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МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«ЮЖНО-УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ
ГУМАНИТАРНО-ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»
(ФГБОУ ВО «ЮУрГГПУ»)

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ
(ОЦЕНОЧНЫЕ СРЕДСТВА)

Шифр	Наименование дисциплины (модуля)
Б1.О	Деловой иностранный язык

Код направления подготовки	44.04.01
Направление подготовки	Педагогическое образование
Наименование (я) ОПОП (направленность / профиль)	Педагогика хореографии
Уровень образования	магистр
Форма обучения	заочная

Разработчики:

Должность	Учёная степень, звание	Подпись	ФИО
Доцент	кандидат филологических наук		Мошкович Вера Викторовна
Доцент	кандидат педагогических наук, доцент		Челпанова Елена Владимировна
Ассистент			Бауэр Алена Владимировна

Рабочая программа рассмотрена и одобрена (обновлена) на заседании кафедры (структурного подразделения)

Кафедра	Заведующий кафедрой	Номер протокола	Дата протокола	Подпись
Кафедра английского языка и методики обучения английскому языку	Кунина Наталья Ефимовна	10	13.06.2019	
Кафедра английского языка и методики обучения английскому языку	Челпанова Елена Владимировна	1	10.09.2020	

Раздел 1. Компетенции обучающегося, формируемые в результате освоения образовательной программы с указанием этапов их формирования

Таблица 1 - Перечень компетенций, с указанием образовательных результатов в процессе освоения дисциплины (в соответствии с РПД)

Формируемые компетенции			
Индикаторы ее достижения	Планируемые образовательные результаты по дисциплине		
	знать	уметь	владеть
ОПК-7 способен планировать и организовывать взаимодействия участников образовательных отношений			
ОПК-7.1 Знает принципы, формы и методы организации взаимодействия участников образовательных отношений	3.1 Знать общие принципы, закономерности, формы делового общения на иностранном языке		
ОПК-7.2 Умеет использовать различные способы организации взаимодействия участников образовательных отношений, планировать взаимодействие участников образовательных отношений на основе принципов сотрудничества.		У.1 Уметь использовать методы и приемы реализации образовательных программ с использованием ресурсов организаций, осуществляющих образовательную деятельность	
ОПК-7.3 Владеет технологиями организации взаимодействия участников образовательных отношений с учетом особенностей образовательной деятельности			В.1 Владеет навыками использования ресурсов организаций при планировании и организации взаимодействия участников образовательных отношений.
УК-5 способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия			
УК-5.1 Знает национальные, конфессиональные и этнокультурные особенности и национальные традиции; основные принципы и нормы межкультурного взаимодействия	3.3 Знать особенности и этические нормы различных культур членов профессиональной среды в процессе делового взаимодействия		
УК-5.2 Умеет грамотно, доступно излагать профессиональную информацию в процессе межкультурного взаимодействия; соблюдать этические нормы и права человека; анализировать особенности социального взаимодействия с учетом личностных, национально-этнических, конфессиональных и иных особенностей участников коммуникации		У.3 Уметь устанавливать и контролировать соблюдение норм поведения членов трудового коллектива на английском языке в процессе профессиональной деятельности.	

УК-5.3 Владеет способами выбора адекватной коммуникативной стратегии в зависимости от культурного контекста коммуникации и поставленных целей			В.3 Владеть методами анализа профессиональной среды как сферы межкультурного взаимодействия, приемами выявления возможных проблемных ситуаций.
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УК-4 способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

УК-4.1 Знает виды современных процессов коммуникации; современные коммуникативные технологии в организации академического и профессионального взаимодействия, в том числе на иностранном языке	3.2 Знать общие правила составления, написания и оформления деловой корреспонденции и научных статей, докладов и мультимедийных презентаций.		
УК-4.2 Умеет создавать на русском и иностранном языках письменные тексты научного и официально-делового стилей речи в сфере профессиональной деятельности		У.2 Уметь использовать адекватные языковые и стилистические средства, характерные для делового и академического дискурсов, а именно, деловой корреспонденции, научных статей, докладов и мультимедийных презентаций.	
УК-4.3 Владеет способами представления результатов исследований в виде докладов и статей, в том числе на иностранном(ых) языке(ах) с использованием современных коммуникативных технологий			В.2 Владеть приемами выбора современных коммуникативных технологий на английском языке для профессионального и академического взаимодействия

Компетенции связаны с дисциплинами и практиками через матрицу компетенций согласно таблице 2.

Таблица 2 - Компетенции, формируемые в результате обучения

Код и наименование компетенции	
Составляющая учебного плана (дисциплины, практики, участвующие в формировании компетенции)	Вес дисциплины в формировании компетенции (100 / количество дисциплин, практик)
ОПК-7 способен планировать и организовывать взаимодействия участников образовательных отношений	
Информационные технологии в профессиональной деятельности	33,33
Деловой иностранный язык	33,33
производственная практика (технологическая (проектно-технологическая))	33,33
УК-5 способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	
Деловой иностранный язык	16,67
Национальный танец	16,67
Региональные особенности хореографического искусства	16,67

Теория и методика преподавания традиционной танцевальной культуры России	16,67
Основы государственной культурной политики в РФ	16,67
Современные тенденции развития танцевального искусства	16,67
УК-4 способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	
Информационные технологии в профессиональной деятельности	33,33
Деловой иностранный язык	33,33
учебная практика (научно-исследовательская работа)	33,33

Таблица 3 - Этапы формирования компетенций в процессе освоения ОПОП

Код компетенции	Этап базовой подготовки	Этап расширения и углубления подготовки	Этап профессионально-практической подготовки
ОПК-7	Информационные технологии в профессиональной деятельности, Деловой иностранный язык, производственная практика (технологическая (проектно-технологическая))		производственная практика (технологическая (проектно-технологическая))
УК-5	Деловой иностранный язык, Национальный танец, Региональные особенности хореографического искусства, Теория и методика преподавания традиционной танцевальной культуры России, Основы государственной культурной политики в РФ, Современные тенденции развития танцевального искусства		
УК-4	Информационные технологии в профессиональной деятельности, Деловой иностранный язык, учебная практика (научно-исследовательская работа)		учебная практика (научно-исследовательская работа)

Раздел 2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Таблица 4 - Показатели оценивания компетенций на различных этапах их формирования в процессе освоения учебной дисциплины (в соответствии с РПД)

№	Раздел	
Формируемые компетенции		
Показатели сформированности (в терминах «знать», «уметь», «владеть»)		Виды оценочных средств
1	Менеджмент	
	ОПК-7 УК-4 УК-5	
	Знать знать общие принципы, закономерности, формы делового общения на иностранном языке Знать знать общие правила составления, написания и оформления деловой корреспонденции и научных статей, докладов и мультимедийных презентаций. Знать знать особенности и этические нормы различных культур членов профессиональной среды в процессе делового взаимодействия	Монологическое высказывание Терминологический словарь/гlossарий Упражнения Чтение текстов на иностранном языке
	Уметь уметь устанавливать и контролировать соблюдение норм поведения членов трудового коллектива на английском языке в процессе профессиональной деятельности.	Монологическое высказывание
2	Деловая корреспонденция	
	ОПК-7 УК-4 УК-5	
	Знать знать общие правила составления, написания и оформления деловой корреспонденции и научных статей, докладов и мультимедийных презентаций.	Монологическое высказывание Упражнения Чтение текстов на иностранном языке
	Уметь уметь использовать методы и приемы реализации образовательных программ с использованием ресурсов организаций, осуществляющих образовательную деятельность Уметь уметь использовать адекватные языковые и стилистические средства, характерные для делового и академического дискурсов, а именно, деловой корреспонденции, научных статей, докладов и мультимедийных презентаций. Уметь уметь устанавливать и контролировать соблюдение норм поведения членов трудового коллектива на английском языке в процессе профессиональной деятельности.	Монологическое высказывание Упражнения Чтение текстов на иностранном языке
	Владеть владеть методами анализа профессиональной среды как сферы межкультурного взаимодействия, приемами выявления возможных проблемных ситуаций.	Монологическое высказывание Упражнения Чтение текстов на иностранном языке
3	Маркетинг	
	ОПК-7 УК-4 УК-5	
	Уметь уметь использовать адекватные языковые и стилистические средства, характерные для делового и академического дискурсов, а именно, деловой корреспонденции, научных статей, докладов и мультимедийных презентаций.	Монологическое высказывание Терминологический словарь/гlossарий Упражнения Чтение текстов на иностранном языке

<p>Владеть владеет навыками использования ресурсов организаций при планировании и организации взаимодействия участников образовательных отношений.</p> <p>Владеть владеет приемами выбора современных коммуникативных технологий на английском языке для профессионального и академического взаимодействия</p> <p>Владеть владеет методами анализа профессиональной среды как сферы межкультурного взаимодействия, приемами выявления возможных проблемных ситуаций.</p>	<p>Монологическое высказывание</p> <p>Терминологический словарь/гlossарий</p> <p>Упражнения</p> <p>Чтение текстов на иностранном языке</p>
4 Деловая корреспонденция	
УК-4	
<p>Уметь уметь использовать адекватные языковые и стилистические средства, характерные для делового и академического дискурсов, а именно, деловой корреспонденции, научных статей, докладов и мультимедийных презентаций.</p>	<p>Монологическое высказывание</p> <p>Упражнения</p> <p>Чтение текстов на иностранном языке</p>
<p>Владеть владеет приемами выбора современных коммуникативных технологий на английском языке для профессионального и академического взаимодействия</p>	<p>Монологическое высказывание</p> <p>Упражнения</p> <p>Чтение текстов на иностранном языке</p>

Таблица 5 - Описание уровней и критериев оценивания компетенций, описание шкал оценивания

Код		Содержание компетенции		
Уровни освоения компетенции	Содержательное описание уровня	Основные признаки выделения уровня (критерии оценки сформированности)	Пятибалльная шкала (академическая оценка)	% освоения (рейтинговая оценка)
ОПК-7	ОПК-7 способен планировать и организовывать взаимодействия участников образовательных отношений			
УК-5	УК-5 способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия			
УК-4	УК-4 способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального вз...			

Раздел 3. Типовые контрольные задания и (или) иные материалы, необходимые для оценки планируемых результатов обучения по дисциплине (модулю)

1. Оценочные средства для текущего контроля

Раздел: Менеджмент

Задания для оценки знаний

1. Монологическое высказывание:

Вариант 1

Speak on the topic: "Company Structure"

Use the following material:

Most companies are made up of three groups of people: the shareholders (who provide the capital), the management and the workforce. The management structure of a typical company is shown in this organization chart. At the top of the company hierarchy is the Board of Directors, headed by the Chairperson or President. The Board is responsible for policy decisions and strategy. It will usually appoint a Managing Director or Chief executive Officer, who has overall responsibility for the running of the business. Senior managers or company officers head the various departments or functions within the company, which may include the following:

1. Sales and Marketing
2. Public Relations (PR)
3. Information Technology or IT
4. Personnel or Human Resources (HR)
5. Finance
6. Production
7. Research and Development or R & D
8. Distribution
9. Purchasing
10. Customer Service

Вариант 2

Speak about the responsibilities of the following people. Use the text to help you.

- the Managing Director;
- the secretary;
- the receptionist of the firm;
- the personnel officer;
- the Sales Manager;
- the head of the accounts department;

The Managing Director. He is responsible for the overall running of the firm. He frequently meets representatives of different firms. They discuss prices, terms of payment and delivery. Sometimes he goes to different cities to discuss business with their customers. He looks through mail, reads telegrams and letters, speaks on the phone with customers. He also makes appointments with his business partners.

The secretary. She stands between her boss and his visitors. She helps her boss to plan his time and to finish his work. She has got a computer, a fax and a telephone on her desk. She looks through the mail. She receives both snail-mail and e-mail. She types the answers on her computer and sends e-mail correspondence.

The personnel officer. She is responsible for hiring staff and for staff welfare.

The chief accountant. She is responsible for all the money in the firm. She handles payments from customers and wages for the staff.

The receptionist. She answers the phone and greets visitors. She is terribly busy. Every day she meets lots of people. She also does lots of typing and filing.

The sales manager. He is responsible for supplying goods to customers.

2. Терминологический словарь/глоссарий:

Вариант 1

Составьте глоссарий по теме «Менеджмент»

Motivation - energized and persistent goal-directed behavior.

Resume - a document created and used by a person to present their background, skills, and accomplishments

Colleagues - people you work with

Working hours – the number of hours you spend doing your job

Overtime – the time you spend at work after your normal working hours

Salary – the money you receive every month for the work you have done.

Вариант 2

Составьте глоссарий по теме «Функции менеджера»

Personnel - people employed in an organization

Goods - merchandise or possessions.

Customer - a person who buys goods or services from a shop or business.

Consumer - a person who purchases goods and services for personal use.

3. Упражнения:

Вариант 1

Active Voice

Exercise 1

Identify the tense forms of the verbs in the sentences (the Present Simple, the Present Continuous, the Present Perfect or the Present Perfect Continuous). Translate the sentences into Russian.

1. He has been solving the problem with the delivery of goods for two days and he says he is about to finish it as he is sending the last order.
2. Here you are at last! I have been waiting for you for an hour. Where have you been?
3. At last, you have opened the door! It seems to me I have been ringing for an hour.
4. His eyes are red. He has been writing a report all night. He has written 20 pages so far.
5. It has been snowing steadily the whole week and it is still snowing. If it goes on like this, nobody will be able to reach the camp.
6. They have been discussing this question ever since I am here and they have not come to any decision yet.
7. He has been working at the language all the time and has made great progress.
8. They have just launched a new product to the market and are now trying to distribute it.

Exercise 2

Identify the tense forms of the verbs in the sentences (the Past Simple, the Past Continuous, the Past Perfect or the Past Perfect Continuous). Translate the sentences into Russian.

1. People were talking German, Italian and English around us. Then the news presenter announced that our team had won the competition.
2. He said that he did not remember many details in the contract as he had signed it long before.
3. When we left the office, the rain had already stopped. A few minutes later, we were hurrying through the streets to the bus stop.
4. My colleagues explained that they had been looking for this order for the last three days.
5. They had completed all the preparations for the meeting by 4 o'clock.
6. It was true that he had never taken the slightest interest in his father's company.
7. She was trying to open her bag as she was walking along the corridor.
8. The company's profit had been growing steadily for many years before the crisis broke out.

Passive Voice

Exercise 3

Identify the tense forms of the passive verbs in the sentences (the Present Simple, the Present Continuous, and the Present Perfect). Translate the sentences into Russian.

1. The employee was given some instructions by the supervisor.
2. A welcoming party was being prepared in honour of the foreign visitors.
3. A reconstruction of the city had been carried out on a giant scale before the Olympiad.
4. A great number of new hotels will have been erected by the next tourist season.

Vocabulary Practice

Exercise 4 Do the matching. Match the departments with their activities.

1. Sales and Marketing
 2. Public Relations (PR)
 3. Information Technology or IT
 4. Personnel or Human Resources (HR)
 5. Finance
 6. Production
 7. Research and Development or R & D
 8. Distribution (доставка)
 9. Purchasing
 10. Customer Service
- a) Delivers the products so the customers receive them at the right time
 - b) Pays the salaries, checks how much the company is making and decides how much to spend
 - c) Sells the products
 - d) Makes the products
 - e) Looks after the computers
 - f) Thinks of ideas for new products
 - g) Recruits new staff

- h) Processes orders from customers
 - i) Buys parts from suppliers
 - j) Is responsible for participating in events, and promotion through the mass media.
- 1c, 2j, 3e, 4g, 5b, 6d, 7f, 8a, 9i, 10h
- Exercise 5 Common Abbreviations:
R & D is a common abbreviation for Research and Development department.
HR – for Human Resources

Вариант 2

Passive voice

Exercise 1 Rewrite the sentences in passive voice.

I confirm the reservation.

→

We will deliver the goods immediately.

→

We arranged a meeting.

→

You can cancel the contract within five business days.

→

They execute all orders carefully.

→

You have made a mistake.

→

We are processing your order.

→

Jane had booked a flight.

→

He has not answered our letter.

→

She did not sign the contract.

→

Exercise 2

Make these sentences into the passive voice:

- Steve answered the email. The email was answered.
- 1. Karl postponed the kick-off meeting.
- 2. Our partner company scheduled the conference call for 2:00.
- 3. Jenny will design a new software solution.
- 4. Wendy archives all the invoices.
- 5. Louis addressed the memo to the whole company.
- 6. Nancy hired a specialist to help with the project.
- 7. Vera organizes the maintenance of the company cars.
- 8. Glenda purchases the materials required in production.
- 9. Mike canceled the Christmas party due to lack of interest.
- 10. Phillip and Ella answer customer complaints as they come.

Ex.3 Read the text. Take a moment and think about how you would describe how your company's principle service or product is produced. Break it down into the smallest steps, and write a description of the steps.

Hits are made at the Ohmpah Express! Internationally famous groups such as the Grammar Junkies and the Homework Heroes were discovered by the talent scouts of The Ohmpah Express and their unique sounds were developed in weeks of workshops with our 'rock doctors.'

At The Ohmpah Express, we don't wait for music to happen. Here, music is made. The musical demands of next summer are predicted now, using complicated statistical models. Rhythms, lyrics and songs are carefully constructed using advanced artificial intelligence (and some alcohol intelligence) and refined until they're guaranteed to sell out stadium concerts the world over.

Then, these songs are delivered to the talent we have developed in-house and are turned into platinum-selling albums.

4. Чтение текстов на иностранном языке:

Вариант 1

Прочитайте текст, обращая внимание на произношение слов:

Company structure

Most companies are made up of three groups of people: the shareholders (who provide the capital), the management and the workforce. The management structure of a typical company is shown in this organization chart.

At the top of the company hierarchy is the Board of Directors, headed by the Chairperson or President. The Board is responsible for policy decisions and strategy. It will usually appoint a Managing Director or Chief executive Officer, who has overall responsibility for the running of the business. Senior managers or company officers head the various departments or functions within the company, which may include the following:

1. Sales and Marketing
2. Public Relations (PR)
3. Information Technology or IT
4. Personnel or Human Resources (HR)
5. Finance
6. Production
7. Research and Development or R & D
8. Distribution
9. Purchasing
10. Customer Service

Вариант 2

Прочитайте текст, обращая внимание на произношение слов:

Kinds of Companies in the UK

Sole Trader or Sole Proprietor

The simplest way of starting a business. You are self-employed and entirely responsible for all aspects of the management of your business.

A single person may operate as a sole trader, which is the oldest form of business, and even if he employs many people, he alone is responsible for management and, thus, for any debts. There are many one-man owners, for example: a farmer, a doctor, a solicitor, an estate agent, a garage man, a jobber, a builder, a hairdresser, etc.

Partnership

Two or more people starting a business together can set up a partnership. All partners are responsible for the debts of the partnership, and profits and losses are shared between them. The share is not necessarily an equal one, but depends upon the partnership agreement among them. This usually reflects the amount of capital each partner has invested in the business. Partnerships can be formed very easily and the legal position of partners is not very different from that of sole traders. They are firms of solicitors, architects, auditors, management consultants, etc. The names of all the partners of the firm are printed on the stationery of a partnership.

The most common type of a company in the United Kingdom is the limited liability company. At the end of the name of such a company the word Ltd is used. For example: Wilson and Son Ltd. The equivalent to this kind of company can be found all over the world.

The members of a limited company have limited liability. This means that if the business has difficulties, the members can be made to pay its debts only up to a certain limit. Normally this limit is the amount unpaid on shares they hold (limited by shares), or the amount they have guaranteed to contribute to company assets (limited by guarantee). The company's liability itself is not limited; as long as the business has money or assets, creditors may sue. But they cannot sue the members as individuals beyond their stated limits.

The Main Forms of Business Organization

Business is the production, distribution, and sale of goods and services for the benefit of the buyer and the profit of the seller. In the modern world the control of production is largely in the hands of individual businesspeople or entrepreneurs, who organize and direct industry for gaining profits.

There are three principal forms of business organization. These forms are: the sole proprietorship, the partnership and the corporation.

The sole proprietorship is the simplest form of business organization, which is owned by one person. For example, more than 80 per cent of all businesses in the United States are sole proprietorships.

In this form of organization the owner is responsible for its success or failure. The sole proprietorship has its advantages and certain drawbacks. The single owner is seldom able to invest much capital. If the single owners are able to invest large amounts of capital they run great risk of losing it all because they are personally liable for all debts of their businesses. This is called unlimited liability.

Partnership is a form of organization when two or more people starting a business together. All partners are responsible for the debts of the partnership and profits and losses are shared between them.

Corporation is chartered by the state in which it has headquarters. It is considered by law to be a unique entity, separate and apart from those who own it. A corporation can be taxed; it can be sued; it can enter into contractual agreements. The owners of a corporation are its shareholders. The shareholders elect a board of directors to oversee the major policies and decisions.

Задания для оценки умений

1. Монологическое высказывание:

Вариант 1

Speak on the topic: "Company Structure"

Use the following material:

Most companies are made up of three groups of people: the shareholders (who provide the capital), the management and the workforce. The management structure of a typical company is shown in this organization chart. At the top of the company hierarchy is the Board of Directors, headed by the Chairperson or President. The Board is responsible for policy decisions and strategy. It will usually appoint a Managing Director or Chief executive Officer, who has overall responsibility for the running of the business. Senior managers or company officers head the various departments or functions within the company, which may include the following:

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2. Public Relations (PR)
3. Information Technology or IT
4. Personnel or Human Resources (HR)
5. Finance
6. Production
7. Research and Development or R & D
8. Distribution
9. Purchasing
10. Customer Service

Вариант 2

Speak about the responsibilities of the following people. Use the text to help you.

- the Managing Director;
- the secretary;
- the receptionist of the firm;
- the personnel officer;
- the Sales Manager;
- the head of the accounts department;

The Managing Director. He is responsible for the overall running of the firm. He frequently meets representatives of different firms. They discuss prices, terms of payment and delivery. Sometimes he goes to different cities to discuss business with their customers. He looks through mail, reads telegrams and letters, speaks on the phone with customers. He also makes appointments with his business partners.

The secretary. She stands between her boss and his visitors. She helps her boss to plan his time and to finish his work. She has got a computer, a fax and a telephone on her desk. She looks through the mail. She receives both snail-mail and e-mail. She types the answers on her computer and sends e-mail correspondence.

The personnel officer. She is responsible for hiring staff and for staff welfare.

The chief accountant. She is responsible for all the money in the firm. She handles payments from customers and wages for the staff.

The receptionist. She answers the phone and greets visitors. She is terribly busy. Every day she meets lots of people. She also does lots of typing and filing.

The sales manager. He is responsible for supplying goods to customers.

Задания для оценки владений

Раздел: Деловая корреспонденция

Задания для оценки знаний

1. Монологическое высказывание:

Вариант 1

Speak on the topic: "OUR UNIVERSITY. MY RESEARCH WORK"

Use the following material:

South-Ural State Humanitarian Pedagogical University is one of the oldest educational establishments in the city. It was founded in 1935. Every year hundreds of young men and women enter different faculties of the university. There are full-time and part-time students who will get their Bachelor's degree after graduation. Besides, there are courses for postgraduates who are involved in research work and do their Master's and Doctor's Degrees. I am a postgraduate student. I am studying at the two-year Master's Course at the Department of Mathematics and Physics.

The academic staff of the faculty, with the dean at the head, consists of professors, lecturers and assistants. They deliver lectures and hold seminars on different subjects. The courses are continually being updated so the students have a chance to receive the most up-to-date knowledge.

To enroll in the Master's Course, I handed in my application in summer. I had to take entrance exams in Mathematics, Physics, Pedagogics, and Philosophy. I did well and became a student.

My programme is research-oriented. I will have to present my thesis at the end of the Master's Course.

With the support of my scientific supervisor, _____, I have chosen the topic of my research:

“_____”.

Here is a short abstract of the research.

It deals with the problem of _____.

The factors influencing _____ are discussed in the work.

The main features of _____ are defined.

The classification of _____ is presented in detail.

The peculiar character of _____ is pointed out.

_____ are/ is given special attention to.

The issues highlighted in the research are up-to-date and pressing.

Вариант 2

Speak on the topic: "MY SCIENTIFIC WORK"

Use the following material:

My major interest is in the field of...

The title of my future thesis is....

My tutor is

The research I am doing now is a part of a bigger work../ within the framework of the academic research conducted by professor.../a group of scientists...

This work is devoted to an important problem into which too few scientists have researched until now.

Earlier studies of this subject show that the problem has not been yet properly explored.

My study deals in the problems of.../is devoted to the investigation of...

It touches upon the problems of...

The main purpose/goal/aim of it is...to find out/to define/to characterize/explore/toinvestigate/to analyse/to gain/.....

It is aimed at

I set myself a task to/of...

the tasks that face us /that we are faced with/are as follows...

2. Упражнения:

Вариант 1

NUMERALS

ЧИСЛИТЕЛЬНЫЕ

Ex. 1. Form, read and write ordinal numerals from the following cardinal numerals: 1; 11; 100; 110; 2; 12; 20; 22; 3; 30; 300; 5; 15; 50; 8; 18; 80; 9; 90.

Ex. 2. Read and write the following.

a) numbers: 3, 64, 75, 0, 18, 13, 21, 189, 215, 742, 1 645, 5 413, 9 307, 11 326,

81 099, 55 000, 41 309 714, 119 500 000, 715 211894, 638409205;

b) dates: 1812; 56 BC; 100AD; May 9th 1945; 11th October 1066; 14th December 1825; September 11th 2001; 7

June 2016; September 1st 1939; 12th December, 2012; June 6th 2000;

c) fractions: 2.5; 3.164; 0.714; 0.009; 0.205; 48.332; $\frac{1}{3}$; $\frac{1}{2}$; $8\frac{7}{8}$; $27\frac{5}{8}$; $\frac{2}{3}$;

d) Room 306; Note 3; house 13; bus 261; trolleybus 18; Picture 212; Ex. 19.

Ex. 3. Read and write the titles.

Peter I – Peter the First.

Henry VI, Elizabeth II, James I, Catherine II, Charles V, Paul III.

Ex. 4. Count and read.

1) $213 - 245 =$

2) $2400 : 60 =$

3) $33 \times 4 =$

4) $2.5 + 3.5 =$ 5) $7^2 - 3^3 =$

6) $75\% : 5 =$

7) $6\frac{2}{3} - 2\frac{1}{3} =$

8) $1,45 \times 2,81 =$

Ex. 5. Translate into English.

1. Тысяча четыреста километров. 2. Тысячи миль. 3. Пять тысяч долларов.

4. Сотни лет. 5. Сто лет. 6. Миллионы людей. 7. Три миллиона двести пятьдесят тысяч рублей. 8. Три с половиной килограмма. 9. Двадцать три сантиметра.
10. Шестьсот восемьдесят лет. 11. Три четверти тонны. 12. 0.75 процента. 13. Три четверти часа. 14. Девятое января 2000 года. 15. Восемь в четвёртой степени-ни.
16. 39° C выше нуля. 17. 5° C ниже нуля. 18. Страница 375.

Вариант 2
NUMBERS

Exercises

1. Write the words as numbers.

eleven →
ninety-nine →
four hundred and thirty-two →
six thousand →
eight →

2. Write the numbers as words.

20 →
62 →
3 →
17 →
300 →

3. What is the correct spelling?

14 →
15 →
40 →
50 →
80 →

4. Write the numbers

462

2 1/2

2,345

6.75

0.25

3 1/3

1,250,000

10.04

52%

September, 10th = the

July, 3rd = the

602 8477 [phone number]

1903 [date]

1876 [date]

2-0 [football match]

1 3/4

3,000,000,000

2,000,000

3. Чтение текстов на иностранном языке:

Вариант 1

Прочитайте текст, обращая внимание на произношение слов:

BUSINESS CORRESPONDENCE

Business correspondence can be divided into several sections:

- I. Commercial Correspondence
- II. Business Trip Correspondence
- III. Application Correspondence

I. Commercial Correspondence

Commercial Correspondence includes the following types of letters:

- 1) A letter of inquiry – письмо-запрос
- 2) A letter of offer – письмо-предложение
- 3) A letter of order – письмо-заказ
- 4) A letter of complaint – письмо-претензия
- 5) A letter of apology – письмо извинение

II. Business Trip Correspondence

Business trips are an important part of any business and need careful planning. Correspondence connected with business trips usually concerns a hotel room reservation (booking a hotel room), a request to arrange a meeting, a request to rent a car, confirmation of these activities and gratitude for help.

- 1) A letter of request – письмо-просьба (It contains the request itself in plain language, all the necessary data, such as names, dates and necessary requirements, gratitude for the actions that will be taken, and a request for confirmation).
- 2) A letter of invitation – письмо-приглашение (It contains the date, the time, the place of the event to which the addressee is invited. At the end of the letter the request to confirm coming is expressed).
- 3) A letter arranging a meeting – письмо о назначении встречи (It contains the date, the time, the place of the meeting, the list of the discussion points or the theme. There is also a list of the participants. At the end of the letter the request to confirm coming is expressed.)
- 4) A letter of confirmation – письмо-подтверждение (It usually starts with the reference to prior correspondence. It is sent to confirm the sender's coming to the event or meeting. In this case, you should thank the addressee for the invitation. It can also be an answer to the request to rent a car or to book a room. In this case, you should describe the actions you have taken and their result.
- 5) A thank-you letter – письмо благодарности. This kind of letter is an effective way of developing good relationship. It must contain "thank you" at the beginning, and then express sincere gratitude and friendly attitude to the addressee.

Вариант 2

Прочитайте текст, обращая внимание на произношение слов:

HOW TO WRITE A BUSINESS LETTER

WHAT'S YOUR POINT? STATE IT CLEARLY AND CONCISELY

A good business letter does not ramble on; it supplies all pertinent information in a clear and concise manner. Using 1" margins and a serif font such as Times New Roman (12 point) or Georgia (11 point), your sentences should be no longer than 2 ½ lines, preferably shorter. Conventional business correspondence contains the date, inside address, salutation, etc., in addition to the body of the letter. The complete letter should still fit easily on one side of an 8 ½" x 11" sheet of paper. Pretend that you are on a limited budget and every word you use has a price tag. Consequently, you must be frugal with the number of written words in every sentence.

STATE YOUR PURPOSE IN THE OPENING SENTENCE

Many professionals process large amounts of written material daily and learn how to skim their mail quickly and effectively. There are really not enough hours in the day for a busy person to read each letter slowly, word for word. For these reasons, it is necessary to state your purpose in the opening sentence of the letter. It is also best to use active voice instead of passive voice. Passive voice requires longer verb forms, building longer sentences that are tiresome to read.

USE A FORMAL TONE

Although it is important to write a letter that sounds natural and is not long-winded, remember that the tone of a business letter should be more formal than normal, conversational English. If you are trying to impress someone with your education and credentials, avoid using slang and idiomatic expressions. Run-on sentences may have a negative effect on the reader as well. If you crowd too many ideas into one sentence, the reader may become lost in the tangle of words. After skimming the first few sentences, a reader may slow down and read a well-written letter more closely, but may quickly toss one into the "circular file" if it is difficult to read or unprofessional. You do not want to write a letter that provokes confusion, annoyance, or amusement.

CORRECT SPELLING AND GRAMMATICAL ERRORS

Even though someone may be skimming your letter, do not assume that he or she won't notice any spelling or grammatical mistakes. The most popular word-processing programs have writing tools such as spell checks, dictionaries, and grammar tips. Make sure these features are activated in your program and learn how to use them. Remember, however, that a spell check will not help if you spell the word correctly but use it incorrectly. For example, the words "affect" and "effect" are often mistakenly interchanged. Consult a dictionary if you are unsure of your word usage.

REREAD YOUR LETTER

Many people write an important letter, print it out and mail it without further consideration. If possible, let your finished letter sit on the computer for an hour or two, then go back and reread it. Do not skim your letter. Read it closely and you may be surprised at the number of simple mistakes you will find. If you do find mistakes, correct them and read it again. Can you read it through without finding more mistakes or rewriting any sentences? Have you stated your ideas as clearly and concisely as possible? If not, then your letter is not ready to mail. It takes patience to write a good business letter. With time and experience, however, your letters will begin to flow more quickly and easily.

GET A SECOND OPINION

If you have a competent friend who is willing to help you, it is a good idea to get a second opinion on both your letter content and structure. Your helper may read the letter silently or you can read the letter out loud and ask for his or her reaction and comments. Even if you are alone, reading the letter out loud may still prove useful as your brain will process the information differently than it would if you read the letter silently.

Задания для оценки умений

1. Монологическое высказывание:

Вариант 1

Speak on the topic: "OUR UNIVERSITY. MY RESEARCH WORK"

Use the following material:

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To enroll in the Master's Course, I handed in my application in summer. I had to take entrance exams in Mathematics, Physics, Pedagogics, and Philosophy. I did well and became a student.

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The factors influencing _____ are discussed in the work.

The main features of _____ are defined.

The classification of _____ is presented in detail.

The peculiar character of _____ is pointed out.

_____ are/ is given special attention to.

The issues highlighted in the research are up-to-date and pressing.

Вариант 2

Speak on the topic: "MY SCIENTIFIC WORK"

Use the following material:

My major interest is in the field of...

The title of my future thesis is...

My tutor is

The research I am doing now is a part of a bigger work../ within the framework of the academic research conducted by professor.../a group of scientists...

This work is devoted to an important problem into which too few scientists have researched until now. Earlier studies of this subject show that the problem has not been yet properly explored.

My study deals in the problems of.../is devoted to the investigation of...

It touches upon the problems of...

The main purpose/goal/aim of it is...to find out/to define/to characterize/explore/toinvestigate/to analyse/to gain/.....

It is aimed at

I set myself a task to/of...

the tasks that face us /that we are faced with/are as follows...

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10. Шестьсот восемьдесят лет. 11. Три четверти тонны. 12. 0.75 процента. 13. Три четверти часа. 14. Девятое января 2000 года. 15. Восемь в четвертой степени.

16. 39° С выше ноля. 17. 5° С ниже ноля. 18. Страница 375.

Вариант 2

NUMBERS

Exercises

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Задания для оценки владений

1. Монологическое высказывание:

Вариант 1

Speak on the topic: "OUR UNIVERSITY. MY RESEARCH WORK"

Use the following material:

South-Ural State Humanitarian Pedagogical University is one of the oldest educational establishments in the city. It was founded in 1935. Every year hundreds of young men and women enter different faculties of the university. There are full-time and part-time students who will get their Bachelor's degree after graduation. Besides, there are courses for postgraduates who are involved in research work and do their Master's and Doctor's Degrees. I am a postgraduate student. I am studying at the two-year Master's Course at the Department of Mathematics and Physics. The academic staff of the faculty, with the dean at the head, consists of professors, lecturers and assistants. They deliver lectures and hold seminars on different subjects. The courses are continually being updated so the students have a chance to receive the most up-to-date knowledge.

To enroll in the Master's Course, I handed in my application in summer. I had to take entrance exams in Mathematics, Physics, Pedagogics, and Philosophy. I did well and became a student.

My programme is research-oriented. I will have to present my thesis at the end of the Master's Course.

With the support of my scientific supervisor, _____, I have chosen the topic of my research:

"_____".

Here is a short abstract of the research.

It deals with the problem of _____.

The factors influencing _____ are discussed in the work.

The main features of _____ are defined.

The classification of _____ is presented in detail.

The peculiar character of _____ is pointed out.

_____ are/ is given special attention to.

The issues highlighted in the research are up-to-date and pressing.

Вариант 2

Speak on the topic: "MY SCIENTIFIC WORK"

Use the following material:

My major interest is in the field of....

The title of my future thesis is....

My tutor is

The research I am doing now is a part of a bigger work../ within the framework of the academic research conducted by professor.../a group of scientists...

This work is devoted to an important problem into which too few scientists have researched until now.

Earlier studies of this subject show that the problem has not been yet properly explored.

My study deals in the problems of.../is devoted to the investigation of...

It touches upon the problems of...

The main purpose/goal/aim of it is...to find out/to define/to characterize/explore/toinvestigate/to analyse/to gain/.....

It is aimed at

I set myself a task to/of...

the tasks that face us /that we are faced with/are as follows...

2. Упражнения:

Вариант 1

NUMERALS

ЧИСЛИТЕЛЬНЫЕ

Ex. 1. Form, read and write ordinal numerals from the following cardinal numerals: 1; 11; 100; 110; 2; 12; 20; 22; 3; 30; 300; 5; 15; 50; 8; 18; 80; 9, 90.

Ex. 2. Read and write the following.

a) numbers: 3, 64, 75, 0, 18, 13, 21, 189, 215, 742, 1 645, 5 413, 9 307, 11 326,

81 099, 55 000, 41 309 714, 119 500 000, 715 211894, 638409205;

b) dates: 1812; 56 BC; 100AD; May 9th 1945; 11th October 1066; 14th December 1825; September 11th 2001; 7

June 2016; September 1st 1939; 12th December, 2012; June 6th 2000;

c) fractions: 2.5; 3.164; 0.714; 0.009; 0.205; 48.332; $\frac{1}{3}$; $\frac{1}{2}$; $8\frac{7}{8}$; $27\frac{5}{8}$; $\frac{2}{3}$;

d) Room 306; Note 3; house 13; bus 261; trolleybus 18; Picture 212; Ex. 19.

Ex. 3. Read and write the titles.

Peter I – Peter the First.

Henry VI, Elizabeth II, James I, Catherine II, Charles V, Paul III.

Ex. 4. Count and read.

1) $213 - 245 =$

2) $2400 : 60 =$

3) $33 \times 4 =$

4) $2.5 + 3.5 =$ 5) $7^2 - 3^3 =$

6) $75\% : 5 =$

7) $6\frac{2}{3} - 2\frac{1}{3} =$

8) $1,45 \times 2,81 =$

Ex. 5. Translate into English.

1. Тысяча четыреста километров. 2. Тысячи миль. 3. Пять тысяч долларов.

4. Сотни лет. 5. Сто лет. 6. Миллионы людей. 7. Три миллиона двести пятьдесят тысяч рублей. 8. Три с половиной килограмма. 9. Двадцать три сантиметра.

10. Шестьсот восемьдесят лет. 11. Три четверти тонны. 12. 0.75 процента. 13. Три четверти часа. 14. Девятое января 2000 года. 15. Восемь в четвёртой степени.

16. 39° С выше ноля. 17. 5° С ниже ноля. 18. Страница 375.

Вариант 2

NUMBERS

Exercises

1. Write the words as numbers.

eleven →

ninety-nine →

four hundred and thirty-two →

six thousand →

eight →

2. Write the numbers as words.

20 →

62 →

3 →

17 →

300 →

3. What is the correct spelling?

14 →

15 →

40 →

50 →

80 →

4. Write the numbers

462

2 1/2

2,345

6.75

0.25

3 1/3

1,250,000

10.04

52%

September, 10th = the

July, 3rd = the

602 8477 [phone number]

1903 [date]

1876 [date]

2-0 [football match]

1 3/4

3,000,000,000

2,000,000

3. Чтение текстов на иностранном языке:

Вариант 1

Прочитайте текст, обращая внимание на произношение слов:

BUSINESS CORRESPONDENCE

Business correspondence can be divided into several sections:

- I. Commercial Correspondence
- II. Business Trip Correspondence
- III. Application Correspondence

I. Commercial Correspondence

Commercial Correspondence includes the following types of letters:

- 1) A letter of inquiry – письмо-запрос
- 2) A letter of offer – письмо-предложение
- 3) A letter of order – письмо-заказ
- 4) A letter of complaint – письмо-претензия
- 5) A letter of apology – письмо извинение

II. Business Trip Correspondence

Business trips are an important part of any business and need careful planning. Correspondence connected with business trips usually concerns a hotel room reservation (booking a hotel room), a request to arrange a meeting, a request to rent a car, confirmation of these activities and gratitude for help.

- 1) A letter of request – письмо-просьба (It contains the request itself in plain language, all the necessary data, such as names, dates and necessary requirements, gratitude for the actions that will be taken, and a request for confirmation).
- 2) A letter of invitation – письмо-приглашение (It contains the date, the time, the place of the event to which the addressee is invited. At the end of the letter the request to confirm coming is expressed).
- 3) A letter arranging a meeting – письмо о назначении встречи (It contains the date, the time, the place of the meeting, the list of the discussion points or the theme. There is also a list of the participants. At the end of the letter the request to confirm coming is expressed.)
- 4) A letter of confirmation – письмо-подтверждение (It usually starts with the reference to prior correspondence. It is sent to confirm the sender's coming to the event or meeting. In this case, you should thank the addressee for the invitation. It can also be an answer to the request to rent a car or to book a room. In this case, you should describe the actions you have taken and their result.
- 5) A thank-you letter – письмо благодарности. This kind of letter is an effective way of developing good relationship. It must contain "thank you" at the beginning, and then express sincere gratitude and friendly attitude to the addressee.

Вариант 2

Прочитайте текст, обращая внимание на произношение слов:

HOW TO WRITE A BUSINESS LETTER

WHAT'S YOUR POINT? STATE IT CLEARLY AND CONCISELY

A good business letter does not ramble on; it supplies all pertinent information in a clear and concise manner. Using 1" margins and a serif font such as Times New Roman (12 point) or Georgia (11 point), your sentences should be no longer than 2 ½ lines, preferably shorter. Conventional business correspondence contains the date, inside address, salutation, etc., in addition to the body of the letter. The complete letter should still fit easily on one side of an 8 ½" x 11" sheet of paper. Pretend that you are on a limited budget and every word you use has a price tag. Consequently, you must be frugal with the number of written words in every sentence.

STATE YOUR PURPOSE IN THE OPENING SENTENCE

Many professionals process large amounts of written material daily and learn how to skim their mail quickly and effectively. There are really not enough hours in the day for a busy person to read each letter slowly, word for word. For these reasons, it is necessary to state your purpose in the opening sentence of the letter. It is also best to use active voice instead of passive voice. Passive voice requires longer verb forms, building longer sentences that are tiresome to read.

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Раздел: Маркетинг

Задания для оценки знаний

Задания для оценки умений

1. Монологическое высказывание:

Вариант 1

Speak on the topic: "Motivation at work".

Use the following material:

What is important to you in choosing a job? What offers the greatest/the least job satisfaction in your opinion?

Consider the points below and put them in order of importance. Add anything else that is important to you. Explain your answers to the rest of the group.

1. Challenge.
2. Meeting people through work.
3. Security.
4. The respect of colleagues.
5. Comfortable working conditions.
6. Company car.
7. Status in your organisation.
8. Social status.
9. Learning something new.
10. Personal freedom.

11. Being part of a team.
12. Exercising power.
13. Helping other people.
14. Being praised by your superiors.
15. Being promoted.
16. Making money.
17. Interesting work.
18. Flexible working hours.
19. Short working hours.
20. Supportive boss.
21. Friendly colleagues.
22. Proximity to your home.
23. Good holidays.
24. Good pension.
25. Health insurance.
26. Responsibility.

Вариант 2

Speak about planning your career. Use the following information

The career planning process has four steps:

Step 1: knowing yourself

Step 2: finding out

Step 3: making decisions

Step 4: taking action

Step 1: knowing yourself

Begin by thinking about where you are now, where you want to be and how you're going to get there.

Once you have thought about where you are at now and where you want to be, you can work on getting to know your skills, interests and values.

Begin by asking yourself the following questions:

- Where am I at now?
- Where do I want to be?
- What do I want out of a job or career?
- What do I like to do?
- What are my strengths?
- What is important to me?

At the end of this step you will have a clearer idea of your work or learning goal and your individual preferences. You can use this information about yourself as your personal 'wish list' against which you can compare all the information you gather in Step 2: finding out. Your personal preferences are very useful for helping you choose your best option at this point in time, which you can do in Step 3: making decisions.

Step 2: finding out

This step is about exploring the occupations and learning areas that interest you. Once you have some idea of your occupational preferences you can research the specific skills and qualifications required for those occupations.

Explore occupations that interest you and ask yourself how do my skills and interests match up with these occupations?

- Where are the gaps?
- What options do I have to gain these skills or qualify for these occupations?
- What skills do I need?
- Where is the work?

At the end of this step you will have a list of preferred occupations and/or learning options.

Step 3: making decisions

This step involves comparing your options, narrowing down your choices and thinking about what suits you best at this point in time.

Ask yourself:

- What are my best work/training options?
- How do they match with my skills, interests and values?
- How do they fit with the current labour market?
- How do they fit with my current situation and responsibilities?
- What are the advantages and disadvantages of each option?
- What will help and what will hinder me?
- What can I do about it?

At the end of this step you will have narrowed down your options and have more of an idea of what you need to do next to help you achieve your goals.

Step 4: taking action

Here you plan the steps you need to take to put your plan into action.

Use all you have learnt about your skills, interests and values together with the information you have gathered about the world of work to create your plan.

Begin by asking yourself:

- What actions/steps will help me achieve my work, training and career goals?
- Where can I get help?
- Who will support me?

At the end of this step you will have:

- a plan to help you explore your options further (e.g. work experience, work shadowing or more research); or
- a plan which sets out the steps to help you achieve your next learning or work

2. Терминологический словарь/глоссарий:

Вариант 1

Составьте глоссарий по теме "Маркетинг"

1. Target market (целевая аудитория) - the people that you are interested in selling your product to
2. Strategy(план, стратегия) - a plan how to achieve your objectives
3. Market research (рыночное исследование) – finding out about your costumers and how much and what they are interested in buying and analyses of your competing products
4. Promotion (продвижение) - ways of introducing the product into the market

Вариант 2

Составьте глоссарий по теме "Маркетинговый микс"

1. Market entry. The way in which an organisation enters foreign markets either by direct or indirect export or production in a foreign country.
2. Product strategy. A set of decisions regarding alternatives to the target market and the marketing mix given a set of market conditions.
3. Inflation. A condition where demand outstrips supply or costs escalate, affecting an upward change in prices.
4. Advertising. Any form of marketing communication in the paid media.

3. Упражнения:

Вариант 1

Task 1. Match the word with its definition.

- 1) employee
- 2) employer
- 3) flexitime
- 4) promotion

5) severance

- a) activity that supports or provides active encouragement for the furtherance of a cause, venture, or aim
- b) a person or organization that employs people
- c) dismissal or discharge from employment
- d) a person employed for wages or salary, esp. at nonexecutive level
- e) a system of working a set number of hours with the starting and finishing times chosen within agreed limits by the employee

Task 2. Переведите на английский язык, используя модальные глаголы способности, возможности.

1. Это трудно. Я не могу перевести этот текст.
2. Ты умеешь кататься на коньках?
3. Можно мне войти?
4. Дождь кончился. Мы можем пойти погулять.
5. Можешь мне помочь?
6. Нельзя пересекать улицу посередине квартала.
7. Это не может быть правдой! Разве он может это знать?
8. Она могла говорить, когда ей был 1 год.
9. Он смог переплыть через реку.
10. Она смогла уснуть на восходе.
11. Она не смогла сказать ни слова.
12. Не могли бы вы мне помочь?
13. Мы могли бы обсудить это завтра.

Task 3. Переведите на английский язык, используя модальные глаголы предположения, разрешения.

1. Здесь можно курить?
2. Можете садиться.
3. Могу я задать вам вопрос?
4. Какую машину ты собираешься купить? - Я могу купить Тойоту или Ниссан. Я ещё не решил.
5. Что ты собираешься делать вечером? - Я, может, останусь дома, но я не уверен.
6. Вы могли бы и выучить это правило.
7. Ты мог бы понести эти сумки.

Task 4. Переведите на английский язык, используя модальные глаголы долженствования.

1. Дети должны хорошо учиться в школе.
2. Мы должны помочь им, это наш долг.
3. Мне приходится рано вставать, так как мой офис (место работы) находится далеко от дома.
4. Вчера мне пришлось добираться на работу на такси.
5. Вам не нужно заучивать этот текст.
6. Вам не нужно приходить завтра рано на работу.
7. Нельзя делать это подобным образом.
8. Вы не должны опаздывать.
9. Вы должны сходить к врачу.
10. Ты должен сделать это сейчас.
11. Уже поздно. Они, должно быть, дома.
12. Он, должно быть, не любит свою работу, потому что он делает её так небрежно.
13. Мы должны встретиться у тетра в 6.
14. Они должны были пойти туда вместе.
15. Я думаю, тебе следует согласиться с ними.

Task 5. Choose the correct modal verb.

1. You ... ring the bell, the door is open.
a) mustn't b) needn't c) can't d) couldn't
2. You ... ring the bell, you might wake the baby.
a) mustn't b) needn't c) can't d) oughtn't
3. You ... ring the bell; you are too small to reach it.
a) mustn't b) needn't c) can't d) oughtn't
4. She is very rich, she ... to work for her living.
a) needn't b) mustn't c) doesn't have d) oughtn't
5. Have you fixed the time of the meeting? - Yes, we ... to meet at 7 tonight.
a) have b) are c) ought d) could

Вариант 2

Exercises on Modal Verbs

1 Выберите верный глагол

There are plenty of tomatoes in the fridge. You _____ buy any.

It's a hospital. You _____ smoke.

He had been working for more than 11 hours. He _____ be tired after such hard work. He _____ prefer to get some rest.

I _____ speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I _____ just say a few things in the language.

The teacher said we _____ read this book for our own pleasure as it is optional. But we _____ read it if we don't want to.

you stand on your head for more than a minute? No, I _____.

If you want to learn to speak English fluently, you _____ to work hard.

Take an umbrella. It _____ rain later.

You _____ leave small objects lying around. Such objects _____ be swallowed by children.

People _____ walk on grass.

Drivers _____ stop when the traffic lights are red.

_____ I ask a question? Yes, of course.

You _____ take your umbrella. It is not raining.

_____ you speak Italian? No, I _____.

2. Преобразуйте предложения с модальными глаголами в прошедшее время, начиная с данных слов. Используйте could, had to, was to, was allowed to.

Н-р: Bob can't dive. (Боб не умеет нырять.) – Last year Bob couldn't dive. (В прошлом году Боб не умел нырять.)

You must show your identity card here. (Ты должен показать удостоверение личности здесь.) – Last night ...

We can't buy a new car. (Мы не можем купить новую машину.) – Last summer ...

Mike may take my laptop computer for a couple of hours. (Майк может взять мой ноутбук на пару часов.) – This morning ...

Victor has to call his mother. (Виктору нужно позвонить своей маме.) – Yesterday ...

You don't need to paper the walls. (Вам не нужно оклеивать стены обоями.) – Yesterday ...

She is to be at the office at 9 a.m. (Ей нужно быть в офисе в 9 утра.) – Last Friday ...

You must not tell lies. (Ты не должен лгать.) – Last night ...

3. Преобразуйте предложения с модальными глаголами в будущее время, начиная с данных слов. Используйте will be able to, will be allowed to, will have to.

Н-р: The baby can talk. (Малыш умеет разговаривать.) – Soon the baby will be able to talk. (Скоро малыш сможет разговаривать.)

He can't get the tickets. (Он не может достать билеты.) – I'm afraid ...

You may use my camera. (Ты можешь пользоваться моей камерой.) – Tomorrow ...

I am to wait for him at the airport. (Мне нужно подождать его в аэропорту.) – Next Sunday ...

You must tell me the truth. (Ты обязан рассказать мне правду.) – Very soon ...

I have to take these pills 3 times a day. (Мне нужно пить эти таблетки 3 раза в день.) – Tomorrow ...

I can read this book in Italian. (Я могу прочитать эту книгу на итальянском языке.) – In two years ...

4. Переведите английские пословицы, обращая внимание на модальные глаголы. Постарайтесь вспомнить русские эквиваленты пословиц, где это возможно.

A man can do no more than he can.

Anyone who has to ask the price cannot afford it.

People who live in glass houses should not throw stones at their neighbours.

You must learn to walk before you can run.

He who falls today may rise tomorrow.

A bird may be known by its song.

He who laughs at crooked men should need to walk very straight.

Talk of the devil and he is to appear.

A tree must be bent while young.

The wind can't be caught in a net.

5. Дайте совет, используя модальный глагол should. (Возможны несколько советов.)

Н-р: My eyes are tired. (Мои глаза устали.) – You should go to bed. (Тебе следует поспать.)

I am cold. (Мне холодно.)

I am thirsty. (Я хочу пить.)

I am hungry. (Я голоден.)

My life is too hectic. (Моя жизнь слишком насыщенная.)

I've caught a cold. (Я простудился.)

Somebody has stolen my purse. (Кто-то украл мой кошелек.)

4. Чтение текстов на иностранном языке:

Вариант 1

Прочитайте текст вслух, обращая внимание на произношение слов.

Marketing

Marketing as a discipline only appeared at the beginning of the 20th century. However, the word "market" and the notion of a market have always existed.

Marketing means the movement of goods and services from manufacturer to customer in order to satisfy the customer and to achieve the company's objectives. Buying, selling, market research, transportation, storage, advertising are all parts of marketing. The purpose of marketing is to create a situation in which sale can be made.

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In order to develop a successful marketing mix, researchers first ask two important questions: Who is going to buy the product? What is the potential to sell this product?

To answer the first question we have to investigate our target market. Target market includes the people you want to sell to: we have to learn about the age, sex and income of our would-be customers. Different products have different target markets, e.g. Ferrari and Kia automobiles, Swatch and Rolex watches, designers' clothes and footwear and mass produced things. Give more examples of one product line which is aimed at different target markets. Think about the food and drinks.

To answer the second question (What is the potential to sell this product?) we have to investigate the size of the market and the product awareness. Product awareness shows what people know about my company's products.

All this investigation of our target market, product awareness, the size of the market is called market research. Market research uses interviews to find out about people's attitudes and questionnaires to find out about their shopping habits. When you know who your customers are and how big your market is, the next step is to set your objectives. The marketing objectives can be: to increase sales, to increase market share or to win a new market share, to make your product different from the competition and others. Next, we think about the strategy for meeting our objectives. If our objective is to increase market share, what strategy could we use? What can we do to increase market share?

1) Find new customers by making your product more attractive (to create a more attractive design, e.g. of a laptop, to give your product a new attractive feature like absence of noise in a vacuum cleaner, a hair drier which doesn't burn hair and so on)

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3) Persuade your customers to use more of your product (to wash your hair every day, to clean your teeth after each meal and so on)

Вариант 2

Прочитайте текст вслух, обращая внимание на произношение слов.

Product, price, promotion and place: the four pies of marketing.

There are four principal controllable factors that provide the most effective choice for the consumer - the Four P's: product, price, placement and promotion. The owner of a factory manufacturing transportation equipment could produce an economy car, a luxury car, truck, tractor, motorcycles and apply different marketing techniques.

PRODUCT. The most controllable of these factors is the first "P" - product (or service). The product element of marketing refers to the goods or service that a company wants to sell. This often involves research and development (R&D) of a new product, research of potential market, testing of the product to insure quality and then introduction to the market.

All products and services have what have been traditionally called "product life cycles".

The stages of the product life cycle are: introduction, growth, maturity and decline.

The length of a product life cycle depends upon the

- intensity of the competition;
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PROMOTION. Promotion includes all forms of marketing communication (advertising, direct mail, customer service, image, special events, sales and the product or service itself). Promotion is the most complex thing - how to select and divide your market according to the type of product, its price and where it will be available. Each group of the population has its own values to which you want to make your product appeal.

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The four elements of marketing work together to develop a successful marketing operation that satisfies customers and achieves the company's objectives.

Задания для оценки владений

1. Монологическое высказывание:

Вариант 1

Speak on the topic: "Motivation at work".

Use the following material:

What is important to you in choosing a job? What offers the greatest/the least job satisfaction in your opinion?

Consider the points below and put them in order of importance. Add anything else that is important to you. Explain your answers to the rest of the group.

1. Challenge.
2. Meeting people through work.
3. Security.
4. The respect of colleagues.
5. Comfortable working conditions.
6. Company car.
7. Status in your organisation.
8. Social status.
9. Learning something new.
10. Personal freedom.
11. Being part of a team.
12. Exercising power.
13. Helping other people.
14. Being praised by your superiors.
15. Being promoted.
16. Making money.
17. Interesting work.
18. Flexible working hours.
19. Short working hours.
20. Supportive boss.
21. Friendly colleagues.
22. Proximity to your home.
23. Good holidays.
24. Good pension.
25. Health insurance.
26. Responsibility.

Вариант 2

Speak about planning your career. Use the following information

The career planning process has four steps:

Step 1: knowing yourself

Step 2: finding out

Step 3: making decisions

Step 4: taking action

Step 1: knowing yourself

Begin by thinking about where you are now, where you want to be and how you're going to get there.

Once you have thought about where you are at now and where you want to be, you can work on getting to know your skills, interests and values.

Begin by asking yourself the following questions:

- Where am I at now?
- Where do I want to be?
- What do I want out of a job or career?
- What do I like to do?
- What are my strengths?
- What is important to me?

At the end of this step you will have a clearer idea of your work or learning goal and your individual preferences. You can use this information about yourself as your personal 'wish list' against which you can compare all the information you gather in Step 2: finding out. Your personal preferences are very useful for helping you choose your best option at this point in time, which you can do in Step 3: making decisions.

Step 2: finding out

This step is about exploring the occupations and learning areas that interest you. Once you have some idea of your occupational preferences you can research the specific skills and qualifications required for those occupations.

Explore occupations that interest you and ask yourself how do my skills and interests match up with these occupations?

- Where are the gaps?
- What options do I have to gain these skills or qualify for these occupations?
- What skills do I need?
- Where is the work?

At the end of this step you will have a list of preferred occupations and/or learning options.

Step 3: making decisions

This step involves comparing your options, narrowing down your choices and thinking about what suits you best at this point in time.

Ask yourself:

- What are my best work/training options?
- How do they match with my skills, interests and values?
- How do they fit with the current labour market?
- How do they fit with my current situation and responsibilities?
- What are the advantages and disadvantages of each option?
- What will help and what will hinder me?
- What can I do about it?

At the end of this step you will have narrowed down your options and have more of an idea of what you need to do next to help you achieve your goals.

Step 4: taking action

Here you plan the steps you need to take to put your plan into action.

Use all you have learnt about your skills, interests and values together with the information you have gathered about the world of work to create your plan.

Begin by asking yourself:

- What actions/steps will help me achieve my work, training and career goals?
- Where can I get help?
- Who will support me?

At the end of this step you will have:

- a plan to help you explore your options further (e.g. work experience, work shadowing or more research); or
- a plan which sets out the steps to help you achieve your next learning or work

2. Терминологический словарь/глоссарий:

Вариант 1

Составьте глоссарий по теме "Маркетинг"

1. Target market (целевая аудитория) - the people that you are interested in selling your product to
2. Strategy(план, стратегия) - a plan how to achieve your objectives
3. Market research (рыночное исследование) – finding out about your costumers and how much and what they are interested in buying and analyses of your competing products
4. Promotion (продвижение) - ways of introducing the product into the market

Вариант 2

Составьте глоссарий по теме "Маркетинговый микс"

1. Market entry. The way in which an organisation enters foreign markets either by direct or indirect export or production in a foreign country.
2. Product strategy. A set of decisions regarding alternatives to the target market and the marketing mix given a set of market conditions.
3. Inflation. A condition where demand outstrips supply or costs escalate, affecting an upward change in prices.
4. Advertising. Any form of marketing communication in the paid media.

3. Упражнения:

Вариант 1

Task 1. Match the word with its definition.

- 1) employee
 - 2) employer
 - 3) flextime
 - 4) promotion
 - 5) severance
- a) activity that supports or provides active encouragement for the furtherance of a cause, venture, or aim
 - b) a person or organization that employs people
 - c) dismissal or discharge from employment
 - d) a person employed for wages or salary, esp. at nonexecutive level
 - e) a system of working a set number of hours with the starting and finishing times chosen within agreed limits by the employee

Task 2. Переведите на английский язык, используя модальные глаголы способности, возможности.

1. Это трудно. Я не могу перевести этот текст.
2. Ты умеешь кататься на коньках?
3. Можно мне войти?
4. Дождь кончился. Мы можем пойти погулять.
5. Можешь мне помочь?
6. Нельзя пересекать улицу посередине квартала.
7. Это не может быть правдой! Разве он может это знать?
8. Она могла говорить, когда ей был 1 год.
9. Он смог переплыть через реку.
10. Она смогла уснуть на восходе.
11. Она не смогла сказать ни слова.
12. Не могли бы вы мне помочь?
13. Мы могли бы обсудить это завтра.

Task 3. Переведите на английский язык, используя модальные глаголы предположения, разрешения.

1. Здесь можно курить?
2. Можете садиться.

3. Могу я задать вам вопрос?
4. Какую машину ты собираешься купить? - Я могу купить Тойоту или Ниссан. Я ещё не решил.
5. Что ты собираешься делать вечером? – Я, может, останусь дома, но я не уверен.
6. Вы могли бы и выучить это правило.
7. Ты мог бы понести эти сумки.

Task 4. Переведите на английский язык, используя модальные глаголы долженствования.

1. Дети должны хорошо учиться в школе.
2. Мы должны помочь им, это наш долг.
3. Мне приходится рано вставать, так как мой офис (место работы) находится далеко от дома.
4. Вчера мне пришлось добираться на работу на такси.
5. Вам не нужно заучивать этот текст.
6. Вам не нужно приходить завтра рано на работу.
7. Нельзя делать это подобным образом.
8. Вы не должны опаздывать.
9. Вы должны сходить к врачу.
10. Ты должен сделать это сейчас.
11. Уже поздно. Они, должно быть, дома.
12. Он, должно быть, не любит свою работу, потому что он делает её так небрежно.
13. Мы должны встретиться у тетра в 6.
14. Они должны были пойти туда вместе.
15. Я думаю, тебе следует согласиться с ними.

Task 5. Choose the correct modal verb.

1. You ... ring the bell, the door is open.
a) mustn't b) needn't c) can't d) couldn't
2. You ... ring the bell, you might wake the baby.
a) mustn't b) needn't c) can't d) oughtn't
3. You ... ring the bell; you are too small to reach it.
a) mustn't b) needn't c) can't d) oughtn't
4. She is very rich, she ... to work for her living.
a) needn't b) mustn't c) doesn't have d) oughtn't
5. Have you fixed the time of the meeting? – Yes, we ... to meet at 7 tonight.
a) have b) are c) ought d) could

Вариант 2

Exercises on Modal Verbs

1 Выберите верный глагол

There are plenty of tomatoes in the fridge. You _____ buy any.

It's a hospital. You _____ smoke.

He had been working for more than 11 hours. He _____ be tired after such hard work. He _____ prefer to get some rest.

I _____ speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I _____ just say a few things in the language.

The teacher said we _____ read this book for our own pleasure as it is optional. But we _____ read it if we don't want to.

you stand on your head for more than a minute? No, I _____.

If you want to learn to speak English fluently, you _____ to work hard.

Take an umbrella. It _____ rain later.

You _____ leave small objects lying around. Such objects _____ be swallowed by children.

People _____ walk on grass.

Drivers _____ stop when the traffic lights are red.

_____ I ask a question? Yes, of course.

You _____ take your umbrella. It is not raining.

_____ you speak Italian? No, I _____.

2. Преобразуйте предложения с модальными глаголами в прошедшее время, начиная с данных слов. Используйте could, had to, was to, was allowed to.

Н-р: Bob can't dive. (Боб не умеет нырять.) – Last year Bob couldn't dive. (В прошлом году Боб не умел нырять.)

You must show your identity card here. (Ты должен показать удостоверение личности здесь.) – Last night ...

We can't buy a new car. (Мы не можем купить новую машину.) – Last summer ...

Mike may take my laptop computer for a couple of hours. (Майк может взять мой ноутбук на пару часов.) – This morning ...

Victor has to call his mother. (Виктору нужно позвонить своей маме.) – Yesterday ...
You don't need to paper the walls. (Вам не нужно оклеивать стены обоями.) – Yesterday ...
She is to be at the office at 9 a.m. (Ей нужно быть в офисе в 9 утра.) – Last Friday ...
You must not tell lies. (Ты не должен лгать.) – Last night ...

3. Преобразуйте предложения с модальными глаголами в будущее время, начиная с данных слов. Используйте will be able to, will be allowed to, will have to.

Н-р: The baby can talk. (Малыш умеет разговаривать.) – Soon the baby will be able to talk. (Скоро малыш сможет разговаривать.)

He can't get the tickets. (Он не может достать билеты.) – I'm afraid ...
You may use my camera. (Ты можешь пользоваться моей камерой.) – Tomorrow ...
I am to wait for him at the airport. (Мне нужно подождать его в аэропорту.) – Next Sunday ...
You must tell me the truth. (Ты обязан рассказать мне правду.) – Very soon ...
I have to take these pills 3 times a day. (Мне нужно пить эти таблетки 3 раза в день.) – Tomorrow ...
I can read this book in Italian. (Я могу прочитать эту книгу на итальянском языке.) – In two years ...

4. Переведите английские пословицы, обращая внимание на модальные глаголы. Постарайтесь вспомнить русские эквиваленты пословиц, где это возможно.

A man can do no more than he can.
Anyone who has to ask the price cannot afford it.
People who live in glass houses should not throw stones at their neighbours.
You must learn to walk before you can run.
He who falls today may rise tomorrow.
A bird may be known by its song.
He who laughs at crooked men should need to walk very straight.
Talk of the devil and he is to appear.
A tree must be bent while young.
The wind can't be caught in a net.

5. Дайте совет, используя модальный глагол should. (Возможны несколько советов.)

Н-р: My eyes are tired. (Мои глаза устали.) – You should go to bed. (Тебе следует поспать.)

I am cold. (Мне холодно.)
I am thirsty. (Я хочу пить.)
I am hungry. (Я голоден.)
My life is too hectic. (Моя жизнь слишком насыщенная.)
I've caught a cold. (Я простудился.)
Somebody has stolen my purse. (Кто-то украл мой кошелек.)

4. Чтение текстов на иностранном языке:

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Раздел: Деловая корреспонденция

Задания для оценки умений

1. Монологическое высказывание:

Вариант 1

Составьте монологическое высказывание: «Интервью при устройстве на работу»

Вспомогательный материал:

Try to think of the questions that can be asked and the ways of answering them. Remember that both sides should be friendly and polite.

The example of questions and answers:

1. What are your weaknesses?

• "What are your weaknesses" is one of the most popular questions interviewers ask. It is also the most dreaded question of all. Handle it by minimizing your weakness and emphasizing your strengths. Stay away from personal qualities and concentrate on professional traits: "I am always working on improving my communication skills to be a more effective presenter. I recently joined Toastmasters, which I find very helpful."

2. Why should we hire you?

• Answer "Why should we hire you?" by summarizing your experiences: "With five years' experience working in the financial industry and my proven record of saving the company money, I could make a big difference in your company. I'm confident I would be a great addition to your team."

3. Why do you want to work here?

• By asking you, "Why do you want to work here?" the interviewer is listening for an answer that indicates you've given this some thought and are not sending out resumes just because there is an opening. For example, "I've selected key companies whose mission statements are in line with my values, where I know I could be excited about what the company does, and this company is very high on my list of desirable choices."

4. What are your goals?

• When you're asked, "What are your goals?" sometimes it's best to talk about short-term and intermediate goals rather than locking yourself into the distant future. For example, "My immediate goal is to get a job in a growth-oriented company. My long-term goal will depend on where the company goes. I hope to eventually grow into a position of responsibility."

5. Why did you leave (or why are you leaving) your job?

• If an interviewer asks, "Why did you leave (or why are you leaving) your job?" and you're unemployed, state your reason for leaving in a positive context: "I managed to survive two rounds of corporate downsizing, but the third round was a 20% reduction in the workforce, which included me."

• If you are employed, focus on what you want in your next job: "After two years, I made the decision to look for a company that is team-focused, where I can add my experience."

6. When were you most satisfied in your job?

• The interviewer who asks, "When were you most satisfied in your job?" wants to know what motivates you. If you can relate an example of a job or project when you were excited, the interviewer will get an idea of your preferences. "I was very satisfied in my last job, because I worked directly with the customers and their problems; that is an important part of the job for me."

7. What can you do for us that other candidates can't?

• Emphasize what makes you unique when you're asked, "What can you do for us that other candidates can't?". This will take an assessment of your experiences, skills and traits. Summarize concisely: "I have a unique combination of strong technical skills, and the ability to build strong customer relationships. This allows me to use my knowledge and break down information to be more user-friendly."

8. What are three positive things your last boss would say about you?

• It's time to pull out your old performance appraisals and boss's quotes to answer the question, "What are three positive things your last boss would say about you?". This is a great way to brag about yourself through someone else's words: "My boss has told me that I am the best designer he has ever had. He knows he can rely on me, and he likes my sense of humor."

9. What salary are you seeking?

• When you're asked, "What salary are you seeking?" it is to your advantage if the employer tells you the range first. Prepare by knowing the going rate in your area, and your bottom line or walk-away point. One possible answer would be: "I am sure when the time comes, we can agree on a reasonable amount. In what range do you typically pay someone with my background?"

10. If you were an animal, which one would you want to be?

• Don't be alarmed if you're asked, "If you were an animal, which one would you want to be?" Interviewers use this type of psychological question to see if you can think quickly. If you answer "a bunny," you will make a soft, passive impression. If you answer "a lion," you will be seen as aggressive. What type of personality would it take to get the job done? What impression do you want to make?

Вариант 2

Составьте монологическое высказывание

Speak on the topic: "Job interview mistakes"

Вспомогательный материал:
Top 50 interview mistakes

It's easy to make a mistake when you are at a job interview. In fact, sometimes you don't even know you're making a mistake. I've spoken to several job seekers who didn't realize that it wasn't acceptable to walk into an interview with a cup or coffee or a bottle of water.

I've also spoken to applicants who have erred on the side of being too early for a job interview or dressing too casually or even too over-dressed for the job or the company. They thought they were doing the right thing. Instead, they ended up not making the best impression.

Some of the interview mistakes made most frequently should be obvious, others aren't as clear, especially if you haven't interviewed much or in a while. Here are the top 50 most common interview mistakes to review so you can avoid making them.

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Dressing inappropriately.

Not taking a phone interview as seriously as an in-person interview.

Leaving your cell phone on.

Chewing gum.

Bringing a cup of coffee or other drink with you.

Bringing another person with you to the interview.

Wearing sunglasses.

Showing up early.

Showing up late.

Showing up hangover and/or really tired.

Going to the interview if you are really sick.

Not knowing the interviewer's name.

Not introducing yourself.

Leaving a Bluetooth earpiece on.

Not smiling during the interview.

Interrupting the interviewer to take a call.

Have background noise (kids, pets, etc.) during a phone interview.

Wearing too much perfume or cologne.

Wearing a hat or cap to the interview.

Not bringing extra copies of your resume.

Not bringing a list of references.

Depending on the job, not bringing a portfolio of your work.

Playing with your hair.

Saying "ummm" or "you know" or "like" too often.

Mumbling and using poor grammar.

Talking too much.

Cutting off the interviewer's question.

Not talking enough.

Not smiling enough.

Telling jokes and laughing too much.

Not making eye contact with the interviewer.

Criticizing your last company or boss.

Not remembering your work history.

Checking your notes for an answer to a question.

Not following directions if you're given a test.

Not being prepared to answer questions.

Not paying attention to the questions you're asked.

Not taking the time to research the company prior to the interview.

Forgetting the name of the company you are interviewing with.

Forgetting the names of the companies you've worked for in the past.

Not remembering the job you applied for.

Telling the interviewer that you really need the job.

Telling the interviewer that you need the money.

Not knowing enough about the company you are interviewing with.

Asking about time off in your first interview.

Asking about salary and benefits right away.

When asked "Why do you want to work for our company?" providing answers that are focused on you instead of on how you will benefit the company.

Not have relevant questions to ask when asked, "What questions do you have?"

Neglecting to thank the interviewer for the opportunity to meet with him or her.

Not sending a thank you note after the interview.

2. Упражнения:

Вариант 1

I. Insert prepositions where necessary.

1. It was a pleasure to meet you ... (1) the Trade Fair (2) last month.
 2. ... (3) to unforeseen problems, we are unable to deliver your order ... (4) time. 3. We expect to be back ... (5) normal (6) the end of this month. 4. I am sure that you will receive the goods ... (7) three weeks. 5. It was interesting to hear your views ... (8) our new product. 6. Please pass ... (9) my best wishes ... (10) Mr. Lund. 7. I hope that he has now recovered ... (11) flu. 8. I have pleasure ... (12) enclosing our brochure. 9. Thank you ... (13) your letter of 26 June, asking ... (14) details of our new product. 10. It was good to talk ... (15) you ... (16) the telephone today.
- II. Join the two halves of these sentences so that they make a good sense. The first is done for you as an example.

1. I was wondering a) It was good to meet you when you came here.
 2. I hope b) if you could help us.
 3. Due to unforeseen problems, c) to hearing from you.
 4. It was good d) Yours sincerely
 5. I am sorry e) we are unable to deliver your order on time.
 6. I look forward f) that this information will help you.
 7. We must apologize g) in connection with the above order.
 8. I am writing h) to hear that you've had some problems.
 9. Dear Mrs. Wilson i) for the delay in shipping this order.
- III. Choose the right variant.
1. It's a British letter. Choose the right date.
a) 12 06 2004 b) 12 June 2004 c) 6th December 2004 d) 12/06/04
 2. How would you open a letter to a married or unmarried woman, whose marital status is unknown (her surname is Smith)?
a) Dear Madam b) Dear Miss Smith c) Dear Ms Smith d) Dear Mrs. Smith
 3. How would you close a letter if you didn't know the name of the addressee?
a) Best wishes b) yours sincerely c) Yours faithfully d) Best
 4. Which word or phrase would you use when you put a heading, e.g. Order No. 239?
a) The order I am writing to you about... 2) That order... c) The above order ... d) Order No. 239...
 5. Most letters have:
a) 3 parts b) 4 parts c) 5 parts d) 2 parts
An opening The salutation The sender's address The receiver's name and address
The main message The heading The body of the letter The main message
The close The complimentary close The close
The signature The signature The name and title of sender
 6. How would you close a letter if you gave some information in it?
a) Looking forward to hearing from you.
b) Please feel free to contact me if you have any further questions.
c) Nice to be writing to you again.
d) Thank you for your telephone call today.
 7. How would you open a letter of enquiry?
a) We are writing to advise you... b) We are writing to confirm the details c) We are happy to accept your terms and request ... d) We are writing to enquire if there are...
 8. What would you write if you wanted to give some good news?
a) We regret to inform you that... b) We are delighted to advise you that ...
c) We are sorry to tell you that... d) We would be very pleased if...
 9. Choose the best way to introduce the subject of the letter.
a) Further to... b) Owing to ... c) As a result of ... d) Because of...
 10. How would you ask for something usual in the most direct way?
a) Please could you send us... b) We would appreciate if you could send us ... c) We would be grateful if you could send us... d) We hope you will send us...
 11. What phrase will you use if you want specific information?
a) Could you give us some further details about ... b) In particular, we would like to know... c) We would be grateful if you could let us know...
d) Please could you inform us about...
 12. Find the best continuation to the following complaint: Unfortunately, we have not yet received your payment...
a) Please could you send us your price-list as soon as possible? b) Please could you send us a bill as soon as possible?
c) Please could you send us your cheque before 30 June? d) We would appreciate if you could collect the money as soon as possible.
 13. Your new photocopier has broken down. You have to write to the company who sold it to you.
a) We would be grateful if you could send us the replacement. b) Please could you collect our new photocopier and take it to your office? c) We would appreciate if you could send us a new photocopier. d) I hope that it is not necessary to remind you that the photocopier we bought from you has broken down.

Вариант 2

- I. Choose the best answers to complete the quiz about business letters.
 1. Experts recommend that Letters should use short sentences. More than _____ words in a sentence reduces clarity.
a) 10 b) 15 c) 25
 2. Whenever possible, letters should fit on to _____ side(s) of a standard sheet of paper.

- a) 3 b) 2 c) 1
3. It is not a good idea to include: colloquial expressions, _____ or jargon.
- a) contractions b) grammar c) punctuation
4. If you start the letter with a contact name (e.g. Dear Ms Wells), then the closing expression used is Yours sincerely. If you do not use a contact name (e.g. Dear Sir or Madam) the letter ends with:
- a) Yours truly b) Kind regards c) Yours faithfully

II. Read the following statements and decide which are true and which are false.

1. If a letter begins with the receiver's name, e.g. Dear Mr Ross, it will close with Yours faithfully.
 2. The abbreviation c.c. stands for 'correct carbons'.
 3. If you were writing a letter to Mr Peter Smith, you would open with Dear Mr Peter Smith.
 4. The head of a company in the UK is known as 'The President'.
 5. In the USA, it is correct to open a letter with the salutation Gentlemen.
 6. The abbreviation enc or end means there are enclosures with the letter.
 7. If you were writing to a Knight whose name was Sir Roger Dumont, you would open the letter Dear Sir Dumont.
- EU
8. In the UK, the abbreviated date 2.6.95 on a letter means 6 February 1995. i
 9. If a secretary signs her name on a letter and her signature is followed by p.p. (per pro) Daniel Harris, it means she is signing on behalf of Daniel Harris. I E1
 10. A Managing Director in the UK is known as Chief Executive in the USA.
 11. The term PLC after a company's name, e.g. Hathaway PLC, stands for 'Public Limited Corporation'.
 12. The abbreviation for the term 'limited liability' in the UK, is ltd.
 13. If you did not know whether a female correspondent was married or not, it would be correct to use the term Ms, e.g. Ms Tessa Groves, instead of Miss or Mrs.
 14. The following is an example of a blocked style:

Peter Voss
 Oberlweinfeldweg 33
 5207 Therwil
 Switzerland

15. The above address is an example of 'open punctuation'. i
16. The abbreviation in addressing a doctor, e.g. Doctor James Spock, would be Dt. Spock.
17. Rather than use the UK close of Yours sincerely/faithfully, Americans often choose Yours truly.
18. The abbreviation for 'company' is Co

III. Put the following names and addresses in order.

Example:

Search Studios Ltd./Leeds/LS4 8QM/Mr L. Scott/150 Royal Avenue
 Mr L Scott Search Studios Ltd.
 150 Royal Avenue Leeds LS4 8QM

1. Warwick House/Soundsonic Ltd./London/Warwick Street/SE23 1JF
2. Piazza Leonardo da Vinci 254/The Chief Accountant/1-20133/D. Fregoni/Fregoni S.p.A./Milano
3. Bente Spedition GmbH/Mr Heinz Bente/D-6000 Frankfurt 1 /Feldbergstr. 30/The Chairman
4. Sportique et cie./201 rue Sambin/The Sales Manager/F-21000 Dijon
5. Intercom/E-41006 Sevilla/351 Avda. Luis de Morales/The Accountant/Mrs S. Moreno
6. Miss Maria Nikolakaki/85100 Rhodes, Nikitara 541/Greece
7. Excel Heights 501/Edogawa-ku 139/7-3-8 Nakakasai/Japan/Tokyo/Mrs Junko Shiratori
8. 301 Leighton Road/VHF Vehicles Ltd./London NW5 2QE/The Transport Director/ Kentish Town

3. Чтение текстов на иностранном языке:

Вариант 1

Прочитайте текст, обращая внимание на произношение слов:

Application Correspondence includes the following types of letters:

1) CV/resume – резюме (Its parts can vary depending on the position. Some people include such parts as: Interpersonal skills, Research and analytical skills, Professional membership, extracurricular activities, Awards received)

2) A letter of application / a cover letter – сопроводительное письмо, письмо об устройстве на работу
 The first paragraph must attract the employer's attention to the applicant. It names the vacant position for which the candidate is applying and the source of the information about it. It also says why the author has got interested in this very company.

In the second paragraph, skills and experience relevant to the vacant position are described. They are proved by fact-based examples and references to respected people.

In the closing paragraph the candidate's personal qualities are listed. It is pointed out how these qualities can be useful to the employer.

The author expresses his hope to be invited to the interview at the end of the letter.

- 3) A Recommendation / a reference – рекомендательное письмо (It contains the description of the business qualities and skills of the candidate. In the last phrase the author advises the addressee to offer a job to the person to whom the letter is devoted).
- 4) A Job application form – заявление об устройстве на работу

Вариант 2

Прочитайте текст, обращая внимание на произношение слов:

STANDARD LETTER FORMAT AND STYLES STYLES

1. BLOCK STYLE

All sections of the letter are flush against the left margin of the page. Each paragraph in the body of the letter begins flush left margin, with a one space line dividing each paragraph.

2. SEMI-BLOCK STYLE

The date, signature, and address heading (if not on preprinted letterhead stationary) are aligned on the right side of the page. All other sections are flush left margin. Paragraphs in the body of the letter begin flush left with a one space line dividing each paragraph.

3. INDENTED STYLE

The date, signature, and address heading (if not on preprinted letterhead stationary) are aligned on the right side of the page. The greeting is flush left. Paragraphs in the body of the letter are indented with no space line between paragraphs. Postscript and notations are flush left.

4. MEMORANDUM STYLE

This is a business format that is best used for interoffice correspondence. Directly above the body of the memorandum, are the following sections flush left:

- "Date:"
- "To:" Name or column of names of those people to whom memorandum is being sent. (listed in alphabetical order by surname).
- "From:" Writer's name. Title, if any, listed directly below name.
- "Re:" or "Subject:" Subject line may be emphasized by underlining, bold font or all capital letters.

Body text may be indented or block format. Signature of writer not required on Memorandums.

FORMAT AND FONT

When writing business letters, you must pay special attention to the format and font used. The most common layout of a business letter is known as block format. Using this format, the entire letter is left justified and single spaced except for a double space between paragraphs. Another widely utilized format is known as modified block format. In this type, the body of the letter is left justified and single-spaced. However, the date and closing are in alignment in the center of the page. The final, and least used, style is semi-block. It is much like the modified block style except that each paragraph is indented instead of left justified.

The following table shows examples of the different formats.

Another important factor in the readability of a letter is the chosen font. The generally accepted font is Times New Roman, size 12, although other fonts such as Arial may be used. When choosing a font, always consider your audience. If you are writing to a conservative company, you may want to use Times New Roman. However, if you are writing to a more liberal company, you have a little more freedom when choosing fonts.

As far as punctuation after the salutation and closing is concerned, the standard is to use a colon after the salutation (never a comma) and a comma after the closing (closed punctuation). There is also a less accepted format, known as open punctuation, in which punctuation is excluded after the salutation and the closing.

Задания для оценки владений

1. Монологическое высказывание:

Вариант 1

Составьте монологическое высказывание: «Интервью при устройстве на работу»

Вспомогательный материал:

Try to think of the questions that can be asked and the ways of answering them. Remember that both sides should be friendly and polite.

The example of questions and answers:

1. What are your weaknesses?

• "What are your weaknesses" is one of the most popular questions interviewers ask. It is also the most dreaded question of all. Handle it by minimizing your weakness and emphasizing your strengths. Stay away from personal qualities and concentrate on professional traits: "I am always working on improving my communication skills to be a more effective presenter. I recently joined Toastmasters, which I find very helpful."

2. Why should we hire you?

• Answer "Why should we hire you?" by summarizing your experiences: "With five years' experience working in the

financial industry and my proven record of saving the company money, I could make a big difference in your company. I'm confident I would be a great addition to your team."

3. Why do you want to work here?

- By asking you, "Why do you want to work here?" the interviewer is listening for an answer that indicates you've given this some thought and are not sending out resumes just because there is an opening. For example, "I've selected key companies whose mission statements are in line with my values, where I know I could be excited about what the company does, and this company is very high on my list of desirable choices."

4. What are your goals?

- When you're asked, "What are your goals?" sometimes it's best to talk about short-term and intermediate goals rather than locking yourself into the distant future. For example, "My immediate goal is to get a job in a growth-oriented company. My long-term goal will depend on where the company goes. I hope to eventually grow into a position of responsibility."

5. Why did you leave (or why are you leaving) your job?

- If an interviewer asks, "Why did you leave (or why are you leaving) your job?" and you're unemployed, state your reason for leaving in a positive context: "I managed to survive two rounds of corporate downsizing, but the third round was a 20% reduction in the workforce, which included me."

- If you are employed, focus on what you want in your next job: "After two years, I made the decision to look for a company that is team-focused, where I can add my experience."

6. When were you most satisfied in your job?

- The interviewer who asks, "When were you most satisfied in your job?" wants to know what motivates you. If you can relate an example of a job or project when you were excited, the interviewer will get an idea of your preferences. "I was very satisfied in my last job, because I worked directly with the customers and their problems; that is an important part of the job for me."

7. What can you do for us that other candidates can't?

- Emphasize what makes you unique when you're asked, "What can you do for us that other candidates can't?". This will take an assessment of your experiences, skills and traits. Summarize concisely: "I have a unique combination of strong technical skills, and the ability to build strong customer relationships. This allows me to use my knowledge and break down information to be more user-friendly."

8. What are three positive things your last boss would say about you?

- It's time to pull out your old performance appraisals and boss's quotes to answer the question, "What are three positive things your last boss would say about you?". This is a great way to brag about yourself through someone else's words: "My boss has told me that I am the best designer he has ever had. He knows he can rely on me, and he likes my sense of humor."

9. What salary are you seeking?

- When you're asked, "What salary are you seeking?" it is to your advantage if the employer tells you the range first. Prepare by knowing the going rate in your area, and your bottom line or walk-away point. One possible answer would be: "I am sure when the time comes, we can agree on a reasonable amount. In what range do you typically pay someone with my background?"

10. If you were an animal, which one would you want to be?

- Don't be alarmed if you're asked, "If you were an animal, which one would you want to be?" Interviewers use this type of psychological question to see if you can think quickly. If you answer "a bunny," you will make a soft, passive impression. If you answer "a lion," you will be seen as aggressive. What type of personality would it take to get the job done? What impression do you want to make?

Вариант 2

Составьте монологическое высказывание

Speak on the topic: "Job interview mistakes"

Вспомогательный материал:

Top 50 interview mistakes

It's easy to make a mistake when you are at a job interview. In fact, sometimes you don't even know you're making a mistake. I've spoken to several job seekers who didn't realize that it wasn't acceptable to walk into an interview with a cup or coffee or a bottle of water.

I've also spoken to applicants who have erred on the side of being too early for a job interview or dressing too casually or even too over-dressed for the job or the company. They thought they were doing the right thing. Instead, they ended up not making the best impression.

Some of the interview mistakes made most frequently should be obvious, others aren't as clear, especially if you haven't interviewed much or in a while. Here are the top 50 most common interview mistakes to review so you can avoid making them.

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Showing up late.

Showing up hangover and/or really tired.

Going to the interview if you are really sick.

Not knowing the interviewer's name.

Not introducing yourself.

Leaving a Bluetooth earpiece on.

Not smiling during the interview.

Interrupting the interviewer to take a call.

Have background noise (kids, pets, etc.) during a phone interview.

Wearing too much perfume or cologne.

Wearing a hat or cap to the interview.

Not bringing extra copies of your resume.

Not bringing a list of references.

Depending on the job, not bringing a portfolio of your work.

Playing with your hair.

Saying "ummm" or "you know" or "like" too often.

Mumbling and using poor grammar.

Talking too much.

Cutting off the interviewer's question.

Not talking enough.

Not smiling enough.

Telling jokes and laughing too much.

Not making eye contact with the interviewer.

Criticizing your last company or boss.

- Not remembering your work history.
- Checking your notes for an answer to a question.
- Not following directions if you're given a test.
- Not being prepared to answer questions.
- Not paying attention to the questions you're asked.
- Not taking the time to research the company prior to the interview.
- Forgetting the name of the company you are interviewing with.
- Forgetting the names of the companies you've worked for in the past.
- Not remembering the job you applied for.
- Telling the interviewer that you really need the job.
- Telling the interviewer that you need the money.
- Not knowing enough about the company you are interviewing with.
- Asking about time off in your first interview.
- Asking about salary and benefits right away.
- When asked "Why do you want to work for our company?" providing answers that are focused on you instead of on how you will benefit the company.
- Not have relevant questions to ask when asked, "What questions do you have?"
- Neglecting to thank the interviewer for the opportunity to meet with him or her.
- Not sending a thank you note after the interview.

2. Упражнения:

Вариант 1

I. Insert prepositions where necessary.

1. It was a pleasure to meet you ... (1) the Trade Fair (2) last month.
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4. It was good d) Yours sincerely
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 - a) 12 06 2004 b) 12 June 2004 c) 6th December 2004 d) 12/06/04
2. How would you open a letter to a married or unmarried woman, whose marital status is unknown (her surname is

Smith)?

a) Dear Madam b) Dear Miss Smith c) Dear Ms Smith d) Dear Mrs. Smith

3. How would you close a letter if you didn't know the name of the addressee?

a) Best wishes b) yours sincerely c) Yours faithfully d) Best

4. Which word or phrase would you use when you put a heading, e.g. Order No. 239?

a) The order I am writing to you about... 2) That order... c) The above order ... d) Order No. 239...

5. Most letters have:

a) 3 parts b) 4 parts c) 5 parts d) 2 parts

An opening The salutation The sender's address The receiver's name and address

The main message The heading The body of the letter The main message

The close The complimentary close The close

The signature The signature The name and title of sender

6. How would you close a letter if you gave some information in it?

a) Looking forward to hearing from you.

b) Please feel free to contact me if you have any further questions.

c) Nice to be writing to you again.

d) Thank you for your telephone call today.

7. How would you open a letter of enquiry?

a) We are writing to advise you... b) We are writing to confirm the details c) We are happy to accept your terms and request ... d) We are writing to enquire if there are...

8. What would you write if you wanted to give some good news?

a) We regret to inform you that... b) We are delighted to advise you that ...

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11. What phrase will you use if you want specific information?

a) Could you give us some further details about ... b) In particular, we would like to know... c) We would be grateful if you could let us know...

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12. Find the best continuation to the following complaint: Unfortunately, we have not yet received your payment...

a) Please could you send us your price-list as soon as possible? b) Please could you send us a bill as soon as possible?

c) Please could you send us your cheque before 30 June? d) We would appreciate if you could collect the money as soon as possible.

13. Your new photocopier has broken down. You have to write to the company who sold it to you.

a) We would be grateful if you could send us the replacement. b) Please could you collect our new photocopier and take it to your office? c) We would appreciate if you could send us a new photocopier. d) I hope that it is not necessary to remind you that the photocopier we bought from you has broken down.

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2. Whenever possible, letters should fit on to _____ side(s) of a standard sheet of paper.

a) 3 b) 2 c) 1

3. It is not a good idea to include: colloquial expressions, _____ or jargon.

a) contractions b) grammar c) punctuation

4. If you start the letter with a contact name (e.g. Dear Ms Wells), then the closing expression used is Yours sincerely.

If you do not use a contact name (e.g. Dear Sir or Madam) the letter ends with:

a) Yours truly b) Kind regards c) Yours faithfully

II. Read the following statements and decide which are true and which are false.

1. If a letter begins with the receiver's name, e.g. Dear Mr Ross, it will close with Yours faithfully.

2. The abbreviation c.c. stands for 'correct carbons'.

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 150 Royal Avenue Leeds LS4 8QM

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2. Piazza Leonardo da Vinci 254/The Chief Accountant/1-20133/D. Fregoni/Fregoni S.p.A./Milano
3. Bente Spedition GmbH/Mr Heinz Bente/D-6000 Frankfurt 1 /Feldbergstr. 30/The Chairman
4. Sportique et cie./201 rue Sambin/The Sales Manager/F-21000 Dijon
5. Intercom/E-41006 Sevilla/351 Avda. Luis de Morales/The Accountant/Mrs S. Moreno
6. Miss Maria Nikolakaki/85100 Rhodes, Nikitara 541/Greece
7. Excel Heights 501/Edogawa-ku 139/7-3-8 Nakakasai/Japan/Tokyo/Mrs Junko Shiratori
8. 301 Leighton Road/VHF Vehicles Ltd./London NW5 2QE/The Transport Director/ Kentish Town

3. Чтение текстов на иностранном языке:

Вариант 1

Прочитайте текст, обращая внимание на произношение слов:

Application Correspondence includes the following types of letters:

1) CV/resume – резюме (Its parts can vary depending on the position. Some people include such parts as: Interpersonal skills, Research and analytical skills, Professional membership, extracurricular activities, Awards received)

2) A letter of application / a cover letter – сопроводительное письмо, письмо об устройстве на работу

The first paragraph must attract the employer's attention to the applicant. It names the vacant position for which the candidate is applying and the source of the information about it. It also says why the author has got interested in this very company.

In the second paragraph, skills and experience relevant to the vacant position are described. They are proved by fact-based examples and references to respected people.

In the closing paragraph the candidate's personal qualities are listed. It is pointed out how these qualities can be useful to the employer.

The author expresses his hope to be invited to the interview at the end of the letter.

3) A Recommendation / a reference – рекомендательное письмо (It contains the description of the business qualities and skills of the candidate. In the last phrase the author advises the addressee to offer a job to the person to whom the letter is devoted).

4) A Job application form – заявление об устройстве на работу

Вариант 2

Прочитайте текст, обращая внимание на произношение слов:

STANDARD LETTER FORMAT AND STYLES

STYLES

1. BLOCK STYLE

All sections of the letter are flush against the left margin of the page. Each paragraph in the body of the letter begins flush left margin, with a one space line dividing each paragraph.

2. SEMI-BLOCK STYLE

The date, signature, and address heading (if not on preprinted letterhead stationary) are aligned on the right side of the page. All other sections are flush left margin. Paragraphs in the body of the letter begin flush left with a one space line dividing each paragraph.

3. INDENTED STYLE

The date, signature, and address heading (if not on preprinted letterhead stationary) are aligned on the right side of the page. The greeting is flush left. Paragraphs in the body of the letter are indented with no space line between paragraphs. Postscript and notations are flush left.

4. MEMORANDUM STYLE

This is a business format that is best used for interoffice correspondence. Directly above the body of the memorandum, are the following sections flush left:

- "Date:"
- "To:" Name or column of names of those people to whom memorandum is being sent. (listed in alphabetical order by surname).
- "From:" Writer's name. Title, if any, listed directly below name.
- "Re:" or "Subject:" Subject line may be emphasized by underlining, bold font or all capital letters.

Body text may be indented or block format. Signature of writer not required on Memorandums.

FORMAT AND FONT

When writing business letters, you must pay special attention to the format and font used. The most common layout of a business letter is known as block format. Using this format, the entire letter is left justified and single spaced except for a double space between paragraphs. Another widely utilized format is known as modified block format. In this type, the body of the letter is left justified and single-spaced. However, the date and closing are in alignment in the center of the page. The final, and least used, style is semi-block. It is much like the modified block style except that each paragraph is indented instead of left justified.

The following table shows examples of the different formats.

Another important factor in the readability of a letter is the chosen font. The generally accepted font is Times New Roman, size 12, although other fonts such as Arial may be used. When choosing a font, always consider your audience. If you are writing to a conservative company, you may want to use Times New Roman. However, if you are writing to a more liberal company, you have a little more freedom when choosing fonts.

As far as punctuation after the salutation and closing is concerned, the standard is to use a colon after the salutation (never a comma) and a comma after the closing (closed punctuation). There is also a less accepted format, known as open punctuation, in which punctuation is excluded after the salutation and the closing.

2. Оценочные средства для промежуточной аттестации

1. Зачет

Вопросы к зачету:

1. Определение "Менеджмент"
2. Функции менеджера
3. Качества, характеризующие современного менеджера
4. Структура компании. Названия и функции отделов
5. Должностная иерархия компании
6. Виды и названия компаний в Соединённом королевстве
7. Виды и названия компаний в США
8. Мотивация служащих. Важные составляющие труда
9. Официально-деловой стиль. Виды деловой корреспонденции.
10. Продвижение по карьерной лестнице
11. Заработная плата, дополнительные льготы
12. Официально-деловой стиль. Деловая корреспонденция, связанная с командировкой.
13. Определение "Менеджмент"
14. Деловые качества менеджера
15. Устройство предприятия. Названия и функции отделов
16. Должностная иерархия компании
17. Бизнес-этика менеджера
18. Новые формы передачи информации
19. Деловая этика
20. Виды стимулирования служащих

2. Экзамен

Вопросы к экзамену:

1. Определение "Маркетинг"

2. Деловые умения и качества маркетолога
3. Маркетинговый микс
4. Моя работа и учёба
5. Способы продвижения товара
6. Виды рекламы
7. Ценообразовательная политика
8. Влияние рекламы на потребителя (плюсы и минусы)
9. Поиск работы: плюсы и минусы он-лайн поисковиков
10. Пакет документов для устройства на работу
11. Мой университет
12. Моя научно-исследовательская работа
13. Маркетинг и его составляющие
14. Кросс-культурные особенности предпринимательства
15. Умения, необходимые современному маркетологу
16. Реклама и её виды
17. Продвижение товара и услуг. Брендинг
18. Ценовая политика
19. Разделы резюме.
20. Университет, где я учусь
21. Проблема, цели и задачи моей магистерской диссертации
22. Особенности делового этикета в разных странах
23. Моя работа и учёба
24. Составление резюме
25. Ответы на возможные вопросы на собеседовании при устройстве на работу
26. Четыре пи. Элементы маркетинга
27. Маркетинговые стратегии и тактики
28. Современные способы устройства на работу
29. Определение "Маркетинг"
30. Деловые умения и качества маркетолога
31. Маркетинговый микс
32. Моя работа и учёба
33. Способы продвижения товара
34. Виды рекламы
35. Ценообразовательная политика
36. Влияние рекламы на потребителя (плюсы и минусы)
37. Поиск работы: плюсы и минусы он-лайн поисковиков
38. Пакет документов для устройства на работу
39. Мой университет
40. Моя научно-исследовательская работа

Раздел 4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

1. Для текущего контроля используются следующие оценочные средства:

1. Монологическое высказывание

Монологическое высказывание - это информация, часто краткая на сравнительно узкую тему, главная цель которого □ обнаружить факты, предварительные результаты изысканий без претензий на широкие и глубокие научные обобщения.

В композиции сообщения выделяются три части: вступление - выступающий называет тему сообщения; основная часть - сообщаются факты, данные и т.п.; заключение - обобщается все сказанное, делаются выводы. Заранее продумайте свое сообщение, составьте примерный план своего высказывания. Отработайте отдельные слова и устойчивые фразы в материале по теме.

Материалом для подготовки устного высказывания могут служить готовые темы, которые можно найти в учебных пособиях. Любое монологическое высказывание характеризуется целым рядом качеств. Вот те из них, которые наиболее специфичны именно для монологического высказывания.

1. Целенаправленность. Она проявляется в том, что у говорящего всегда есть определенная цель.
2. Логичность. Под нею понимается такое свойство высказывания, которое обеспечивается последовательностью изложения материала.
3. Структурность или связность.
4. Относительная завершенность в содержательном, тематическом плане.
5. Продуктивность, т. е. продукция, а не репродукция заученного.
6. Непрерывность, т. е. отсутствие ненужных пауз, осмысленная синтагматичность высказывания.
7. Самостоятельность. Это одно из важнейших качеств высказывания, которое проявляется в отказе от всяческих опор — вербальных, схематических, иллюстративных.
8. Выразительность — наличие логических ударений, интонации, мимики, жестов и т. п.

2. Терминологический словарь/гlossарий

Терминологический словарь/гlossарий – текст справочного характера, в котором представлены в алфавитном порядке и разъяснены значения специальных слов, понятий, терминов, используемых в какой-либо области знаний, по какой-либо теме (проблеме).

Составление терминологического словаря по теме, разделу дисциплины приводит к образованию упорядоченного множества базовых и периферийных понятий в форме алфавитного или тематического словаря, что обеспечивает студенту свободу выбора рациональных путей освоения информации и одновременно открывает возможности регулировать трудоемкость познавательной работы.

Этапы работы над терминологическим словарем:

1. внимательно прочитайте работу;
2. определить наиболее часто встречающиеся термины;
3. составить список терминов, объединенных общей тематикой;
4. расположить термины в алфавитном порядке;
5. составить статьи гlossария:
 - дать точную формулировку термина в именительном падеже;
 - объемно раскрыть смысл данного термина.

3. Упражнения

Лексические и грамматические упражнения проверяют словарный запас студента и умение его эффективно применять, а также то, насколько хорошо студент усвоил грамматические явления, разбираемые в соответствующем семестре, и может использовать их для достижения коммуникативных целей.

Упражнение – специально организованное многократное выполнение языковых (речевых) операций или действий с целью формирования или совершенствования речевых навыков и умений, восприятия речи на слух, чтения и письма.

Типология упражнений для формирования лексико-грамматических навыков:

- 1) восприятие (упражнения на узнавание нового грамматического явления в знакомом контексте);
- 2) имитация (упражнения на воспроизведение речевого образца без изменений);
- 3) подстановка (характеризуются тем, что в них происходит подстановка лексических единиц в какой-либо речевой образец);
- 4) трансформация (грамматическое изменение образца)
- 5) репродукция (воспроизведение грамматических форм самостоятельно и осмысленно);
- 6) комбинирование (соединение в речи новых и ранее усвоенных лексико-грамматических образцов).

Типология упражнений для формирования коммуникативных умений

- 1) языковые упражнения – тип упражнений, предполагающий анализ и тренировку языковых явлений вне условий речевой коммуникации;
- 2) условно-речевые упражнения – тип упражнения, характеризующийся ситуативностью, наличием речевой задачи и предназначенный для тренировки учебного материала в рамках учебной (условной) коммуникации;
- 3) речевые упражнения – тип упражнений, используемый для развития умений говорения.

4. Чтение текстов на иностранном языке

В зависимости от цели используют следующие виды чтения:

1. неподготовленное чтение (учебный вид чтения, проверяющий технику);
2. подготовленное чтение фрагментов текста для отработки правильного произношения, ударения, паузации, интонационных структур;
3. ознакомительное, изучающее, просмотровое и поисковое чтение в зависимости от установки на степень понимания текста.

Рекомендации по овладению навыками чтения:

1. определить основное содержание текста по знакомым опорным словам, интернациональной лексике и с помощью лингвистического анализа (морфологической структуры слова, соотношения членов предложения и т.д.);
2. понять значение слов по контексту или интернациональной лексике;
3. выделить смысловую структуру текста, главную и второстепенную информацию;
4. обобщить факты, приведенные в тексте;
5. уметь сделать перевод всего текста или его фрагмента с помощью словаря;
6. изложить результаты своей работы в устной или письменной форме (в зависимости от задания).

2. Описание процедуры промежуточной аттестации

Оценка за зачет/экзамен может быть выставлена по результатам текущего рейтинга. Текущий рейтинг – это результаты выполнения практических работ в ходе обучения, контрольных работ, выполнения заданий к лекциям (при наличии) и др. видов заданий.

Результаты текущего рейтинга доводятся до студентов до начала экзаменационной сессии.

Цель зачета – проверка и оценка уровня полученных студентом специальных знаний по учебной дисциплине и соответствующих им умений и навыков, а также умения логически мыслить, аргументировать избранную научную позицию, реагировать на дополнительные вопросы, ориентироваться в массиве информации.

Зачет может проводиться как в формате, аналогичном проведению экзамена, так и в других формах, основанных на выполнении индивидуального или группового задания, позволяющего осуществить контроль знаний и полученных навыков.

Подготовка к зачету начинается с первого занятия по дисциплине, на котором обучающиеся получают предварительный перечень вопросов к зачёту и список рекомендуемой литературы, их ставят в известность относительно критериев выставления зачёта и специфике текущей и итоговой аттестации. С самого начала желательно планомерно осваивать материал, руководствуясь перечнем вопросов к зачету и списком рекомендуемой литературы, а также путём самостоятельного конспектирования материалов занятий и результатов самостоятельного изучения учебных вопросов.

По результатам сдачи зачета выставляется оценка «зачтено» или «не зачтено».

Экзамен преследует цель оценить работу обучающегося за определенный курс: полученные теоретические знания, их прочность, развитие логического и творческого мышления, приобретение навыков самостоятельной работы, умения анализировать и синтезировать полученные знания и применять их для решения практических задач.

Экзамен проводится в устной или письменной форме по билетам, утвержденным заведующим кафедрой (или в форме компьютерного тестирования). Экзаменационный билет включает в себя два вопроса и задачи. Формулировка вопросов совпадает с формулировкой перечня вопросов, доведенного до сведения обучающихся не позднее чем за один месяц до экзаменационной сессии.

В процессе подготовки к экзамену организована предэкзаменационная консультация для всех учебных групп.

При любой форме проведения экзаменов по билетам экзаменатору предоставляется право задавать студентам дополнительные вопросы, задачи и примеры по программе данной дисциплины. Дополнительные вопросы также, как и основные вопросы билета, требуют развернутого ответа.