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Приложение 6
к основной профессиональной образовательной программе
по направлению подготовки 38.03.01 Экономика
направленность (профиль) программы
«Финансы и кредит»

Министерство науки и высшего образования Российской Федерации
федеральное государственное бюджетное образовательное учреждение высшего
образования
«Российский экономический университет имени Г.В. Плеханова»
Улан-Баторский филиал РЭУ им. Г.В. Плеханова

Одобрено
на заседании Совета Улан-Баторского
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Председатель совета
Н.В. Антипова



ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

по дисциплине Б1.О.03 Иностранный язык

Направление подготовки	38.03.01 Экономика
Направленность (профиль) программы	Финансы и кредит
Уровень высшего образования	Бакалавриат

Год начала подготовки 2026

Улан-Батор – 2026 г.

Оценочные материалы одобрены на заседании междисциплинарной кафедры
11.06.2026 г. протокол № 11

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

по дисциплине «Иностранный язык»

ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ С УКАЗАНИЕМ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ И ЭТАПОВ ИХ ФОРМИРОВАНИЯ ПО ДИСЦИПЛИНЕ

Формируемые компетенции (код и наименование компетенции)	Индикаторы достижения компетенций (код и наименование индикатора)	Результаты обучения (знания, умения)	Наименование контролируемых разделов и тем
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1. Выбирает на государственном языке РФ и иностранном(-ых) языках коммуникативно приемлемые стиль и средства взаимодействия в общении с деловыми партнерами	УК-4.1. 3-1. Знает нормы устной речи, принятые в профессиональной среде	Раздел 1: Тема 1. Личность человека Тема 2. Путешествия и туризм Тема 3. Работа Тема 4. Изучение иностранного языка Тема 6. Образование Тема 7. Дизайн Тема 9. Инновации Тема 10. Современные тренды Тема 11. Искусство и Медиа Тема 12 Общество и закон Раздел 2: Тема 1. Культура и работа в международных компаниях Тема 2. Брэнды и инновационные технологии. Тема 3. Управление человеческими ресурсами в условиях перемен Тема 4. Управление организацией Тема 6. Маркетинг и реклама
		УК-4.1. У-1. Умеет выбирать стиль общения на государственном языке РФ и иностранном языке применительно к ситуации взаимодействия	Раздел 1: Тема 1. Личность человека Тема 3. Работа Тема 4. Изучение иностранного языка Тема 5. Реклама Тема 6. Образование Тема 7. Дизайн Тема 10. Современные тренды Тема 11. Искусство и

			Медиа Тема 12 Общество и закон Раздел 2: Тема 1. Культура и работа в международных компаниях Тема 3. Управление человеческими ресурсами в условиях перемен Тема 4. Управление организацией Тема 5. Логистика и контроль качества Тема 6. Маркетинг и реклама
		УК-4.1 У-2. Владеет иностранным языком на уровне, необходимом и достаточном для общения в профессиональной среде	Раздел 1: Тема 2. Путешествия и туризм Тема 9. Инновации Раздел 2: Тема 2. Брэнды и инновационные технологии
	УК-4.2. Ведет деловую переписку на государственном языке РФ и иностранном(-ых) языках	УК-4.2. З-1. Знает нормы письменной речи, принятые в профессиональной среде	Раздел 1: Тема 1. Личность человека Тема 3. Работа Тема 4. Изучение иностранного языка Тема 5. Реклама Тема 6. Образование Тема 7. Дизайн Тема 8. Бизнес Тема 10. Современные тренды Тема 11. Искусство и Медиа Тема 12 Общество и закон Раздел 2: Тема 1. Культура и работа в международных компаниях. Тема 3. Управление человеческими ресурсами в условиях перемен Тема 4. Управление организацией Тема 5. Логистика и контроль качества Тема 6. Маркетинг и реклама

		УК-4.2. У-1. Умеет вести деловую переписку на государственном языке РФ и/или иностранном языке	Раздел 1: Тема 1. Личность человека Тема 4. Изучение иностранного языка Тема 5. Реклама Тема 6. Образование Тема 7. Дизайн Тема 8. Бизнес Тема 9. Инновации Тема 10. Современные тренды Тема 11. Искусство и Медиа Тема 12 Общество и закон Раздел 2: Тема 1. Культура и работа в международных компаниях Тема 4. Управление организацией Тема 5. Логистика и контроль качества Тема 6. Маркетинг и реклама
	УК-4.4. Умеет выполнять перевод профессиональных текстов с иностранного(-ых) на государственный язык РФ и с государственного языка РФ на иностранный(-ые)	УК-4.4.У-1 Владеет жанрами устной и письменной речи в профессиональной сфере	Раздел 1: Тема 1. Личность человека Тема 2. Путешествия и туризм Тема 5. Реклама Тема 7. Дизайн Тема 8. Бизнес Тема 11. Искусство и Медиа Раздел 2: Тема 1. Культура и работа в международных компаниях Тема 2. Бренды и инновационные технологии Тема 5. Логистика и контроль качества
		УК-4.4 У-2.Умеет выполнять корректный устный и письменный перевод с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный язык профессиональных текстов	Раздел 1: Тема 6. Образование Тема 9. Инновации Тема 10. Современные тренды Тема 12 Общество и закон Раздел 2: Тема 6. Маркетинг и реклама

МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ХАРАКТЕРИЗУЮЩИЕ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

Перечень учебных заданий на аудиторных занятиях

Перечень вопросов для опроса

Семестр 1

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Тема 1. Личность человека

1. Do you believe two personality types (extroverts and introverts) are useful for describing personality?
2. What is 'method acting'? Give examples of actors using this method.
3. What role does the charisma play in your life?
4. Is charisma the most important quality to possess if you want to be successful in your career?
5. Are charismatic people dangerous?

Тема 2. Путешествия и туризм

1. Why is travelling important?
2. What's the difference between a tourist and a traveller?
3. What are travel tips for visitors to your country?
4. What might travel change or develop in the future? Do you agree travel is no longer necessary?
5. What famous explorers do you know? Pick one and describe their achievements.

Тема 3. Работа

1. What is most important to you in a job? Name the five most important things for you.
2. What are the advantages and disadvantages of working from home?
3. What does 'work placement' mean? Would you like one?
4. What factors will you take into consideration when choosing a job?
5. What tips for being successful at an interview can you name?

Тема 4. Изучение иностранного языка

1. What sort of people make the best language learners?
2. Should everyone learn at least one foreign language?
3. Why do you think English is an international language?
4. Would the world be a better place if everyone spoke the same language?
5. What are the tips for avoiding mistakes online?

Тема 5. Реклама

1. Have you ever bought anything just because of an advert? When?
2. Are there any adverts which you particularly dislike? Which one(s)? Why?
3. Think of a memorable advert. Describe it.
4. Is it acceptable to manipulate images in advertising?
5. Do you agree advertising should not be aimed at children? Why/why not? What products are most commonly featured in adverts for children? How are they advertised?

Тема 6. Образование

1. Compare the single-sex schools and mixed schools stating some of the benefits of each system.
2. Should schools pay more attention to teaching practical skills? Why/Why not?
3. Speak of the advantages and disadvantage of private schools.
4. What style of learning is more suitable for you?
5. Describe an online course you consider worth taking.

Критерии оценки (в баллах):

10-8 баллов выставляется обучающемуся, если он правильно отвечает на один вопрос по каждой теме дисциплины, идеи представлены в логической последовательности с использованием связующих слов, отмечена грамотная организация ответа, соответствующая его структуре; продемонстрировано использование активной лексики курса, не было допущено ошибок в использовании грамматических конструкций; уровень освоения компетенций соответствует продвинутому уровню.

7-5 баллов выставляется обучающемуся, если он правильно отвечает на один вопрос по каждой теме дисциплины, но с незначительными отступлениями, идеи представлены с использованием связующих слов, но лексически не всегда грамотно подобраны, продемонстрировано использование активной лексики курса, были допущены незначительные ошибки в использовании грамматических конструкций; уровень освоения компетенций соответствует повышенному уровню.

4-2 балла выставляется обучающемуся, если он частично правильно отвечает на один вопрос по каждой теме дисциплины, с незначительными погрешностями, идеи представлены с использованием недостаточного количества связующих слов, продемонстрирована организация ответа, не полностью соответствующая его структуре с ограниченным использованием лексических единиц, допущены ошибки в использовании грамматических конструкций, которые частично мешают пониманию; уровень освоения компетенций соответствует базовому уровню.

-0 баллов выставляется обучающемуся, если он не отвечает на один вопрос по каждой теме, идеи не связаны друг с другом, отсутствуют связующие слова и использован ограниченный запас лексических единиц с огромным содержанием ошибок в грамматических структурах.

Семестр 2

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Тема 7. Дизайн

1. Are single-sex schools better than mixed schools? Justify your answer.
2. Should schools spend more time teaching the skills people need to get a job? Why/Why not?
3. Should private education exist? Why/why not?
4. Describe Montessori teaching method. What is your opinion about this style of teaching?
5. Do you think university should be free for everyone?
6. Speak about the concept of design.
7. The needs of the user are primary for a good design. Do you agree?
8. Describe your favourite design.
9. Speak about different periods in design history of the 20th century.
10. Speak about Alessi designer products.

Тема 8. Бизнес

1. Can you name a successful business from your country? Why do you think it is so successful?
2. What business would you set up in your native town? Give reasons.
3. What dilemmas might people face in business? Describe one of them in detail.
4. Does a difficult childhood help a person to become a successful businessman/businesswoman? Justify your answer.
5. Give a brief description of one of the most successful business person. What is the secret of his/her success?

Тема 9. Инновации

1. Speak about engineering as a profession: describe its origins, development and prospects.
2. Give reasons for the quantitative prevalence of men in the profession of engineering.
3. Present a few of the greatest engineering achievements in history.
4. Can engineering improve people's lives?
5. Give examples of a couple of threats for the humanity that could be prevented by technology.

Тема 10. Современные тренды

1. What are current trends in your country? How are they developing? Describe one of them.

2. Which old-fashioned trends you think should return?
3. What does the fashion term “tipping point” mean?
4. How cultures influence on fashion trends?
5. What are the trends in the music industry?

Тема 11. Искусство и медиа

1. What types of media do you know?
2. Do you think celebrities have the right to a private life?
3. Why are we fascinated by the artists themselves when really their work should speak for them? Share your opinion.
4. Which books, songs and films do you think are masterpieces?
5. What qualities does a journalist need to be a foreign correspondent?

Тема 12. Общество и закон

1. Can you think of some funny and dumb criminal stories?
2. Have there been any spectacular robberies recently?
3. Once a criminal, always a criminal. Do you agree? Why/why not?
4. What are the main reasons why people commit crimes?
5. Would you like to try to be a jury sometime? Why/why not?
6. What percentage of population should go to university?

Критерии оценки (в баллах):

10-8 баллов выставляется обучающемуся, если он правильно отвечает на один вопрос по каждой теме дисциплины, идеи представлены в логической последовательности с использованием связующих слов, отмечена грамотная организация ответа, соответствующая его структуре; продемонстрировано использование активной лексики курса, не было допущено ошибок в использовании грамматических конструкций; уровень освоения компетенций соответствует продвинутому уровню.

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4-2 балла выставляется обучающемуся, если он частично правильно отвечает на один вопрос по каждой теме дисциплины, с незначительными погрешностями, идеи представлены с использованием недостаточного количества связующих слов, продемонстрирована организация ответа, не полностью соответствующая его структуре с ограниченным использованием лексических единиц, допущены ошибки в использовании грамматических конструкций, которые частично мешают пониманию; уровень освоения компетенций соответствует базовому уровню.

-0 баллов выставляется обучающемуся, если он не отвечает на один вопрос по каждой теме, идеи не связаны друг с другом, отсутствуют связующие слова и использован ограниченный запас лексических единиц с огромным содержанием ошибок в грамматических структурах.

Семестр 3

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Тема 1. Культура и работа в международных компаниях

1. Speak about the internal professional communication of a company.
2. Speak about the external professional communication of a company.
3. Describe the qualities and skills of a good communicator
4. What can make a person fail at communication?
5. What tips can be given for the improvement of communication skills?

Тема 2. Бренды и инновационные технологии

1. Explain the notion of live advertisement.

2. Which types of financial institutions do you know?
3. Describe different kinds of securities and different kinds of markets.
4. Speak about the concept of brand image and its significance.
5. Speak about the concept of brand positioning and its significance.

Тема 3. Управление человеческими ресурсами в условиях перемен

1. How good are you at building relationships? Take a quiz and say whether you agree with the result.
2. What does it mean, to be good at building relationships?
3. Where can businesspeople meet their potential partners?
4. How can companies build strong business relationships with their customers?
5. What are the most important relationships for you at and outside your place of study?

Критерии оценки (в баллах):

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Семестр 4

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Тема 4. Управление организацией

1. What in your opinion makes people successful?
2. Talk about any successful person you know describing their accomplishments.
3. What are the best indicators of an individual's level of success?
4. How can understanding of personal success vary from culture to culture?
5. Outselling your rivals is the best indicator of success. Do you agree? Support your point.

Тема 5. Логистика и контроль качества

1. "A man can stand anything except a succession of ordinary days" – explain the quote and share your opinion.
2. What motivates you to work harder?
3. Is positive or negative motivation generally more stimulating? Explain your point.
4. What is a "burn-out" and what may it be caused by?
5. What do you find satisfying about your studies?

Тема 6. Маркетинг и реклама

1. What tips for giving presentations do you remember?

2. How can one balance risk and return?
3. What banking services are you familiar with?
4. Speak about ways of coping with cultural stereotypes.
5. What is *cultural awareness* and how can it be increased?

Критерии оценки (в баллах):

10-8 баллов выставляется обучающемуся, если он правильно отвечает на один вопрос по каждой теме дисциплины, идеи представлены в логической последовательности с использованием связующих слов, отмечена грамотная организация ответа, соответствующая его структуре; продемонстрировано использование активной лексики курса, не было допущено ошибок в использовании грамматических конструкций; уровень освоения компетенций соответствует продвинутому уровню.

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4-2 балла выставляется обучающемуся, если он частично правильно отвечает на один вопрос по каждой теме дисциплины, с незначительными погрешностями, идеи представлены с использованием недостаточного количества связующих слов, продемонстрирована организация ответа, не полностью соответствующая его структуре с ограниченным использованием лексических единиц, допущены ошибки в использовании грамматических конструкций, которые частично мешают пониманию; уровень освоения компетенций соответствует базовому уровню.

-0 баллов выставляется обучающемуся, если он не отвечает на один вопрос по каждой теме, идеи не связаны друг с другом, отсутствуют связующие слова и использован ограниченный запас лексических единиц с огромным содержанием ошибок в грамматических структурах.

Перечень тем групповых дискуссий

Семестр 1

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Тема 1. Личность человека

1. How useful the two personality types (extroverts and introverts) are for describing personality?
2. What does the term “personality clash” mean? Can you think of an example from your personal experience?
3. What tells you more about someone's personality: clothes, body language, voice, attitude, tastes or something else?
4. Is charisma the most important quality to possess if you want to be successful in your career? Why/Why not? What other qualities are important?
5. Are charismatic people dangerous? Why/Why not? What are the examples of charismatic political leaders of the past and present?

Тема 2. Путешествия и туризм

1. What are the most interesting places you have visited in Russia and abroad?
2. What are the most popular destinations for Russian people?
3. What is the difference between travel and tourism?
4. Do you think that travel broadens the mind? Why/Why not?
5. Do you agree that travel is no longer necessary?

Тема 3. Работа

1. What is the most important to you in a job? Name five most important things.
2. What would your dream job be?
3. Would you like to work from home? What would be the advantages and disadvantages for you?
4. Homeworking is generally on the increase. Why do you think that is?

5. What would your perfect job interview would be? Have you ever taken part in one?

Тема 4. Изучение иностранного языка

1. What skills and qualities make people learn languages easier?
2. Speak of the benefits of learning a foreign language.
3. Should the humanity develop a single universal language?
4. Speak about the regional varieties of the English language.
5. Should the English-speaking world adopt American English? Give arguments for and against this idea.

Тема 5. Реклама

1. Ideals of a nation are represented in its advertising.
2. Describe an advert you find appealing. Explain the reason for its success.
3. Describe an advert you find revolting. Explain the reason for its failure.
4. Should cosmetic surgery on people under the age of twenty-one be made illegal?
5. Should there be any advertising aimed at children?

Тема 6. Образование

1. Is it worth going to university if fees are high?
2. What percentage of population should go to university?
3. What would you expect from a university campus? What should it provide?
4. Describe the role of physical education in education.
5. Speak about examination results as an aspect of education – do they represent the level of knowledge?

Критерии оценки в баллах (по всем темам):

- 10-8 баллов выставляется обучающемуся, если тема в ответе во время дискуссии раскрыта полностью, идеи представлены в логической последовательности с использованием связующих слов, отмечена грамотная организация ответа, соответствующая его структуре; продемонстрировано использование активной лексики курса, основном не было допущено ошибок в использовании грамматических конструкций; уровень освоения компетенций соответствует продвинутому уровню.

- 7-5 балла выставляется обучающемуся, если тема во время дискуссии раскрыта полностью, но с незначительными отступлениями, идеи представлены с использованием связующих слов, но лексически не всегда грамотно подобраны, продемонстрировано использование активной лексики курса, были допущены незначительные ошибки в использовании грамматических конструкций; уровень освоения компетенций соответствует повышенному уровню.

- 2-4 балла выставляется обучающемуся, если тема во время дискуссии раскрыта частично, с незначительными погрешностями, идеи представлены с использованием недостаточного количества связующих слов, продемонстрирована организация ответа, не полностью соответствующая его структуре с ограниченным использованием лексических единиц, допущены ошибки в использовании грамматических конструкций, которые частично мешают пониманию; уровень освоения компетенций соответствует базовому уровню.

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Семестр 2

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Тема 7. Дизайн

1. What sort of people do you think make the best language learners?
2. Should everyone learn at least one foreign language? Why/Why not?
3. Would the world be a better place if everyone spoke the same language? Why/Why not?
4. Which variety of English is more popular in Russia, British or American English, or another variety? Which variety of English would you prefer to learn?
5. Should the English-speaking world adopt American English? Give arguments for and against this idea.

6. Present the tendencies in design of the 1960s.
7. Present the tendencies in design of the 1930s.
8. Present the tendencies in design of the 1990s.
9. Critically assess a design.
10. Sketch a design.

Тема 8. Бизнес

1. Tell about a business from another country that is successful in your country.
2. Speak about the factors an entrepreneur has to consider to ensure the success of his/her startup.
3. Speak about your favourite retailers.
4. Present your criteria for choosing a partner.
5. Give an example of a good/bad customer service you have experienced. Speak of the outcome.

Тема 9. Инновации

1. Present an innovative construction project underway.
2. Spending billions on superstructures cannot be justified when people are starving. Do you agree?
3. How can cities be made safer for their citizens?
4. City transport of the future – what does it look like?
5. What are the most recent technological advancements?

Тема 10. Современные тренды

1. Analyse how influenced you are by trends.
2. Describe one of the latest trends your or your friends have followed.
3. Speak of the trendsetters you admire.
4. How can understanding trends help a business?
5. Does fashion industry exist mainly to persuade people to spend money on things they don't really need?

Тема 11. Искусство и медиа

1. Are radio and paper press going extinct?
2. Are online reviews to be trusted? Can you rely on them?
3. Speak about your favourite genres in cinema.
4. Speak about the pros and cons in the work of a reporter.
5. Speak about the influence of the epidemics on the entertainment industry.

Тема 12. Общество и закон

1. Give examples of violations that are not considered a crime in a lot of countries.
2. Which crimes are common in your country?
3. Crimes don't pay. Do you agree?
4. Violence on TV and in video games is a major cause of crime. Do you agree?
5. Explain the genetic and environmental causes of crime. What other reasons exist and which do consider the most common?

Критерии оценки в баллах (по всем темам):

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- 2-4 балла выставляется обучающемуся, если тема во время дискуссии раскрыта частично, с незначительными погрешностями, идеи представлены с использованием недостаточного количества связующих слов, продемонстрирована организация ответа, не полностью

соответствующая его структуре с ограниченным использованием лексических единиц, допущены ошибки в использовании грамматических конструкций, которые частично мешают пониманию; уровень освоения компетенций соответствует базовому уровню.

- 0 баллов выставляется обучающемуся, если тема во время дискуссии не раскрыта, идеи не связаны друг с другом, отсутствуют связующие слова и использован ограниченный запас лексических единиц с огромным содержанием ошибок в грамматических структурах.

Семестр 3

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Тема 1. Культура и работа в международных компаниях

1. How important do you think it is to understand your own culture before trying to understand someone else's?
2. What tips could you give to people who come to your country to do business for the first time?
3. Can you foresee any conflicts between corporate and individual cultures?
4. What is more important for employees who work for a multinational culture?
5. What is the biggest challenge for a repatriated employee.

Тема 2. Бренды и инновационные технологии

1. Give examples of a few slogans of international brands and say whether you consider these slogans successful.
2. What problems may a company face during the foreign market penetration?
3. Speak about the difference between the brand image and brand positioning.
4. Speak about the difference between a marketing plan and a marketing strategy.
5. Give examples of companies that failed to conquer foreign markets. Name 4 the reasons.

Тема 3. Управление человеческими ресурсами в условиях перемен

1. Have you ever helped a company with its market research?
2. When might it not be appropriate to ask members of the public for their ideas?
3. Would this approach be popular in your culture?
4. What are the advantages and disadvantages of creating a product through an online community?
5. What problems might a company have if it relies too much on this form of product development?

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Семестр 4

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Тема 4. Управление организацией

1. Mismanagement is the biggest cause of business failure? Do you agree? Justify your opinion.
2. Rebranding is often a pointless exercise. Do you agree? Justify your opinion.
3. Underfunding and overstaffing are the quickest way to failure. Do you agree? Justify your opinion.
4. Why are undercutting the competition dangerous business strategies?
5. If you could buy any kind of business, what would you purchase and why?

Тема 5. Логистика и контроль качества

1. How is staff development related to the performance evaluation of employees?
2. Discuss the benefits of effective staff development programs.
3. What are some strategies that can be used to motivate employees to participate in staff development programs?
4. How might the principles of adult learning influence the creation of staff development programs?
5. What types of staff development programs are best suited for employees in classified positions?

Тема 6. Маркетинг и реклама

1. Speak about the risks that most people take in their lives?
2. What sort of risks do businesses face?
3. Present the five steps of risk management.
4. What sort of things do big international companies need to insure against?
5. In the next 30 years, which types of risk do you think will become: a) more significant, and b) less significant?

- 10-8 баллов выставляется обучающемуся, если тема в ответе во время дискуссии раскрыта полностью, идеи представлены в логической последовательности с использованием связующих слов, отмечена грамотная организация ответа, соответствующая его структуре; продемонстрировано использование активной лексики курса, основным не было допущено ошибок в использовании грамматических конструкций; уровень освоения компетенций соответствует продвинутому уровню.

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Задания для текущего контроля

Комплект тестовых заданий

Семестр 1

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4.

Тема 1. Личность человека

Variant 1

I. Use the sentences below to write adjectives that describe the person. First letters are given.

- 1) She rarely gets angry.
- 2) She loves giving presents.
- 3) She's very relaxed about things.
- 4) She's always ready to accept new ideas.
- 5) You can trust that she will get things done.

II. Complete the conversations with the correct form of the verbs in brackets.

- 1.– What kind of friends _____ (you/have)?
– Usually they are quite similar to me.
- 2.– What _____ (you/do) at the weekends?
– I play tennis and go out to dinner with my friends.
- 3.– Where _____ (usually/you/spend) your holidays?
– We often go to a little cottage in Cornwall.
- 4.– What book _____ (you/read) now?
– “About a Boy” by Nick Hornby.
5. – _____ (you/ever/visit) South Africa?
– No, but I've been to Australia.

III. Choose the correct words to complete the sentences.

1. Her sister is a very cautious / ambitious / likeable person and never does anything without thinking carefully about it.
2. _____ Jody is so moody / sensitive / reliable – one minute she's happy, the next she's sad.
3. _____ David is very energetic / serious / bossy and is always giving everyone orders.
4. Laura is so enthusiastic / thoughtful / creative about our trip to New Zealand, she has already read almost everything about the country!
5. The new job is extremely *glamorous* / *challenging* / *privileged*, but I enjoy pushing myself to do new and difficult things.
6. Doing administrative work is *tedious* / *flexible* / *satisfying* and makes me want to go to sleep.
7. It's important to have a good *work-life* / *lifestyle* / *time* balance to avoid stress.

IV Read the text and write down the numbers of five false statements.

Multiple Intelligence Theory

In 1983 Howard Gardner, a Harvard psychologist, published his Multiple Intelligence Theory in his first book *Frames of Mind*. This theory has become a model for understanding the many aspects of human intelligence, learning styles and behaviour. Gardner was one of the first people to say that we should not judge others using a narrow definition of intelligence. His original theory described seven different types of intelligence which are equally important: linguistic, logical-mathematical, musical, body-kinaesthetic, spatial-visual, interpersonal (awareness of other people's feelings) and intrapersonal (self-awareness). Since the theory was first published, Gardner has added three intelligences: naturalist, spiritual-existential and moral. His theory has revolutionized the way people approach learning and teaching, as it challenged education systems that assumed everyone learned in the same way.

1. Gardner published his third book in 1983. **T/F**
2. He was a psychologist in Harvard University. **T/F**
3. His Multiple Intelligence Theory uses a traditional model to explain his ideas. **T/F**
4. Gardner stated we should never judge other people. **T/F**

Variant 2

Use the sentences below to write adjectives that describe the person. First letters are given.

- 1) She wants to be the manager of the company.
- 2) She is always pushing her ideas.
- 3) She always tells people what to do.
- 4) Some days she's happy, others angry.
- 5) She always has lots of new ideas.

II. Complete the conversations with the correct form of the verbs in brackets.

1. – When _____ (you/go) there?
– After university.
2. – How long _____ (you/stay) there?
– A year.
3. – What _____ (you/do) to improve your French?
4. – I _____ (watch) French films with subtitles.
5. – I _____ (work) as a French teacher all my life and I should say that's good but not enough!

III. Complete the sentences.

1. They _____ out on their trip to South America on 7 July.
2. They started their Trip in Chile and then _____ on to Argentina.
3. They also _____ off in Peru for a few days.
4. Gillian is a very easy-_____ person and always seems to be relaxed.
5. Her little boy is extremely _____-willed and only does what he wants.
6. I think he's very self-_____ and would be able to do the job well.
7. It's important to have a good *work-life* ____ to avoid stress.

IV Read the text and write down the numbers of five false statements.

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1. Self-awareness and awareness of other people are the most important intelligences. T/F
2. In 1983 Gardner's theory recognised fewer types of intelligence than it does now. T/F
3. The theory has had little effect on learning establishments. T/F
4. The theory shows that people learn in different ways. T/F

Тема 4. Изучение иностранного языка

Variant 1

Ex.1. Choose the correct answer, a or b, to complete the text.

A.

1. – What (a) *are you going to do* / (b) *will you do* this weekend? Anything exciting?
2. – I haven't made any plans. I think (a) *I'm waiting* / (b) *I'll wait* and see what the weather is like.
3. – I think it (a) *will be* / (b) *is* good. That's what the forecast said this morning anyway.

B.

4. Is online advertising (a) *effective* / (b) *as effective* as it could be?
5. Advertising has been through a major revolution over the past 20 years due to technology changing (a) *faster* / (b) *more fast* than ever before.
6. Today perhaps one of the (a) *easiest* / (b) *most easy* and...
7. (a) *effectivest* / (b) *most effective* ways of advertising is by using Facebook.

C.

8. There are many students here (a) *who/that* / (b) *which* come from other countries.
9. We are studying in a building (a) *which* / (b) *where* Shakespeare used to work.
10. There are many different courses (a) *-* / (b) *that* you can choose from.

Variant 2

Ex.1. Choose the correct answer, a or b, to complete the text.

D.

1. Facebook is the (a) *busiest* / (b) *most busy* social media site in the world, with millions of users.

2. It is particularly good for smaller companies who cannot afford the much (a) *higher* / (b) *highest* costs of traditional advertising.
3. It is probably (a) *usefuler* / (b) *more useful* than other media in the early stages of a business because it provides instant feedback on products and services.

E.

4. – What (a) *will you do* / (b) *are you going to do* this weekend? Anything exciting? I thought there was a trip to London this weekend.
5. – There is. The school (a) *is taking* / (b) *will take* some of us to London, ...
6. ... but (a) *I'm not going to go* / (b) *I won't go* because there's the air show here in town. ...
7. ... It (a) *will take* / (b) *is taking* place on Saturday and Sunday and I'd like to see it. It's supposed to be good.

F.

8. The Bodleian Library (a) *who/that* / (b) *which* was opened in 1602, has expanded greatly since then.
9. I bought the house (a) *that* / (b) – I saw last week.
10. A vacation is a period of a year (a) *when* / (b) *in which* universities or colleges are officially closed.

Тема 5. Реклама

Variant 1

Match each term to its definition.

- | | |
|------------------------------|---|
| 1. Logo | a. An advert on TV or radio |
| 2. Pass the buck | b. Spend a lot of money in a short time |
| 3. Go on a spending spree | c. Spend a lot of money on something |
| 4. Be a cheapskate | d. Special design/symbol that a company puts on all its products or adverts |
| 5. Tighten your belt | e. Make someone responsible for something you should deal with |
| 6. Misleading | f. Financial support a company gives in order to get publicity for themselves |
| 7. Commercial | g. Do not like spending money |
| 8. Broke | h. Giving the wrong idea or impression |
| 9. Look like million dollars | i. Have no money |
| 10. Jungle | j. Say publicly you support or approve of something |
| 11. Splash out on something | k. Help to sell something, especially by advertising |
| 12. Promote | l. Look wonderful |
| 13. Sponsorship | m. Spend less money than you used to |
| 14. Endorse | n. A short, easy to remember phrase with music |
| 15. Rip someone off | o. Charge someone too much money |

Variant 2

Match each term to its definition

- | | |
|---------------------------|---|
| Pass the buck | a. Giving the wrong idea or impression |
| Broke | b. Spend a lot of money in a short time |
| Look like million dollars | c. Spend a lot of money on something |
| Be a cheapskate | d. Special design/symbol that a company puts on all its products or adverts |
| Go on a spending spree | e. Make someone responsible for something you should deal with |
| Splash out on something | f. Financial support a company gives in order to get publicity for themselves |
| Tighten your belt | g. Do not like spending money |
| Rip someone off | h. An advert on TV or radio |
| Commercial | i. Have no money |
| Sponsorship | j. Say publicly you support or approve of something |
| Endorse | k. Help to sell something, especially by advertising |
| Misleading | l. Look wonderful |

Logo	m.	Charge someone too much money
Promote	n.	A short, easy to remember phrase with music
Jungle	o.	Spend less money than you used to

Тема 6. Образование

Variant 1

Complete the sentences with the words in the box.

curriculum (A)	degree (B)	study (C)	make (D)	bulling (E)
graduate (F)	pass (G)	assessment (H)	revise (I)	get (J)
do (K)	go (L)	drop out of (M)	fail (N)	hand in (O)

- I think Jessie will _____ a place at university next year.
- If you _____ the exam, you can resist it in two months' time.
- Do you have a special system when you _____ for your exams?
- He always finds it hard to _____ his coursework in the time allowed.
- Did you _____ your coursework to the tutor on time yesterday?
- Do many students start and then _____ courses in Russia?
- _____ means the subjects at a school or college.
- What will you do when you _____ from university?
- I think it's important to _____ to university these days.
- When did you last _____ chemistry?
- A thesis is a long piece of writing you do as part of a university _____.
- Unfortunately, he didn't _____ the progress his tutors expected.
- I didn't _____ my driving test the first time, but I did the second time.
- Are exams or continuous _____ more common in your country?
- _____ means upsetting and frightening someone smaller and weaker, especially in a school situation

Variant 2

Complete the sentences with the words in the box.

pass (A)	bulling (B)	graduate (C)	drop out of (D)	degree (E)
assessment (F)	curriculum (G)	get (H)	hand in (I)	study (J)
go (K)	do (L)	fail (M)	make (N)	revise (O)

- _____ means upsetting and frightening someone smaller and weaker, especially in a school situation.
- Are exams or continuous _____ more common in your country?
- I didn't _____ my driving test the first time, but I did the second time.
- Unfortunately, he didn't _____ the progress his tutors expected.
- A thesis is a long piece of writing you do as part of a university _____.
- When did you last _____ chemistry?
- I think it's important to _____ to university these days.
- What will you do when you _____ from university?
- _____ means the subjects at a school or college.
- Do many students start and then _____ courses in Russia?
- Did you _____ your coursework to the tutor on time yesterday?
- He always finds it hard to _____ his coursework in the time allowed.
- Do you have a special system when you _____ for your exams?
- If you _____ the exam, you can resist it in two months' time.
- I think Jessie will _____ a place at university next year.

Критерии оценки (в баллах):

2,5 -2 балла выставляется обучающемуся, если даны правильные ответы на 85-100% вопросов по каждому тесту;

1,5 балла выставляется обучающемуся, если даны правильные ответы 70-84% вопросов по каждому тесту;

1 балл выставляется обучающемуся, если даны правильные ответы на 50-69 % вопросов по каждому тесту;
 0 баллов выставляется обучающемуся, если даны правильные ответы менее чем на 50 % вопросов

Семестр 2

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4.

Тема 8. Бизнес

Variant 1

I. Match the following words with their definitions. *One of the definitions should not be used.*

1. assignment	a. something that is required by law or a rule
2. wholesale	b. a person or business that sells goods to the public in relatively small quantities
3. wages	c. a fixed regular payment, typically paid on a monthly basis, especially to a professional or white-collar worker
4. assessment	d. something that you get for working, in addition to your pay, that is not in the form of money (car, health insurance, etc.)
5. retailer	e. a task or piece of work given to someone
6. revision	f. money paid to the government that is based on your income or the cost of goods or services you have bought
7. supplier	g. selling of goods in large quantities and at low prices, typically to be later sold by retailers at a profit
8. taxes	h. going through the material again to improve one's knowledge
9. compulsory	i. payment earned for work or services, typically paid on a daily or weekly basis.
10. salary	j. the action of evaluating or checking something
	k. a person or organization that provides something needed such as a product or service

II. Read the article and answer the questions.

Which paragraph, A, B, C or D, mentions 1 accepting people from other places? __ 2 giving information about the past? __ 3 a way of life that has not changed much over many years? __ 4 the size of Waorani population? __ 5 fighting between tribes? __	The Waorani tribe of the Amazon Rainforest A. The Waorani tribe, who live in the Amazon Rainforest in the Ecuadorian Andes, live completely differently from the way most of us live. They have always preferred to live on hilltops to avoid being close to big rivers, which could flood, and their lifestyle has hardly changed for thousands of years. B. Each village traditionally has one or two long houses made of the natural materials the tribe finds in the forest. These are usually occupied by an older married man and his extended family. When there are more than about 30 people in the house, one of the man's brothers usually builds another house within an hour's walk. C. The Waorani still hunt their food using tools which they have made from whatever they can find in the forest. They still make all their tools in the way their families did over 2,000 years ago. They hunt monkeys and several species of birds, as well as collecting wild foods from the forests. They also grow a variety of crops. D. They have no written language, but they pass on their history and knowledge through songs and stories about their ancestors. Until quite recently, the tribe had little to do with other tribes, although their history stories speak of fighting with other tribes. In 1958 there were about four main groups of Waorani (about 500 people in all) spread over 20,000 kilometres. That year the tribe had their first relationship with people from outside the
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	community. Since then the fighting with other tribes has decreased.
--	---

Variant 2

Match the following words with their definitions. *One of the definitions should not be used.*

1. profit	a. a person or company that sells goods in large quantities at low prices, typically to retailers.
2. truancy	b. speed or rate at which something happens or develops
3. entrepreneur	c. money paid for work or a service
4. staff	d. selling of goods to in relatively small quantities for use or consumption rather than for resale
5. curriculum	e. company that is trying to sell similar goods or services to the same people
6. retail	f. money that is earned in trade or business after paying the costs of producing and selling goods and services
7. branch	g. subjects comprising a course of study
8. wholesaler	h. the group of people who work for an organization
9. pace	i. a person who sets up a business and business deals
10. competitor	j. a division or office of a large business or organization
	k. staying away from school without good reason

II. Read the article and answer the questions.

Which paragraph, A, B, C or D, mentions 1 a type of accommodation? __ 2 what tools are made of? ____ 3 the diet of the tribe? __ 4 where houses are built? __ 5 building materials used? __	The Waorani tribe of the Amazon Rainforest A. The Waorani tribe, who live in the Amazon Rainforest in the Ecuadorian Andes, live completely differently from the way most of us live. They have always preferred to live on hilltops to avoid being close to big rivers, which could flood, and their lifestyle has hardly changed for thousands of years. B. Each village traditionally has one or two long houses made of the natural materials the tribe finds in the forest. These are usually occupied by an older married man and his extended family. When there are more than about 30 people in the house, one of the man's brothers usually builds another house within an hour's walk. C. The Waorani still hunt their food using tools which they have made from whatever they can find in the forest. They still make all their tools in the way their families did over 2,000 years ago. They hunt monkeys and several species of birds, as well as collecting wild foods from the forests. They also grow a variety of crops. D. They have no written language, but they pass on their history and knowledge through songs and stories about their ancestors. Until quite recently, the tribe had little to do with other tribes, although their history stories speak of fighting with other tribes. In 1958 there were about four main groups of Waorani (about 500 people in all) spread over 20,000 kilometres. That year the tribe had their first relationship with people from outside the
---	--

	community. Since then the fighting with other tribes has decreased.
--	---

Тема 9. Инновации

Variant 1

Choose the best answer to complete the sentences.

- We get our products from a _____ in Turkey.
a) competitor b) customer c) staff d) supplier
- We will have to _____ you extra for transportation.
a) charge b) loss c) price d) launch
- We have 45% of the market. That is 10% more than our nearest _____.
a) wholesaler b) competitor c) retailer d) executive
- The shop has about 200 _____ every day. 180 of them are tourists.
a) customers b) retailers c) staff d) suppliers
- Too many _____ fail and lose all their money. I would rather work for a safe company.
a) partners b) manufacturers c) entrepreneurs d) campaigns
- If you do not pay your _____, you will be arrested.
a) bribes b) wages c) profit d) taxes
- Every week I go to a/an _____ to buy all the ingredients I need for my restaurant.
a) executive b) wholesaler c) entrepreneur d) editor
- If you want to make some money, you should _____ in one of the new Internet companies.
a) get USPs b) invest c) profit d) negotiate
- If I work hard this year, they will make me a _____ in this law firm.
a) customer b) community c) partner d) commercial
- We buy these quality trousers directly from the _____.
a) supplier b) retailer c) manufacturer d) endorsement
- The company has made a _____ of more than £2.5 million this year and is in big trouble.
a) profit b) wage c) loss d) failure
- The award for best businessperson is given after a vote by the whole business _____.
a) revival b) consequences c) entrepreneur d) community

Variant 2

Choose the best answer to complete the sentences

- This advert is not _____. We need something more noticeable and memorable.
a) attentive b) attention-grabbing c) catching d) misleading
- I do not think many TV commercials are _____. They have never convinced me to buy anything.
a) persuasive b) attractive c) promoting d) valuable
- Now that there are more elderly people with spare time and cash, they have become a very attractive _____ for advertisers.
a) purpose b) reason c) target d) USP
- Before you start to _____ high prices find out about your competitors' prices.
a) charge b) set out c) increase d) hesitate
- You should _____ your staff because your workers are the most important resource of your business.
a) reduce b) value c) cut d) take care
- If costs go up, it will be the _____ who ends up paying more.
a) wholesaler b) manufacturer c) entrepreneur d) customer
- _____ are complaining that deliveries of the goods popular with the customers are too slow.

- a) retailers b) customers c) manufacturers d) entrepreneurs
8. The next conference in Dubai will be a great opportunity to ____ our new model.
- a) lunch b) launch c) advert d) manufacture
9. After six hours at the meeting we finally managed to ____ a good contract.
- a) signature b) promote c) negotiate d) establish
10. Can you ring the ____ and order three more printers?
- a) executive b) competitor c) supplier d) consumer
11. You should decide on the location of your business _____. The central location is more convenient but the rent is higher.
- a) premises b) place c) situation d) location
12. Before you write your business plan, you should know what your business ____ are.
- a) reasons b) profits c) objectives d) funding

Тема 10. Современные тренды

Variant 1

Put the verbs in brackets in the correct form

This strange event happened when I had a job in a bank. I **(1-work)** as an assistant manager for a few weeks. One morning while I **(2-serve)** a customer, a man **(3-come)** in. He **(4-wear)** a ski mask over his face and he told us that if we **(5-not/ lie)** on the floor, he **(6-shoot)**. "Who's in charge here?" He asked. "I am", I said - the manager **(7-go)** out for a coffee and he **(8-leave)** me in charge. "Give me all the money or I'll shoot", the robber shouted. Although I was frightened, I noticed that he **(9-not/hold)** anything in his hands. "Shoot with what?" I asked "If I were you, I **(10-bring)** a gun. While the robber **(11-shout)** strong swear words, all the customers **(12-laugh)**. When the manager returned and **(13-tell)** what **(14-happen)** he could not believe that the robber **(15-forget)** to bring his gun. "I wish all the criminals **(16-be)** so forgetful", he said.

Variant 2

Put the verbs in brackets in the correct form.

"Do you want a cat? All right ", I said, " if you **(1-look)** after it yourself and I **(2 not/have/clean)** after it. A few days later I regretted that I **(3-give)** my permission. When I came home the other day, the animal **(4-lie)** on the floor in the kitchen asking for food. If I **(5-not/take)** care of the cat, it **(6-be)** permanently hungry. I soon realized that the children **(7-lose)** their interest in the cat. The poor thing **(8-ignore)** since then, even if it springs onto their laps. When I reminded them that they **(9-promise)** to look after the cat, they said that the **(10-do)** their homework right now. "If you **(11-not /take)** care of the cat, I **(12-give)** it away to other children who **(13-love)** it.", I often say when I am fed up with it," It **(14-suffer)** from your neglect long enough." I **(15-already/promise/get rid)** of the cat many times, but they do not care.

Тема 11. Искусство и Медиа

Variant 1

I. Fill in each gap with the most appropriate sentence. One sentence is extra:

- A. This means that they are better prepared to live on their own.
- B. This can help them later on in life to cooperate with colleagues at work and with people around them in general.
- C. Recently the majority of boarding schools have become mixed-sex.
- D. However, over the past few years people's opinions have begun to change.
- E. For this reason it is advisable to consult a physiologist before sending a child under 14 to boarding school.
- F. However, parents should take into account the child's personality, individual needs and age before they decide to send him or her to the boarding school.

Boarding school, pros and cons

Sending one's children to boarding school used to be the most acceptable way of educating them. **(1)___** To my mind, nevertheless, sending one's children away to school can be extremely beneficial for them in later life.

Firstly, children who go to boarding school learn at a young age to become independent and to live without their parents. (2)___ When the time comes for them to go to university or start work after leaving school they will be more confident and experienced.

What is more, boarding school teaches young people how to get along better with others. As they live with their classmates twenty four hours a day, they have to learn to build up relationships with everyone.

(3)___

Some people argue that boarding schools have negative effect on children as they prevent them from spending time with their parents on daily basis. It is said that this is especially true for younger children, who may feel that their parents have abandoned them by sending them away. (4)___

Finally, I feel that boarding schools have a lot to offer from a variety of different facilities from taking up different hobbies and sport to better control from the teachers. This is shown by the fact that children who have been to boarding school are often far better equipped for life than those who have not.

(5)___ Although the recommended age is 14, some children feel comfortable at a boarding school at the age of 12 or 13, while others have to wait until they are 15.

II. Fill in the gaps with the words having the same meaning as the ones in the brackets. The first letter of each word is given.

1. Scheduled to be released in April, this film will entertain the **a**_____ (*viewers*) not in theatres but in school halls.
2. As a photographer, I am, of course, touched by the **b**_____ (*thrilling, amazing*) beauty of our wildlife
3. I find it hard to enjoy the **b**_____ (*dark, gloomy, frightening*) atmosphere of horror movies.
4. Each **c**_____ (person in the plot) has an interesting back story which explains how they got to be on the plane.
5. The following programme contains scenes that may be **d**_____ (*distressing/worrying*) to some viewers
6. She was honored for her **g**_____ (*innovative*) work in nuclear physics.
7. NASA engineers have created an **o**____-**o**____-**t**____-**w**____ app (*very good, great – informal language*).
8. Authors receive 40 percent **r**_____ (*sums paid to the authors under license agreement*) on electronic book sales.
9. Anti-social behaviour in childhood leads to criminal behaviour in the future, and this **v**_____ circle (*connection of the reason and the consequence leading to a worsening of the situation*) is not easy to break.
10. The jury have **c**_____ him (*declared guilty*) of murder.

Variant 2

I. Fill in each gap with the most appropriate sentence. One sentence is extra:

- A. But whenever you decide to go, here are some skills and talents you will require.
- B. Many correspondents find that they need to work in multinational environment.
- C. As the world gets smaller, the competition for working overseas gets tougher.
- D. Moreover, it's essential for foreign correspondents to be good writers.
- E. The most important thing is to find the correct information.
- F. No newspaper editor will send a reporter who needs a lot of direction and management.

Careers in journalism. Becoming a foreign correspondent.

So, you want to be a foreign correspondent. Unfortunately, so do lots of other journalists. Many see it as a free passport to travel far and wide. (1)___ But if you are determined to achieve your aim, you could be able to leave all your competitors behind and be employed by one of prestigious mass media companies.

Some journalists say that they want to be foreign correspondents while they are young and independent. After a few years of work they would prefer to settle down to a comfortable job and cover less adventurous stories at home. (2)___

To start with, fluency in at least one foreign language is not just desirable but necessary. (3)___ So knowing even one foreign language very well will increase your chances to get the right job.

Undoubtedly, such personal qualities as independence and self-confidence are vital for journalists who are going to work on their own far away from their boss. (4)___ You will need plenty of courage and be prepared to take a risk in order to get the right interview.

(5)___ The majority of journalists can report well, but you will have to be able to describe the scene of war to readers in approximately 1000 words - with bombs and bullets going off around you. Every word you write will need to bring home to readers what is really happening with objective honesty and integrity.

II. Fill in the gaps with the words having the same meaning as the ones in the brackets. The first letter of each word is given.

1. In this movie, the supporting **c**_____ (*actors collectively*) each had moments to shine as well.
2. It takes considerable skill to create a **g**_____ (*firmly holding attention or interest*) novel approaching 300 pages in which nothing much happens during the first 150.
3. I found the first chapters somewhat **h**____-**g**_____ (*difficult to read through, boring*), but the rest of the book was quite entertaining.
4. They used to include **h**_____ (*extremely funny*) sketches into the show.
5. In 1998, my first **n**_____ (*book, fictional prose narrative*) was published.
6. The complex **p**_____ (*story, events in a book or film*) of the novel explores many things.
7. Finally tonight, the Mars rover Opportunity sent **s**_____ (*thrilling, exciting*) new images of Mars back to earth.
8. I prefer watching **c**_____ **a**_____ programmes (*programmes on events of political and social interest*) to reading newspapers.
9. Over the past twelve months, he has rocketed from being unknown in the eyes of the public to a **h**_____ **n**_____ (*celebrity, famous person*).
10. According to the reports, drugs **s**_____ (*illegal transport*) has increased dramatically.

Тема 12. Общество и закон

Variant 1

I. Put the verbs in brackets in the correct form:

Jack Green is a millionaire, but his beginnings were very humble. His father's health was poor as he (1-**work**) hard all his life to make both ends meet. The family couldn't afford (2-**pay**) the rent or bills, and the children often went very hungry. After leaving school at the age of 14, Jack was wondering what to do when Mr. Brown, his old teacher, suggested (3-**start**) his own business. He offered (4-**lend**) him \$150 to begin with. Although his parents warned him that if he (5-**fail**), they (6-**not be able/support**) him, he decided to try. At first it was so difficult that he regretted (7-**not/listen**) to his parents' warning. But as he (8-**encourage/constantly/make**) the most of his potential by Mr. Brown, he gradually gained enough experience and confidence. By the end of the second year he (9-**succeed in/repay**) the \$100 loan. He also gave Mr. Brown \$100 interest to thank him for his generosity. He knew that he (10-**achieve**) success due to Mr. Brown's help and support. At the age of 29 he made his first million, but he still remembered (11-**be**) very poor and couldn't get used to (12-**live**) the life of the rich. When he (13-**earn**) his second million next year, he (14-**raise**) a charity fund. "Now at last my dream will come true, I can manage (15-**provide**) all poor children from my town with food and education", he says.

II. Paraphrase each sentence in reported speech.

1. "Are you coming tomorrow?" Fiona asked us.
Fiona asked us.....
2. "Will you come with me to the concert next Thursday?" Andrea asked Gareth.
Andrea asked Gareth
3. "You've forgotten to do the washing up, Ben!" said Alison
Alison told Ben that he.....
4. "You don't have to eat your vegetables if you don't want to, Belinda," said her mum.
Belinda's mum told
5. "Bjorn, can I borrow your bike for a couple of hours?" asked Freda.
Freda asked Bjorn if for a couple of hours

Variant 2

I. Put the verbs in brackets in the correct form:

Many products that **(1 - launch)** throughout Sony's history can be credited to Akio Morita's creativity and innovative ideas. Akio Morita, the legendary head of Sony, once said how he **(2-invent)** the Sony Walkman. He **(3- use/ go)** to the beach with his children, who **(4-listen)** to loud music from boom boxes all day long before they went home. However, there were a lot of elderly people on the beach, who never **(5-stop/complain)**. They **(6-relax)** on the beach and **(7-not/want/ disturb)**. "You **(8-always/play)** such loud music!" They said. So, Akio Morita **(9-suggest/build)** a small radio or cassette player that **(10-sound)** like a high-quality car stereo and yet **(11-can/attach)** to a person's head. That way, other people **(12-not/have/listen)** to annoying music. By the next summer holidays a new player **(13-create)** and the children could enjoy **(14- listen)** to the loud music as long as they wished. The Sony Walkman **(15-gain)** much popularity since then.

II. Paraphrase each sentence in reported speech.

1. "Have you been talking on the phone all evening, Tim?" asked his dad.
Tim's dad asked on the phone all evening.
2. "Luckily I don't have to go to the office this Saturday," said Olivia.
Olivia said happily that.....
3. "I'm not going to the match next Saturday," said Jimmy
Jimmy said that
4. "I'll meet you all at the café in half an hour," said John
John said he all at the café in half an hour.
5. Shall I send you an e-mail about it, Trevor?" asked Kevin.
Kevin asked Trevor..... an e-mail about it.

Критерии оценки (в баллах):

- 3 балла выставляется обучающемуся, если даны правильные ответы на 85-100% вопросов по каждому тесту;
2 балла выставляется обучающемуся, если даны правильные ответы 70-84% вопросов по каждому тесту;
1 балл выставляется обучающемуся, если даны правильные ответы на 50-69 % вопросов по каждому тесту;
0 баллов выставляется обучающемуся, если даны правильные ответы менее чем на 50 % вопросов

Семестр 3

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4.

Тема 2. Бренды и инновационные технологии

Variant 1

- I. Read the extract from the brochure of a relocation company. Complete the text with the Present Simple or Present Continuous form of the verb in the box. (some words are extra)

bring look have know wait support be

1_____you _____for a company to meet all your relocation needs? Relocation experts are the people to come to when it 2_____necessary to move employees and their families to new countries. We offer a full range of services and 3_____ that families need more than just someone to bring their belongings from one place to another. They also need a company which can help them with all the other little details and 4_____them from the beginning to the end of the process. Before you leave home, we will ask you to fill out a questionnaire. Some of the questions we will ask are listed below:
5_____you_____children at school? If so, how old are they?

- II. Write the correct term from Hofstede model next to the key words which best describe it.

Example: Number – Letter

a High power distance	f Low power distance
b High masculinity dimension	g Low masculinity dimension
c Long term orientation	h Short-term orientation

d Collectivist	i Individualistic
e High uncertainty avoidance	j Low uncertainty avoidance

1. Assertive, competitive atmosphere ____
2. Well-informed, structured, formal, facts and rules are important ____
3. Cohesive, cooperative, sharing atmosphere, intrinsic motivation ____
4. Spontaneous, decisive, creative, innovative ____
5. Planning, staying power, importance of education ____
6. Hierarchical, clear chain of command, centralized ____
7. Independence, working alone, respect for privacy ____
8. Gender equality, caring atmosphere ____
9. Equality among all, informal, flat organizational structure ____
10. Non-traditional, few rules and regulations ____

III. Complete the text on disruptive technologies using the passive. Sometimes more than one tense is possible.

According to some experts mainstream customers are to blame for the lack of creativity that takes place in companies. One of the problems today is that products 1 _____ (develop) to meet the needs of the main market rather than 2 _____ (aim at) smaller niche markets. When some disruptive technologies first appeared they 3 _____ (not see) as profitable items. Managers didn't truly understand how a company could be helped to grow by developing a product they felt would not be popular with regular customers. However, if a department within the company 4 _____ (set up) to deal with this, the leaders of the company could support new developments and keep everyday operations from stopping it. One example of a disruptive technology is the internet. In some cases the mainstream media 5 _____ (replace) because people find it easier to read about the news online. Another example is in the communications field where mobile phones 6 _____ (take over) in many households where people no longer have landlines.

IV. Match the collocations about pay and benefits with their definitions. Note: two words are extra. Example: Number - Letter

A severance package	B hygiene	C career opportunities	D appraisal system
E collaborate	F effort-reward balance	G glass-ceiling	H preferred stock
I expatriate package	J pay rise	K fringe benefits	L feasibility
M sustaining	N annual leave	O realistic expectations	P recognition

___ things that you get because of your job which are not in the form of money

1. ___ the way in which the job performance of an employee is evaluated in terms of efficiency and productivity by his or her manager
2. ___ an increase in the fixed amount of money you earn for doing your job
3. ___ money paid to an employee whose job the employer has had to bring to an end
4. ___ the situation in which the work which is put into something is equaled by what the employee gets out of it
5. ___ a point you cannot go beyond, usually refers to improving your position at work, it is an invisible barrier which can keep someone from achieving a higher position that he or she may be qualified to do
6. ___ the amount of paid days off that an employee is allowed to have each year
7. ___ the factors that refer to the environment in which a person works
8. ___ chances or situations which make it possible for you to do something you want to do, usually means getting a better job or promotion at work
9. ___ the verb with the meaning to work with
10. ___ things you hope for and which are possible in the future
11. ___ the situation when company pays the difference in housing costs or tax costs for the employee relocating abroad
12. ___ technology which is basically small improvement to existing technology
13. ___ one of the motivational factors alongside achievement, responsibility, advancement

V. Read the sentences below. If there is a mistake, cross it out and correct it. Tick the correct sentences.

1. He hopes to become the doctor when he finishes his studies.
2. The pay rise I received last year was not enough as prices are still going up.
3. Upper management has few effect on how employees perform on a daily basis.
4. We have the excellent mentoring system in place in our company.
5. The customer called us with a little complaints yesterday.
6. My new position is really challenging and I have a lot of motivations to do a good job.
7. The factors that lead to a successful product are being looked at by our development department.
8. In my job there is not many incentive to work hard.
9. We have a meeting in the Berlin on Wednesday.
10. This could be the biggest contract we ever sign.

Variant 2

- I. Read the extract from the brochure of a relocation company. Complete the text with the Present Simple or Present Continuous form of the verb in the box. (some words are extra)**

have	live	speak	prefer	know	wait	be
------	------	-------	--------	------	------	----

6. _____ anyone in your family _____ any foreign languages? If so, which ones?
 7. _____ you and your family _____ in a house or in a flat at the moment?
 8. Which _____ you _____?
 9. _____ you _____ any pets like dogs or cats with you?
- This is only a small sample of what we can offer you.
What 10. _____ you _____ for?

- II. Rearrange the words to make questions in the correct tense (with the Present Simple or Present Continuous)**

- 1 you/ leave/ when/ usually/ work
- 2 the/ work/ which/ at/ project/ moment/ you/ on

- 3 why/ visit/ she/ new/ the/ today/ site
 4 the/ the/ for/ code/ what/ networking event/ dress
 5 coffee/ how/ drink/ every/ much/ you/ day

III. Change the sentences from Active into Passive Voice. Use the underlined words in the sentences as the new subject.

- 1 Apple established the standard for user friendly computing.
The standard for user friendly computing ...
 2 Local Motors aims at the huge American community of off-road racers.
 3 The company has developed the Rally Fighter from a sketch to a finished product.
 4 The online community is voting on the names of the new cars at the moment.
 5 Local Motors will broaden the concept of the Rally Fighter.

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IV. Complete the text with *a, an, the*

Small talk is often seen as a polite conversation on neutral subjects which people suppose is ____ 1 correct thing to do. However, it is not ____ 2 meaningless conversation. How to make small talk is ____ 3 important people skill and is extremely useful especially with people you have just met. Even when talking about ____ 4 weather, make ____ 5 conversation meaningful. For example, if you are in ____ 6 middle of winter, talk about why you don't like or like cold weather. You should be friendly, have ____ 7 positive attitude and have ____ 8 lot of things to talk about. However, it is advisable to be culturally aware of taboo topics. Overall, small talk is easy if you take ____ 9 little time to get to know what people do in their free time in ____ 10 organization and country you are working in. If you do, both your business and social life will be successful.

V. Match the collocations about pay and benefits with their definitions. Note: two words are extra. Example: Number – Letter

- A severance package
- B hygiene
- C career opportunities
- D appraisal system
- E collaborate
- F effort-reward balance
- G glass-ceiling
- H preferred stock
- I expatriate package
- J advancement
- K fringe benefits
- L profit margin
- M sustaining
- N annual leave
- O realistic expectations
- P mentoring system

1. ___ the amount of paid days off that an employee is allowed to have each year
2. ___ the factors that refer to the environment in which a person works
3. ___ chances or situations which make it possible for you to do something you want to do, usually means getting a better job or promotion at work
4. ___ the verb with the meaning to work with
5. ___ things you hope for and which are possible in the future
6. ___ the situation when company pays the difference in housing costs or tax costs for the employee relocating abroad
7. ___ technology which is basically small improvement to existing technology
8. ___ one of the motivational factors alongside achievement, responsibility, recognition
9. ___ things that you get because of your job which are not in the form of money
10. ___ the way in which the job performance of an employee is evaluated in terms of efficiency and productivity by his or her manager
11. ___ a system where a new employee learns from a more experienced employee at work
12. ___ money paid to an employee whose job the employer has had to bring to an end
13. ___ the situation in which the work which is put into something is equaled by what the employee gets out of it
14. ___ a point you cannot go beyond, usually refers to improving your position at work, it is an invisible barrier which can keep someone from achieving a higher position that he or she may be qualified to do

Критерии оценки (в баллах):

- 5 -4 балла выставляется обучающемуся, если даны правильные ответы на 85-100% вопросов по каждому тесту;
- 3-2 балла выставляется обучающемуся, если даны правильные ответы 70-84% вопросов по каждому тесту;
- 1 балл выставляется обучающемуся, если даны правильные ответы на 50-69 % вопросов по каждому тесту;
- 0 баллов выставляется обучающемуся, если даны правильные ответы менее чем на 50 % вопросов

Семестр 4

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4.

Тема 6. Маркетинг и реклама

Variant 1

1. Choose the correct alternative

- 1 Profit *-sharing/-pricing* schemes are often a bonus for senior management.
- 2 Customer *management/service* gives customers after-sales support.
- 3 Free refreshments are a value *-losing/-adding* service our clients really like.
- 4 A *loss-making/-pricing* organisation is unprofitable and could close.
- 5 That is the Unique Selling *Point/Profit* of our product that no competitor product has.

2. Match the terms (A-G) to the definitions. Some terms are extra.

- | | | |
|----------------------------|------------------------|-----------------------|
| a) controllable variables | e) USP | i) consumption |
| b) turnover | f) retailer | j) quality circles |
| c) supply-chain management | g) sustainability | k) in-store promotion |
| d) ergonomics | h) penetration pricing | l) niche |

- 1 a group of employees that meets regularly to consider ways of resolving problems and improving production in their organization _____
- 2 numbers, amounts, or situations that can be directly influenced or controlled _____
- 3 the practice of offering a low price for a new product or service during its initial offering in order to attract customers away from competitors. _____

- 4 sales promotion at a retailer's location, with product demonstrations, product samples, special discounts, etc. _____
- 5 a company that sells goods to the public in stores and on the Internet, rather than to other businesses.____
- 6 it describes suppliers, storage facilities, retailers and modes of transport which are all involved in getting the product from its original source to the end user_____
- 7 the study of people's efficiency in their working environment _____
- 8 the amount of money that a company gets from sales during a particular period _____
- 9an opportunity for a business to offer a product or service that is not offered by other businesses ____
- 10 a feature of a product that makes it different from and better than all its competitors' products _____

3. Complete the letter using phrases from the box. Some phrases are extra

- | | |
|------------------------------------|-------------------------------------|
| a) we are grateful to you | f) all our products are checked for |
| b) we are very sorry about | g) would like to assure you |
| c) are investigating | h) apologise |
| d) we regret that we are unable to | i) look forward to receiving |
| e) inconvenience | j) following your complaint |

Dear Mr Smith

I thank you for your e-mail informing us that your order #3217 was delayed by 24hours. (1) _____this delay and the (2) _____this caused you.

We have been using this reputable delivery service for a number of years.(3) _____we contacted the firm and they (4) _____what caused the delay.

(5) _____bringing this to our attention, and we (6) _____that we will make every effort to further improve our delivery services.

We (7) _____again for the unacceptable delay you experienced in this instance, and (8) _____ your next order.

Yours sincerely

Hana Mont

4. Use the correct form of the verb in brackets using Present Perfect or Present Perfect Continuous; Past Simple, Past Continuous or Past Perfect.

We (1)_____(look) for a company which met our ecological requirements when last year we (2)_____(find) the right one.

They (3) _____already (reduce) their carbon footprint by the time government (4) _____(pass) the new law in 2009.

They chose us as a business partner only after they (5)_____(examine) properly our manufacturing facilities.

We (6)_____(change) suppliers recently so now we need to update our accounts with the new details.

I (7) _____(have) problems with my computer since I came in this morning. I hope I can find someone to help me so I can finish my work.

5. Complete the sentences with the words in the box. Some words are extra.

- | | |
|-----------------------------------|----------------------|
| a) come up with ideas | j) commodity product |
| b) sole-trader | k) cost-effective |
| c) implement suggestions | l) profit margin |
| d) target market | m) exceed |
| e) premium pricing strategy | n) wastage of time |
| f) subsidiary | o) skimming pricing |
| g) differentiate from competitors | |
| h) lifestyle product | |
| i) price sensitive | |

- 1 All the people who work in the company are encouraged to _____ which will improve the way the company works.
- 2 Our customers are very interested in the _____ services we offer as they feel they get real value for money.
- 3 It is necessary to define the _____ so that we can communicate the benefits of the product to these people.
- 4 A _____ demonstrates that our product is of very high quality.
- 5 It is essential for a successful brand to be able to _____.
- 6 The advertising for a _____ often aims at making the buyer feel special.
- 7 A mass produced product which can be found in every shop is called a _____.
- 8 The product won't be sold well if we charge more for it because it is _____.
- 9 Our manufacturing costs have gone up which means we now have a lower _____ because we have not raised the price.
- 10 We are working hard on how to meet and _____ customers' expectations.
- 11 When businesses are not careful with their resources they may have too much _____ and money.
- 12 Some companies using kaizen _____ from employees about 90 percent of the time.

6. Choose the correct form of the verb in brackets to complete the second or third conditional sentences

If we (1) _____ (go) into a niche market, we (2) _____ (make) more money on the product. Unfortunately we only aimed at the mass market.

I think we (3) _____ (get) a bonus at the end of the year if our turnover (4) _____ (go up) significantly. However, it's unclear at this point if our sales will really increase.

If they (5) _____ (reduce) the profit margin on the item, we (6) _____ (consider) lowering the selling price. However, I don't know if they will do this or not.

We (7) _____ (do) really well this quarter if we (8) _____ (manage) to come up with a lifestyle product that was very popular with the public. But we only sold commodity products with low profit margins.

Variant 2

1. Choose the correct form of the verb in brackets to complete the second or third conditional sentences

- 1 If I had known, I _____ (help) you more.
- 2 I would go to work by train, if it _____ (be) cheaper.
- 3 If we'd bought those valueless shares, we _____ (lose) a lot of money.
- 4 If he wasn't so successful, he _____ (have) the money for a holiday home.
- 5 If Rachael hadn't studied hard, she _____ (pass) the examination.
- 6 If both of us _____ (relocate), we wouldn't have got a pay rise.
- 7 If I _____ (have) knowledge, I would have repaired the photocopier.
- 8 If I wanted to study for an MBA, I _____ (buy) the latest books.

2. Complete the sentences with the words in the box. Some words are extra.

- | | | |
|--------------------------|-----------------------|---------------------|
| a) sole-trader | g) lifestyle product | l) cost-effective |
| b) implement suggestions | h) differentiate from | m) wastage of time |
| c) come up with ideas | competitors | n) exceed |
| d) target market | i) price sensitive | o) skimming pricing |
| e) USP | j) commodity product | |
| f) subsidiary | k) profit margin | |

- 1 Some companies using kaizen _____ from employees about 90 percent of the time.
- 2 We are working hard on how to meet and _____ customers' expectations.
- 3 All the people who work in the company are encouraged to _____ which will improve the way the company works.

- 4 Our customers are very interested in the _____ services we offer as they feel they get real value for money.
- 5 It is necessary to define the _____ so that we can communicate the benefits of the product to these people.
- 6 An exclusive feature of the product that no competitor product has is called _____.
- 7 It is essential for a successful brand to be able to _____.
- 8 The advertising for a _____ often aims at making the buyer feel special.
- 9 A mass produced product which can be found in every shop is called a _____.
- 10 The product won't be sold well if we charge more for it because it is _____.
- 11 Our manufacturing costs have gone up which means we now have a lower _____ because we have not raised the price.
- 12 When businesses are not careful with their resources they may have too much _____ and money.

	12
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3. Use the correct form of the verb in brackets using Present Perfect or Present Perfect Continuous; Past Simple, Past Continuous or Past Perfect.

We (1) _____ (look) for a company which met our ecological requirements when last year we (2) _____ (find) the right one.
 They (3) _____ already (reduce) their carbon footprint by the time government (4) _____ (pass) the new law in 2009.
 They chose us as a business partner only after they (5) _____ (examine) properly our manufacturing facilities.
 We (6) _____ (change) suppliers recently so now we need to update our accounts with the new details.
 I (7) _____ (have) problems with my computer since I came in this morning. I hope I can find someone to help me so I can finish my work.

	7
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4. Match the terms (A-G) to the definitions. Some terms are extra.

- | | | |
|---------------------------|----------------------------|-----------------------|
| a) controllable variables | e) supply-chain management | i) supplier |
| b) ergonomics | f) consumption | j) quality circles |
| c) turnover | g) collect | k) in-store promotion |
| d) penetration pricing | h) sustainability | l) niche |

- 1 a group of employees that meets regularly to consider ways of resolving problems and improving production in their organization _____
- 2 numbers, amounts, or situations that can be directly influenced or controlled _____
- 3 an opportunity for a business to offer a product or service that is not offered by other businesses _____
- 4 the practice of offering a low price for a new product or service during its initial offering in order to attract customers away from competitors. _____
- 5 the study of people's efficiency in their working environment _____
- 6 it describes suppliers, storage facilities, retailers and modes of transport which are all involved in getting the product from its original source to the end user _____
- 7 a company that provides a product, or the materials to make a product _____
- 8 the amount of money that a company gets from sales during a particular period _____
- 9 sales promotion at a retailer's location, with product demonstrations, product samples, special discounts etc. _____
- 10 to go to a place and bring something away from it _____

	10
--	----

5. Choose the correct alternative

- 1 Profit *-sharing/-pricing* schemes are often a bonus for senior management.
- 2 Customer *management/service* gives customers after-sales support.
- 3 Free refreshments are a value *-losing/-adding* service our clients really like.
- 4 A *loss-making/-pricing* organisation is unprofitable and could close.

5 That is the Unique Selling *Point/Profit* of our product that no competitor product has.

	5
--	---

Ex.6. Complete the letter using phrases from the box. Some phrases are extra

- a) we are grateful to you for
- b) we are very sorry about
- c) are investigating
- d) we regret that we are unable to
- e) inconvenience
- f) all our products are checked for
- g) would like to assure you
- h) apologise
- i) look forward to receiving
- j) following your complaint

Dear Mr Smith

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(5) _____ bringing this to our attention, and we (6) _____ that we will make every effort to further improve our delivery services.

We (7) _____ again for the unacceptable delay you experienced in this instance, and (8) _____ your next order.

Yours sincerely
Hana Mont

Критерии оценки (в баллах):

5 баллов выставляется обучающемуся, если даны правильные ответы на 85-100% вопросов;

3-4 балла выставляется обучающемуся, если даны правильные ответы 70-84% вопросов;

1-2 балла выставляется обучающемуся, если даны правильные ответы на 50-69 % вопросов;

0 баллов выставляется обучающемуся, если даны правильные ответы менее чем на 50 % вопросов

Комплект кейсов

Семестр 1

Индикаторы достижения: УК-4.1, УК-4.4

Тема 2. Путешествия и туризм

ISSUE

Westlake is an American university. Two years ago, the university organised a study trip to Poland and the Czech Republic, so that students could learn about the counties' culture and history. Unfortunately, the organizers made many mistakes and the trip was not successful. This year, they will take another group of students (aged 18-21) to the same area. They want to avoid the mistakes they made in the past.

AGENDA

1. Discuss the possible problems that may arise in a trip like this.
2. Hold the meeting to discuss the most serious problems.
3. Rank the problems in order of seriousness.
4. Make suggestions which will make the next trip more successful.

Notes to the agenda

1. Discuss the possible problems that may arise in a trip like this.

Brainstorm possible problems in small groups of colleagues before going to a meeting.

2. Hold the meeting to discuss the most serious problems.

Representatives of the groups should share their ideas concerning the most serious issues.

3. Rank the problems in order of seriousness.

Representatives of the groups should build up a list of problems in order of seriousness.

4. Make suggestions which will make the next trip more successful.

Trip organisers decide on the best ways to avoid difficulties in the next trip.

Семестр 2

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Тема 7. Дизайн

ISSUE

International Medi-Aid (IMA), based in Florence, Italy, is a charity which provides medical aid to many counties. Recently the management decided that English will be the working language of the organization. The Human Resources department of IMA will start by organizing English language training for 200 staff at Head Office. It will prioritise those who are in most need of training.

AGENDA

1. Discuss the options for English language training.
2. Prove your opinion is the best one.
3. Listen to the arguments.
4. Make an agreement.

Notes to the agenda

1. Discuss the options for English language training.

Brainstorm possible options in small groups of colleagues of the HR department before going to a meeting.

2. Prove your opinion is the best one.

Try to persuade your group colleagues that your opinion is the best.

3. Listen to the arguments.

Listen to all the arguments and share yours.

4. Make an agreement.

As a group agree on the best English programme for the first year.

Критерии оценки в баллах:

- **5 баллов** выставляется обучающемуся за кейс, если суть и проблема кейс задачи была правильно понята и проанализирована, были получены ответы на все вопросы к кейс задаче, продемонстрировано грамотное употребление ключевой лексики курса, в основном не было допущено ошибок в использованных грамматических структурах; уровень освоения компетенций соответствует продвинутому уровню.
- **4-3 балла** выставляется обучающемуся кейс, если суть и проблема кейс задачи была правильно понята и проанализирована, однако были получены ответы не на все вопросы к кейс задаче, продемонстрировано в основном грамотное употребление ключевой лексики курса, были допущены незначительные ошибки в использовании грамматических структур, не препятствовавшие пониманию; уровень освоения компетенций соответствует повышенному уровню.
- **2-1 балла** выставляется обучающемуся за кейс, если не была правильно понята суть и проблема кейс задачи, не выполнен анализ заявленной в кейс задаче проблемной ситуации, были получены ответы не на все вопросы к кейс задаче, продемонстрирован ограниченный лексический запас ключевых единиц и грамматических структур курса, допущен ряд грамматических ошибок; уровень освоения компетенций соответствует базовому уровню.
- **0 баллов** выставляется обучающемуся за все кейсы, если суть и проблема кейс задачи не были поняты совсем, студент не был в состоянии произвести анализ поставленной в кейс задаче проблемной ситуации, не был получен ответ ни на один вопрос к кейс задаче.

Семестр 3

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Тема 2. Бренды и инновационные технологии

ISSUE

You work for a multinational company with subsidiaries on different continents. Six weeks ago you returned your home country after working for three years in another branch of your company. You

had a holiday for three weeks and have now been back working in the head office for three weeks. You are having some problems and you want to ask Human Resources manager for help.

1. Discuss the possible problems that may arise in a situation like this.
2. Hold the meeting to discuss the most serious problems.
3. Rank the problems in order of seriousness.
4. Make suggestions which will be beneficial for both the company and the colleague.

Notes to the agenda

2. Discuss the possible problems that may arise in a situation like this.

Brainstorm possible problems in small groups of colleagues before going to a meeting.

2. Hold the meeting to discuss the most serious problems.

Representatives of the groups should share their ideas concerning the most serious issues.

3. Rank the problems in order of seriousness.

Representatives of the groups should build up a list of problems in order of seriousness.

4. Make suggestions which will be beneficial for both the company and the colleague.

Members of the group work together to play the discussion between the HR manager and repatriated employee.

Тема 3. Управление человеческими ресурсами в условиях перемен

ISSUE

As the state pays less and less in old age pension, it is becoming increasingly important for those who want to enjoy their 'golden years' to have their own private pension arrangements. In order to satisfy the growing need for private pension arrangements, you and your colleagues have recently set up your own company to offer a range of financial services and products. Your target market is small- and medium-sized companies, in which the directors have not made sufficient arrangements for their own pensions.

The services that you will offer are:

1. pension audit (to identify the pension required)
2. pension advice (to look at present pension provision and identify possible alternative providers)
3. pension products (to sell pension schemes).

As you and your colleagues spend a great deal of your time out of the office with clients, you need an assistant to manage the office in your absence. You envisage that this will be a key position (more than simply an administrative job), as the person recruited will have a lot of customer contact, often giving advice and even selling products. You need to agree on a remuneration package that will attract the right person.

AGENDA

1. Presentation of the problem
2. Discussion of alternatives
3. Decision on next step
4. Action plan

Notes to the agenda

1. The problem

Clarify exactly what the problem is.

2. Possible solutions

Brainstorm alternative courses of action and make a decision on the most appropriate one.

3. Policy decision

Decide on an appropriate policy for the company.

4. Action plan

Decide on a course of action to implement the decisions

Критерии оценки в баллах:

- 5 баллов** выставляется обучающемуся за кейс, если суть и проблема кейс задачи была правильно понята и проанализирована, были получены ответы на все вопросы к кейс задаче, продемонстрировано грамотное употребление ключевой лексики курса, в основном не было допущено ошибок в использованных грамматических структурах; уровень освоения компетенций соответствует продвинутому уровню.
- 4-3 балла** выставляется обучающемуся за кейс, если суть и проблема кейс задачи была правильно понята и проанализирована, однако были получены ответы не на все вопросы к кейс задаче, продемонстрировано в основном грамотное употребление ключевой лексики курса, были допущены незначительные ошибки в использовании грамматических структур, не препятствовавшие пониманию; уровень освоения компетенций соответствует повышенному уровню.
- 2-1 балла** выставляется обучающемуся за кейс, если не была правильно понята суть и проблема кейс задачи, не выполнен анализ заявленной в кейс задаче проблемной ситуации, были получены ответы не на все вопросы к кейс задаче, продемонстрирован ограниченный лексический запас ключевых единиц и грамматических структур курса, допущен ряд грамматических ошибок; уровень освоения компетенций соответствует базовому уровню.
- 0 баллов** выставляется обучающемуся за кейс, если суть и проблема кейс задачи не были поняты совсем, студент не был в состоянии произвести анализ поставленной в кейс задаче проблемной ситуации, не был получен ответ ни на один вопрос к кейс задаче.

Семестр 4

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Тема 4. Управление организацией

ISSUE

Promoting a new product or service can be a very costly exercise, as Slimmers' Health Club are just finding out. After a successful launch 6 months ago, the number of regular users has started to drop off. The three directors are getting worried. Located in the centre of Newtown's commercial district, the club should be well placed to pick up business from busy executives, in need of a workout - either during their lunch break or after work. In fact, the club has gone to great lengths to provide the right facilities for this market and a flexible membership scheme. The main competition comes from two other well-established health centres, but their customers have complained that the equipment is often oversubscribed and the exercise areas too full. A new club would be well placed to pick up the overcapacity. However, it is clear that more needs to be done to bring in the customers - or perhaps to look for other customers.

Therefore, a team of three advertising consultants have been invited to advise on the different types of promotional strategies that you could adopt within your budget of £3,000.

AGENDA

1. The problems of Slimmers' Health Club
2. The role of promotion
3. The opportunities provided by promotional tools
4. Action plan for Slimmers' Health Club

Notes to the agenda

1. The problems of Slimmers' Health Club

The directors present the problems facing the club.

2. The role of promotion

The consultants present the role and benefits of promotion.

3. The opportunities provided by promotional tools

Each participant presents his or her favoured approach.

4. Action plan for Slimmers' Health Club

The participants agree on an action plan.

Тема 5. Логистика и контроль качества

ISSUE

Your consultancy firm is going to advise a company that produces plastic on how to motivate their staff. The company has problems with staff motivation. Look at the comments from managers. "Too many people are calling in sick on Monday morning. A lot of workers don't think we listen to them but we do. We increased the pay and still staff are not motivated, etc. "

1. Discuss the possible problems that may arise in a situation like this.
2. Hold the meeting to discuss whether the problems concern hygiene or motivation.
3. A plan to help motivation.
4. Make suggestions that will prevent a situation like that in the future.

Notes to the agenda

3. Discuss the possible problems that may arise in a situation like this.

Brainstorm possible problems in small groups of colleagues before going to a meeting.

1. Hold the meeting to discuss whether the problems concern hygiene or motivation.

Representatives of the groups should share their ideas concerning the most serious issues.

3. A plan to help motivation.

Members of the group discuss whether the plans the company have thought will help motivation.

4. Make suggestions which will prevent a situation like that in the future.

Members of the group work together to play the discussion.

Тема 6. Маркетинг и реклама

ISSUE

Five years ago your company employed a young computer expert, Geoff Peters. He has worked in the customer service department for the last two years. Essentially he supports a number of key customers doing maintenance and trouble-shooting work. Three months ago he suddenly left the company and he is now working for several of your customers, providing service as an independent computer consultant. His employment contract had a competition clause in it forbidding him from working for any customers for a two-year period after leaving. The meeting has been called to discuss this case and also to see whether any lesson can be learned for the future.

AGENDA

1. Geoff Peters: report and discussion.
2. Competition clause
3. Legal action
4. Employment contracts

Notes to the agenda

1. Geoff Peters: report and discussion.

The Personnel Manager will report on the case and then there will be a chance to discuss why Geoff left the company.

2. Competition clause

The Legal Affairs Manager will clarify the exact meaning of the competition clause and the implications.

3. Legal action

The meeting will decide whether to take Geoff Peters to court for breach of contract.

4. Employment contracts

Finally a decision on whether the competition clause needs to be changed.

Критерии оценки в баллах:

- **3,33 – 2,5 балла** выставляется обучающемуся за кейс, если суть и проблема кейс задачи была правильно понята и проанализирована, были получены ответы на все вопросы к кейс задаче, продемонстрировано грамотное употребление ключевой лексики курса, в основном не было допущено ошибок в использованных грамматических структурах; уровень освоения компетенций соответствует продвинутому уровню.
- **2 - 1,5 балла** выставляется обучающемуся за кейс, если суть и проблема кейс задачи была правильно понята и проанализирована, однако были получены ответы не на все вопросы к кейс задаче, продемонстрировано в основном грамотное употребление ключевой лексики курса, были допущены незначительные ошибки в использовании грамматических структур, не препятствовавшие пониманию; уровень освоения компетенций соответствует повышенному уровню.
- **2-1 балла** выставляется обучающемуся за кейс, если не была правильно понята суть и проблема кейс задачи, не выполнен анализ заявленной в кейс задаче проблемной ситуации, были получены ответы не на все вопросы к кейс задаче, продемонстрирован ограниченный лексический запас ключевых единиц и грамматических структур курса, допущен ряд грамматических ошибок; уровень освоения компетенций соответствует базовому уровню.
- **0 баллов** выставляется обучающемуся за кейс, если суть и проблема кейс задачи не были поняты совсем, студент не был в состоянии произвести анализ поставленной в кейс задаче проблемной ситуации, не был получен ответ ни на один вопрос к кейс задаче.

Деловая игра

Семестр 1

Индикаторы достижения: UK-4.1., UK-4.2,

Тема 3. Работа

1. **Topic:** Choosing a new team member.
2. **The concept of the role play:** discuss good and bad points of four candidates for the job and choose the most suitable one.
3. **Roles:**
 - Chris, one of the directors;
 - Jodie, one of the directors;
 - Elayne, a candidate;
 - Daniela, a candidate;
 - Rashid, a candidate;
 - Mitsuo, a candidate.

4. The outcome of the role play: the discussion of pluses and minuses of four candidates with taking the roles of every participant into account and unanimous agreement on the one best candidate for this job.

Семестр 3

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Тема 1. Культура и работа в международных компаниях

1 Topic: Beginning a business relationship

2 The concept of the role play: Making successful small talk

3 Roles:

- a new business partner 1;

- a new business partner 2;

You are at an evening reception of a business conference. You are interested in making some new business contacts. Try to speak to as many people at the reception as possible.

4 The outcome of the role play:

Introduce yourself. Talk about one of the small talk topics you have prepared. Show interest in what other people say.

Семестр 4

Индикаторы достижения: УК-4.1, УК-4.2

Тема 4. Управление организацией

1 Тема: Building relationships at a professional exhibition

2 Концепция игры: Making small talk and exchanging business cards

3 Роли:

-A company representative;

-A visitor at the exhibition;

You are at a professional exhibition. You would like to establish some new business contacts.

Introduce yourself, present your company, ask about your partner's company field of activities.

4 Ожидаемый (е) результат (ы) Introduce yourself. Talk about one of the small talk topics you have prepared. Show interest in what other people say.

Критерии оценки (в баллах):

- 5 баллов выставляется обучающемуся, если суть игры была правильно понята, отмечено эффективное взаимодействие с другими участниками, было продемонстрировано развернутое и аргументированное изложение своей мысли, употребление ключевой лексики курса, в основном не было допущено ошибок в использовании грамматических конструкций; уровень освоения компетенций соответствует продвинутому уровню.

- 4 балла выставляется обучающемуся, если суть игры была правильно понята, отмечено эффективное взаимодействие с другими участниками, но было продемонстрировано не совсем развернутое и аргументированное изложение своей мысли, было отмечено употребление ключевой лексики курса, но допущены незначительные ошибки в использовании грамматических конструкций; уровень освоения компетенций соответствует повышенному уровню.

- 3 балла выставляется обучающемуся, если суть игры была правильно понята, отмечено эффективное взаимодействие с другими участниками, но возникали сложности при демонстрации развернутого и аргументированного изложения своей мысли, был отмечен ограниченный лексический запас ключевых единиц грамматических конструкций; уровень освоения компетенций соответствует базовому уровню.

- 2 балла выставляется обучающемуся, если суть игры была неправильно понята, проявлена сложность в формировании своего высказывания, что помешало эффективному воздействию с

другими участниками, отмечено лимитированное употребление ключевой лексики курса, допущены ошибки в использовании грамматических конструкций.

Задания для творческого рейтинга

Темы индивидуальных и/или групповых проектов

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4

Семестр 1:

Индивидуальные проекты

1. Cosmetic surgery on people under the age of twenty-one should be made illegal.
2. TV advertisements for unhealthy products should be banned.
3. Schools should spend more time teaching the skills people need to get a job.

Групповые проекты

1. Universities should be free for everybody.
2. Distance learning is going to be the most popular way to get a degree.
3. A story of a traveller who made an impact
4. Different locations of the world and what attracts people to them
5. Tips for a successful study trip

Семестр 2:

Индивидуальные проекты

1. A charismatic politic figure.
2. A package holiday abroad.
3. Arranging a job interview.
4. The reach of distance learning
5. Organising an advertising campaign.

Групповые проекты

1. What is design?
2. Design: a unique space between art and science
3. Present a successful business from your country and name the reasons for its wide recognition.
4. Which are old-fashioned trends which you think could return?

Семестр 3:

Индивидуальные проекты:

1. Solving relocation and repatriation problems.
2. Create a joint venture to deal with a disruptive technology
3. Your ideal job or workplace
4. Design a training program
5. Apply Greiner's theory to company situations

Групповые проекты:

1. Find solutions for a matrix problem
2. Change a supply chain
3. Apply Kaizen to everyday work situations.
4. Analyse a strategic marketing mistake
5. Present proposals to deal with CRM problems

Семестр 4:

Индивидуальные проекты:

1. Solve a cash-flow problem
2. Make decisions about investment opportunities
3. Create a SWOT analysis
4. Organise an e-learning platform

Групповые проекты:

1. Which factors might motivate employees work harder?
2. Essential qualities of a successful business
3. Indicators of an individual's level of success
4. A male or a female boss?

Критерии оценки (в баллах):

No	ITEM	MAX. SCORE
1.	Contents and relevance	2
2.	Appropriacy (vocabulary)	1
3.	Grammar	1
4.	Presentation skills:	1
4.1 .	<i>Timing (7-10 minutes)</i>	1
4.2 .	<i>Visuals</i>	1
4.3 .	<i>Contact with the audience</i>	1
4.4 .	<i>Sign posting</i>	1
4.5 .	<i>Body language</i>	1
	TOTAL	10

- 10-8 баллов выставляется обучающемуся, если задание проекта было правильно понято и проанализировано, продемонстрировано развернутое и аргументированное изложение своей мысли и употребление ключевой лексики курса, в основном не было допущено ошибок в использовании грамматических конструкций; уровень освоения компетенций соответствует продвинутому уровню.

- 7-5 балла выставляется обучающемуся, если задание проекта была правильно понято и проанализировано, однако продемонстрировано не полностью развернутое и аргументированное изложение своей мысли и употребление ключевой лексики курса, и допущены незначительные ошибки в использовании грамматических конструкций; уровень освоения компетенций соответствует повышенному уровню.

- 4-2 балла выставляется обучающемуся, если задание проекта не было правильно понято и проанализировано, возникали сложности при демонстрации развернутого и аргументированного изложения своей мысли, был отмечен ограниченный лексический запас

ключевых единиц грамматических конструкций; уровень освоения компетенций соответствует базовому уровню.

- 0 балла выставляется обучающемуся, если задание проекта совсем не было понято и проанализировано, студент не смог ответить на заданные вопросы.

Темы эссе

Индикаторы достижения: УК-4.1, УК-4.2, УК-4.4.

Семестр 1:

Тема1

1. Are men or women better managers?
2. Are men or women better teachers?
3. Do men or women make better politicians?
4. Do men or women make better doctors?
5. Do men or women make better public speakers?

Тема 3

1. Writing a CV
2. Writing a covering letter
3. Writing a report on the interviewed candidate
4. Future of distance working
5. Tips for a good job interview

Тема 4.

1. A person who is fluent in a foreign language can easily teach it.
2. A person who is fluent in a foreign language can easily work as an interpreter.
3. Learning foreign languages is a waste of time and money.
4. You can understand your native culture better by experiencing other cultures.
5. Language is one of the things worth knowing even poorly.

Тема 5.

1. To what extent do you think consumers are influenced by advertisements?
2. Advertising is the fuel of enterprise.
3. Advertising represents the ideals of a nation.
4. Features of a good advert
5. Features of a bad advert

Тема 6.

1. The foundation of state is the education of its youth.
2. Issues of the high percentage of highly-qualified specialists in a society.
3. Facilities that should be provided to all students.
4. Exams or continuous assessment - which form would you prefer?
5. Examination may not correspond to the level of students' knowledge.

Семестр 2:

Тема 8.

1. Dreams don't work unless you do.
2. Factors a future businessperson should take in account before establishing a startup.

3. Your favourite retailers and what makes them loved by customers.
4. Choosing a partner: criteria.
5. The significance of customer service.
6. Educational trips really broaden horizons.

Тема 9.

1. The value of an idea lies in the using of it.
2. Creativity is thinking up new things. Innovation is doing new things.
3. You have to be willing to be misunderstood if you're going to innovate.
4. "If I had asked the public what they wanted, they would have said a faster horse." – Henry Ford. Does the target audience always know precisely what it needs?
5. The secret of change is to focus all of your energy, not on fighting the old, but building on the new.
6. Tourism brings only advantages to the country.
7. Package holiday is the best way of travelling.

Тема 10.

1. How influenced are you by trends?
2. A recent trend you have followed.
3. "Don't follow trends – start trends" – do you agree?
4. Can recognizing trends help a business?
5. Fashion industry exist just to convince people to spend money.
6. Virtual tourism is the best way of travelling.

Тема 11.

1. Do you think it is natural and acceptable for press to sensationalise the news?
2. Should you always be critical about online reviews?
3. Cinema genres that are enjoying the most popularity.
4. Qualities and skills of a foreign correspondent.
5. Future of the entertainment industry
6. Going to dangerous or unexplored places is the only way real travelling.

Тема 12.

1. Once a criminal – always a criminal.
2. Common crimes in your country.
3. Crimes don't pay. Do you agree?
4. Violence on TV and in video games as cause of crime.
5. Explain various causes of crime.

Семестр 3:

Тема 1.

1. Make first contact via email
2. A Covering letter for a job application.
3. External business email in an appropriate style.
4. An email to staff in a department.
5. A letter responding to a complaint

Тема 2.

1. Writing a press release
2. Writing a letter of regret about unsuccessful negotiations
3. Writing minutes of a marketing minutes
4. Writing a letter of congratulations

5. Possible reasons for companies' failure to conquer foreign markets.

Тема 3.

1. Writing a letter of complaint
2. Writing a proposal
3. Writing employee guideline
4. Pros and cons of creating a product through an online community
5. Writing a sales letter

Семестр 4:

Тема 4.

1. Summary based on information in graphs
2. A proposal for a training course.
3. A response to a blog (giving tips)
4. Writing a press-release about a sponsorship agreement
5. Writing a set of guidelines for relationships at workplace

Тема 5.

1. Writing an email suggesting a meeting
2. Writing a set of guidelines on staff relationships
3. Writing a job application
4. Writing an email accepting a job offer
5. Writing an email rejecting a job offer

Тема 6.

1. Writing a report analysing options
2. Writing a risk assessment report
3. Writing a formal letter on forming a joint venture
4. Writing a friendly email
5. Risks awaiting the businesses of the future

Критерии оценки по всем темам (в баллах):

- 10-8 баллов выставляется обучающемуся, если тема эссе раскрыта полностью, идеи представлены в логической последовательности с использованием связующих слов, отмечена грамотная организация эссе, соответствующая его структуре; продемонстрировано использование активной лексики курса, в основном не было допущено ошибок в использовании грамматических конструкций;
- 7-5 баллов выставляется обучающемуся, если тема раскрыта полностью, но с незначительными отступлениями, идеи представлены с использованием связующих слов, но лексически не всегда грамотно подобраны, продемонстрировано использование активной лексики курса, были допущены незначительные ошибки в использовании грамматических конструкций;
- 4-2 балла выставляется обучающемуся, если тема раскрыта частично, с незначительными погрешностями, идеи представлены с использованием недостаточного количества связующих слов, продемонстрирована организация эссе, не полностью соответствующая его структуре с ограниченным использованием лексических единиц, допущены ошибки в использовании грамматических конструкций, которые частично мешают пониманию;
- 0 баллов выставляется обучающемуся, если тема не раскрыта, идеи не связаны друг с другом, отсутствуют связующие слова и использован ограниченный запас лексических единиц с огромным содержанием ошибок в грамматических структурах.

**МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ХАРАКТЕРИЗУЮЩИЕ ЭТАПЫ
ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ ВО ВРЕМЯ ПРОВЕДЕНИЯ
ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

1 СЕМЕСТР

Структура зачетного задания

<i>Наименование оценочного средства</i>	<i>Максимальное количество баллов</i>
Вопрос 1.	20
Вопрос 2.	20

Задания, включаемые в зачетное задание:

Типовой перечень вопросов к зачету:

1. What are advantages and disadvantages of having a strong personality?
2. What is personality clash? Have you ever had a personality clash with someone? What happened?
3. What tells you more about someone's personality: appearance, voice, attitude or something else?
4. Is charisma the most important quality to achieve success in your career? Why/Why not? What other qualities are important?
5. What is friendship for you? Which personal qualities do you appreciate in your friends? Which qualities wouldn't you tolerate?
6. What are the most interesting places you have visited? Describe one of them.
7. What travel tips would you give to a visitor to Russia?
8. What is the difference between a tourist and a traveler?
9. How does television influence attitudes to travel?
10. How could travel develop in the future?
11. What factors will you take into consideration when choosing a job?
12. What are advantages and disadvantages of homeworking from the employer's/employees point of view?
13. Have you ever had an interview?
If you have, what was it for? What difficult questions have you been asked? How did you feel? What was the result?
If you have not, how will you prepare for your first interview? Which tips will you try to follow? What killer questions may be the most difficult for you? How will you react?
14. What should you remember writing a covering letter and CV?
15. Describe a process of choosing the right candidate for a vacant position.
16. Why has English become an international language? What are advantages/disadvantages of the fact?
17. What are reasons for languages disappearing? What can be done to prevent a language from disappearing?
18. Should governments spend more money on promoting languages used by a minority of the population? Why? /Why not?
19. Why do some companies organize English language training for their staff? What kinds of programs can be offered? How can such programs affect the company's performance?
20. Would you like to participate in one of English language training programs? If you would, which one would you choose? Why? How can it affect your career? If you wouldn't, say why. What will the consequences of your refusal be for your future career?
21. What personality types do you know? Describe each of them.

22. What are the problems with advertising for children and how are they solved in different countries?
23. What are the main requirements for advertisements?
24. What should be done to avoid mistakes online?
25. What documents are required when applying for a job? What is the purpose of each of them?

Типовые тексты

READING 1.

OPTIMISTS AND PESSIMISTS

The study of personality has changed in recent times and more focus is now placed on the different ways that people understand their environments. One example of this type of approach is the study of optimism and pessimism. So what is the definition of optimism and pessimism? Optimists tend to see all the events in their lives in a positive light. Everything seems positive to optimists. Even negative events may still be viewed as having the potential to be positive. Pessimists on the other hand generally focus on the negative potential of everything. For example, pessimists who receive a poor grade in an exam will probably see this as a problem with their ability. In other words, they will see a poor grade as their own fault. Alternatively, pessimists may blame an external reason that is not within their control, e.g. a poor exam question or a strict examiner. The result is that pessimists will have lower expectations for the future and this can even lead to depression. In contrast, optimists will most likely view a poor exam result as useful feedback. They will take it as a warning that they need to change their study habits or exam preparation techniques. Optimists often then make the decision to change that aspect of their study patterns and would fully expect to do better in the next exam. In general, and not surprisingly, optimists do better in life. Taking students as an example, optimists generally believe that factors such as making an effort and improving study habits will lead to better results. Of course such beliefs lead to greater achievement. In one academic study, low-achieving students did much better when researchers helped them to overcome their negative feelings. However, optimists should be careful. Overoptimistic people can sometimes ignore potential problems. Indeed, a person who is always positive in every situation, including times of crisis, is unlikely to be considered normal. Read the article and summarize its main points in 4-6 sentences.

READING 2.

REFLECTIONS ON MODERN LIFE: TRAVEL BLOGS

For people in the UK, taking a gap year to travel around the world is no longer a rare and unusual thing to do. Many students take a year out to go travelling after leaving school and before starting university. Increasingly, older people are also choosing to take a year away from their work or careers in order to spend time travelling to discover new cultures, become more independent and broaden their horizons. One major difference between modern-day travellers and those in the past is the rise of technology and the increasing use of online websites or 'travel blogs' to chart a traveller's progress around the world. Blogs (a short form of 'web logs') are online diaries that open up the travelling experience to the world. Using both text and pictures, travellers can communicate their adventures to anyone with access to the web simply by stopping off once in a while in an internet café. Such adventurers are no longer solitary people who disappear from society for a year to appear 12 months later as changed and wiser people. They no longer carry a diary to fill with notes and sketches. They are permanently connected to the world. Those who believe that blogging is an essential part of modern life claim that there are a number of advantages to using travel blogs. One suggested advantage is that you only need to write once for all your family and friends to be informed of where you are and what you are doing. It is also free. There is a whole range of sites available for you that do not require any payment and give you a generous amount of storage space for uploading photos. Finally, it is supposed to be a secure way to store your information. Once uploaded, your photos are safe. Once saved, the text you have written should be there for good. So, there is no need to carry a heavy diary with you and the risk of dropping

your valuable information on a bus you will never see again is significantly reduced. However, there is a growing feeling that the advent of such online recording of travelling is actually detracting from the overall experience. There is a strong argument that travelling is essentially a solitary experience. The whole point of a gap year is to distance yourself from your normal life. The aim is to discover new and fascinating things not only about the world but also about yourself. Furthermore, although your friends and relatives can access the information free, it can become an onerous task for them to follow an almost daily, generic diary and access hundreds of photos while being simultaneously bombarded with Internet advertising. Finally, although generally secure, using an online storage system is not free from risk. If the website you use ceases to exist or is taken over by another company, you could potentially lose a significant amount of time and effort. So, are online travel blogs killing the benefits of travelling? Are they destroying the mystery and the pleasure of escaping for a year to play out the fantasy of adventure? Is it not more exciting to return home full of stories to tell around a fire on a cold, frosty night?

Read the article and summarize its main points in 4-6 sentences.

READING 3.

A LETTER FROM GRANNY

Dear Will,

It must be strange for you to receive a letter on paper with that Internet mail business that everyone seems to be using these days. Your mother asked me to write to you because she said you've been getting some careers advice at school about what to do when you reach school-leaver age next year. I find it hard to imagine that you are still thinking about being a professional footballer at your age. You're such a lovely lad and these days footballers seem to be nothing more than a bunch of irresponsible young men with more money than sense. When your grandad and I were young, footballers were such good, honest people who did useful, fulltime jobs and then played for fun. Some of them used to do an early morning shift in the mine before turning up to play in the afternoon!

I know it looks glamorous but don't you think being a footballer would be quite boring and repetitive? Every day, getting up to play football in the morning and exercise in the gymnasium? Then you would have to play at evenings and weekends. I can't see it will be good for your personal development. On top of that, I doubt your colleagues would be friendly and you'd have to spend so much time travelling to games all over the country. And all that foreign travel? Very stressful. Also, earning that much money, you will never find yourself a nice girl to settle down with. You'll be followed by people who just want you for your wallet. Both your grandad and your dad have good jobs. I'm sure you would be well suited to either. Your grandad's lorry driving is rewarding and flexible. Every time he sets off, he's doing some good for our society – don't forget most of that food on your table has arrived by road. He gets regular bonuses, flexible hours and lots of opportunities for foreign travel but only if he wants it. He's been all over Europe – in fact, he's in France at the moment! And then there's your dad. He has made a good career of being an accountant. That's a challenging and satisfying type of job. He has a pleasant working environment, a good pension and excellent opportunities for promotion. On top of that he gets a company car! What a perk! I know sometimes he does jobs where he doesn't get home until late at night but you can live with that when you're working for a prestigious company. Anyway, whatever you decide to do, love, I'm sure you'll make us proud. But be careful.

Love, Granny xxx

READING 4.

LANGUAGE LEARNING: THINGS YOU HAVE TO KNOW

Grammar: prescriptive or descriptive? When you are learning a language, there is one very important issue on which you should have an opinion. Do you think that grammar is prescriptive or descriptive? Your answer to this question will strongly influence the way that you learn a language. Many language learners report that they have 'problems with grammar'. However, understanding the difference between these two attitudes can help motivate learners to be more successful with language learning.

Traditionally, the prescriptive view of language has been more common. Someone who has a prescriptive view of grammar will believe that grammar books provide you with the rules of the language and those are there to be obeyed. Language learners with a prescriptive view of grammar are likely to think that learning and studying grammar is very important. They may believe that language ability is fundamentally linked to knowledge of grammar, i.e. the more grammar someone knows and understands, the better that person is at the language. Such learners may worry about language that cannot be explained by rules. The term ‘prescriptive’ comes from the verb ‘prescribe’. In other words, grammar rules prescribe or dictate the way a language should be used. In contrast, someone with a descriptive view of grammar will believe that grammar books are simply trying to describe the way that the language is used in real life. For these people, grammar books are just descriptions of real language use. As such, they can be used as a guide. However, you should also observe how the language is actually used. Language learners who agree with the descriptive approach to grammar may be less worried about learning rules and grammar. They will understand that there are lots of exceptions to grammar rules because the rules are simply attempting to simplify and describe how the language is used. Such learners may spend time observing actual language usage by native speakers and thinking about it. The term ‘descriptive’ comes from the verb ‘describe’. In other words, grammar books do their best to describe how a language is used. As such, they are imperfect records of real language use. So, what’s your view of grammar? Is it prescriptive, descriptive or somewhere in between? Does it affect the way you learn languages? Write to us with your opinion and we will print the best two letters in our next issue.

2 СЕМЕСТР

Типовая структура задания к зачёту с оценкой

<i>Наименование оценочного средства</i>	<i>Максимальное количество баллов</i>
Вопрос 1.	20
Вопрос 2.	20

Задания, включаемые в зачетное задание:

Типовой перечень вопросов к зачету с оценкой:

1. What advertising methods do you know? What are the most common ways of advertising nowadays?
2. What is a USP? Why is it important for a new product to have a USP?
3. How would you choose the media to advertise a new product? Give an example.
4. What products are most commonly featured in adverts for children? How are they advertised?
5. What are the problems with advertising for children and how are they solved in different countries?
6. What advice can be given to people who are going to set up a business?
7. What business would you set up in your native town? Give reasons.
8. What dilemmas might people face in business? Describe one of them in detail.
9. Does a difficult childhood help a person to become a successful businessman/businesswoman? Justify your answer.
10. Give a brief description of one of the most successful business person. What is the secret of his/her success?
11. What are current issues in education? Discuss one of them.
12. Are single-sex schools better than mixed schools? Justify your answer.
13. Should schools spend more time teaching the skills people need to get a job? Why/Why not?

14. Describe Montessori teaching method? What is your opinion about this style of teaching?
15. Compare different systems of education with the system of education in Russia.
16. What are the reasons for going to university? How have you made your choice?
17. What are current trends in your country? How are they developing? Describe one of them.
18. What factors affect people's choice of clothes and hairstyle? What do you know about trends in fashion?
19. What is the trend concerning life expectancy? What is happening to families in Europe?
20. Choose one of modern trends and describe it.
21. Would you like to try to be a jury sometime? Why/why not?
22. What are the main reasons why people commit crimes?
23. Once a criminal, always a criminal. Do you agree? Why/why not?
24. What qualities does a journalist need to be a foreign correspondent?
25. Which books, songs and films do you think are masterpieces? – Choose one to talk about

Типовые тексты

READING 1.

UK HIGHER EDUCATION: INTERNATIONAL STUDENTS AND E-LEARNING

Politicians in the UK want e-learning to be part of the higher education (HE) system. The political vision for a 21st century HE system in the UK is one that involves personalisation, choice and independence. Furthermore, the EU also believes it is important to have educational innovation including language learning and support. In the UK, the Higher Education Funding Council for England (HEFCE) produced an e-learning strategy in 2005. This strategy outlined the need to help higher education to use new technology effectively. HEFCE's aim is for technology to become a normal part of the activities of HE institutions.

The British Council's 'Vision 2020' document predicted that the global demand for international education will increase from 2.1 million (in 2005) to 5.8 million by 2020. This figure includes all types of students going abroad to study in any country. Over the same period, the demand in the HE sector worldwide is likely to triple to 850,000 students. This increase is partly being caused by cheaper transport, new technologies and improved communications.

Thus the international student market is growing worldwide. However, competition is also growing in both the world higher education market and within the UK.

The fight for student market share has even led many countries such as France and Germany to develop postgraduate programmes taught in English. This is due to the fact that English is the language that the majority of international students will have learned in their home education environment. This has resulted in the USA and the UK losing some of the world market share between 2000 and 2004. Therefore, UK HE institutions now have to become more competitive in the global market. They can no longer rely on the market share that they currently have. In addition, individual HE institutions will have to become more competitive in order to keep their share of the UK international student market. There is possibly one solution that can provide an answer to two of these issues. Universities in the UK should develop English language e-learning for international students. By doing this, universities will make themselves more attractive to international students. Therefore, this will make them more competitive. Furthermore, it will also satisfy the political drive to introduce educational innovation. Such e-learning can support international students and give them personalisation, choice and independence.

READING 2.

TRENDS IN SCHOOL DINNERS

What happens at midday in English schools? At the moment, schools in England have free school dinners for children from low-income families. Other pupils pay to have school dinners and some bring sandwiches. However, secondary school* meals services in England are now experiencing a crisis. In fact, experts have warned that the provision of school dinners in England will die out unless something

is done about it immediately. School dinners were introduced in schools in England at the end of the 19th century. The idea was to help children from low-income families who were often poorly fed at home, but the meals were available to all children. By 1920 around 1 million children were having school dinners at a huge cost to the government. In 1944 every secondary school had to provide school meals. In the 1970s the number of children having school dinners started to fall. This continued in the 1980s, when local education authorities were given the choice to stop offering free school dinners. At this time, free school meals became part of the government benefit system which supported poor families, so fewer children were receiving free dinners and more were paying for them. In the 1990s, school dinner systems were privatised and this led to a decline in the quality of the food provided. By the mid 1990s, less than half the children in English schools were having school dinners. It was not until 2001 that the government started to focus on the quality of food in schools and set minimum standards for nutrition. By 2006 all school dinners had to meet certain standards. So after this positive move, why the crisis? Research, which is due to be published tomorrow, will show that the number of students having school dinners has fallen dramatically. Now only 35% of children in secondary schools are having school dinners. This represents a drop of 17% in the last three years and is at the lowest level since 1944. Some people blame this on two factors. Firstly, a lot of negative publicity has been generated by campaigns in recent years, which have focused on the poor quality of food in schools. Secondly, the introduction of minimum standards for food in 2006 reduced the provision of certain types of popular food such as chips. On a more positive note, catering in primary schools** is maintaining a steady uptake of around 40%. This shows no signs of declining further. In addition, the government is committed to spending J220m on school meals over the next four years. * aged 11 to 16 ** aged 5 to 11 group.

READING 3.

MUST-SEE CLASSIC FILMS: 'A BOUT DE SOUFFLÉ'.

Directed by Jean-Luc Godard and released in 1959, the French classic 'A bout de souffle' (translated as 'Breathless') is a film that any film lover has to see. Many agree that it represents the film that started the French New Wave cinema. The film follows a small-time thief, Michel, as he travels to Paris looking for someone who owes him money. Throughout the film he is being hunted by the police after killing a police motorcyclist. While in Paris, Michel tries to persuade a young American woman, Patricia, to run away with him to Italy. The plot is simple and focuses mainly on the characters and the relationships between them. The action is almost unimportant. Michel is a classic anti-hero. In other words, although he is the main character whom we understand and relate to, he is also a criminal. The film does not fit easily into any of the typical genres of film at the time. Is it a crime film? Is it a romantic comedy? We don't know. To truly understand the effect of this groundbreaking film, it helps to understand the cinematic culture that existed then. American and European films at the time typically followed certain rules and conventions that had developed in the Hollywood film studios. One simple example of this is that cameras were still and rarely moved except in a slow, smooth way. 'A bout de souffle', however, didn't follow the rules. Part of the success of the film is due to a new system that Godard introduced. This allowed the camera person to walk and film at the same time. Therefore the camera could move with the characters. As a result, the film was mainly shot on the streets of Paris rather than on a film set and there is a lot of irregular camera movement. In addition, the final edit of the film contains a lot of 'jump cuts'. This is where the film seems to 'jump', i.e. it appears to be interrupted or illogical. This was partly the result of Godard cutting out sections of the film in order to make the film shorter. These 'jump cuts' came to be an important feature of the film that demonstrated its groundbreaking approach. The result is a breathtaking film that perfectly captures the feelings of the characters and the atmosphere of Paris in the late 1950s. The jazz music that was composed specifically for the film also plays an important part in creating the overall feel of the film. Everyone who has seen it has wanted to visit Paris. If you want to see one of the films that opened the doors to European film makers, this is a good place to start.

READING 4.

MELCHESTER COUNCIL NEW SAFETY STRATEGY: THREE-YEAR PLAN

The Melchester Community Safety Group and the local council have joined together to form a new partnership – Safe Melchester. The aim of this new organisation is to bring different groups together to work effectively and make our communities safer. Recent research into crime in the last three years has demonstrated that Melchester is a safe city. The crime statistics are consistently below the national average. We have also consulted with local people, community groups and organisations. Such consultations also demonstrated that, generally, our local residents feel that we live in a safe area. Therefore this new strategy is building on the successes of the past. Safe Melchester has established six targets and listed the actions required to achieve these targets. This will contribute to the main Melchester City Council plan to improve the city over the next 20 years. These targets and actions will be monitored constantly to ensure that they are achieved. The six targets are:

- 1 To reduce crime relating to theft by 15%
- 2 To tackle alcohol-related problems
- 3 To tackle anti-social behaviour
- 4 To ensure that young people are treated well and respected
- 5 To make the city centre clean and safe
- 6 To make the local transport systems safe and easy to use.

This strategy will make a huge difference as it brings together a number of different groups. Local businesses, community groups and government agencies such as the police and social services will all be working together. While we will continue to build on successful initiatives which were started in the past, we will also be creating some new ways of working. One example of this is that we are developing ways of working with people in the communities to improve their own neighbourhoods. By involving people in local government decisions which affect them, we can give people more responsibility for their own local areas. Another new initiative is to establish a telephone support line for drug- and alcohol-related problems. This service will allow anyone to call for advice at any time of the day or night. The service will be linked to police community officers who will be able to respond rapidly to problems. These are two examples of work we are doing in order to achieve our six targets over the next three years. We all have a part to play in making this strategy successful. All the groups involved in Safe Melchester as well as every single resident of the city can work together to create stronger communities. This will result in better lives for everyone.

3 СЕМЕСТР

Структура зачетного задания

<i>Наименование оценочного средства</i>	<i>Максимальное количество баллов</i>
Вопрос 1.	20
Вопрос 2.	20

Задания, включаемые в зачетное задания:

Типовой перечень вопросов к зачёту (3 семестр)

1. What is branding?
2. Give examples of building luxury brands.
3. Is branding sometimes criticised?
4. Why do traditional airlines have very high fixed costs?
5. What forms of cooperation between airlines are there?
6. What may annoy people about flying?
7. What changes have taken place in organizations recently? Why?

8. What problems may arise when two companies merge or one acquires the other? Use the companies Decker Group and Asia Entertainment as examples.
9. Speak about flexibility and its forms.
10. Why is Google a friendly place to work?
11. What methods of advertising do you know?
12. How should you plan an advertising campaign?
13. Give an example of a live advertisement.
14. Which types of financial institutions do you know?
15. Describe different kinds of securities and different kinds of markets.
16. Speak about the internal professional communication of a company.
17. Speak about the external professional communication of a company.
18. Speak about different methods a company may use to increase its global presence.
19. Speak about the stages of the internationalisation process of a company
20. Speak about business-to-business relationships.
21. Speak about relationship networks of a company from the perspective of the stakeholder theory.
22. What factors make someone a good communicator?
23. What communication problems may a company experience? Give a few examples and suggest possible solutions.
24. Give a few examples of famous international brands and describe their brand image.
25. Present different ways for companies to build strong business relationships.

Типовые аналитические статьи

Article 1

Time for communication to move towards centre stage

The last few years have seen the biggest collapse in confidence in business in almost a century – to the point where probably the least trusted spokespeople on the planet today are corporate executives. When intense mistrust prevails, whatever a company does says something about it, everything communicates, and communication affects everything.

This is changing the definition of communication. Communication today is more of a two-way dialogue and this has been aided by the rise of social media like Facebook and Twitter and the explosion of information-sharing online. Today's best-in-class companies, such as Dell in the US and Philips in Europe, do not just engage in dialogue. They use the latest technology as a source of ideas, opinions and competitive intelligence, for product development, employee engagement and media monitoring. In addition to rethinking the definition of communication, the best companies are rethinking its structure. There is a greater need for integration, collaboration and partnership among corporate leadership, human capital, finance, sales and legal teams.

Another change in communication by leading companies is the rethinking of key themes. This was the main finding of research by the Tuck School of Business at Dartmouth, conducted with Doremus, a business-to-business communication agency. It found that the best-in-class companies have been guided by six themes:

- a. Focus on value and values. Stakeholders demand value for money when buying goods and services, but they also expect to see a strong set of corporate values in the companies with which they do business. Walmart, Hyundai and BMW have used this theme in their advertising and communications.
- b. Evolve a sense of responsibility. Corporate responsibility today is not just about philanthropy or being green. It is about companies being responsible across all business practices. Consumers, employees and investors are ready to punish companies that ignore evolving social values. JPMorgan Chase has done a fabulous job reflecting its corporate responsibility initiatives on its website and in advertising.

- c. Strategy must drive communication. As Jon Iwata, IBM's senior vice-president for marketing and communications, puts it: "Lincoln said, 'Character is the tree, reputation is the shadow'. I am afraid too many people in PR, marketing and advertising spend more time manipulating the shadow than tending to the tree".
 - d. Shifting from the problem to the solution. Stakeholders are most receptive to realistic and optimistic plans, and are often ready to pay less attention to problems of the past year.
 - e. Not communicating is a communication in itself. You either tell your story or have it told for you.
 - f. Re-evaluate positioning. The crisis has led to disruption in how companies are thought of by constituencies, which provides a tremendous opportunity to reposition, rebrand and redevelop.
- (Paul Argenti, The Financial Times).

Article 2

Do you want to be friends with a brand?

Tim Bradshaw

When first faced with the prospect of marketing on social networks, many people ask a reasonable question: how many people want to be friends with a brand? The answer –surprisingly, perhaps- is: millions do, on a daily basis. More than 10 m people each day become a “fan” of a brand on Facebook.

The world's largest social network – with well in excess of 400m members globally – plays host to more than 1,4m branded fan pages on Facebook, BrandZ Top 100 brands such as Coca-Cola and Starbucks, along with other smaller brands such as Adidas that have each “befriended” millions of people.

Social media have matured rapidly in recent years. Sites such as YouTube, Facebook and Twitter offer scale and reach to rival Google –still the most dominant single site for online advertising- and many television channels. The best advertisers use social media alongside these traditional channels for a combination of brand-building, direct sales, customer service and PR. The worst simply ignore them, until they realize the complaints and accusations that unhappy customers are telling other would-be consumers.

“Social media have given consumers a voice to respond, as well as hundreds of channels through which to do so”, says Debbie Klein, joint chief executive of Engine, a UK-based agency group. “These websites have fundamentally transformed marketing from a monologue to a dialogue. Brands cannot hide”.

Eurostar, for instance, recently faced criticism for ignoring Twitter messages – which, unlike most Facebook posts, are usually made public for anyone to read – from angry customers trapped on trains between Paris and London. Eurostar had failed to grab its brand name on Twitter, and its main presence on the site – named “little_break” to tie into a wider marketing campaign – was still showing special offers rather than information on the disrupted service for some hours after the problems began.

In the fast-paced, “real-time” environment of Twitter, just a few hours is long enough for such criticism to spread widely, be chewed over by its users and, if it reaches a certain volume, be picked up and amplified further by the mainstream media. Kevin Smith, a film director, caused a similar Twitter storm when he complained to more than 1m followers that Southwest airlines threw him off a flight for being overweight. Southwest later made two public apologies on its blog.

Article 3

TO TWEET OR NOT TO TWEET IS A BUSINESS QUESTION

Jonathan Moules

Is there a commercial use for social networking sites such as Twitter and Facebook? This is an important question for many company owners, who have found themselves devoting precious

resources to keeping online followers updated through Twitter tweets, while wondering if there is a bottom-line benefit to their businesses.

David Carruthers, user experience manager at Glasses Direct, the online spectacles retailer, claims that using Twitter is one of the most enjoyable elements of his working day as it puts him in direct contact with customers. “I use it as an engaging way of talking to customers”, he says. “We are extremely proud of our customer service here, and this is another way of making sure customers are happy.”

Twitter is an excellent way to provide immediate feedback to customers, according to Carruthers. He cites a recent example where he came across someone using Twitter to complain about not being able to get his glasses fixed before an important business trip. He had not protested to Glasses Direct but had used the phrase “glassdirect” in his tweet, which Carruthers tracked down through a search. “I found that tweet, saw he was a director of photography, so probably needed some specs, and tried to figure out what we could do”, Carruthers says. Within a couple of hours, Glasses Direct had made a basic pair of replacement frames and had them in the Twitterer’s hands the following day.

But while such heroic tales of customer service can only help with Glasses Direct’s profile online, Carruthers admits that Twitter is not a financially important area for the business. Alan Stevens, who advises company owners on social media use through his business, Media Coach, says: “I have a lot of examples of people who are using Twitter incredibly well and thousands more that are using it badly”.

Even the founders of Twitter are famous for failing to come up with a way to monetize their ingenious and addictive network. However, many companies use the technology to solve business challenges, such as finding personnel, improving staff productivity and finding new customers. Vena Ramphal claims she would never have created her business venture, Devining Femininity, without Twitter - because it was through chatting on the network that she hooked up with her co-founders. Her success is all the more surprising since, as a relationship coach, she had avoided social networking sites, believing that they were inferior to face-to-face communication. “I have been very pleasantly surprised,” she says. Her new business will run weekend workshops for women to explore different aspects of femininity. The founders marked the launch with a tweet, and were surprised to have more than 300 people view their posting in the first few hours.

4 СЕМЕСТР

Структура экзаменационного билета

<i>Наименование оценочного средства</i>	<i>Максимальное количество баллов</i>
Вопрос 1.	20
Вопрос 2.	20

Задания, включаемые в экзаменационный билет

Типовой перечень вопросов к экзамену:

1. Do you know any facts from the history of brands? How did they appear?
2. What is the most distinctive skill of professional marketers, according to Philip Kotler? Do you agree?
3. How do airline companies stimulate regular business travelers to stay their loyal customers?
4. What was your worst/best experience when travelling by air?
5. How do you understand the term *company culture*? What issues should be included into it?
6. What situations (involving different kinds of changes do you find the most difficult to deal with? Why?

7. Speak about flexibility and its forms.
8. What factors may show a person's status in an organization?
9. Promoting alcohol on TV is not acceptable. Do you agree?
10. If you were asked to train business people to give presentations, what tips would you mention first of all?
11. What is the trade-off between risk and return?
12. Give examples of banking services.
13. In what ways should cultural stereotypes be handled?
14. Explain the meaning of the term *cultural awareness*.
15. Do you think cultures are becoming more alike? Is it good or bad?
16. What factors are the most important while choosing a job?
17. What can HRD be involved in?
18. How is the role of women in business changing currently?
19. What is free trade? How do countries benefit from free trade?
20. Do you think globalization has an impact on international trade? If so, how?
21. What is the major concern in international trade and how to deal with it?
22. What are the main objectives of any business?
23. How do companies deal with different ethical issues?
24. Which act of wrongdoing do you think is the most (least) serious?
25. What makes a great (bad) leader?
26. In what ways can successful leaders win the respect of subordinates and exercise authority over them?
27. What is the difference between a manager and a leader?
28. What strategies do companies use to gain a competitive advantage?
29. What are the biggest competitive threats to companies?
30. What is the character of competition in Russia?

Типовые аналитические статьи

Case 1.

The macroeconomic discussions that Apple's success prompts tend to be very curious things. Here we have a company that's been phenomenally successful, making products people love and directly creating nearly 50,000 American jobs in doing so, criticized for not locating its manufacturing operations in America, even as Americans complain to Apple about the working conditions of those doing the manufacture abroad: life in dormitories, 12-hour shifts 6 days a week, and low pay. It isn't enough for Apple to have changed the world with its innovative consumer electronics. It must also rebuild American manufacturing, and not just any manufacturing: the manufacturing of decades ago when reasonable hours and high wages were the norm. The utility of Apple, however, is that it does provide a framework within which we can discuss the significant changes that have occurred across the global economy in recent decades. Contributing to that effort is a very nice and much talked about piece from the New York Times, which asks simply why it is that Apple's manufacturing is located in Asia.

It's not necessary to talk about this as an entirely organic process. Unquestionably, Asian governments aggressively pursued manufacturing and subsidised it heavily, both directly and through advantageous exchange rates. As the story points out, Asia has capitalised on other advantages, as well. Cheap labour

is one. More flexible land-use, labour, and environmental rules are another; China can erect a massive operation in no time at all, staffed with compliant labour and with little concern about the impact of the factory on watersheds, air quality, and traffic. Skill supply seems to matter as well. China is churning out engineers with basic technical competence (but less, it appears, than a bachelor's degree) by the hundreds of thousands. It would be incorrect to point to any one of these characteristics as the driving force behind the global shift. Rather, these are self-reinforcing factors within a global economy that has multiple stable equilibria. After some level of Asian development and integration, it became more attractive for manufacturers to locate there as more manufacturers located there. What does this mean for the American economy? The Times piece quotes Steve Jobs as telling President Obama that those jobs aren't coming back, and they probably aren't. Attracting firms back to America wouldn't simply be a matter of helping reduce production costs in America. You'd have to replicate the convenience of the entire supply chain, which would likely be an enormously costly enterprise. Given the quality of the jobs characteristic of these production chains, one should ask whether it might not be a better idea to invest that money elsewhere. Apple, it's worth pointing out, continues to capture most of the value added in its products. The most valuable aspects of an iPhone, for instance, are its initial design and engineering, which are done in America. Now, one problem with this dynamic is that as one scales up production of Apple products, there are vastly different employment needs across the supply chain. So, it doesn't take lots more designers and programmers to sell 50m iPhones than it does to sell 10m. You have roughly the same number of brains involved, and much more profit per brain. On the manufacturing side, by contrast, employment soars as scale grows. So as the iPhone becomes more popular, you get huge returns to the ideas produced in Cupertino, and small returns but hundreds of thousands of jobs in China.

Case 2.

How Red Bull's Content Strategy Got Its Wings

When you think of brand journalism, a number of things come to mind: blogs, social media channels, off-site branded content. But one thing that usually doesn't come to mind is the idea that a brand could own an entire media network.

Red Bull, the popular energy drink, supports its content strategy with just that foundation, though, owning its very own Red Bull Media House.

Although Red Bull was founded in 1987 by Austrian entrepreneur Dietrich Mateschitz, the Red Bull Media House was launched in 2007 and produces just about every type of digital and

traditional content you could image. It operates a TV station; prints one of the biggest magazines in the world; produces documentaries, movies and music; and runs a very thorough digital strategy, the focus of our interest here. So, here's how it's done.

Red Bull's content creation process centers around sports and cultural events and projects, and its strategy has been in the making for nearly 25 years.

The Red Bull team has created a multimedia experience from the start, incorporating film, photography and stories built for broadcast, print and digital media partners.

It wasn't until 2007, though, when the brand formalized the content production process by launching Red Bull Media House. Headquartered in Salzburg, Austria with a North American base extended to Santa Monica, Calif. in January 2011, the media house controls the production, collection and distribution processes for all Red Bull content. Today, Red Bull Media House employs more than 400 people around the world.

When it comes to digital media, Red Bull Media House runs more than 900 domains in 36 languages under the umbrella of RedBull.com.

RedBull.com covers all of its digital bases, with an offering of web TV, web radio, online games, newsfeeds and digital databases.

And if you're curious about where all of Red Bull's iPhone and iPad apps come from, you guessed it, the Media House is in charge of building and launching Red Bull's mobile apps. Stop by the App Store some time to check out the Red Bull TV iPhone app or the Red Bulletin and Red Bull Illume HD apps for iPad — with them, you'll have a pretty in-depth look at some of the most visual content created by Red Bull's very own media empire. For a look at one of its mobile app games, check out Red Bull X-Fighters.

As it has carved a niche in the sports arena, Red Bull is associated with competitiveness and games — thus, it has launched a number of games accessible via Facebook or RedBull.com, where the games are hosted. One of the more visually-pleasing and simply adorable offerings in the line-up is the Soapbox Racer game.

The Media House also takes care of Red Bull's social media strategy, including the brand's presences on Twitter, Foursquare, Instagram, YouTube and its plethora of Facebook Pages.

YouTube is perhaps Red Bull's biggest social strong suit. It joined as one of YouTube's inaugural action sports content producers. And to date, nearly 300 million YouTube views have been generated from Red Bull content, making Red Bull Media House one of the top five sports content producers on YouTube globally.

This month, Red Bull upped the ante by launching 13 new episodic series to its YouTube channel. These shows will chronicle the day-to-day lives and competitions of some of the world's most popular athletes

from a variety of sports, including skateboarder Ryan Sheckler, motocross star Travis Pastrana, surfer Jamie O'Brien and trials cyclist Danny MacAskill.

Across the rest of the social verse, Red Bull stays active, interacting with tweeters, checking in to sports events and of course, disseminating content.

CASE 3.

- Psst! Have you heard?

The next time someone in a pub insists on telling you about an exciting new band or drink, be very suspicious. They may have been paid to talk it up as companies adopt 'stealth' and 'buzz' marketing.

Several years ago, a Premiership football club was trying to sign up fans to its text bulletin service. For 25p a message (working out at around £100 a year), fans would get a text whenever something interesting happened at the club - team selections, injury updates, half-time scores, that sort of thing.

Despite promoting the service in club literature, on its website, and with armies of attractive girls handing out leaflets on match days, the club could not get the rate of new subscriptions to rise above a disappointing 20 a week. So it hired a small marketing agency called Sneeze.

'We got a group of 14 or 16 actors, who were not all football fans, but pretended to be fans', explains Graham Goodkind, Sneeze's founder and chairman. And 'they went round bars and clubs around the ground, in groups of two, saying: -that one of their mates had been sacked from work because he kept on getting these text messages and talking to everyone about it, and his boss had had enough and given him the boot. So they were going round with this petition trying to get his job back – kind of a vaguely plausible story.

'And then the actors would pull out of their pocket some crumpled-up leaflet, which was for the text subscription service. They'd have a mobile phone in their pocket, and they'd show them how it worked. "What's the harm in that?" they'd say. And they could have these conversations with lots of people - that was the beauty of it. Two people could spend maybe 20 minutes or half an hour in each pub, working the whole pub. We did it at two home games and reckon we got about 4000 people on the petition in total. '

The petition went in the bin, of course, but subscriptions to the club's texting service soared. 'The week after we had done the activity it went up to 120 sign-ups,' says Goodkind, who is also boss of the Frank PR agency. 'Then you saw that after that it was 125, and the next week was 75, and the next week was 60. That was the talkability, because obviously if you get that service you tell your mates about it. We saw a massive effectiveness. '

Many people might not consider it ethical to promote things to people in this way (although I have checked and it does not seem to constitute fraud). Does Good kind?' "Ethical" is a funny word', he says 'That one, I would say, is quite clever and quite sneaky, but no more sneaky than lots of other forms of marketing that go on every day.' Certainly, there were no complaints. But when you consider that none of the fans ever discovered that there had been anything to complain about, this is not surprising. Welcome to stealth marketing, one of the new frontiers in twenty-first century selling.

Case 4

Harley-Davidson brought low by tariffs and demographics

A tour of the modernist building of the Harley-Davidson museum in Milwaukee helps to explain why the midwestern maker of motorcycles has iconic status, but also why it is struggling. Nearly all the visitors are white, middle-aged men, some clad in leather and heavily tattooed, others dressed conservatively. Harley is the quintessential baby-boomer brand but its customers are slowing down. The firm has been losing sales at home for eight consecutive quarters with the latest being no exception. Sales in America plunged by a tenth in the three months ending at the end of December compared with the same period a year earlier, it said this week. The total cost of tariffs (those imposed specifically on its bikes by the European Union and China, and also those levied by America on imports of steel and aluminium, its main materials), together with restructuring costs, wiped out its profits.

The 116-year-old business has been through tough times before. It almost went under in 1981 when America was in recession and Japanese makers of motorcycles dumped unsold inventory onto the American market at extremely low prices. Then a group of employees bought the company, persuaded the government to impose tariffs on Japanese bikes, improved the quality of its wares and returned to the heavy retro look of the 1940s. That did the trick for baby boomers who flocked in droves to the expensive toys cleverly marketed as a symbol of freedom, individualism and adventure on America's scenic roads. Now tariffs are the enemy: the company expects their cost to rise to \$120m this year. Matt Levatich, Harley's boss, stoked President Donald Trump's ire when he announced in June his plans to move production of motorcycles destined for the European market out of America to avoid new duties. Some attribute recent poor sales to Mr Trump's tweet in August supporting a boycott of the firm. But, "most Harley enthusiasts don't care," says Steven Levin, a surgeon from Chicago who has owned a succession of Harleys since college.

Harley's other challenge is to win over millennials, women and non-white buyers. Last year Mr Levatich unveiled a five-year plan centred on the introduction of 16 new motorcycle models such as Livewire electric bikes, and increasing Harley's appeal in international markets.

Dealers are counting on the new models to be more affordable, and attractive to a wider audience. Harley may suffer from the quality of its older wares. Sales of used bikes are outpacing those of new ones by three to one (a decade ago it was the other way around). But while old bikes, and Harley accessories and clothing sold in specialist shops and on Amazon are selling well, they won't compensate for the damage done to the hogs by tariffs and youthful disinterest.

**Показатели и критерии оценивания планируемых результатов освоения компетенций и результатов обучения,
шкала оценивания**

Таблица 5

Шкала оценивания		Формируемые компетенции	Индикатор достижения компетенции	Критерии оценивания	Уровень освоения компетенций
85 – 100 баллов	«отлично»/ «зачтено»	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах)	УК-4.1. Выбирает на государственном языке РФ и иностранном(-ых) языках коммуникативно приемлемые стиль и средства взаимодействия в общении с деловыми партнерами	Знает верно и в полном объеме: нормы устной речи, принятые в профессиональной среде Умеет верно и в полном объеме: выбирать стиль общения на государственном языке РФ и иностранном языке применительно к ситуации взаимодействия; владеть иностранным языком на уровне, необходимо и достаточном для общения в профессиональной среде	Продвинутый
			УК-4.2. Ведет деловую переписку на государственном языке РФ и иностранном(-ых) языках	Знает верно и в полном объеме: нормы письменной речи, принятые в профессиональной среде Умеет верно и в полном объеме: вести деловую переписку на государственном языке РФ и/или иностранном языке	
			УК-4.4. Умеет выполнять перевод профессиональных текстов с иностранного(-ых) на государственный язык РФ и с	Умеет верно и в полном объеме: владеть жанрами устной и письменной речи в профессиональной сфере; выполнять корректный устный и письменный перевод с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный язык профессиональных текстов	

			государственного языка РФ на иностранн(ые)		
70 – 84 баллов	«хорошо»/ «зачтено»	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственно м языке Российской Федерации и иностранном (ых) языке (ах)	УК-4.1. Выбирает на государственном языке РФ и иностранном(-ых) языках коммуникативно приемлемые стиль и средства взаимодействия в общении с деловыми партнерами	Знает с незначительными замечаниями: нормы устной речи, принятые в профессиональной среде Умеет с незначительными замечаниями: выбирать стиль общения на государственном языке РФ и иностранном языке применительно к ситуации взаимодействия; владеть иностранным языком на уровне, необходимо и достаточном для общения в профессиональной среде	Повышенный
			УК-4.2. Ведет деловую переписку на государственном языке РФ и иностранном(-ых) языках	Знает с незначительными замечаниями: нормы письменной речи, принятые в профессиональной среде Умеет с незначительными замечаниями: вести деловую переписку на государственном языке РФ и/или иностранном языке	
			УК-4.4. Умеет выполнять перевод профессиональны х текстов с иностранного(- ых) на государственный язык РФ и с	Умеет с незначительными замечаниями: владеть жанрами устной и письменной речи в профессиональной сфере; выполнять корректный устный и письменный перевод с иностранного языка на государственный язык РФ и с государственного языка РФ на	

			государственного языка РФ на иностранный(-ые)	иностраннй язык профессиональных текстов	
50 – 69 баллов	«удовлетворительно»/ «зачтено»	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах)	УК-4.1. Выбирает на государственном языке РФ и иностранном(-ых) языках коммуникативно приемлемые стиль и средства взаимодействия в общении с деловыми партнерами	Знает на базовом уровне, с ошибками: нормы устной речи, принятые в профессиональной среде Умеет на базовом уровне, с ошибками: выбирать стиль общения на государственном языке РФ и иностранном языке применительно к ситуации взаимодействия; владеть иностранным языком на уровне, необходимо и достаточном для общения в профессиональной среде	Базовый
			УК-4.2. Ведет деловую переписку на государственном языке РФ и иностранном(-ых) языках	Знает на базовом уровне, с ошибками: нормы письменной речи, принятые в профессиональной среде Умеет на базовом уровне, с ошибками: вести деловую переписку на государственном языке РФ и/или иностранном языке	
			УК-4.4. Умеет выполнять перевод профессиональных текстов с иностранного(-ых) на государственный	Умеет на базовом уровне, с ошибками: владеть жанрами устной и письменной речи в профессиональной сфере; выполнять корректный устный и письменный перевод с иностранного языка на государственный язык РФ и с государственного языка РФ на	

			язык РФ и с государственного языка РФ на иностранн(ые)	иностранн(ые) язык профессиональных текстов	
менее 50 баллов	«неудовлетворительно»/ «не зачтено»	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственно м языке Российской Федерации и иностранном (ых) языке (ах)	УК-4.1. Выбирает на государственном языке РФ и иностранном(-ых) языках коммуникативно приемлемые стиль и средства взаимодействия в общении с деловыми партнерами	Не знает на базовом уровне: нормы устной речи, принятые в профессиональной среде Не умеет на базовом уровне: выбирать стиль общения на государственном языке РФ и иностранном языке применительно к ситуации взаимодействия; владеть иностранным языком на уровне, необходимо и достаточном для общения в профессиональной среде	Компетенции не сформированы
			УК-4.2. Ведет деловую переписку на государственном языке РФ и иностранном(-ых) языках	Не знает на базовом уровне: нормы письменной речи, принятые в профессиональной среде Не умеет на базовом уровне: вести деловую переписку на государственном языке РФ и/или иностранном языке	
			УК-4.4. Умеет выполнять перевод профессиональных текстов с иностранного(-ых) на государственный язык РФ и с государственного языка РФ на иностранн(ые)	Не умеет на базовом уровне: владеть жанрами устной и письменной речи в профессиональной сфере; выполнять корректный устный и письменный перевод с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранн(ые) язык профессиональных текстов	