay cheque.
- The hourly wage for temporary workers is €12.
- There is a minimum charge of four hours per day for all temporary workers.
- Overtime: company pays time and a half; Saturday/Sunday rates: double the hourly rate.
- Agency is responsible for work permits.
- Travel expenses of workers paid for by the client.
- The agency bills clients each week for the total hours worked by temporary staff.

Role-play 2

2. Role play this situation. You are board members of a manufacturing firm. As your company is making a loss, you must cut costs. Hold a meeting to decide which one of these options to follow:

- a. Cut factory workers' wages by 10%.
- b. Pay no end-of year bonuses.
- c. Make 50 employees redundant.
- d. Reduce everyone's salary by 8%.

Case study 1

1. Introduce your team.
2. Describe the product design, features and consumer benefits.
3. Describe the product's target market.
4. Mention other competing products.
5. Present your strategy for the new product. For example, branding, packaging, pricing strategy, distribution, promotion.
6. Describe any ideas for television or radio commercials.

9.2. Примерный перечень тем курсовой работы

Не предусмотрено учебным планом

9.3. Типовые контрольные задания для промежуточной аттестации: экзамен

Примерный перечень теоретических вопросов к экзамену (Вопрос № 1)

Монологические высказывания на английском языке:

1. Nowadays many jobs are more stressful and the working day is longer. What are the reasons for this? What can employers do to help employees?
2. What perks or benefits do you look for in a prospective company's culture? Why are these important to you?
3. Do you believe that company culture is important? If yes, how do companies steer clear of negative company culture?
4. Give your opinion on the following ideas:
 - Staff should always be polite to customers.
 - The customer is always right.
 - Customer complaints are good for a company.
 - The best customer should get the best service.
5. What is your definition of a leader? What makes an excellent leader? Describe the best leader you have worked for. How good of a leader do you believe you are?
6. What do you think the punishment should be for people who sell pirated goods? What do you think the punishment should be for people who buy pirated goods?

7. How can businesses encourage innovation? Why are some countries more innovative than others? Do government policies affect how innovative a country is? Can innovation be taught? Or is it something you are born with? What kind of innovations will we see in the future?

Примерный перечень практических заданий к экзамену (Вопрос № 2)

Практические задания

Задание 1

1. Read the article about brands.

Our research shows that your reaction to a brand depends on your experience of buying, using or owning it and not just on advertising. The most important part of that experience is often your personal interaction with people. This is an area that most companies don't understand or invest enough in.

Take airlines. Satisfaction with cabin crew contributes more to people choosing the same airline again than other factors.

Why do companies not spend more on their people when there are clear benefits? Here are two common reasons.

It's too expensive.

Many organisations know that people matter. But they don't invest in this area because they think it is a luxury they cannot afford. And it's true that some role models, such as the Four Seasons hotel group or Virgin Atlantic Upper Class, would be too expensive for most to copy.

But there are smart, affordable solutions that create a lot of brand value out of only a little customer interaction. First Direct earns the highest level of customer recommendation of any UK bank through just the telephone contact with its customers.

Customers at QVC, the market-leading television shopping channel, value their interaction with the station's people – in this case not the call centre staff who take the shopping orders, so much as the relationship that viewers believe they have with QVC's onscreen presenters.

The importance is not clear.

Satisfaction surveys can hide the importance of people. For example, choosing a mortgage is often very influenced by counter staff in a bank or building society. Research with customers at the critical stage, where they have received a quote but not yet signed a document, shows that their interaction with the mortgage provider's representative is the biggest single influence on their choice.

It is bigger than perceptions of the products and fees, which are often the subject of the brand's advertising and communications. Yet in the same research conducted after the loan is given, customers may have forgotten the good customer service they received and may focus more on general brand impressions. If you conduct your research at that point – and this is often the case – the very important role that your staff have played will not be clear.

2. Are these statements true or false?

- Advertising is by far the most important way of supporting a brand's image.
- Companies often don't invest enough in counter staff.
- Customers may become loyal to an airline if they like the cabin crew.
- Spending money on employee training generally isn't very beneficial to a company.
- Most companies need to understand more about how customers behave.
- Four Seasons and Virgin Atlantic have invested a lot in their people to build brand value.

Задание 2

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

- TV advertising in Spain and France costs more than in the UK.
- Even if a campaign is successful, returns on TV advertising are decreasing.
- Hovis had a successful relaunch last year.
- The public voted the Hovis advert best of last year.
- TV advertising was a very important part of the Hovis campaign.

Bread and Chocolate: Last Year's Best Ads

The UK is now the cheapest western market for TV advertising, according to analysts at Citigroup. Advertising here is 30 per cent cheaper than the next cheapest market, France, and well below much weaker economies such as Spain.

‘For successful campaigns, the return on investment for advertisers is therefore getting much, much better,’ says Marc Sugarman, media analyst at Citigroup.

Hovis, the bread-maker which relaunched with a TV campaign last year, has benefited from the low cost of advertising.

Developed for Hovis by advertising agency Miles Calcraft Briginshaw Duffy, the advert was voted best of last year by Campaign, the trade magazine.

Hovis invested £15m in the relaunch, which included a new recipe and packaging, although the 122-second TV ad was the key element.

The extra costs will put last year’s profits at Hovis below the previous year’s, Premier Foods, its owner, said in a trading statement this month, but added: ‘We believe we have built a platform for sustainable future profit development.’

Hovis sales had fallen 11 per cent two years ago as it lost ground to Warburtons. But Premier now expects Hovis sales to be up 13 per cent for last year. Market share rose 2 percentage points to 24.3 per cent after the relaunch.

Whatever the successes of the Hovis campaign, however, the prize for the best-known campaign of the year has to go to Cadbury’s Gorilla ad, winner of the television Grand Prix at the Cannes Lions, which the company says turned around years of declining sales and delivered sales growth.

Задание 3

1. Read the article.

Downturn will not stop march of Arab women

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

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

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

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

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

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

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

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

2. Choose the best answer to each question according to the article.

1. Where have some Arab businesswomen begun work in business?

a) internships abroad

- b) family businesses
 - c) women's business organisations
2. How have Arab businesswomen changed?
- a) They've become wealthier.
 - b) They've begun doing business in Europe.
 - c) They've become better organised.
3. How many women's business associations were there in Egypt in 1995?
- a) none
 - b) one
 - c) twenty-two
4. How has education affected Arab women?
- a) It has increased their ability to work.
 - b) It has decreased the amount of time they have available to work.
 - c) It has doubled their earnings, on average.
5. What does Islamic law say about women's wealth?
- a) Wealthy women should give their money to their husbands.
 - b) They are not allowed to control property.
 - c) They are allowed to make financial decisions after they are married.

Задание 4

1. Read the article and decide whether these statements are true or false.
- a. Corporate responsibility becomes less important in a bad economy.
 - b. Mars is worried that demand for chocolate will decrease.
 - c. Wal-Mart has become more socially responsible mainly because of protests by consumers.
 - d. Fiona Dawson says that her company makes a luxury food rather than an essential one.
 - e. Consumers are cutting back more on premium foods than on ethical foods.

Why corporate responsibility is a survivor

Many people predicted that the recession would end talk of corporate social responsibility. Faced with the fear, or reality, of losing their jobs or homes, consumers would rush past the Fairtrade shelves and pick up something the family could afford. Companies, meanwhile, would concentrate on saving themselves rather than the planet.

That prediction has turned out to be wrong. Mars, the world's biggest sweets and chocolate company, has announced that its entire cocoa supply will be 'produced in a sustainable manner' by 2020. Mars will work largely with the Rainforest Alliance, which encourages farmers to preserve their environment.

Wal-Mart, the world's biggest retailer, recently told a meeting of 1,000 Chinese suppliers that it would hold them to strict environmental and social standards.

Why are these companies acting in a way few expected? First, there are important business reasons. When Mars talks about cocoa supplies being sustainable, they mean it. Chocolate manufacturers are worried about how much cocoa will be available a decade from now. Worldwide cocoa production fell in 2008 for the fourth successive year.

Wal-Mart also has commercial reasons for its position. The company has been encouraging companies to cut down on packaging. This enables it to fit more goods into each delivery truck, not only reducing its emissions but also cutting the amount it spends on petrol. Cost-cutting is vital to beating the downturn and if companies can boost their green credentials at the same time, why not?

But the companies go further. Not only do their announcements make business sense, they say; consumers, even now, insist on them. Fiona Dawson, Mars UK's managing director, says customers expect the company to 'do the right thing', adding that 'nobody has to buy chocolate'.

A recent report by Mintel, the research organisation, says: 'Although a third of shoppers have cut down on the number of premium foods they buy, only one in 10 has cut back on ethical produce.' Justin King, chief executive of J Sainsbury, the UK retailer, said in February that its Fairtrade sales were holding up well.

About a fifth of consumers are uninterested in such issues and about a third cannot see what difference their purchasing makes. But the biggest group, about 40 per cent, are those who are prepared to buy ethical goods if companies make it easy, which generally means not making it expensive.

Задание 5

1. Read texts a-e and match them to the types of business.

1. Consumer goods and retailing _____
2. Travel and leisure _____
3. Agriculture and construction _____
4. Telecommunications _____
5. Drink and food _____

a) Oriental Land Company manages and develops theme parks. The company also has retail businesses and manages entertainment and leisure facilities. The company primarily operates in Japan. It is headquartered in Chiba, Japan, and employs 2,193 people.

b) Heineken brews and sells more than 170 beers, including Heineken, Amstel, Cruzcampo, Tiger, Zywiec, Birra Moretti, Ochota, Murphy's and Star. It operates in Europe, the Americas, Africa, the Middle East and Asia Pacific. It is headquartered in Amsterdam, the Netherlands and employs about 54,000 people.

c) Revlon produces, markets and sells cosmetics, skin-care products, fragrance and personal-care products. The company's products are sold in over 100 countries across six continents. It is headquartered in New York City, New York, and employs about 5,600 people.

d) IOI Corporation Berhad is a diversified group that grows oil palm, produces rubber and is engaged in property development and investment, landscaping services and general contracting. The group has manufacturing facilities in the Netherlands, the US, Malaysia and Egypt and sales offices in eight other countries including China. The group primarily operates in Malaysia. It is headquartered in Putrajaya, Malaysia, and employs around 27,330 people.

e) JDS Uniphase Corporation manufactures and markets optical products for communications, commercial and consumer applications. The company offers test and measurement systems and services for telecommunications service providers, cable operators and network equipment manufacturers. The company primarily operates in the US, Europe and Asia Pacific. It is headquartered in Milpitas, California, and employs about 7,000 people worldwide.

Задание 6

1. Read the advert below and write a letter of application. Write 120–140 words.

Wanted: Market researcher

This could be the best job in the world! A travel holiday company needs researchers. We will pay you to visit resorts and hotels and to write reports about their products and services. If you think this is the job for you, write to us at the address below, telling us about:

- your education,
- your work experience,
- languages you have studied or can speak,
- reasons why you would like to have this job.

Задание 7

You have received the following e-mail. Write a short letter (50–60 words) to Mr Espen.

To: Len Smothers

From: Eva Martens

Dear Len,

I'm in Shanghai. I have an appointment on Thursday morning in Hong Kong with Tomas Espen. I was supposed to send him some drawings ahead of the meeting. They're on my desk. Please could you post them to him and apologise for not sending them earlier? Ask him to call me on my mobile if he wants to talk about them ahead of the meeting. I'm not sure if he's got my number, so could you give it to him, please?

Thanks.

Eva

Раздел билета	Компетенции	Планируемые результаты обучения по дисциплине	Количество баллов
Вопрос №1 Теоретический вопрос (проверяет знания («знать»), сформированные дисциплиной)	УК-4	Знать принципы и технологии процесса коммуникации на иностранном языке для академического и профессионального взаимодействия.	50
Вопрос №2 Практическое задание (проверяет умения («уметь»), проверяет практические навыки («владеть»), сформированные дисциплиной)	УК-4	Уметь применять коммуникативные приемы и способы для академического и профессионального интерактивного иноязычного взаимодействия Способность грамотно и эффективно осуществлять коммуникацию с профессиональными партнерами на иностранном языке	50