

Документ подписан простой электронной подписью  
Информация о владельце:  
ФИО: Костина Лариса Николаевна  
Должность: заместитель директора  
Дата подписания: 20.01.2026 09:57:32  
Уникальный программный ключ:  
848621b05e7a2c59da67cc47a060a910fb948b62

*Приложение 4*  
к образовательной программе

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ**

**для текущего контроля успеваемости и  
промежуточной аттестации обучающихся  
ПО ДИСЦИПЛИНЕ**

**Б1.О.03 Иностранный язык**

(индекс, наименование дисциплины в соответствии с учебным планом)

**38.03.01 Экономика**

(код, наименование направления подготовки/специальности)

**Бухгалтерский учет, анализ и аудит**  
(наименование образовательной программы)

**Бакалавр**  
(квалификация)

**Очная форма обучения**  
(форма обучения)

Год набора – 2023

Донецк

**Автор-составитель РПД:**

*Чернушич Адриада Евгеньевна, старший преподаватель кафедры  
иностраннных языков*

**РАЗДЕЛ 1.**  
**ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ**  
**по дисциплине «Иностранный язык»**

**1.1. Основные сведения о дисциплине**

Таблица 1

Характеристика дисциплины  
(сведения соответствуют разделу РПД)

Образовательная программа	бакалавриат
Направление подготовки	38.03.01 Экономика
Профиль	«Бухгалтерский учет, анализ и аудит»
Количество разделов дисциплины	4
Часть образовательной программы	Б1.О.03
Формы текущего контроля	Текущий контроль (собеседование, эссе, доклад, сообщение, тестовые задания).
<i>Показатели</i>	Очная форма обучения
Количество зачетных единиц (кредитов)	7
Семестр	1, 2
<b>Общая трудоемкость (академ. часов)</b>	252
<b>Аудиторная контактная работа:</b>	
Практические занятия	108
<b>Самостоятельная работа</b>	113
<b>Контроль</b>	27
<i>Форма промежуточной аттестации</i>	Зачет/Экзамен

**1.2. Перечень компетенций с указанием этапов формирования в процессе освоения образовательной программы.**

Таблица 2

Перечень компетенций и их элементов

Компетенция	Индикатор компетенции и его формулировка	Элементы индикатора компетенции	Индекс элемента
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1. Выбирает стиль общения на государственном языке РФ и иностранном языке в зависимости от цели и условий партнерства; адаптирует речь, стиль общения и язык жестов к ситуациям взаимодействия;	<b>Знать:</b>	
		<b>Уровень 1</b> -структуру иностранного языка на базовом уровне	УК-4.1. 3-1
		<b>Уровень 2</b> - структуру иностранного языка на базовом уровне. - основные словосочетания и грамматические структуры, необходимые для повседневного общения в типичных ситуациях общения.	УК-4.1. 3-2
		<b>Уровень 3</b> - структуру иностранного языка на базовом уровне. - основные словосочетания и грамматические структуры, необходимые для типичных ситуаций общения. -речевые модели, необходимые для осуществления коммуникации в пределах изученных тем и социокультурные особенности общения	УК-4.1. 3-3
		<b>Уметь:</b>	
		<b>Уровень 1-</b> умеет применять знания лексики и грамматики в повседневном общении;	УК-4.1. У-1
		<b>Уровень 2-</b> умеет применять знания лексики и грамматики в повседневном общении; - использовать основные словосочетания и грамматический материал в типичных ситуациях общения;	УК-4.1. У-2
		<b>Уровень 3-</b> умеет применять знания лексики и грамматики в повседневном общении, использовать основные словосочетания и грамматический материал в типичных ситуациях общения;	УК-4.1. У-3

Компетенция	Индикатор компетенции и его формулировка	Элементы индикатора компетенции	Индекс элемента
		взаимодействовать в устной и письменной формах, используя основные речевые модели; -использовать социокультурные знания в повседневном общении	
		<b>Владеть:</b>	
		<b>Уровень1.</b> -основами грамматики и лексики иностранного языка;	УК-4.1. В-1
		<b>Уровень2.</b> -основами грамматики и лексики иностранного языка; -основами грамматики и лексики иностранного языка, речевыми моделями необходимыми для типичных ситуаций общения	УК-4.1. В-2
		<b>Уровень3.</b> -основами грамматики и лексики иностранного языка; -основами грамматики и лексики иностранного языка, речевыми моделями необходимыми для типичных ситуаций общения; -способностями применять знания иностранного языка в типичных ситуациях общения	УК-4.1. В-3
	УК-4.2. Выбирает стиль общения на иностранном языке в зависимости от цели и условий партнерства; адаптирует речь, стиль общения и язык жестов к ситуациям взаимодействия;	<b>Знать:</b>	
		<b>Уровень 1-</b> разницу в стилях общения на иностранном языке и язык жестов	УК-4.2. 3-1
		<b>Уровень 2.</b> - разницу в стилях общения на иностранном языке и язык жестов. -необходимую лексику, соответствующую целям общения;	УК-4.2. 3-2
		- разницу в стилях общения на иностранном языке и язык жестов; -необходимую лексику,	УК-4.2. 3-3

Компетенция	Индикатор компетенции и его формулировка	Элементы индикатора компетенции	Индекс элемента
		соответствующую целям общения; -последовательность развертывания основных ситуаций общения в пределах изучаемой темы	
		<b>Уметь:</b>	
		<b>Уровень 1.</b> адаптировать речь, стиль общения и язык жестов к ситуациям взаимодействия	УК-4.2. У-1
		<b>Уровень2.</b> -адаптировать речь, стиль общения и язык жестов к ситуациям взаимодействия; -подбирать необходимую лексику, соответствующую стилям общения.	УК-4.2. У-2
		<b>Уровень3.</b> -умеет адаптировать речь, стиль общения и язык жестов к ситуациям взаимодействия; -подбирать необходимую лексику, соответствующую стилям общения; - достигать цели общения в соответствии с поставленной задачей.	УК-4.2. У-3
		<b>Владеть:</b>	
		<b>Уровень1.</b> -владеет официальным и неофициальным стилями общения.	УК-4.2. В-1
		<b>Уровень 2.</b> - официальным и неофициальным стилями общения; - лексикой, соответствующей стилю общения.	УК-4.2. В-2
		<b>Уровень 3.</b> -официальным и неофициальным стилями общения; - лексикой, соответствующей стилю общения; - способностями к устному иноязычному общению в пределах заданной тематики, целями и задачами общения	УК-4.2. В-3

Компетенция	Индикатор компетенции и его формулировка	Элементы индикатора компетенции	Индекс элемента

Таблица 3

**Этапы формирования компетенций в процессе освоения основной образовательной программы**

№п/п	Контролируемые разделы (темы) дисциплины	Номер семестра	Код индикатора компетенции	Наименование оценочного средства*
<b>Раздел 1</b>				
1.	Тема 1.1. Карьера. Моя будущая	1	УК-4.1 УК-4.1	ситуационное задание, эссе (доклад, сообщение).
2.	Тема 1.2. Личностные качества и имидж.	1	УК-4.1 УК-4.1	тестовые задания, ситуационное задание, эссе (доклад, сообщение).
3.	Тема 1.3. Деловые путешествия.	1	УК-4.1 УК-4.1	ситуационное задание, эссе (доклад, сообщение).
<b>Раздел 2</b>				
4.	Тема 2.1. Известные люди..	1	УК-4.1 УК-4.1	тестовые задания, ситуационное задание, эссе (доклад, сообщение).
5.	Тема 2.2. Информационная среда.	1	УК-4.1 УК-4.2	ситуационное задание, эссе (доклад, сообщение).
6.	Тема 2.3 Мировые проблемы.	1	УК-4.1 УК-4.2	тестовые задания, ситуационное задание, эссе (доклад, сообщение).
<b>Раздел 3</b>				
7.	Тема 3.1. Типы и структура компаний	2	УК-4.1 УК-4.2	ситуационное задание, эссе (доклад, сообщение).
8.	Тема 3.2. Продажи.	2	УК-4.1 УК-4.2	тестовые задания, ситуационное задание,

				эссе (доклад, сообщение).
9.	Тема 3.3 Креативные идеи.		УК-4.2 УК-4.1	ситуационное задание, эссе (доклад, сообщение).
	Раздел 4			
10.	Тема4.1 Корпоративный отдых. Прием зарубежных партнеров.		УК-4.1 УК-4.2	тестовые задания, ситуационное задание, эссе (доклад, сообщение).
11.	Тема 4.2 Новый бизнес		УК-4.1 УК-4.2	ситуационное задание, эссе (доклад, сообщение).
12.	Тема 4.3 Планирование		УК-4.1 УК-4.2	тестовые задания, ситуационное задание, эссе (доклад, сообщение).



## РАЗДЕЛ 2. ТЕКУЩИЙ КОНТРОЛЬ ПО ДИСЦИПЛИНЕ «Иностранный язык»

Текущий контроль знаний используется для оперативного и регулярного управления учебной деятельностью (в том числе самостоятельной работой) обучающихся.

В условиях балльно-рейтинговой системы контроля результаты текущего оценивания обучающегося используются как показатель его текущего рейтинга. Текущий контроль успеваемости осуществляется в течение семестра, в ходе повседневной учебной работы по индивидуальной инициативе преподавателя. Данный вид контроля стимулирует у обучающегося стремление к систематической самостоятельной работе по изучению дисциплины.

Таблица 2.1.

Распределение баллов по видам учебной деятельности  
(балльно-рейтинговая система)

Наименование Раздела/Темы	Вид задания						
	ПЗ			Всего за тему	КЗР	СР	ИЗ*
	УО*	ТЗ*	РЗ*				
P.1.T.1.1	3		3	6	5		1
P.1.T.1.2		3		3		5	
P.1.T.1.3	3		3	6			
P.2.T.2.1		3		3	5		1
P.2.T.2.2	3		3	6			1
P.2.T.2.3		3		3		5	
P.3.T.3.1	3		3	6	5		1
P.3.T.3.2		3		3		5	
P.3.T.3.3	3		3	6			1
P.4.T.4.1		3		3	5		1
P.4.T.4.2	3		3	6			
P.4.T.4.3		3		3		5	
<b>Итого: 1006</b>	18	18	18	54	20	20	

УО – устный опрос;

ТЗ – тестовое задание;

РЗ – разноуровневые задания (ситуационное задание, эссе (доклад, сообщение) \*

ПЗ – практическое занятие;

КЗР – контроль знаний по Разделу;

СР – самостоятельная работа обучающегося

ИЗ – индивидуальное задание

## 2.1. Рекомендации по оцениванию устных ответов обучающихся

С целью контроля усвоения пройденного материала и определения уровня подготовленности обучающихся к изучению новой темы в начале каждого практического занятия преподавателем проводится индивидуальный или фронтальный устный опрос по выполненным заданиям предыдущей темы.

Критерии оценки.

Оценка	Уровень соответствия устного ответа критериям
отлично	Обучающийся 1) полно и аргументированно раскрывает содержание темы высказывания; 2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств; 3) демонстрирует беглость речи, близкую к естественной, без длительных пауз и повторов; 4) демонстрирует умения поддерживать контакт с аудиторией и собеседниками, быстро и правильно реагирует на поставленные вопросы, умеет поддержать 5) беседу, высказать своё мнение; 6) допускает 1-2 лексические, грамматические или фонетические ошибки,
хорошо	Обучающийся 1) достаточно полно и аргументированно раскрывает содержание темы высказывания; 2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств, допуская небольшие неточности, которые не влияют на содержание высказывания, не мешают его правильному восприятию; 3) демонстрирует беглость речи, близкую к естественной, в речи может наблюдаться некоторое количество пауз, связанных с поиском правильных средств выражения; 4) демонстрирует умения поддерживать контакт с аудиторией и собеседниками, достаточно быстро и правильно реагирует на поставленные вопросы, умеет поддержать беседу, высказать своё мнение; 5) допускает 3-5 лексических, грамматических или фонетических ошибок;

удовлетворительно	<p>Обучающийся</p> <ol style="list-style-type: none"> <li>1) неполно раскрывает содержание темы высказывания;</li> <li>2) излагает материал недостаточно связно и последовательно, знания терминологии недостаточны для раскрытия темы, а также обучаемому не хватает лексических, грамматических и фонетических средств для осуществления полноценного высказывания;</li> <li>3) речь замедленная, обучающийся делает достаточно количество пауз для поиска необходимых слов и выражений;</li> <li>4) демонстрирует недостаточные умения поддерживать контакт с аудиторией и собеседниками, достаточно медленно реагирует на поставленные вопросы, испытывает затруднения в ответах на некоторые из них, с трудом поддерживает беседу, высказывает своё мнение;</li> <li>5) допускает более 9 лексических, грамматических или фонетических ошибок;</li> </ol>
Неудовлетворительно	<p>Обучающийся</p> <ol style="list-style-type: none"> <li>1) не раскрывает содержание темы высказывания;</li> <li>2) излагает материал несвязно и непоследовательно, не владеет соответствующей терминологией, а также недостаточными лексическими, грамматическими и фонетическими средствами для осуществления высказывания;</li> <li>3) речь замедленная, невнятная, изобилует длительными паузами и повторами;</li> <li>4) не умеет поддерживать контакт с аудиторией и собеседниками, медленно или совсем не реагирует на поставленные вопросы, не умеет поддерживать беседу и высказать высказывает своё мнение;</li> <li>5) допускает более 10 лексических, грамматических или фонетических ошибок.</li> </ol>

### ВОПРОСЫ ДЛЯ САМОПОДГОТОВКИ ОБУЧАЮЩИХСЯ

<i>Контролируемые разделы (темы) дисциплины</i>	<i>Вопросы для подготовки к индивидуальному / фронтальному устному / письменному опросу по темам дисциплины</i>
<b>РАЗДЕЛ 1</b>	
Тема 1.1. Карьера. Моя будущая профессия.	<ol style="list-style-type: none"> <li>1. Do you have a career plan? Where do you want to be in 10 years' time?</li> <li>2. Would you like to work for one or several companies?</li> <li>3. What can damage your career prospects?</li> <li>5. What do you hope to do in your future career?</li> <li>6. Are you an organized person? How do you organize your time?</li> <li>7. What do you have in common with your best friend?</li> </ol>
Тема 1.2. Личностные качества и имидж.	<ol style="list-style-type: none"> <li>1. What are your strengths and weaknesses?</li> <li>2. Are you an organized person? How do you organize your time?</li> <li>3. What do you have in common with your best friend?</li> <li>4. What techniques do you use in studying English? How do you remember new words, learn grammar etc.?</li> <li>5. What do you trust more to: TV, the Internet, newspapers? Why?</li> <li>6. Which is your favourite TV programme? Why?</li> </ol>

Тема1.3.Деловые путешествия.	<ol style="list-style-type: none"> <li>1. Do you like travelling? Which places have you visited or would like to visit? Why?</li> <li>2. What is the best time to visit your own city?</li> <li>3. Describe the opportunities your favourite season creates for travel?</li> <li>4. What is the best way of traveling around your country (rail/road/air)?</li> <li>5. Why is it better than the others?</li> <li>6. What are the biggest transport problems in your country?</li> </ol>
	РАЗДЕЛ 2
Тема2.1.. Известные люди.	<ol style="list-style-type: none"> <li>1. What creative persons can you name? What are they famous for?</li> <li>2. Which creative person do you admire most of all? Why?</li> <li>3. What famous inventors do you know? What are they famous for?</li> <li>4. What famous scientists do you know? What are they famous for?</li> <li>5. Give an example of any important discovery and a person who made it.</li> <li>6. Tell your partner about a famous person you love most of all.</li> </ol>
Тема2.1.Информационная среда.	<ol style="list-style-type: none"> <li>1. What are the best ways of getting information on major issues of the day?</li> <li>2. Can some good newspapers compete with the scientists in the way of educating people according to a well-known American writer?</li> <li>3. What do publications of most newspapers usually deal with?</li> <li>4. What is the most dominating type of media?</li> <li>5. How can big corporations benefit from mass media?</li> <li>6. Do you agree that mass media promotes quality and progress in our everyday life? Why/not?</li> <li>7. What are the best ways of getting information on major issues of the day?</li> <li>8. What do you use the internet for? How much time do you spend on the internet each week?</li> <li>9. Do you use mobile phone for information or entertainment?</li> <li>10. Is TV educational or is it complete rubbish?</li> </ol>
Тема 2.3. Мировые проблемы.	<ol style="list-style-type: none"> <li>1. Do you believe in human effect on the environment? Is there any scientific evidence you are aware of?</li> <li>2. Will making the changes to stop global warming be bad or good for people? Give reasons.</li> <li>3. What can cause an increase in global temperature?</li> <li>4. What are the main health problems in developing countries?</li> </ol> <p>What do you know about healthy diets? Which diet do you stick to?</p>
	РАЗДЕЛ 3
Тема 3.1. Компании. Структура компании.	<ol style="list-style-type: none"> <li>1. What types of companies exist?</li> <li>2. What makes a successful organisation?</li> <li>3. Can you describe your company/ organization?</li> <li>4. What qualities of organization are positive and negative?</li> <li>5. Describe your ideal manager.</li> <li>6. What makes a good employee?</li> </ol>
Тема 3.2. Продажи	<ol style="list-style-type: none"> <li>1. What do you like /dislike about shopping?</li> </ol>

	2. Why are beauty products easy to sell on TV? 3. Which type of products are difficult to sell and why? 4. What are the shopping habits of the people you know? 5. How to become a successful sales person? 6. Negotiating successfully. What can help? (effective salesperson).
РАЗДЕЛ 4	
Тема4.1. Креативные идеи.	1. What are the main responsibilities of a manager? 2. What factors make companies successful? 3. What should companies do to encourage new ideas? The most effective type of communication with a client. 4. Problems of young managers. How to deal with them? 5. Women's place in business. Is it a good idea?
Тема4.2. Корпоративный отдых. Прием зарубежных партнеров.	1. What are business negotiations? 2. Why is negotiation important in a business? 3. What is business context negotiation? 4. What are some examples of negotiation?
Тема4.3. Планирование.	1. What is planning? 2. What are the best ways to plan? 3. What is the secret of good planning? 4. What do you consider when planning family events?

## 2.2 Рекомендации по оцениванию результатов тестовых заданий обучающихся

В завершении изучения каждого раздела дисциплины может проводиться тестирование (контроль знаний по разделу).

*Критерии оценивания.* Выполнение текущих тестовых заданий оценивается в баллах. Критерии оценивания, как и количество баллов за каждое выполненное задание, зависят от типа тестовых заданий и оговариваются каждый раз в тестовых заданиях отдельно.

Тестовые задания представлены в виде оценочных средств и в полном объеме представлены в банке тестовых заданий в электронном виде. В фонде оценочных средств представлены типовые тестовые задания, разработанные для изучения дисциплины «Иностранный язык».

## ТИПОВЫЕ ТЕСТОВЫЕ ЗАДАНИЯ ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ

### РАЗДЕЛ 1.

#### 1. Put the correct words A, B, C, D from options below in the above article:

One of the main crises facing companies today is that of loss of reputation. Damage to reputation almost always has a snowball effect and entails damages to share \_\_\_\_\_ (1) as well as to public confidence. Some business people say that their company's reputation is their main \_\_\_\_\_ (2). Consequently, it is necessary not only preserve it, but also to \_\_\_\_\_ (3) in it, because once you have lost some of it, not only is it extremely difficult to regain it, but it also costs huge amounts of money. When \_\_\_\_\_ (4) a crisis, management must react as quickly as possible. Speed of \_\_\_\_\_ (5) is particularly crucial when human lives are in question. The next step is to enter in a dialogue with all your \_\_\_\_\_ (6), and to make sure that you maintain a steady \_\_\_\_\_ (7) of information. You have to explain to the public what went wrong, and

accept responsibility for any mistake that you made. If you are indeed responsible for what happened, an admission of \_\_\_\_\_ (8) is your only viable course of action. Denying responsibility will inevitably damage your reputation in the long term, and increase the chances of \_\_\_\_\_ (9) action being taken against you.

- 1 a) cost b) fee c) bonus d) price
- 2 a) profit b) asset c) benefit d) value
- 3 a) pay b) stake c) secure d) invest
- 4 a) dealing b) foreseeing c) handling d) prioritizing
- 5 a) response b) responding c) reaction d) reacting
- 6 a) stakeholders b) suppliers c) buyers d) consumers
- 7 a) conference b) flow c) release d) press
- 8 a) credibility b) illegality c) liability d) criminality
- 9 a) legal b) lawful c) court d) tribunal

## 2. Complete the modal perfect forms in these sentences.

1 The team leader was great, but I think she could \_\_\_\_\_ spent more time on simulations. 2 You might have \_\_\_\_\_ to my letter sooner. I thought you were no longer interested in my proposal. 3 They needn't \_\_\_\_\_ into the office – there was no work for them to do when they got there. 4 If your application had been successful, we \_\_\_\_\_ informed you in writing.

III. Conditionals 1 If we lose the password, we \_\_\_\_\_ (*not to be able*) to access those files ever again. 2 If I were you, I \_\_\_\_\_ (*to turn*) to a professional website designer. 3 If the economic climate \_\_\_\_\_ (*to be*) more favourable, our e-commerce would have expanded massively.

IV. Passives 1 Flexible hours \_\_\_\_\_ in Accounts and HR next month. (*introduce*) 2 Surprisingly, the sales staff \_\_\_\_\_ only \_\_\_\_\_ once in the past three years. (*appraise*) 3 Our remuneration policy \_\_\_\_\_ currently \_\_\_\_\_. (*revise*) 4 With a little goodwill, the amount of red tape we have to deal with could \_\_\_\_\_ easily. (*reduce*)

## Answer Key

I. 1d 2b 3d 4c 5d 6a 7b 8c 9a

II. 1have 2answered 3have come 4could have

III. 1wouldn't be able 2 would turn 3.had been

IV. 1will be introduced 2were ...appraised 3is being...revised 4be reduced

## PA3/IEJ 2.

### 1. Read the text. Mark the statements *true* or *false*.

The mass media play an important part in our lives. Newspapers, radio and especially TV inform us of what is going on in this world and give us wonderful possibilities for education and entertainment. They also influence the way we see the world and shape our views. Of course, not all newspapers and TV programmes report the events objectively, but serious journalists and TV reporters try to be fair and provide us with reliable information. It is true that the world today is full of dramatic events and most news seems to be bad news. But people aren't interested in ordinary events. That is why there are so many programmes and articles about natural disasters, plane crashes, wars, murders and robberies. Good news doesn't usually make headlines. Bad news does. Some people say that journalists are given too much freedom. They often intrude on people's private lives. They follow celebrities and print sensational stories about them which are untrue or half-true. They take photos of them in their most intimate moments. The question is — should this be allowed? The main source of news for millions of people is television. People like TV news because they can see everything with their own eyes. And that's an important advantage. Seeing, as we know, is believing. Besides, it's much more difficult for politicians to lie in front of the cameras than on the pages of newspapers. Still, many people prefer the radio. It's good to listen to in the car, or in the open air, or when you do

something about the house. Newspapers don't react to events as quickly as TV, but they usually provide us with extra detail, comment and background information. The Internet has recently become another important source of information. Its main advantage is that news appears on the screen as soon as things happen in real life and you don't have to wait for news time on TV.

*True or false?*

1. It is impossible to live in the world without mass media.
2. Nowadays TV Mass media influence the way we see the world.
3. Dramatic events are often discussed on TV and in newspapers.
4. Good news also appear in mass media.
5. Journalists often speak about the facts, which people shouldn't know.
6. Television is not the main source of information.
7. The Internet is the quickest way to learn the information.

## 2. Fill in the gaps with the appropriate words.

*A) Words: o'clock, World Wide Web, accessible, file transfer, radio*

The Internet is quickly becoming the center of mass media. Everything is becoming (1) \_\_\_\_\_ via the internet. Rather than picking up a newspaper, or watching the 10 (2) \_\_\_\_\_ news, people can log onto the internet to get the news they want, when they want it. For example, many workers listen to the (3) \_\_\_\_\_ through the Internet while sitting at their desk. It consists of millions of smaller domestic, academic, business, and governmental networks, which together carry various information and services, such as email, online chat, (4) \_\_\_\_\_, and the interlinked web pages and other documents of the (5) \_\_\_\_\_.

*B) Words: focus on, web pages, readers, network, typical*

Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A (1) \_\_\_\_\_ blog combines text, images and other graphics, and links to other blogs, (2) \_\_\_\_\_, and related media. The ability for (3) \_\_\_\_\_ to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some (4) \_\_\_\_\_ art (artlog), photographs (photoblog), sketchblog, videos (vlog), music (MP3 blog), audio (podcasting) are part of a wider (5) \_\_\_\_\_ of social media.

## 3. Choose the correct words to complete the sentences.

Last May I was choosing an unusual holiday tour. It was a **1** \_\_\_\_\_ task because flights to Japan, Hong Kong and Australia were just too common. What I wanted was somewhere exciting and exotic, a place where I could be **2** \_\_\_\_\_ from the crowd of tourists. I was so happy when Joan called up, suggesting to take a trip to Cherokee, a county in the state of Oklahoma. I agreed immediately. It didn't **3** \_\_\_\_\_ us long to prepare for this trip and soon we took a flight to Cherokee and visited a village, which presents a brief image of the Indian past to the tourists. **4** \_\_\_\_\_ the language barrier, we managed to find our way to the souvenir shops with the help of the natives. The shops were filled with colorful traditional clothes, made of turkey feathers, and other bright souvenirs. "Welcome! Want to get anything?" We **5** \_\_\_\_\_ a middle-aged man smiling at us. We were very surprised by his fluent English. He introduced himself as George and we ended up chatting till lunch time when he invited us for lunch at a **6** \_\_\_\_\_ coffee shop. George told us that he used to cut firewood for a living. We **7** \_\_\_\_\_ from him that the Cherokees do not depend solely on trade for survival. This story was really interesting. Back at home, I often remember this amazing trip.

1. a. large      b. hard      c. strong      d. heavy
2. a. missed    b. avoided    c. spared    d. left
3. a. take      b. keep      c. hold      d. make
4. a. Though    b. Instead    c. Besides    d. Despite
5. a. glanced      b. looked    c. saw    d. watched
6. a. nearby      b. near      c. next    d. close
7. a. realised    b. found      c. discovered    d. learnt

## 4. Choose the correct answer (a, b, c or d)

1. In ... of a newspaper a person can find various information presented in articles and comments.

- a. an issue      b. a soap opera
- c. a quiz        d. the weather forecast
- 2. ... is a newspaper that is published every day of the week except Sunday.
- a. An edition   b. A feature
- c. An obituary   d. A daily
- 3. A ... is a television station and all the programmes that it broadcasts.
- a. current event      b. remote control
- c. channel      d. canal
- 4. A magazine that appears once a week is a ... .
- a. weekly      b. daily
- c. monthly      d. tabloid
- 5. A ... is a popular serial about daily lives and relationships of the same group of people.
- a. documentary film   b. soap opera
- c. historical film      d. cartoon
- 6. Television ... us informed about the ... events at home and abroad.
- a. keeping, recent      b. keeps, recent
- c. keeps, recently      d. keeping, recently
- 7. What... this weekend?
- a. you are going to do   b. are you going to do
- c. your gonna do      2. I'm not sure. ... anything special?
- a. Are you going to do      b. You are going to do      c. Is going to do
- 8. My friend Melissa and ... a party. Would you like to come?
- a. am going to   b. are going to go to   c. go to
- 9. I'd love to! ...?
- a. What's it going to be      b. Who's go to be      c. Where's it going to be

#### Answer Key

- 1) 1. False, 2. True, 3. True, 4. True, 5. False, 6. True, 7. False
- 2) A) 1-accessible, 2- o'clock, 3 – radio, 4- file transfer, 5 - World Wide Web
- B) 1-Typical, 2 - web pages, 3-readers, 4-focus on, 5 – network
- 3) 1-b; 2-c; 3- a, 4-d; 5-c; 6-a; 7-d
- 4) 1. a, 2. d, 3. c, 4. a, 5. b, 6. b, 7. b, 8. a, 9. b, 10. C

### ПАЗДЕЛ 3

#### 1. Put the correct words A, B, C, D from options below in the above article:

A British firm has developed a new product (1) \_\_\_\_ help us save money. The product is a wristband (2) \_\_\_\_ gives us an electric shock if we spend too much money. The wristband is called Pavlok. It is (3) \_\_\_\_ to our bank account. It knows how much money we have in the bank. If we go shopping and there is (4) \_\_\_\_ enough money in our bank account, the wristband (5) \_\_\_\_ a 255-volt electric shock to our wrist. This warns us not to overspend. The company is called Intelligent Environments. It wants to work with banks to help customers with their money. So far, no banks in Britain have said they would (6) \_\_\_\_ the Pavlok to their customers. They could start doing this in the future. The Pavlok wristband is part of the Internet of Things. This is the idea that everything in our life will (7) \_\_\_\_ connected to the Internet. The CEO of Intelligent Environments, David Webber, said people liked the idea of the Pavlok. Shoppers would (8) \_\_\_\_ get a small electric shock in the store from the wristband than get a big shock later when they see their credit card (9) \_\_\_\_\_. Mr Webber said the Pavlok would be great for people who cannot stop spending because they have (10) \_\_\_\_ willpower or their willpower is weak. He added that many young people suffer (11) \_\_\_\_ the "ostrich effect". This is when people stick their heads in the sand and buy things rather (12) \_\_\_\_ look at how much money they have in their bank. Put the correct words from the table below in the above article.

- 1. (a) for      (b) to      (c) by      (d) so



2. (a) what (b) that (c) this (d) then
3. (a) lichen (b) lined (c) likened (d) linked
4. (a) never (b) not (c) no (d) now
5. (a) delivering (b) deliver (c) delivery (d) delivers
6. (a) reject (b) combine (c) offer (d) protect
7. (a) be (b) do (c) have (d) not
8. (a) instead (b) prefer (c) rather (d) like
9. (a) bull (b) ball (c) bell (d) bill
10. (a) no (b) non (c) not (d) now
11. (a) from (b) as (c) on (d) at
12. (a) than (b) that (c) this (d) then

**2. Choose work / job / employment / occupation and complete the sentences:**

I don't like my ... It's not well-paid. What is more, it's exhausting and boring.

I go to ... every day, including Saturday.

You must write your name, age and ... on the application form.

Have you finished your ... for today?

All high school graduates must be provided with equal career and ... opportunities.

Your ... is badly done. Come to me after you redo it.

I haven't been able to find a ... for the last three months.

If you can't find a job, apply to the state ... office.

She is a tour guide by ...

My present ... doesn't satisfy me financially, so I'm going to quit.

**3. Complete the sentences with the correct options from a, b, c, d. Write your answers in the space.**

1. This is my \_\_\_\_\_, Helma. She works with me in the financial department.  
a) **colleague** b) team c) job d) people
2. Gucci has offices in different countries, but their \_\_\_\_\_ are in Florence, Italy.  
a) place b) subsidiary c) shop d) **headquarters**
3. They buy the products for \$5 and sell for \$10, so that's 100% \_\_\_\_\_.  
a) retail c) **profit** d) invoice
4. Brian Kingsley is an important \_\_\_\_\_ because he buys a lot of our products.  
a) supplier b) producer c) **client** d) manufacturer
5. Can I \_\_\_\_\_ by a credit card?  
a) take b) pay c) give d) send
6. He \_\_\_\_\_ for the computer company, IBM  
a) work b) **works** c) working d) is work
7. He usually \_\_\_\_\_ to work by a car.  
a) travel b) is traveling c) **travels** d) has traveled
8. Where \_\_\_\_\_?  
a) you work b) do work you c) work you d) **do you work**
9. We buy office equipment from a \_\_\_\_\_ in Wales.  
a) customer b) goods c) **supplier** d) accountant
10. The \_\_\_\_\_ for this project is 28<sup>th</sup> July.  
a) date b) **deadline** c) day d) time
11. He \_\_\_\_\_ takes his work home.  
a) don't b) not c) **doesn't** d) isn't
12. \_\_\_\_\_ many offices in this town.  
a) **There are** b) There is c) It is d) They are
13. \_\_\_\_\_ he live in Madrid?  
a) Do b) Isn't c) **Does** d) Don't
14. \_\_\_\_\_ I speak to Mr Jones, please?  
A) **Can** b) Will c) Need d) Want

- 15 \_\_\_\_\_ you like to visit the factory?  
 a) Do                                      b) Can                                      c) Have                                      d) **Would**
- 16 It can play music and send emails, it has some good \_\_\_\_\_.  
 a) **features**                                      b) products                                      c) size                                      d) electricity.
- 17 BA and Virgin are \_\_\_\_\_ in the airline industry.  
 a) companies                                      b) organizations                                      c) markets                                      d) **competitors**
- 18 I \_\_\_\_\_ to South America last year for business.  
 a) **went**                                      b) have gone                                      c) been                                      d) go
- 19 He often travels \_\_\_\_\_ on business.  
 a) away                                      b) **abroad**                                      c) country                                      d) town
- 20 Where \_\_\_\_\_ you go on business last year?  
 a) do                                      b) **did**                                      c) have                                      d) were

#### PA3ДEЛ 4

##### 1. Put the correct words A, B, C, D from options below in the above article:

One of the main crises facing companies today is that of loss of reputation. Damage to reputation almost always has a snowball effect and entails damages to share \_\_\_\_\_ (1) as well as to public confidence. Some business people say that their company's reputation is their main \_\_\_\_\_ (2). Consequently, it is necessary not only preserve it, but also to \_\_\_\_\_ (3) in it, because once you have lost some of it, not only is it extremely difficult to regain it, but it also costs huge amounts of money. When \_\_\_\_\_ (4) a crises, management must react as quickly as possible. Speed of \_\_\_\_\_ (5) is particularly crucial when human lives are in question. The next step is to enter in a dialogue with all your \_\_\_\_\_ (6), and to make sure that you maintain a steady \_\_\_\_\_ (7) of information. You have to explain to the public what went wrong, and accept responsibility for any mistake that you made. If you are indeed responsible for what happened, an admission of \_\_\_\_\_ (8) is your only viable course of action. Denying responsibility will inevitably damage your reputation in the long term, and increase the chances of \_\_\_\_\_ (9) action being taken against you.

- 1 a) cost                                      b) fee                                      c) bonus                                      d) price  
 2 a) profit                                      b) asset                                      c) benefit                                      d) value  
 3 a) pay                                      b) stake                                      c) secure                                      d) invest  
 4 a) dealing                                      b) foreseeing                                      c) handling                                      d) prioritizing  
 5 a) response                                      b) responding                                      c) reaction                                      d) reacting  
 6 a) stakeholders                                      b) suppliers                                      c) buyers                                      d) consumers  
 7 a) conference                                      b) flow                                      c) release                                      d) press  
 8 a) credibility                                      b) illegality                                      c) liability                                      d) criminality  
 9 a) legal                                      b) lawful                                      c) court                                      d) tribunal

##### 2. Complete the modal perfect forms in these sentences.

1. The team leader was great, but I think she could \_\_\_\_\_ spent more time on simulations.  
 2. You might have \_\_\_\_\_ to my letter sooner. I thought you were no longer interested in my proposal.  
 3. They needn't \_\_\_\_\_ into the office – there was no work for them to do when they got there.  
 4. If your application had been successful, we \_\_\_\_\_ informed you in writing.

#### III. Conditionals

1. If we lose the password, we \_\_\_\_\_ (*not to be able*) to access those files ever again.  
 2. If I were you, I \_\_\_\_\_ (*to turn*) to a professional website designer.  
 3. If the economic climate \_\_\_\_\_ (*to be*) more favourable, our e-commerce would have expanded massively.

#### IV. Passives

1. Flexible hours \_\_\_\_\_ in Accounts and HR next month. (*introduce*)  
 2. Surprisingly, the sales staff \_\_\_\_\_ only \_\_\_\_\_ once in the past three years. (*appraise*)

3. Our remuneration policy \_\_\_\_\_ currently \_\_\_\_\_. (*revise*)  
 4. With a little goodwill, the amount of red tape we have to deal with could \_\_\_\_\_ easily. (*reduce*)

**3. You are going to visit a client company in Toronto next week. Write a reply to the following e-mail. Write about 50 words.**

To:  
 From: Greg Saunders  
 Subject: Your visit next week.

Dear ...

I am attaching a programme for your visit next week. Please let me know if there is anything you would like to add.

If you could also tell me your flight number and arrival time, I will arrange for our driver to meet you at Toronto airport and take you to your hotel.

We are all looking forward very much to meeting you next week.

Best regards

Greg

**4. Choose the best option (A, B, C or D) for every sentence:**

- 1 A new office \_\_\_\_\_ now in the city centre.  
 a) has built                      b) building                      c) is building                      d) **is being built**
- 2 You \_\_\_\_\_ use mobile phone in here. It is not allowed.  
 a) **mustn't**                      b) don't have to                      c) don't need                      d) couldn't
- 3 \_\_\_\_\_ profit is always calculated without deducting taxes and other charges.  
 a) Full                      b) Net                      c) Whole                      d) **Gross**
- 4 \_\_\_\_\_ have to evaluate the risks involved in setting up a business.  
 a) suppliers                      b) **entrepreneurs**                      c) regulators                      d) customers
- 5 \_\_\_\_\_ our back-office work to an overseas supplier would definitely be cheaper.  
 a) **Outsourcing**                      b) Downsizing                      c) Appointing                      d) Locating
- 6 ComSoft has agreed to \_\_\_\_\_ us with the latest software .  
 a) offer                      b) deliver                      c) **supply**                      d) sell
- 7 Since 2003, bosses \_\_\_\_\_ slow to handle this problem.  
 a) **have been**                      b) were                      c) are being                      d) are
- 8 Can you fill in this \_\_\_\_\_ form?  
 a) apply                      b) applicant                      c) **application**                      d) applied
- 9 The person at the door, \_\_\_\_\_ greeted you, is the HR manager.  
 a) **who**                      b) what                      c) where                      d) which
- 10 Cost-cutting and outsourcing will be the main focus of our \_\_\_\_\_ in the coming year.  
 a) process                      b) objective                      c) **strategy**                      d) outlook
- 11 If we \_\_\_\_\_ him, we wouldn't have got an answer.  
 a) haven't asked                      b) **hadn't asked**                      c) asked                      d) ask
- 12 Would you be interested \_\_\_\_\_ joining us for a drink.  
 a) for                      b) with                      c) **in**                      d) to
- 13 You \_\_\_\_\_ come if you don't want to. It isn't obligatory.  
 a) don't have to                      b) mustn't                      c) ought to                      d) might not
- 14 She \_\_\_\_\_ if he'd ever been to Spain.  
 a) said                      b) told                      c) told me                      d) **asked**
- 15 If we use low-paid overseas workers we'd cut our \_\_\_\_\_ dramatically.  
 a) profit                      b) **costs**                      c) margins                      d) income
- 16 Using cheaper components could result in considerable \_\_\_\_\_.  
 a) winnings                      b) **savings**                      c) reductions                      d) decreases
- 17 \_\_\_\_\_ like rent are still taking up too much of our budget.

- a) Investments                      b) **Overheads**                      c) Earnings                      d) Taxes
- 18 Most member state of the EU have adopted the Euro as the single \_\_\_\_\_.
- a) **currency**                      b) money                      c) cash                      d) exchange
- 19 He is leaving the company \_\_\_\_\_ they wouldn't promote him.
- a) **because**                      b) so that                      c) in order to                      d) that means that
- 20 The company was set \_\_\_\_\_ ten years ago.
- a) on                      b) **up**                      c) in                      d) off

### 2.3 Рекомендации по оцениванию результатов ситуационных заданий

Оценка	Правильность (ошибочность) решения
«Отлично»	Обучающийся 1) полно и аргументировано раскрывает содержание темы высказывания; 2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств; 3) демонстрирует беглость речи близкую к естественной, без длительных пауз и повторов; 4) демонстрирует умения поддерживать контакт с аудиторией и собеседниками, быстро и правильно реагирует на поставленные вопросы, умеет поддержать беседу, высказать свое мнение; 5) допускает 1-2 лексические, грамматические или фонетические ошибки,
«Хорошо»	Обучающийся 1) достаточно полно и аргументировано раскрывает содержание темы высказывания; 2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств, допуская небольшие неточности, которые не влияют на содержание высказывания, не мешают его правильному восприятию; 3) демонстрирует беглость речи близкую к естественной, в речи может наблюдаться некоторое количество пауз, связанных с поиском правильных средств выражения; 4) демонстрирует умения поддерживать контакт с аудиторией и собеседниками, достаточно быстро и правильно реагирует на поставленные вопросы, умеет поддержать беседу, высказать свое мнение; 5) допускает 3-5 лексических, грамматических или фонетических ошибок;
«Удовлетворительно»	Обучающийся 1) неполно раскрывает содержание темы высказывания; 2) излагает материал недостаточно связно и последовательно, знания терминологии не достаточны для раскрытия темы, а также обучаемому не хватает лексических, грамматических и фонетических средств для осуществления полноценного высказывания; 3) речь замедленная, обучаемый делает досточное количество пауз для поиска необходимых слов и выражений; 4) демонстрирует недостаточные умения поддерживать

	<p>контакт с аудиторией и собеседниками, достаточно медленно реагирует на поставленные вопросы, испытывает затруднения в ответах на некоторые из них, с трудом поддерживает беседу, высказывает свое мнение;</p> <p>5) допускает более 6-9 лексических, грамматических или фонетических ошибок;</p>
«Неудовлетворительно»	<p>Обучающийся</p> <p>1) не раскрывает содержание темы высказывания;</p> <p>2) излагает материал несвязно и непоследовательно, не владеет соответствующей терминологией, а также достаточными лексическими, грамматическими и фонетическими средствами для осуществления высказывания;</p> <p>3) речь замедленная, невнятная, изобилует длительными паузами и повторами;</p> <p>4) не умеет поддерживать контакт с аудиторией и собеседниками, медленно или совсем не реагирует на поставленные вопросы, не умеет поддерживать беседу и высказать высказывает свое мнение;</p> <p>5) допускает более 10 лексических, грамматических или фонетических ошибок.</p>

\* Представлено в таблице 2.1.

## ТИПОВЫЕ СИТУАЦИОННЫЕ ЗАДАНИЯ ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИИ

### ***Ситуация к теме «1.1. Карьера. Моя будущая профессия».***

Think of a job that you think would be very difficult for you to do, and another job that you think would be very easy and the most enjoyable. Talk about the professional skills and personal qualities that are necessary for both jobs.

Is it easy to choose your future profession?

What attracts you in your future profession?

Can you check whether your choice of the profession is right?

What should you do to achieve your ambitions?

### ***Ситуация к теме «1.2. Личностные качества и имидж».***

Some people try different fashions to express their personality (dye their hair green, pierce their tongue or nose, wear torn jeans, etc.). But sometimes it may not be accepted by other people.

What is acceptable for you and what isn't? What kind of clothes do you prefer?

Do you agree that people who look different are strange?

Is it a good idea to look like your friends?

Do you try to follow the latest fashion? Why/ Why not?

Do people nowadays make clothes themselves? Why/ Whynot?

### ***Ситуация к теме «1.3. Путешествия».***

You are given the opportunity to visit a foreign country. You can go there by plane, by train or by car. Which means of transport would you like to take, if you had a choice? Explain why you would prefer this or that kind of transport and point out the advantages.

Have you ever been to a foreign country?

Have you ever experienced homesickness?

What can spoil a holiday?

What professions involve a lot of travelling?

**Ситуация к теме «2.1. Известные люди».**

Think of any creative persons. What is he famous for? Why do you admire him? Say if you'd like to follow him. Why?

**Ситуация к теме «2.2. Информационная среда».**

Imagine you are being interviewed by a journalist of a radio programme for young people about young people. The journalist asks different questions in order to find out what worries and what interests people of your age. Touch on the following topics:

interests and hobbies;

future career;

style of clothes young people prefer;

other issues young people are concerned about, etc.

**Ситуация к теме «3.1. Компании. Структура компании».**

Draw a simple organisation chart for the management structure of the place you will work at. Give the names, titles in English.

Is organisation structure in business important?

What makes organisation structure of a company?

What parts are modern typical firms divided into?

How can you describe a senior manager?

There is a difference between an executive director and nonexecutive director, is not there? What is it?

**Ситуация к теме «3.2. Продажи».**

Think of the two most popular jobs that young people in our country would like to have as their future career (express your opinion). What do you think about sales? Talk about the features that attract young people in these jobs and try to compare and contrast them.

What is more important for success: to have natural abilities or to work hard?

What is your favourite subject?

Do you agree that doing well at academy can lead to good career opportunities?

Is it easy for you to make a decision?

**Ситуация к теме «3.3. Креативные идеи».**

Write an essay explaining the following statement: "An organization that falls apart when individuals leave has not built an adequate structure of roles." Imagine you are a street-level bureaucrat, for example, a state employee. Write a brief essay on the ideas how to make your job less complex and unpredictable.

**Ситуация к теме «3.1. Прием зарубежных партнеров».**

Imagine your business partner from England is calling you. He is going to come to your company on business. You are a company employee who has arranged to meet Student B, a colleague from one of your subsidiaries. Explain that you cannot keep the appointment and give a reason. Suggest an alternative day.

2. Student B, you are on a business trip to Singapore and need to stay an extra day. Your hotel is full. Telephone the airline office. Talk to the representative, Student A, to arrange a different flight and a night at another hotel.

**2.4. Рекомендации по оцениванию дискуссионных тем**

Максимальное количество баллов (государственная оценка)*	Критерии
отлично	Обучающийся: - способен вести беседу по предложенной тематике (диалогическое и монологическое высказывания) в нормальном темпе; - демонстрирует широкий словарный запас, эффективный выбор и использование слова / идиомы, владение формой слова,

	<p>соответствующий регистр; использует сложные грамматические конструкции;</p> <ul style="list-style-type: none"> <li>-эффективно взаимодействует с экзаменатором и/или партнером;</li> <li>-дает точные исчерпывающие ответы на все вопросы;</li> <li>-умело справляется с непредсказуемыми ситуациями;</li> <li>- проявляет инициативу; обосновывает свою мысль;</li> <li>- осуществляет связные монологические высказывания;</li> <li>- раскрывает тему полностью и надлежащим образом, приводит примеры и факты;</li> <li>-любое колебание в речи связано с содержанием, а не с поиском слов или грамматики.</li> </ul>
хорошо	<p>Обучающийся:</p> <ul style="list-style-type: none"> <li>- способен вести беседу по предложенной тематике (диалогическое и/ли монологическое высказывание) в нормальном темпе;</li> <li>- имеет достаточный диапазон словарного запаса, делает несущественные ошибки в выборе формы слова/идиомы, имеет незначительные проблемы в выборе сложных конструкций, делает несколько ошибок в выборе времени, числа, порядка слов / функции, артиклей, местоимений, предлогов, допускает небольшое количество ошибок в орфографии, пунктуации, капитализации;</li> <li>-в основном высказывание отвечает заданию;</li> <li>-обучающийся понимает экзаменатора и партнера и дает правильные ответы на большинство вопросов;</li> <li>-в целом умеет справляться с непредсказуемыми ситуациями;</li> <li>- дает распространенные ответы и проявляет инициативу;</li> <li>- проявляет минимальные колебания в речи.</li> </ul>
удовлетворительно	<p>Обучающийся:</p> <ul style="list-style-type: none"> <li>-понимает экзаменатора и партнера и дает правильные ответы;</li> <li>-выполняет простые задачи, но испытывает затруднения с более сложными задачами, недостаточно широко развивает свою мысль;</li> <li>-показывает ограниченный диапазон словарного запаса, делает частые ошибки в выборе формы слова / идиомы, использовании, значениях, имеет серьезные проблемы с простыми / сложными конструкциями,</li> <li>-проявляет частые колебания, произношение затрудняет общение;</li> <li>- темп речи замедлен.</li> </ul>
неудовлетворительно	<p>Обучающийся:</p> <ul style="list-style-type: none"> <li>-не способен высказываться в устной форме;</li> <li>- не может раскрыть содержание задания, не понимает собеседника;</li> <li>- имеет ограниченный диапазон словарного запаса, делает частые ошибки в выборе формы слова / идиомы, использовании, практически не показывает знания правил построения предложений.</li> </ul>

\* Представлено в таблице 2.1.

## ТЕМЫ ДИСКУССИЙ ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИИ

Контролируемые темы учебной дисциплины	Темы для дискуссии
Тема 1.1.Моя будущая професси я.	Career plans. Where do you want to be in 10 years' time? Things, that can damage your career prospects. What are they?
Тема 1.2. Личностные кач ества и имидж.	What are your strengths and weaknesses? TV, the Internet, newspapers. What affects your life most? Why?
Тема 1.3. Деловые путешествия.	The best time to visit your own city. The biggest transport problems in your country.
Тема 2.1. Известные люди	Creative persons you name. What are they famous for? Important discovery and a person who made it.
Тема 2.2. Информационная среда	The most dominating type of media. What is it? Can big corporations benefit from mass media? In what way?
Тема 2.3. Мировые проблемы	Do you believe in human effect on the environment? Is there any scientific evidence you are aware of? Can making the changes to stop global warming be bad or good for people? Give reasons.
Тема 3.1. Типы и структура компаний	What makes a successful organisation? Describe an ideal manager. What makes a good employee?
Тема 3.2 Продажи	How to become a successful sales person? Negotiating successfully. What can help? (effective salesperson).
Тема 3.3 Креативные идеи.	What factors make companies successful? Problems of young managers. How to deal with them. Women's place in business.
Тема 4.1.Корпоративный отдых. Прием зарубежных партнеров	Why is negotiation important in a business? What is business context negotiation?
Тема 4.2. Новый бизнес	What conditions are important for people starting new businesses? What are the advantages and disadvantages of starting your business?
Тема 4.3. Планирование	What is the secret of good planning? How often do you think businesses should revise their plans?



## 2.5. Рекомендации по оцениванию эссе (докладов, сообщений).

Максимальное количество баллов*	Критерии
отлично	<p>Обучающийся:</p> <ol style="list-style-type: none"> <li>1) полно и аргументированно раскрывает содержание темы высказывания;</li> <li>2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств;</li> <li>3) письменное высказывание имеет вступление, основную часть и заключение, каждая часть из которых логически оправдана и имеет соответствующий объем;</li> <li>4) допускает 1-2 лексические, грамматические и стилистические ошибки, которые не влияют на содержание высказывания;</li> <li>5) объем высказывания полностью соответствует требованиям.</li> </ol>
хорошо	<p>Обучающийся:</p> <ol style="list-style-type: none"> <li>1) достаточно полно и аргументированно раскрывает содержание темы высказывания;</li> <li>2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств, допуская небольшие неточности, которые не влияют на содержание высказывания, не мешают его правильному восприятию;</li> <li>3) письменное высказывание имеет вступление, основную часть и заключение, каждая часть из которых в целом логически оправдана и имеет соответствующий объем;</li> <li>4) допускает 3-5 лексических, грамматических или стилистических ошибок;</li> <li>5) объем высказывания в основном соответствует требованиям.</li> </ol>
удовлетворительно	<p>Обучающийся</p> <ol style="list-style-type: none"> <li>1) неполно раскрывает содержание темы высказывания;</li> <li>2) излагает материал недостаточно связно и последовательно, знания терминологии не достаточны для раскрытия темы, а также обучаемому не хватает лексических, грамматических и стилистических средств для осуществления полноценного высказывания;</li> <li>3) письменное высказывание имеет вступление, основную часть и заключение, однако одна из частей слишком краткая/длинная, не связана с остальными частями, не соответствует своему назначению;</li> <li>4) допускает более 6-9 лексических, грамматических или фонетических ошибок;</li> <li>5) объем высказывания не соответствует требованиям (превышает установленный объем или, наоборот, имеет меньший объем).</li> </ol>
Неудовлетворительно	<p>Обучающийся:</p> <ol style="list-style-type: none"> <li>1) не раскрывает содержание темы высказывания;</li> <li>2) излагает материал несвязно и непоследовательно, не владеет соответствующей терминологией, а также достаточными</li> </ol>

	лексическими, грамматическими и стилистическими средствами для осуществления высказывания; 3) не придерживается структуры письменного высказывания; 4) допускает более 10 лексических, грамматических или стилистических ошибок; 5) объем высказывания не соответствует требованиям (превышает установленный объем или, наоборот, имеет меньший объем).
--	--

\* Представлено в таблице 2.1.

### ТЕМЫ ЭССЕ (ДОКЛАДОВ, СООБЩЕНИЙ) ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИИ

Контролируемые темы учебной дисциплины	Эссе (доклады, сообщения)
Тема 1.1. Моя будущая профессия.	Write an essay on the topic: "This working life." Write an essay on the plan: "The greatest day / night out I had".
Тема 1. 2. Личностные качества и имидж.	Write an essay on the topic: "The most reliable person on earth." Write an essay on the topic: "The most eccentric person I have ever met."
Тема 1. 3. Деловые путешествия.	Write an essay on the topic: "My worst travel experience I've ever had." Write an essay on the topic: ". Travelling abroad helps to understand your own country
Тема 2.1. Известные люди	Write an essay on the topic: "The most famous person on earth." Write an essay on the topic: "The creative person I admire most of all." Write an essay on the topic: "Being famous - is it an advantage or disadvantage?" Write an essay on the topic: "Famous people and paparazzi?"
Тема 2.2. Информационная среда	Write an essay on the topic: "Possibilities of using computers at work." Write an essay on the topic: "How to make virtual system of communication more efficient
Тема 2.3. Мировые проблемы	Write an essay on the topic: "That fascinating world around!" Write an essay on the topic: "Violence on TV should be prohibited."
Тема 3.1. Типы и структура компаний	Write an essay on the topic: "An ideal company to work for". Use the clues: 1. Most successful companies in the world. Similar or not? 2. Things they have in common. Prepare a report on the issue: "Successful company to work for."
Тема 3.2. Продажи	Prepare a report on the issue: "Marketing campaigns which impressed me most."

Тема 3.3. Креативные идеи.	Write an essay on the topic: "Best ways to make employees perform effectively and work towards company's benefit." Use the clues: 1. The effect a good management has. 2. Companies goals and plans.
Тема 4.1. Корпоративный отдых. Прием зарубежных партнеров	Negotiation in business. Business context of negotiations.
Тема 4.2. Новый бизнес	Write an essay on the topic: "The biggest battle the companies of the twenty first century have." Prepare a report on the issue: "Important conditions for starting up a new businesses."
Тема 4.3 Планирование	Write an essay on the topic: The secrets of good planning. Write an essay on the topic: Revisetheir plans for business.

### ВОПРОСЫ К ЗАЧЕТУ / ЭКЗАМЕНУ ПО РАЗДЕЛАМ (ТЕМАМ) ДИСЦИПЛИНЫ

№п/п	Вопросы к зачёту/экзамену	Индекс оцениваемой компетенции или её элементов
Тема 1.1. Моя будущая профессия.	Do you think about your future life? Do you find your future profession interesting?	УК-4.1 УК-4.2
Тема 1.2. Личностные качества и имидж.	What is the difference between qualities and skills in a resume? Why should you write about personal qualities for a job?	УК-4.1 УК-4.2
Тема 1.3. Деловые путешествия.	What countries would you like to visit? Why? Have you ever been in a difficult situation while traveling?	УК-4.1 УК-4.2
Тема 2.1. Известные люди	What creative persons can you name? What are they famous for? What famous inventors do you know? What are they famous for?	УК-4.1 УК-4.2
Тема 2.2. Информационная среда	Do the media play an important part in your life? Do you think that the media influence our life?	УК-4.1 УК-4.2
Тема 2.3. Мировые проблемы	What countries would you like to visit? Why? Have you ever been in a difficult situation while traveling?	УК-4.1 УК-4.2
Тема 3.1. Типы и структура компаний	What is the structure of a modern business? What positions are necessary at developing enterprise?	УК-4.1 УК-4.2

Тема 3.2. Продажи	Which type of products are difficult to sell and why? What are the shopping habits of the people you know? How to become a successful sales person?	УК-4.1 УК-4.2
Тема 3.3. Креативные идеи.	What factors make companies successful? What should companies do to encourage new ideas? The most effective type of communication with a client.	УК-4.1 УК-4.2
Тема 4.1. Корпоративный отдых. Прием зарубежных партнеров	What makes a good meeting? Suggest, what you think are the characteristics of successful corporate meeting?	УК-4.1 УК-4.2
Тема 4.2. Новый бизнес	Would you like to start your own business? What conditions are important for people starting new businesses? What are the advantages and disadvantages of starting your business	УК-4.1 УК-4.2
Тема 4.3 Планирование	What are the best ways to plan? What is the secret of good planning? What do you consider when planning family events?	УК-4.1 УК-4.2

### ОБРАЗЦЫ ТЕСТОВ ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ УРОВНЯ КОМПЕТЕНЦИИ НА ЗАЧЕТЕ

**1. Read the story and mark these statements *true, false or not stated* (if there isn't enough information in the text).**

A flight to India had a stopover at Heathrow Airport. The stopover was just two hours, so the passengers only had time for a snack and a bit of shopping before they were ready to board their next plane to Bombay. But there was a huge queue to the security check and the passengers were starting to get very nervous. They didn't want to miss their flight. One of the passengers in the queue was a very tall Indian with a big bag. The bag was heavy for normal hand baggage and the man had put it on a trolley. When it was his turn to go through the metal detector, he stepped forward with his bag. Of course, the next thing everybody heard was a loud alarm (сирена). The security officers went speechless with surprise. However, a moment later, they turned to the Indian man and very politely asked him to leave his hand baggage with them before going through the metal detector. The Indian smiled, took his bag off the trolley and gave it to a security officer. Then he went back to his trolley, pushed it in front of him and tried to go through the metal detector once again. By this time, it was very clear what the problem was.

*True or false, not stated?*

1. The story took place in the UK.
2. The passengers were on their way to India.
3. The stopover wasn't very long.
4. People usually get nervous when they have to stand in a queue.
5. The passengers of the flight to Bombay had to go through the security check.
6. The tall Indian had just his hand baggage with him.
7. The Indian was carrying a very heavy bag.
8. The Indian tried to go through the metal detector with his bag.

9. Only the Indian's trolley set off the alarm.
10. The Indian was travelling for the first time in his life.

**2. Read the text and choose the best word to fill in each gap from A, B, C, D below.**

SBS stands for Siemens Business Services. It is a division of the famous (1)\_\_\_\_\_ company Siemens. It is only about five years old but is already (2)\_\_\_\_\_ for a considerable part of Siemens' (3)\_\_\_\_\_. How? Siemens had the idea in 1995. A whole (4)\_\_\_\_\_ of Siemens was at the time responsible for the information and communication (5)\_\_\_\_\_ of Siemens. The idea was to (6)\_\_\_\_\_ this service not only inside the company but outside too. SBS is now one of the world's leading providers in the area of electronic business solutions and (7)\_\_\_\_\_.

Friedrich Froeschi is the CEO and SBS is now an (8)\_\_\_\_\_ division with 33,000 employees in 88 countries and turnover of €5.8 billion. One of its (9)\_\_\_\_\_ customers is the British government. SBS organizes and manages the passports and national savings accounts for Britain. In Europe its main (10)\_\_\_\_\_ are IBM, Cap Gemini, and EDS. With growth in this market of at least 15% the future looks bright for this German service company.

1. A Italian	B German	C British	D French
2. A answerable	B dependable	C irresponsible	D responsible
3. A profit	B turnover	C loss	D earnings
4. A company	B department	C office	D officer
5. A work	B job	C activities	D actions
6. A offer	B propose	C agree	D present
7. A propositions	B proposals	C repairs	D services
8. A independent	B dependent	C free	D busy
9. A smallest	B small	C largest	D larger
10. A competitors	B customers	C colleagues	D enemies

**3. Choose the correct answer**

1. In ... of a newspaper a person can find various information presented in articles and comments.
  - a. an issue      b. a soap opera
  - c. a quiz        d. the weather forecast
2. ... is a newspaper that is published every day of the week except Sunday.
  - a. An edition    b. A feature
  - c. An obituary   d. A daily
3. A ... is a television station and all the programmes that it broadcasts.
  - a. current event      b. remote control
  - c. channel        d. canal
4. A magazine that appears once a week is a ... .
  - a. weekly        b. daily
  - c. monthly      d. tabloid
5. A ... is a popular serial about daily lives and relationships of the same group of people.
  - a. documentary film    b. soap opera
  - c. historical film        d. cartoon
6. Television ... us informed about the ... events at home and abroad.
  - a. keeping, recent        b. keeps, recent
  - c. keeps, recently        d. keeping, recently
7. ... is that sitting over there in the corner?
  - a. Who        b. Whom        c. Which
8. I don't understand a word ... you are talking about.
  - a. what    b. that    c. who
9. They have a very large house round ... there are some lovely gardens.
  - a. That    b. which        c. whose
10. I'm looking at the photograph ... you sent me with your letter.
  - a. Which        b. who    c. whom
11. What time ... work on Monday?

- a. do you finish      b. will you finish      c. are you going to finish  
 12. ... this weekend?  
 a. Do you go out      b. Will you go out      c. Are you going out  
 13. I'm sorry I made you so angry. I ... it again  
 a. won't do      b. 'm not going to do      c. 'm not doing  
 14. It's really hot. ... the window, please?  
 a. Are you going to open      b. Will you open      c. Do you open  
 15. I don't think I ... come tomorrow.  
 a. 'm being able to      b. am able to      c. will be able to

## ОБРАЗЦЫ ТЕСТОВ ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ УРОВНЯ КОМПЕТЕНЦИИ НА ЭКЗАМЕНЕ

### THE VOCABULARY TEST

**1. Complete the text below (1–5) with the correct word from the box. There is one word you don't need.**

advertising / launch / market / redundant / share / subsidiary

Carston has announced that it will close its UK \_\_\_\_\_<sup>1</sup>, which employs about 70 staff. Most of the staff will be made \_\_\_\_\_<sup>2</sup>. The company spent £5 million on \_\_\_\_\_<sup>3</sup> last year to promote its latest product. But the product \_\_\_\_\_<sup>4</sup> was a failure. Competition from other UK companies, such as Fyfield and Brix, has been strong, and Carston has seen its market \_\_\_\_\_<sup>5</sup> decline sharply over the last three years.

**2. Complete the text below (6–10) with the best verb from the box. There are more verbs than you need.**

do / get / make / market / set up / take / work

Erika always wanted to work for herself. After getting a good qualification in art and design, she decided to \_\_\_\_\_<sup>6</sup> her own business making jewellery. Two years later, she is finding it hard to \_\_\_\_\_<sup>7</sup> a living from her business. In fact, she has to \_\_\_\_\_<sup>8</sup> part-time in a shop to earn extra money. Erika makes innovative jewellery that is both high quality and stylish, but she doesn't have a strong customer base and often finds it difficult to \_\_\_\_\_<sup>9</sup> her work. She needs to \_\_\_\_\_<sup>10</sup> some market research and then to develop an effective marketing strategy.

**3. Choose the correct answer (a, b or c) to complete the article (11–20).**

Michel Soussaline \_\_\_\_\_<sup>11</sup> in a Paris hospital as a cancer specialist. But at present, he is only working part-time. In his free time, he \_\_\_\_\_<sup>12</sup> his wife to develop a biotech company called Imstar. Mr Soussaline describes the difficulties of setting up a new company in France: 'We \_\_\_\_\_<sup>13</sup> the necessary investment, but it was impossible. There is much less help for developing companies than in the US.' Mr Soussaline believes that Imstar \_\_\_\_\_<sup>14</sup> a bigger company by now if it was based in California.

Mr de Bézieux, who heads a lobby group for small businesses in France, says: 'Between 1965 and 1980, the French economy \_\_\_\_\_<sup>15</sup> twice as fast as the US. Since then, it \_\_\_\_\_<sup>16</sup> the opposite. One of the main explanations is that our small businesses \_\_\_\_\_<sup>17</sup>.'

But now there is a new approach to small business in France. In the past year, the government \_\_\_\_\_<sup>18</sup> a series of initiatives to support innovative start-ups. In future, fast-growing companies \_\_\_\_\_<sup>19</sup> extra benefits and \_\_\_\_\_<sup>20</sup> lower rates of tax.

- |    |             |                |                  |
|----|-------------|----------------|------------------|
| 11 | a) works    | b) worked      | c) working       |
| 12 | a) helped   | b) was helping | c) is helping    |
| 13 | a) look for | b) looked for  | c) will look for |
| 14 | a) was      | b) would be    | c) have been     |
| 15 | a) grows    | b) is growing  | c) was growing   |
| 16 | a) was      | b) will be     | c) has been      |

- |    |                   |                    |                    |
|----|-------------------|--------------------|--------------------|
| 17 | a) is not growing | b) was not growing | c) are not growing |
| 18 | a) launches       | b) has launched    | c) will launch     |
| 19 | a) will receive   | b) have received   | c) receive         |
| 20 | a) will be paid   | b) will pay        | c) are paying      |

**4. Choose the right variant**

1. There isn't a cloud in the sky, but it (be) cloudy in the morning.  
a) was b) were c) are
2. Mrs. Clay usually finishes her work at half past three, but she (finish) it later yesterday afternoon.  
a) finishes b) finished c) has finished
3. Every day I help Morn about the house, but last week I was very busy with my exam. So I (not / help) her much.  
a) doesn't help b) don't help c) didn't help
4. My brother ... speak several foreign languages.  
a) may b) can c) must
5. Can you use his dictionaries? — I'm afraid I.... He needs them.  
a) can't b) mustn't c) shouldn't
6. ... you pass the fruit? — Here you are.  
a) Could b) Must c) Will
7. May I take this book home? — No, you ....  
a) can't b) may not c) you will not
8. The manager ... see me only late in the evening.  
a) could b) might c) was able to
9. All children ... enter the park. Admission is free.  
a) can b) may c) are allowed to
10. My parents (be) to the USA many times.  
a) have been b) had been  
c) will have been d) is being
11. Julia (finish) all the housework by three o'clock and we'll go for a walk.  
a) will finish b) will have finished  
c) have finished d) had finished
12. Aunt Polly punished Tom Sawyer because he (be) naughty.  
a) has been b) had been  
c) will have been d) finishes
13. — Why are you looking so unhappy? — I (lose) my purse.  
a) have lost b) had lost  
c) will have lost d) lost
14. We are going to buy a car. By the end of next month our family (save) money for it.  
a) will save b) will have saved  
c) have saved d) had saved
15. Tell Tommy about these wonderful islands. He (never / hear) about them.  
a) has never heard b) had never heard  
c) will never have heard d) heard
16. The workers say that they (build up) a district by the beginning of 2000.  
a) will have built up b) will build up  
c) have built up d) had built up
17. A mother asked the children if they (buy) some biscuits for tea.  
a) has bought b) had bought  
c) bought d) will have bought
18. I (leave) some photos to be developed. Are they ready?  
a) have left b) had left

- c) will have left      d) leave
19. She (have lunch) by the time we arrive.
- a) will have had      b) will have
- c) have had      d) had had
20. Take your umbrella. It (rain) cats and dogs.
- a) is raining      b) was raining      c) will be raining
21. This time tomorrow they (sit) in the train on their way to Chicago.
- a) are sitting      b) were sitting      c) will be sitting
22. I saw a light in your window as I (pass) by.
- a) is passing      b) will be passing      c) was passing.
23. I don't know Spanish, but I (learn) it now.
- a) was learning      b) will be learning      c) am learning
24. Don't phone Jim from 5 to 6 – he (have) English.
- a) will be having      b) is having      c) was having
25. Every year London ... by many people from all over the world.
- a) is visited      b) is being visited      c) was being visited
26. The biggest museum ... by the Mayor next month, on May 24th.
- a) opens      b) is opened      c) will be opened
27. Numerous banks, offices and firms ... in the City.
- a) have been situated      b) situate      c) are situated
28. The City of London ... by fire in 1666 and by bombs in 1940.
- a) destroyed      b) was destroyed      c) had been destroyed
29. St. Paul's Cathedral... by Christopher Wren (1632-1723), and it... last stone was laid in 1710.
- a) was designed; believes      b) designed; believed      c) was designed; is believed
30. Teddy's words made me (feel) uncomfortable.
- a) to feel      b) feeling      c) feel
31. Mrs. Pottson allowed her guests (smoke) in the living-room.
- a) to smoke      b) smoking      c) smoke
32. Has the secretary come yet? I want to have my papers (type).
- a) to type      b) type      c) typed
33. I watched my cat (play) with her kittens. I couldn't tear myself away from that funny sight. '
- a) played      b) playing      c) to play
34. Plants die if you (not / water) them.
- a) won't water      b) don't water      c) wouldn't water
35. If I had one million dollars, I (probably / buy) a yacht.
- a) would probably buy      b) will probably buy      c) probably bought
36. - How did it happen that you missed your stop? - I (not / miss) it if the conductor (announce) the stops.
- a) wouldn't miss      a) had announced      b) hadn't missed      b) would have announced
- c) wouldn't have missed      c) announced
37. What a pity my husband is away! If he (be) here, he (help) us.
- a) were      a) will help      b) would be here      b) would help
- c) is      c) helps
38. If I (get up) early tomorrow morning, I (go) jogging.
- a) will get up      a) go      b) get up      b) am going to go      c) got up      c) will go
39. When he tried to balance his checkbook, he found that things just didn't ...
- a) add on      b) add right      c) add up
40. Ken really likes Kirstie, but he's too nervous to ...
- a) askherout      b) askheron      c) askout



## ОБРАЗЦЫ ТЕКСТОВ ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ УРОВНЯ КОМПЕТЕНЦИИ НА ЭКЗАМЕНЕ

### Why is personal image important

A personal image is important because most people will judge based on the first impression that they get from someone. A good personal image will ensure positive, lasting first impressions and can lead to many benefits, including a better job, an easier social life and more opportunities.

Personal image includes everything from the way a person dresses to their voice fluctuations and even their social media profiles. Businesses, potential friends and nearly anyone that is associated with a person can get a glimpse of their personal life from the image that they project. Staying groomed and practicing good hygiene will also help contribute to a better personal image.

Many employers will base their hiring decisions and even promotion decisions on the way that people dress and take care of themselves. People who present themselves as having attractive self-images will generally make more money, get hired and be promoted more quickly than people who do not have a positive self-image. People who project excellent personal images will also have a better chance at social opportunities and will have a more satisfying life with their friends. A good self-image can be a great confidence booster on a more personal level.

### Theories of competitiveness

Michael Porter became famous in the 1990s as a consultant on competitiveness to business and governments. In the 1980s, however, he wrote several popular and respected books on business strategy, introducing basic tools of strategic thinking such as the ‘five forces’ model and the value chain. It is for this work on strategy that he is likely to be remembered, and his ideas have had a wide impact. In 1999, Fortune called him the single most important strategist working today, and possibly of all time.

Prof. Porter views strategy from the standpoint of economics, and his ideas on how strategy should be implemented are based on an understanding of competition and other economic forces. Strategy is not devised in isolation: a company’s options will always be limited by what is going on around it.

His famous ‘five forces’ model shows the constraining impact that **competition** and environment have on strategy. The ‘five forces’ identified by Prof Porter are:

- a) the threat of new entrants and the appearance of new competitors;
- b) the degree of rivalry among existing competitors in the market;
- c) the bargaining power of buyers;
- d) the bargaining power of suppliers;
- e) the threat of substitute products or services that could shrink the market.

The strength of each of these forces varies from industry to industry, but taken together they determine long-term profitability. They help to shape the prices companies can charge, the cost they must pay for resources and level of investment that will be needed to compete.

From the external environment, he turns to the company itself. Companies make products and deliver them to consumers, but they can also add value to the basic product in a variety of ways and through different functions. Value can be added directly, for example, by giving a product new technology features, or indirectly, through measures that allow the company to become

more efficient. Prof Porter argues that every product follows a critical path through the company, from its inception to its delivery as a finished article. At every stage along this path there are opportunities to add value. This path he calls the 'value chain'.

The value chain is crucial, he says it demonstrates that the company is more than just a sum of its parts and activities: all activities are connected, and what is done at one stage affects work at other stages. The company needs to examine its value chain and decide where it can add value most effectively to meet competitive pressures in the industry. For example, the R&D department finds a new chemical product for a washing powder that washes clothes whiter than existing products. The marketing department sees the potential of the new product and gives it priority over other products, so that it enters production first. Ten months before the launch, the production department produces the washing powder with costs that are 30% less than competitors' costs. Then the marketing department appoints an advertising agency six months before the product is launched. The agency finds a slogan that becomes an everyday expression.

And finally, the month before the launch, the sales team persuades supermarkets all over the country to give the new product a lot of shelf space when it is launched.

These concepts can be applied to entire sectors and national economies as well as individual companies, and Prof Porter went on to develop his theories of national competitiveness in great detail.

### **Business trip**

Employees of different countries usually go on business trips. Any firm chooses only best export for it. Companies can arrange such trips both in and outside the country. There are many reasons of going on business there are to make a contract, to discuss different terms of delivery, payment or shipment, to have tests, to do consultancy, to improve once professional skills, to work etc. Represent - natives of the companies make preliminary arrangements in order to meet.

Usually itinerary of the trip is carefully planned by the head of the department or an executive. A business trip can be a long term or a short term one. Often an employee must give a financial report to the chief. As a rule businessman has a chance to go sightseeing or to visit theatres, or just have some rest after the working day.

They also try to buy gifts or presents to relatives, friends and colleagues business trips contribute to extension of business relationship of a company and help to succeed in the world market. Business today is international, so business people often have to travel. On a business trip people may meet colleagues and business partners for a first time.

It is usual for colleagues from different countries to experience cultural difficulties. In other words, they may be surprised by foreign social conventions that is the different ways that other nationalities or different cultures do things. Management styles are also differed from country to country. In some cases it is useful to get a piece of advice from a special agency, consulting on the questions of international business.

Business trip are very important nowadays because face to face contracts are more valuable and useful for the matter, make a call so in order not to spoil business people will go on traveling on business.

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«ДОНЕЦКАЯ АКАДЕМИЯ УПРАВЛЕНИЯ И ГОСУДАРСТВЕННОЙ СЛУЖБЫ»

Направление подготовки 38.03.01 Экономика

Профиль «Банковское дело»

Кафедра иностранных языков

Дисциплина «Иностранный язык»

Курс 1 Семестр 2 Форма обучения очная

**ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ №1**

1. Speak on the topic.
2. Read the text and give its summary.
3. Do the vocabulary test.

Экзаменатор: \_\_\_\_\_

Утверждено на заседании кафедры « \_\_\_\_ » \_\_\_\_\_ 20 \_\_\_\_ г. (протокол № \_\_\_\_ от  
« \_\_\_\_ » \_\_\_\_\_ 20 \_\_\_\_ г.)

Зав. кафедрой: \_\_\_\_\_

**РЕЦЕНЗИЯ**  
**на РАБОЧУЮ ПРОГРАММУ И ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДИСЦИПЛИНЫ**  
**Б1.О.03 «Иностранный язык»**

шифр дисциплины в учебном плане, наименование

**Направление подготовки** 38.03.01 Экономика

код, наименование

**Профиль** Бухгалтерский учет, анализ и аудит

**Разработчики:** Чернушич А.Е., ст.преподаватель

(ФИО, НПР, участвовавших в разработке РПУД с указанием должности)

**Кафедра:** «Иностранных языков»

Представленная на рецензию рабочая программа и фонд оценочных средств дисциплины «Иностранный язык» разработаны в соответствии с Федеральным государственным образовательным стандартом высшего образования - бакалавриат по направлению подготовки 38.03.01 Экономика (приказ Минобрнауки России от 12.08.2020 г. № 954).

Рабочая программа дисциплины содержит требования к уровню подготовки бакалавров по приобретению знаний и практических навыков, которые предъявляются к обучающимся данного направления подготовки в ходе изучения учебной дисциплины.

В рабочей программе сформулированы цели и задачи освоения дисциплины.

В разделе «Место дисциплины в структуре образовательной программы» указаны требования к предварительной подготовке обучающихся, а также последующие дисциплины, для которых изучение данной будет необходимым.

В рабочей программе прописаны компетенции обучающегося (УК-4.1., УК-4.2.) формируемые в результате освоения дисциплины.

Раздел «Структура и содержание дисциплины» содержит тематическое и почасовое распределение изучаемого материала по видам занятий, а также часы на самостоятельную работу.

В разделе «Фонд оценочных средств» указаны оценочные средства для текущего контроля и промежуточной аттестации обучающегося (фонд оценочных средств представлен отдельным элементом УМКД).

Компетенции по курсу, указанные в рабочей программе, полностью соответствуют учебному плану и матрице компетенций.

В рабочей программе дисциплины представлен также перечень материально-технического обеспечения для осуществления всех видов занятий, предусмотренных учебным планом.

Рабочая программа дисциплины имеет логически завершённую структуру, включает в себя все необходимые и приобретаемые в процессе изучения навыки и умения.

Учебно-методическое обеспечение дисциплины представлено в программе перечнем основной и дополнительной литературы, методических материалов, библиотечно-информационных ресурсов, что является достаточным для успешного владения дисциплиной.

Таким образом, рабочая программа дисциплины «Иностранный язык» соответствует всем требованиям к реализации программы и может быть рекомендована к использованию.

Рецензент:

доцент, канд.культурологии  
(должность, регалии)



подпись

Ю.О. Матвейчева

ФИО

МП

19.04.2023 г.