

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«ДАГЕСТАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
Экономический факультет
Кафедра иностранных языков

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине

ИНОСТРАННЫЙ ЯЗЫК (ДЕЛОВОЙ)

Кафедра иностранных языков экономического факультета

Образовательная программа бакалавриата

38.03.01 Экономика

Направленность (профили) подготовки

финансы и кредит; бухгалтерский учет, анализ и аудит; налоги и
налогообложение; региональная экономика и бизнес

Форма обучения

очная, очно-заочная

Статус дисциплины: *входит в обязательную часть*

Махачкала, 2022 год.

Фонд оценочных средств по дисциплине «**Иностранный язык (деловой)**» составлен в 2022 году в соответствии с требованиями ФГОС ВО – бакалавриат по направлению подготовки 38.03.01 Экономика от «12» августа 2020 г. №954.

Разработчик(и): кафедра иностранных языков ЭФ, к.ф.н., доц. Гаджиева С.А.

Фонд оценочных средств по дисциплине «Иностранный язык (деловой)» одобрен:

на заседании кафедры И.И. Сулейманова от «1» 03 2022 г., протокол № 6
Зав. кафедрой Гусейханова З.С.
(подпись)

на заседании Методической комиссии экономического факультета от «4»
03 2022 г., протокол № 7.
Председатель Сулейманова Д.А.
(подпись)

Фонд оценочных средств дисциплины «**Иностранный язык (деловой)**» согласован с учебно-методическим управлением
«31» 03 2022г. Гаджиева С.А.
(подпись)

Рецензент:

ФГОУ ВО «Дагестанский государственный университет»
доцент кафедры английской филологии, к.ф.н. Дарбишева Х.А.

**ПАСПОРТ
ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ
по дисциплине**

«Иностранный язык (деловой)»

1.1. Основные сведения о дисциплине

Общая трудоемкость дисциплины составляет **6** зачетных единиц (**216** академических часов).

очная форма обучения

Вид работы	Трудоемкость, академических часов			
	5 семестр	6 семестр	7 семестр	всего
Общая трудоёмкость	72	72	72	216
Контактная работа:	24	14	16	54
Лекции (Л)	-	-		
Практические занятия (ПЗ)	24	14	16	54
Консультации	-	-		
Промежуточная аттестация (зачет, экзамен)	-	-		
Самостоятельная работа:	48	58	56	162
- самостоятельное изучение разделов - подготовка к практическим занятиям;	24	38	36	98
- подготовка к рубежному контролю и т.п.)	24	20	26	70
Вид итогового контроля (зачет, экзамен, дифференцированный зачет)	ЗАЧЕТ	ЗАЧЕТ	ЗАЧЕТ/О	

очно-заочная форма обучения

Вид работы	Трудоемкость, академических часов	
	6 семестр	всего
Общая трудоёмкость	108	108
Контактная работа:	22	22
Лекции (Л)	-	-
Практические занятия (ПЗ)	22	22
Консультации	-	-
Промежуточная аттестация (зачет, экзамен)	-	-
Самостоятельная работа:	86	86
- подготовка к практическим занятиям;		
- самостоятельное изучение разделов		
- подготовка к рубежному контролю и т.п.)		
<i>Зачет. ед.</i>	3	3
Вид итогового контроля (зачет, экзамен, дифференцированный зачет)	ЗАЧЕТ/О	

1.2. Требования к результатам обучения по дисциплине, формы их контроля и виды оценочных средств

Паспорт фонда оценочных средств по дисциплине

№	Контролируемые разделы, темы, модули	Индекс контролируемой компетенции (или ее части)	Оценочные средства		Способ контроля
			наименование	№№ заданий	
1	Модуль 1. Careers	УК4	- письменный перевод - монолог - тесты	2.1 2.2 2.3 1-10	письменно устно
2	Модуль 2. Companies	УК4	- письменный перевод - монолог - тесты	2.1 2.2 2.3 11-20	письменно устно
	Аттестация	УК4	- письменный перевод - монолог - тесты	2.5	ЗАЧЕТ
3	Модуль 3. Selling.	УК4	- письменный перевод - монолог - тесты	2.1 2.2 2.3 21-30	письменно устно
4	Модуль 4. New Business.	УК4	- письменный перевод - монолог тесты	2.1 2.2 2.3 31-40	письменно устно
	Аттестация	УК 4	- письменный перевод - монолог - тесты	2.5	ЗАЧЕТ
5	Модуль 5. Marketing	УК4	- письменный перевод - монолог - тесты	2.1 2.2 2.3 61-70	письменно устно
6	Модуль 6. Planning	УК4	- письменный перевод - монолог - тесты	2.1 2.2 2.3 71-81	письменно устно
	Аттестация	УК4	- письменный перевод - монолог - тесты	2.1 2.2 2.3 82-91	ЗАЧЕТ/О

1.3. Показатели и критерии определения уровня сформированности компетенций

№ п/п	Код индикатора компетенции	Уровни сформированности компетенции			
		Недостаточный	Удовлетворительный (достаточный)	Базовый	Повышенный
1.	Б-УК-4.3.	Отсутствие признаков удовлетворительного уровня	<p>Знать: Имеет неполное представление о правилах и нормах ведения деловой переписки на иностранном языке с учетом особенностей стилистики официальных писем и социокультурных различий; о лексико-грамматических и стилистических явлениях, характерных для языка специальности; особенностях употребления свободных и устойчивых словосочетаний в профессиональной сфере общения</p> <p>Уметь: Не в полной мере с допущением некоторых неточностей осуществляет деловую</p>	<p>Знать: Достаточно полно знает правила и нормы ведения деловой переписки на иностранном языке с учетом особенностей стилистики официальных писем и социокультурных различий; лексико-грамматические и стилистические явления, характерные для языка специальности, особенности употребления свободных и устойчивых словосочетаний в профессиональной сфере общения</p> <p>Уметь: Самостоятельно с допущением несущественных погрешностей осуществляет деловую корреспонденцию</p>	<p>Знать: Демонстрирует четкое представление о правилах и нормах ведения деловой переписки на иностранном языке с учетом особенностей стилистики официальных писем и социокультурных различий; о лексико-грамматических и стилистических явлениях, характерных для языка специальности; особенностях употребления свободных и устойчивых словосочетаний в профессиональной сфере общения</p> <p>Уметь: Самостоятельно полностью, четко, аргументировано осуществляет деловую корреспонденцию с помощью с</p>

			<p>корреспонденци ю с помощью с традиционных и современных средств коммуникации; допускает неточности в подборе лексико- грамматических и стилистических средств в профессиональн ой сфере общения</p> <p>Владеть: Слабо владеет навыками ведения деловой переписки на иностранном языке с учетом особенностей стилистики официальных писем и социокультурны х различий</p>	<p>ю с помощью с традиционных и современных средств коммуникации; допускает несущественные неточности в подборе лексико- грамматических и стилистических средств в профессиональн ой сфере общения</p> <p>Владеть: Свободно владеет навыками ведения деловой переписки на иностранном языке с учетом особенностей стилистики официальных писем и социокультурны х различий</p>	<p>традиционных и современных средств коммуникации; не допускает неточностей (не более 1) в подборе лексико- грамматических и стилистических средств в профессионально й сфере общения</p> <p>Владеть: В совершенстве владеет навыками ведения деловой переписки на иностранном языке с учетом особенностей стилистики официальных писем и социокультурных различий</p>
2	Б-УК-4.4.	Отсутствие признаков удовлетворительного уровня	<p>Знать: Не полностью знает орфографическую, орфоэпическую, лексическую и грамматическую нормы изучаемого языка; фонетическую систему, грамматический</p>	<p>Знать: Достаточно полно знает орфографическую, орфоэпическую, лексическую и грамматическую нормы изучаемого языка; фонетическую систему, грамматический</p>	<p>Знать: Демонстрирует четкое представление о орфографической, орфоэпической, лексической и грамматической норме изучаемого языка; о фонетической системе, грамматическом строе,</p>

		<p>строй, необходимый объем лексико-фразеологических единиц и функционально-стилистические характеристики иностранного языка</p> <p>Уметь: Не в полной мере с допущением некоторых неточностей выбирает и адекватно употребляет лексические единицы в зависимости от контекста/регистра; строит высказывания по синтаксическим моделям; анализирует языковые особенности высказываний и учитывает их при решении профессиональных задач</p> <p>Владеть: Слабо владеет всеми видами речевой деятельности на изучаемых иностранных языках в объеме, необходимом для обеспечения основной</p>	<p>строй, необходимый объем лексико-фразеологических единиц и функционально-стилистические характеристики иностранного языка</p> <p>Уметь: Самостоятельно с допущением несущественных погрешностей выбирает и адекватно употребляет лексические единицы в зависимости от контекста/регистра; строит высказывания по синтаксическим моделям; анализирует языковые особенности высказываний и учитывает их при решении профессиональных задач</p> <p>Владеть: Свободно владеет всеми видами речевой деятельности на изучаемых иностранных языках в объеме, необходимом для обеспечения основной</p>	<p>необходимом объеме лексико-фразеологических единиц и функционально-стилистических характеристик иностранного языка</p> <p>Уметь: Самостоятельно полностью, четко, аргументировано выбирает и адекватно употребляет лексические единицы в зависимости от контекста/регистра; строит высказывания по синтаксическим моделям; анализирует языковые особенности высказываний и учитывает их при решении профессиональных задач</p> <p>Владеть: В совершенстве владеет всеми видами речевой деятельности на изучаемых иностранных языках в объеме, необходимом для обеспечения основной</p>
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			<p>профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной подготовкой</p>	<p>профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной подготовкой</p>	<p>профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной подготовкой</p>
3	Б-УК-4.6.	Отсутствие признаков удовлетворительного уровня	<p>Знать: Не полностью знает о структуре сообщений, докладов, презентаций, о профессиональной этике в разных культурах; о влиянии культурных особенностей на ведение бизнеса; о правилах делового этикета; о приемах анализа и синтеза, в том числе ситуационного и комплексного анализа; о речевых тактиках и стратегиях в устной и письменной профессиональной коммуникации</p> <p>Уметь: Не в полной мере с допущением некоторых</p>	<p>Знать: Достаточно полно знает о структуре сообщений, докладов, презентаций, о профессиональной этике в разных культурах; о влиянии культурных особенностей на ведение бизнеса; о правилах делового этикета; о приемах анализа и синтеза, в том числе ситуационного и комплексного анализа; о речевых тактиках и стратегиях в устной и письменной профессиональной коммуникации</p> <p>Уметь: Самостоятельно с допущением несущественных погрешностей</p>	<p>Знать: Демонстрирует четкое представление о структуре сообщений, докладов, презентаций, о профессиональной этике в разных культурах; о влиянии культурных особенностей на ведение бизнеса; о правилах делового этикета; о приемах анализа и синтеза, в том числе ситуационного и комплексного анализа; о речевых тактиках и стратегиях в устной и письменной профессиональной коммуникации</p> <p>Уметь: Самостоятельно полностью, четко, аргументировано умеет вести</p>

			<p>неточностей умеет вести диалог, соблюдая нормы речевого этикета, используя различные стратегии; выстраивать монолог; вести запись основных мыслей и фактов (из аудиотекстов и текстов для чтения), запись тезисов устного выступления/письменного доклада по изучаемой проблеме</p> <p>Владеть: Слабо владеет навыками выстраивания диалогической речи на иностранном языке, а также навыками публичного представления результатов своей деятельности на иностранном языке</p>	<p>умеет вести диалог, соблюдая нормы речевого этикета, используя различные стратегии; выстраивать монолог; вести запись основных мыслей и фактов (из аудиотекстов и текстов для чтения), запись тезисов устного выступления/письменного доклада по изучаемой проблеме</p> <p>Владеть: Свободно владеет навыками выстраивания диалогической речи на иностранном языке, а также навыками публичного представления результатов своей деятельности на иностранном языке</p>	<p>диалог, соблюдая нормы речевого этикета, используя различные стратегии; выстраивать монолог; вести запись основных мыслей и фактов (из аудиотекстов и текстов для чтения), запись тезисов устного выступления/письменного доклада по изучаемой проблеме</p> <p>Владеть: В совершенстве владеет навыками выстраивания диалогической речи на иностранном языке, а также навыками публичного представления результатов своей деятельности на иностранном языке</p>
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Обозначенный уровень соответствует уровню **B.1 – B.2+ пороговый или средний уровень (Threshold or Intermediate)** общеевропейской шкалы уровней владения иностранным языком:

студент понимает общее содержание сложных текстов на абстрактные и конкретные темы, в том числе узкоспециальные тексты. Говорит достаточно быстро и спонтанно,

чтобы постоянно общаться с носителями языка без особых затруднений для любой из сторон.

Умеет: делать чёткие, подробные сообщения на различные темы и изложить свой взгляд на основную проблему, показать преимущество и недостатки разных мнений.

Владеет: навыками написания простого связного текста на знакомую или интересующую тему, личного письма с описанием пережитых событий и полученных впечатлений, а также несложного делового письма, написания резюме и жизнеописания.

2. КОНТРОЛЬНЫЕ ЗАДАНИЯ И ИНЫЕ МАТЕРИАЛЫ ОЦЕНКИ знаний, умений, навыков и (или) опыта деятельности, характеризующие этапы формирования компетенций в процессе освоения дисциплины

«Иностранный язык (деловой)»

2.1 Перечень предложений на письменный перевод

Модуль 1. Careers.

1.	One way to make a career move is to join a small but rapidly growing company.
2.	Some people take a career break to do something adventurous like sailing round the world or going trekking in India.
3.	In some industries, it can take a long time to climb the career ladder.
4.	Certain companies offer career opportunities to the long-term unemployed or to people without formal qualifications.
5.	Ambitious people often decide on a career plan while they are still at university.

Модуль 2. Companies.

6.	He works for a software company/a company that makes software.
7.	No smoking is company policy.
8.	The company is concentrating on developing new products.
9.	In the space of just ten years, her company has grown from one small shop to a multi-million-pound empire.
10.	He owns part of a company that manufactures software for personal computers.

Модуль 3. Selling.

11.	Suppliers often sell large quantities of goods to wholesalers, who do not usually sell directly to consumers.
12.	They offer a discount to customers who buy in bulk.
13.	We could possibly deliver by August.

14.	We can do that, providing you make a down payment.
15.	If it works, we'll increase the order later on.

Модуль 4. New Business.

16.	The company is about to launch a new bicycle for children, which has great sales potential.
17.	Workers will be recruited locally and trained, if necessary, at a special school set up for that purpose.
18.	The members of the planning committee must choose a location for the new factory.
19.	There are generous tax credits for building new factories.
20.	There is a strong protest movement against international companies.

Модуль 5. Marketing.

21.	Marketing is a job that involves encouraging people to buy a product or service.
22.	Obviously as sales manager he'll be very involved in the promotion and marketing of the product.
23.	We need to decide soon what marketing strategy we should pursue for these new products.
24.	Our marketing people have come up with a great idea for the launch of the new model.
25.	Mr. Harris was previously director of sales and marketing.

Модуль 6. Planning

26.	Careful planning is essential if the event is to be a success.
27.	We need to do some brainstorming before we get down to detailed planning.
28.	The project is still currently at the planning stage.
29.	The expression "corporate planning" is one of the new expressions in industry.
30.	As Senior Vice-President he was responsible for corporate planning and development.

2.2 Перечень тем для монологического высказывания

Модуль	1.	Careers.
Модуль	2.	Companies.
Модуль	3.	Selling.

Модуль	4.	New Business.
Модуль	5.	Marketing.
Модуль	6.	Planning

Примерные вопросы

1. Do you have a career plan? Where do you want to be in 10 years?
2. What is the difference between a Resume and a CV?
3. How to prepare for a job interview?
4. Would you like to run your own company? Why? / Why not?
5. What is the role of marketing in increasing sales?
6. Why do buying on-line is becoming popular nowadays?
7. How can social-networking sites make or break your career?

Критерии оценивания:

Отлично. Студент логично строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в вопросе. Лексические единицы и грамматические структуры используются уместно. Ошибки практически отсутствуют. Речь понятна: практически все звуки произносятся правильно, соблюдается правильная интонация. Объём высказывания не менее 7-8 фраз.

Хорошо. Студент логично строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в задании. Лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Студент допускает отдельные лексические или грамматические ошибки, которые не препятствуют пониманию его речи. Речь понятна, учащийся не допускает фонематических ошибок. Объём высказывания не менее 5-6 фраз.

Удовлетворительно. Учащийся логично строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в задании. Но: высказывание не всегда логично, имеются повторы. Допускаются лексические и грамматические ошибки, которые затрудняют понимание. Речь в целом понятна, учащийся в основном соблюдает правильную интонацию. Объём высказывания – менее 4 фраз.

Неудовлетворительно. Коммуникативная задача не выполнена. Допускаются многочисленные лексические и грамматические ошибки, которые затрудняют понимание. Большое количество фонематических ошибок.

2.3 Тестовые задания

Модуль 1. Careers.

Match the terms with their definitions

1.

1. Career	a) a written description of the previous work of someone who is looking for a job at a college or university
2. Recruitment	b) the act of raising someone to a higher or more important position or rank:
3. Jobseekers	c) the job or series of jobs that you do during your working life, especially if

	you continue to get better jobs and earn more money:
4. CV	d) the process of finding people to work for a company or become a new member of an organization:
5. Promotion	e) someone who is trying to find a job

Match the phrases with their correct meaning.

2.

1. career move	a) chances to start/improve your career
2. career break	b) ideas you have for your future career
3. career plan	c) an action you take to progress in your career
4. career opportunities	d) a period of time away from your job to, for example, look after your children
5. career path	e) a series of levels or steps in your working life
6. career ladder	f) the direction your working life takes

Choose the best word to complete each sentence.

3. Zoltan decided on his career *move/ plan* when he was in his first year of university, and amazingly, he followed it until he was tired.
4. Rupert hopes to make a *living / course* doing freelance consulting.
5. My company has a training programme that offers career *opportunities / breaks* to students who have just graduated from university.
6. Helen was very happy with the *bonus / progress* she got last month.
7. Dominic was very pleased when he earned his first *job/ commission*.
8. Begonia is ready to make a career *opportunity / move*, so she's applying for jobs with other companies.
9. Alicia did a *mistake / her best* when she completed her job application.
10. Some companies help their employees take a career *path / break* by giving them a few months off without pay.

Модуль 2. Companies.

Match the terms with their definitions

11.

1. Company	a) not working for an employer but finding work for yourself or having your own business
2. Self-employed	b) a company that controls other smaller companies

3. parent company	c) an organization that sells goods or services in order to make money
4. Multinational company	d) a large and powerful company that produces and sells goods in many different countries

Complete the sentences below with the words and phrases in the box.

head office	share price	net profit	parent company
market share	subsidiary	workforce	turnover

12. The amount of money a company receives from sales in a particular period is called its
13. The money a company makes after taking away its costs and tax is its
14. A company which owns another company is called a
15. The employees in a particular country or business are called the
16. The percentage of sales a company has in a particular market is its
17. The main building or location of a large organisation is its
18. A company which is more than 50% owned by another company is called a

Complete these sentences with either the present simple or the present continuous form of the verbs in brackets.

19. We normally (hold) our sales conference in Mumbai, but this year we. (hold) it in Delhi.
20. Although we (use) our own sales representative at the moment, we generally. (use) agents in China.

Модуль 3. Selling.

Match the terms with their definitions

21.

1. Manufacturer	a) someone who buys and sells goods in large amounts to shops and businesses:
2. Distributor	b) a person who sells goods to the public in stores, on the internet, etc.:
3. Supplier	c) a person or organization that supplies goods to shops and companies
4. Wholesaler	d) a company, person, etc. that provides things that people want or need, especially over a long period of time
5. Retailer	e) a company or country that produces goods in large numbers

22. What makes an effective salesperson?

- a) the knowledge of dealing with people
- b) the habit of making a list of things you need
- c) being sociable
- d) being easygoing

23. The amount of money a company receives from sales in particular period is called its.....

- a) turnover
- b) profits
- c) net profit
- d) assets

24. The free market involves:

- a) The free provision of products by the state
- b) The subsidizing of products by the government
- c) Market forces of supply and demand
- d) All trade occurring via barter

25. When the goods you require are not available

- a) Allocates resources via supply but not demand
- b) Allocates resources via demand but not supply
- c) Allocates resources via supply and demand
- d) Allocates resources via market forces and government intervention

26. Why are beauty products easy to sell on TV?

- a) the product is easy to demonstrate
- b) the product has a good story behind it
- c) the product is easy to advertise
- d) the product is heavily advertised

27. Which of the following is a normative statement in economics?

- a) More spending by the government will reduce poverty
- b) Higher taxes will lead to less desire to work
- c) The UK economy is growing fast relative to other European Union members

d) The government should concentrate on reducing unemployment

28. Why do some people buy luxury products?

- a) because such products raise their status
- b) to attract people's attention
- c) to feel at ease
- d) to communicate better

29. Why did he get the sack?

- a) because he continued to be late for work
- b) because didn't attend the meetings
- c) because had no great ideas
- d) because he didn't win an award

30. When did Apple release the first iPad?

- a) in 2010
- b) in 2005
- c) in 2000
- d) in 2015

Модуль 4. New Business.

Match the economic terms (1-10) to their definitions (a-j).

31.

1. interest rate	a) total value of goods and services produced in a country
2. exchange rate	b) percentage increase in prices
3. inflation rate	c) cost of borrowing money
4. labour force	d) price at which one currency can buy another
5. tax incentives	e) percentage of people without jobs
6. government bureaucracy	f) the number of people working
7. GOP (gross domestic product)	g) tow taxes to encourage business activity
8. unemployment rate	h) money from overseas
9. foreign investment	i) official rules/ regulations/ paperwork
10. balance of trade	j) difference in value between a country's imports and exports

32. Match the sentence halves to make appropriate sentences.

1. Could you check the departure time	a) until the meeting has finished.
2. As soon as interest rates rise,	b) as soon as you get to the office.
3. We need to stay	c) until we've saved enough money.
4. The Finance Director needs to speak to you	d) while you are still working.

5. She will move to Frankfurt	e) when the conditions are right.
6. We won't open our new office	f) when she finds a good job.
7. I think you should save some money	g) before we leave for the airport.
8. We can set up in that country	h) the economy will slow down.

Complete these sentences with when, while, before, after, until or as soon as.

33. More than one answer may be possible in each case.
34. We won't buy anything new we've paid off all our debts.
35. They'll start the meeting the manager arrives.
36. I was finishing the report. my boss went out with clients.
37. It's urgent, so I 'll phone you I get home.
38. Can you check the figures you go home?
39. What is the effective way of developing business idea?
- a) brainstorming
 - b) cooperation
 - c) mutual understanding
 - d) discussion
40. What is the most effective way of measuring corporate hospitality?
- a) print plenty of business cards
 - b) to make a list of things you need
 - c) to think carefully about the location of the meeting
 - d) to provide a shuttle service from the airport

Модуль 5. Marketing.

Match these words and phrases (1-7) to their definitions (a-g).

41.

market position	a) the combination of products that a company has to offer
upmarket	b) a market filled so completely that no more products can be added
product mix	c) expensive compared to other products of the same type
penetrate	d) alter a product or service to change the way that people think about it
disposable income	e) start selling goods or services in a new market
rebrand	f) money that is available to spend after paying for essentials like taxes, food and housing
	g) the ranking of a company or brand against its competitors in terms of its

saturated	sales
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Complete these sentences with some of the words/phrases from T.41.

42. The Beatles were able to the US market.
43. During the economic crisis, people had less
44. Smaller banks are struggling to compete in an already market.
45. We are trying to lose our cheap image and move with more expensive products.
46. Coca-Cola decided to Diet Fanta in the UK, to fit in with the rest of Europe.

Correct the grammatical mistakes in these sentences.

47. What means market position?
48. Why you don't sell it on eBay?
49. Did you went to the farmers' market last week?
50. Is coming your boss tomorrow?

Модуль 6. Planning

Match the verbs (1-3) to their meanings (a-c).

51.

1. hope	a) believe something will happen
2. expect	b) decide in detail what you are going to do
3. plan	c) wish something would happen

Match the halves of these expressions.

52.

1. If you'll just	a) comment on that?
2. Just a	b) to finish if I may.
3. I'd like	c) let me finish ...
4. Could I say	d) saying is that ...
5. Could I just	e) do you mean by ... ?
6. Hold on	f) moment, please.

7. Sorry to	g) saying
8. How do you	h) mean exactly?
9. What exactly	i) interrupt, but ...
10. Are you	j) a minute.
11. So what you're	k) something?

Put the words in order to make tips for planning international conference calls.

53. time I on I Be I for I call I the I .
54. are I sure I in I place I Make I quiet I you I a I .
55. possible I If I , I call I use I the I a I for I headset I .
56. when I Use I you I the I are I 'mute' I not I button I speaking I .
57. conference call I Avoid I eating, drinking or I chewing gum I while I a I on I .
58. to I the I 'mute' button I use I If I you I to I really need I have a drink, I remember I .
59. advance I in I Prepare I the I for I call I . I you I what I Plan I to I need I say I may I .
60. may I you I need I hand I Have I to I any I documents I close I .

2.4. Темы дисциплины для самостоятельного изучения:

Раздел	Содержание тем для самостоятельного изучения
Модуль 1.	<i>Old-fashioned and new-fashioned meetings.</i>
Модуль 2.	<i>Chair-people and their responsibilities.</i>
Модуль 3.	<i>Agendas. Advantages and disadvantages of videoconferencing.</i>
Модуль 4.	<i>Small talk. Discussion, compromise and consensus at meetings.</i>
Модуль 5.	<i>Managing people.</i>
Модуль 6.	<i>Ways of resolving conflicts.</i>

2.5. Итоговый контроль

Вопросы к зачету

Итоговый устный зачет включает следующие требования:

1. Беседа по предложенной преподавателем устной теме. Время на подготовку – 3-4 минуты.
2. Выполнение задания по пройденному лексико-грамматическому материалу.

Критерии оценки:

- оценка «отлично» выставляется студенту, если верно 7-10 заданий;
- оценка «хорошо» выставляется студенту, если верно 3-6 заданий

- оценка «удовлетворительно» выставляется студенту, если верно 5 заданий
- оценка «неудовлетворительно» выставляется студенту, если верно менее 5 заданий.

Итоговый контроль (дифференцированный зачет)

- письменный перевод текста на профессиональную тему;
- поддержание беседы с экзаменатором по изученным темам

Критерии оценки:

По результатам проведения дифференцированного зачета выставляется оценка

- **«отлично»** - студентам, продемонстрировавшим целостные знания по предмету, активно работавшим на практических занятиях, умеющих поддержать беседу на иностранном языке по специальности и области своего исследовательского проекта и заработавшим во время семестра от 86 до 100 баллов;
- **«хорошо»** - студентам, продемонстрировавшим знание понятийного аппарата, умеющим поддержать беседу на иностранном языке по специальности и в области своего научного знания, периодически работающие на практических занятиях и выполняющие индивидуальные задания и заработавшим во время семестра от 66 до 85 баллов;
- **«удовлетворительно»** - студентам, не владеющим понятийным аппаратом, не умеющим осуществить и поддержать беседу на иностранном языке, не посещавшим практические занятия без уважительной причины и заработавшим во время семестра от 51 до 65 баллов;
- **«неудовлетворительно»** - студентам, не посещавшим практические занятия без уважительной причины, не представившим портфолио и набравшим 50 и менее баллов во время семестра.

Перечень устных тем

Модуль	1.	Careers.
Модуль	2.	Companies.
Модуль	3.	Selling.
Модуль	4.	New Business.
Модуль	5.	Marketing.
Модуль	6.	Planning
Модуль	7.	Managing people. Conflict.

Структура экзаменационного билета

1. Read and translate the text in writing

2. Choose the text on the topic indicated by the teacher. Retell it in English.
3. Speak on the topic

Критерии оценки

«отлично» - экзаменующийся неукоснительно соблюдает правила устной и письменной коммуникации, хорошо знает материал. Его речь свободна и коммуникативно адекватна. Быстро реагирует на вопросы экзаменаторов, дает содержательные и безукоризненные с языковой точки зрения ответы.

«хорошо» - экзаменующийся соблюдает правила устной и письменной коммуникации, хорошо знает материал. Его речь размеренна, коммуникативно адекватна. Ответы на вопросы экзаменаторов конкретны. В речи имеется небольшое количество ошибок, не препятствующих пониманию высказывания.

«удовлетворительно» - экзаменующийся не вполне соблюдает правила устной и письменной коммуникации, демонстрирует неполное знание презентуемого материала. Темп речи медленный, ответы на вопросы экзаменаторов неточны, неуверенный. В речи могут быть ошибки, затрудняющие понимание.

«неудовлетворительно» - экзаменующийся не соблюдает правила устной и письменной коммуникации, демонстрирует скудное знание презентуемого материала и его механически-заученное изложение. Не понимает вопросы экзаменаторов, допускает грубые языковые ошибки.

Примерные тексты

Модуль 1. CAREERS

Reports of the death of the traditional career have been greatly exaggerated. Despite the growth of outsourcing (buying in services that were previously performed by a company's employees from outside the organisation) and teleworking by free lancers working from home communicating via the Internet, most professional people still go to what is recognisably a job in a building that is recognisably an office. The average tenure, the length of time that people spend in a particular job, has remained unchanged (at about seven years) for two decades. From the point of view of the human resources (HR) department of a large company, managing people's careers can still be seen in the traditional activities of selection procedures and recruitment, managing remuneration (how much people are paid), and working with department managers on performance reviews: annual or more frequent meetings with employees to tell them how well they are doing and how they may progress further on the career ladder. The HR department will also be involved with training and professional development of the company's staff. A company's HR department may also be involved in making people redundant. Redundancies may be the result of an economic downturn with reduced demand for the company's goods or services, but they may follow a decision by a company to de-layer (to reduce the number of management levels) and downsize. It may offer outplacement services, advice to people on how they can find another job, perhaps after some retraining. A manager made redundant in this way may become what Charles Handy calls a portfolio worker, offering their services to a number of clients. Some managers describe themselves as consultants but would prefer to be working in a salaried job in an organisation like the one they have been forced to leave. Others may enjoy their new-found freedom and embrace the flexibility that it offers. (Companies too may talk about flexibility when they use the services of freelancers in this way, rather than relying on salaried employees.) Free lancers have to maintain their degree of employability by keeping up with the latest trends and skills in their profession or industry, for example by attending short courses. They may complain that working outside an organisation gives them fewer opportunities to learn these new skills. For many salaried employees, on the other hand, developing one's career in an

(enlightened) organisation is a process of give-and-take - the environment they work in allows them to keep their skills up to speed.

Модуль 2. COMPANIES

Multinationals are the most visible of companies. Their local subsidiaries can give them global reach, even if their corporate culture, the way they do things, depends largely on their country of origin. But the tissue of most national economies is made up of much smaller organisations. Many countries owe much of their prosperity to SMEs (small and medium-sized enterprises) with tens or hundreds of employees, rather than the tens of thousands employed by large corporations.

Small businesses with just a few employees are also important. Many governments hope that the small businesses of today will become the multinationals of tomorrow, but many owners of small companies choose to work that way because they find it more congenial and do not want to expand.

And then, of course, there are the sole traders, one-man or one-woman businesses. In the professional world, these freelancers are often people who have left (or been forced to leave) large organisations and who have set up on their own, taking the expertise they have gained with them.

But in every case the principle is the same: to survive - the money coming in has to be more than the money going out. Companies with shareholders are looking for more than survival- they want return on investment. Shares in the company rise and fall in relation to how investors see the future profitability of the company; they demand shareholder value in the way the company is run to maximise profitability for investors, in terms of increased dividends and a rising share price. Publicly quoted companies, with their shares listed or quoted on a stock exchange, come under a lot of scrutiny in this area. Some large companies (often family-owned or dominated) are private: they choose not to have their shares openly bought and sold, perhaps because they do not want this scrutiny. But they may have trouble raising the capital they need to grow and develop.

Profitability is key. Formulas for success are the subject of thousands of business courses and business books. Of course, what works for one person may not work for others. See below for books on two styles of running a company that might be hard to imitate!

Модуль 3. SELLING

The world of selling can be a tough place to work. Though the rise of e-commerce has changed retail sales, the fact remains that at all levels, from street markets up to billion-dollar business-to-government (B2G) deals, most sales are still negotiated the old-fashioned way: by people talking to one another. A company may produce a fantastic product or offer outstanding service, but without a successful sales team, the business will fail. But selling a product or a service goes beyond getting customers to part with their money. Everyone in business needs to do some selling: selling your own ideas to your co-workers; convincing potential business partners that you can deal with problems that may arise; keeping your team on side during hard times. Mastering the art of selling requires confidence, product knowledge, an ability to take rejection, and excellent negotiation skills. Selling a product or services takes many forms. Cold calling is phoning or visiting someone you haven't had contact with before to convince them to buy something or do something. Telesales is cold calling using the telephone. Business-to-business (B2B) sales, for example distributors selling to retailers, tends to be relationship-based. The buyer and seller are doing business together rather than the seller trying to fill the buyer's emotional need for something. In B2G selling, which is highly formal, companies bid for government contracts. E-commerce, mentioned earlier, is the increasing area of sales over the Internet. However, e-commerce courses in business schools are no longer oversubscribed and no longer preaching that 'everything has changed'. Companies look more at how e-commerce can be used in conjunction with other methods of selling: in retailing this means clicks and mortar,

combining traditional retail outlets with online operations, rather than pure e-tailing. Some old-economy companies, like the UK supermarket company Tesco, have made a success of e-commerce by combining it with their existing operations, rather than investing in a whole new expensive infrastructure. Webvan, a pure online groceries company in the US, fell down on the hurdles of logistics: warehousing and delivery.

Модуль 4. NEW BUSINESS

A recent TV advert for an airline shows an executive receiving an e-mailed presentation from a potential supplier and then quickly forgetting about it when another potential partner walks into the room and gives his presentation in person. The advert is trying to persuade businesspeople of the merits of face-to-face contact in drumming up new business. Flying to meetings is still the preferred way of doing things: companies worldwide spend \$3 billion on video-conferencing equipment every year, but US companies alone spend \$410 billion a year on business travel. Road warriors (even if they often travel by plane) will probably be necessary to gain new business for some time to come. Clients and suppliers refer to each other as partners to underline the fact that they are in a relationship with mutual benefits: the supplier is making money out of helping the client to make money by providing products or services to customers. Some cultures give great importance to getting to know potential partners before working with them. There is some truth in the idea that Americans walk into a room expecting to reach a deal immediately; Asians, to build a relationship that may later lead to a deal. (See also the Business brief for Unit 6.) In the past, companies often worked with large numbers of suppliers. Car manufacturers, for example, worked with numerous component suppliers, perhaps playing them off against each other to demand lower and lower prices. The tendency now is to work more closely with fewer suppliers. This is a necessary part of just-in-time (JIT) delivery and total quality management (TQM). It is much easier to make improvements in these areas when dealing with fewer organisations. This means that it is difficult for new suppliers to break into the privileged circle and get new business. Another form of new business is start-ups. At one end of the scale, there are one-person operations, often started by people who have gained expertise as salaried employees in organisations and then struck out (or been forced to strike out) on their own. At the other end, there are serial entrepreneurs, who are gifted at transforming ideas into businesses, and who found a number of start-ups, moving on when each business becomes viable. Their talent lies in combining ideas with people and finance, and they may be less interested in the more mundane activity of running established operations. Breaking into new markets is another form of new business. A company may try to break into e-commerce and may often spend large amounts of money before making any. Likewise, a company trying to establish itself in a country where it has not been present before can make large losses before seeing any return on investment. It may be necessary to have local partners who are already familiar with the market and are willing to invest in a joint venture.

Модуль 5 .MARKETING

'We must be smarter at devising packages of services that our customers want and pricing them attractively. Set the marketing department free to shape new packages. Don't confine it to coming up with cute names for offerings designed by engineers and accountants.'* This sums up the position of marketing in many companies, where it is often seen as a fancy name for selling or advertising. But, as the quote shows, marketing people should be involved not just in promoting sales but in all aspects of the marketing mix: • product: deciding what products or services to sell in the first place; • prices: setting prices that are attractive to particular groups of customers (segments) and that are profitable for the company; • place: finding suitable distribution channels to reach these customer groups; • promotion: all the activities, not just advertising, used to support the product - everything from pre-sales information to after-sales

service. These are the four Ps of the marketing mix, the 'levers' of a company's marketing machine, levers that it can adjust in different ways for different products and different buyers. Another way of looking at this is from the point of view of customers, with the four Cs. From this perspective, the marketing mix is expressed in terms of: • customer solution: offering the right product to satisfy particular customer needs; • customer cost: the price paid directly by the customer to buy the product, including the 'price' involved in not buying another product of the same or another type; • convenience: distributing the product in the way most suitable for each type of customer; • communication: exchanging information with the customer. Customers are informed about products through advertising, sales literature and so on, but customers also communicate with the seller, for example through customer helplines. This is a good way for sellers to find out more about customers and their requirements and to change or improve their offer. Thinking of the marketing mix in these terms helps sellers maintain a customer orientation - a focus on customer needs.

Модуль 6. PLANNING

Planning is about resource allocation, the way that individuals and organisations deploy their (by definition) limited resources such as time, money and expertise.

In the case of individuals, you could say that there is a worldwide planning industry, with its calendars, diaries, electronic personal organisers and time management training. These (often very expensive) courses tend to hand out some fairly obvious advice.

- Make lists of things you have to do. Classify them in terms of urgency and priority.
- Pursue tasks single-mindedly. Do not allow yourself to waste time through distractions and interruptions.
- Delegate. Do not try to do everything yourself.
- Do not try to be a perfectionist in everything. Do each task so that it is 'good enough' for the circumstances.

But all these things are easier said than done.

For complex projects involving many people and tasks, the Gantt chart is the tool of choice. This is a diagram that shows the different stages of a project, indicating the tasks that can be done at the same time as others, and those that must wait until other tasks are completed. Originally conceived about 100 years ago, Gantt charts are now produced using computer software. Other computer-based project management tools have been developed by particular companies or are available commercially.

Companies also have to plan for events that they do not want, such as disasters. Contingency planning is designed to prepare for the worst, with specific plans of action for disaster recovery, including handling of the media and protecting, as far as possible, the company's reputation. Organisational planning in its grandest form is one element of strategy, where companies make long-term plans about the future development of their activities. Here, they have to anticipate competitors' activities as well as trends in the general economic and political environment. Very large organisations have teams of scenario planners trying to predict how this environment may change and how they might prepare for and perhaps influence this change.

Модуль 7. MANAGING PEOPLE

In the 1960s, Douglas McGregor, one of the key thinkers in this area, formulated the now famous Theory X and Theory Y. Theory X is the idea that people instinctively dislike work and will do anything to avoid it. Theory Y is the more enlightened view that everyone has the potential to find satisfaction in work. (Others have suggested Theory W (for 'whiplash'), the idea that most work since the beginning of human society has been done under conditions of total coercion, i.e. slavery.) In any case, despite so much evidence to the contrary, many managers still subscribe to Theory X, believing, for example, that their subordinates need constant supervision if they are to work effectively, or that decisions must be imposed from above without consultation. This, of course, makes for authoritarian managers. Different cultures have

different ways of managing people. Some cultures are well known for the consultative nature of decision-making- all members of the department or work group are asked to contribute to this process. This is management by consensus. Many western companies have tried to imitate what they see as more consensual Asian ways of doing things. Some commentators say that women will become more effective managers than men because they have the power to build consensus and common goals in a way that traditional male managers cannot. A recent trend has been to encourage employees to use their own initiative, to make decisions on their own without asking managers first. This empowerment has been part of the trend towards downsizing: reducing the number of management layers in companies. After delayering in this way, a company may be left with just a top level of senior managers, front-line managers and employees with direct contact with the public. Empowerment takes the idea of delegation much further than has traditionally been the case. Empowerment and delegation mean new forms of management control to ensure that the overall business plan is being followed, and to ensure that operations become more profitable under the new organisation, rather than less. Another trend is off-site or virtual management, where teams of people linked by e-mail and the Internet work on projects from their own premises. Project managers judge the performance of the team members in terms of what they produce and contribute to projects, rather than the amount of time they spend on them.

Conflict

Conflict may well be productive in some cases. In any business situation, there are often a number of different ideas about the way to proceed. Usually only one way can be chosen, so conflict is inevitable. Ideally, airing the different ideas in discussion will lead to the best one being chosen. But the process may become political, with an idea being defended by the person or group putting it forward after it has become apparent that it is not the best way to go. Those defending a long-cherished idea are unwilling to lose face by abandoning it. There may be conflict between different levels in an organisation's hierarchy or between different departments, with hostility to ideas from elsewhere - the not-invented-here syndrome.

Examples of unproductive conflict include disputes between colleagues or between managers and subordinates that go beyond ideas and become personal. Companies can spend a lot of time and energy resolving these disputes. In countries with high levels of employee protection, dismissing troublesome employees can lead to a long process of consultation with the authorities and even litigation, for example where an employee sues their company for unfair dismissal. Defending an action like this is of course costly and a distraction from a company's normal business.

Labour-management conflict in the form of tactics such as strikes and go-slows can also be very expensive and time-consuming. The goodwill of a company's customers, built up over years, can be lost very quickly when they are hurt by such a dispute. But there are sometimes cases where the public sympathise with the employees and don't mind the disruption. Both sides may put a lot of effort into presenting their case and gaining public sympathy with the use of advertising, public-relations firms, and so on. Many countries have legislation with compulsory cooling-off periods before strikes can begin, official procedures for arbitration between the two sides, and so on.

In dealings between companies, supplier-customer relationships can degenerate into conflict. Conflict seems to be endemic in some industries, for example construction, where contractors are often in dispute about whether the work has been performed properly or whose responsibility a particular problem is. This can lead to protracted legal proceedings.

More and more companies in the US are specifying in contracts that any disputes should be settled using alternative dispute resolution (ADR), avoiding expensive legal wrangling. Specialised organisations have been set up to facilitate this.