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высшего образования
**«КУБАНСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ
ИМЕНИ И. Т. ТРУБИЛИНА»**

ФАКУЛЬТЕТ УПРАВЛЕНИЯ

УТВЕРЖДАЮ
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профессор **В. Г. Кудряков**
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Рабочая программа дисциплины
Деловой иностранный язык

Направление подготовки
38.04.04 Государственное и муниципальное управление

Направленность
«Управление комплексным развитием сельских территорий»

Уровень высшего образования
магистратура

Форма обучения
очная, заочная

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1 Цель и задачи освоения дисциплины

Целью освоения дисциплины «Деловой иностранный язык» является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимым и достаточным уровнем коммуникативной компетенции для решения профессиональных задач при общении с зарубежными партнерами, а также для дальнейшего самообразования.

Задачи дисциплины:

- формирование интегративных умений, необходимых для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей т.д.);
- формирование умения представлять результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные;
- формирование интегративных умений, необходимых для эффективного участия в академических и профессиональных дискуссиях.

2 Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения ОПОП ВО

В результате освоения дисциплины формируются следующие компетенции:

УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

В результате изучения дисциплины «Деловой иностранный язык» обучающийся готовится к освоению трудовых функций и выполнению трудовых действий в соответствии со справочником квалификационных требований к специальностям, направлениям подготовки, знаниям и умениям, которые необходимы для замещения должностей государственной гражданской службы с учетом области и вида профессиональной служебной деятельности государственных гражданских служащих (утв. Письмом Минтруда России 26 апреля 2017 г. N 18-1/10/В-3260) и справочником типовых квалификационных требований для замещения должностей муниципальной службы (утв. Минтрудом России)

Трудовая функция – управленческие умения (для должностей гражданской службы категорий «руководители» и «помощники (советники)» всех групп должностей, категории специалисты высшей группы должностей, а также главной, ведущей и старшей групп должностей).

Трудовые действия:

- умение руководить подчиненными, эффективно планировать, организовывать работу и контролировать ее выполнение;

– умение оперативно принимать и реализовывать управленческие решения.

Функциональные обязанности	Квалификационные требования к функциональным знаниям	Квалификационные требования к функциональным умениям
Осуществление исполнительно-распорядительных и обеспечивающих функций	Правовое, лингвистическое и переводческое сопровождение (обеспечение) деятельности, а также организация и обеспечение международного взаимодействия	
	- основы дипломатического этикета.	- организация и ведение конференций, симпозиумов, семинаров, деловых встреч; - организационно-протокольное обеспечение переговоров с представителями иностранных государств, компаний и международных организаций; - владение иностранными языками; - ведение переговоров и переписки с зарубежными партнерами, в том числе на иностранном языке.

3 Место дисциплины в структуре ОПОП ВО

«Деловой иностранный язык» является элективной дисциплиной части, формируемой участниками образовательных отношений, ОПОП ВО подготовки обучающихся по направлению 38.04.04 Государственное и муниципальное управление, направленность «Государственное и муниципальное управление».

4 Объем дисциплины (108 часов, 3 зачетных единицы)

Виды учебной работы	Объем, часов	
	Очная	Заочная
Контактная работа	33	-
в том числе:		
— аудиторная по видам учебных занятий	32	-
— лекции	2	-
— практические	30	-
— лабораторные	-	-
— внеаудиторная	1	-
— зачет	-	-
— защита курсовых работ	-	-
Самостоятельная работа	75	-

Виды учебной работы	Объем, часов	
	Очная	Заочная
в том числе:		
— курсовая работа	-	-
— прочие виды самостоятельной работы	75	-
Итого по дисциплине	108	-
в том числе в форме практической подготовки	-	-

5 Содержание дисциплины

По итогам изучаемой дисциплины студенты (обучающиеся) сдают зачет.

Дисциплина изучается на 1 курсе, в 1 семестре по учебному плану очной формы обучения.

Содержание и структура дисциплины по очной форме обучения

№ П/П	Тема. Основные вопросы	Формируемые компетенции	Семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)				
				Лекции	Практические занятия	Лабораторные занятия	в том числе в форме практической подготовки*	Самостоятельная работа
1	English Grammar for Academic Purposes: Tense Review 1.1 Simple and Continuous forms 1.2 Present Perfect 1.3 Past Perfect 1.4 Future Forms	УК 4.1, УК 4.2 УК 4.3	1					2
2	Business Education Globally 2.1 MBA (Master of Business Administration) Qualification 2.2 International Business Schools 3.3 Business Education in the Russian Federation	УК 4.3	1	2	6			13
3	Business Opportunities 3.1 Employment Trends 3.2 Business Ethics 3.3 Doing Business Online 3.4 Managerial Perspective of	УК 4.2, УК 4.3	1	-	8			20

№ п/ п	Тема. Основные вопросы	Формируемые компетенции	Семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)				
				Лекции	Практические занятия	Лабораторные занятия	в том числе в форме практической подготовки*	Самостоятельная работа
	Public Administration							
4	Business Communication Skills 4.1 Presenting 4.2 Negotiating 4.3 Telephoning 4.4 Meeting	УК 4.1, УК 4.2	1	-	8			20
5	Business Writing 5.1 Business Corresponding 5.2 Report Writing	УК 4.1, УК 4.2	1	-	8			20
Итого				1	30	-		75

6 Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

1. Деловой иностранный язык (английский): метод. указания по выполнению самостоятельной работы для обучающихся по направлению подготовки 38.04.04 Государственное и муниципальное управление / А.Т. Анисимова – Краснодар: КубГАУ, 2022. – 84 с. - URL: <https://edu.kubsau.ru/course/view.php?id=117>

2. Деловой иностранный язык (английский): метод. указания к практическим занятиям для обучающихся по направлению подготовки 38.04.04 Государственное и муниципальное управление/ А.Т. Анисимова – Краснодар: КубГАУ, 2022. – 66 с. - URL: <https://edu.kubsau.ru/course/view.php?id=117>

7 Фонд оценочных средств для проведения промежуточной аттестации

7.1 Перечень компетенций с указанием этапов их формирования в процессе освоения ОПОП ВО

Номер семестра*	Этапы формирования и проверки уровня сформированности компетенций по дисциплинам, практикам в процессе освоения ОПОП ВО
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УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

1	Профессиональный иностранный язык
1	Деловой иностранный язык

Номер семестра*	Этапы формирования и проверки уровня сформированности компетенций по дисциплинам, практикам в процессе освоения ОПОП ВО
4	Защита выпускной квалификационной работы, включая подготовку к защите и процедуру защиты

* номер семестра соответствует этапу формирования компетенции

7.2 Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкалы оценивания

Планируемые результаты освоения компетенции (индикаторы достижения компетенции)	Уровень освоения				Оценочное средство
	неудовлетворительно (минимальный не достигнут)	удовлетворительно (минимальный пороговый)	хорошо (средний)	отлично (высокий)	

УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия					
УК-4.1. Демонстрирует интегративные умения, необходимые для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей т.д.)	Уровень знаний ниже минимальных требований, имели место грубые ошибки	Минимально допустимый уровень знаний, допущено много негрубых ошибок.	Уровень знаний в объеме, соответствующем программе подготовки, допущено несколько негрубых ошибок.	Уровень знаний в объеме, соответствующем программе подготовки, без ошибок.	творческое задание
УК-4.2. Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные.	При решении стандартных задач не продемонстрированы основные умения, имели место грубые ошибки, не продемонстрированы базовые навыки	Продемонстрированы основные умения, решены типовые задачи. Имеется минимальный набор навыков для решения стандартных задач с некоторыми недочетами	Продемонстрированы все основные умения, решены все основные задачи с негрубыми ошибками, продемонстрированы базовые навыки при решении стандартных задач	Продемонстрированы все основные умения, решены все основные задачи с отдельными несущественными недочетами, продемонстрированы навыки при решении нестандартных задач	доклад контрольная работа (межсеместровая и итоговая) тестовые задания вопросы для проведения зачета
УК-4.3. Демонстрирует интегративные умения, необходимые для эф-фек-					

Планируемые результаты освоения компетенции (индикаторы достижения компетенции)	Уровень освоения				Оценочное средство
	неудовлетворительно (минимальный не достигнут)	удовлетворительно (минимальный пороговый)	хорошо (средний)	отлично (высокий)	
тивного участия в академических и профессиональных дискуссиях.					

7.3 Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков, характеризующих этапы формирования компетенций в процессе освоения ОПОП ВО

Контрольная работа

GRAMMAR AND VOCABULARY

TASK 1. Complete the sentences with the words from the list:

creates leverages team use collaboration
power benefit diverse

To be a success, you must know your business well. But you also must learn how you can work as part of the team. Be a good 1) _____ player. A team is really just a formal way to actualize and organize 2) _____. Collaboration is at the heart of successful decision-making. Teaming 3) _____ harmonious work groups. It is a way to formalize the 4) _____ of collaboration among individuals. It is a way to blend the talents, skills, and inherent creativity of 5) _____ people. It is a way to 6) _____ this collaboration so that the work group 7) _____ its skills, time, and resources for their own 8) _____ and that of the organization.

icebreaker welcome objective informs
conclusion break introduction

A good presentation starts with a brief 9) _____ and ends with a brief 10) _____. The introduction is used to 11) _____ your audience, introduce your topic/ subject, outlines the structure of your talk. The introduction may include an 12) _____ such as a story, an interesting statement or a fact. Plan an effective opening; use a joke or an anecdote to 13) _____ the ice. The introduction also needs an 14) _____, that is, the purpose or goal of the presentation. It 15) _____ the audience of the purpose of the presentation too.

TASK 2. Public-private partnerships. Choose a word from the box to complete each gap in the text below

collaborate	commercial	incentives	PPPs
private	provide	public sector	under-funded

Public-private partnerships are a promising new way to develop drugs for the developing world, for which the (1). market is usually small. Large pharmaceutical companies are generally unwilling to work in areas of no profit. However, smaller companies may have lower overheads or a need to find new markets for their products. These companies may be willing to share know-how with the (2). which they would not offer to direct competitors; and when employees and advisers from both sectors (3), they can offer a considerable range of expertise. Also (4) companies can (5) research facilities and assist with subsequent registration and distribution. The main weakness of these (6). is that they are (7)., and still largely supported by charitable organisations, while governments have offered inappropriate (8) and have provided little money to date.

TASK 3. BUSINESS IDIOMS. Each of these extracts (1 – 8) contains an idiom in which one word is wrong. Cross out the word which is wrong and write the correct word.

1. Unfortunately, things haven't worked out as we expected. It seems we've been heading down the wrong board. We need to review the situation and start afresh.
2. Let's not make any hasty decisions. Things look bad at the moment, but the stakes are that they'll start to improve soon.
3. Interest rates are falling, and the economy is picking up. The track is set for a change in our fortunes.

4. It's no use changing things in just one or two departments – we need to make changes across the point.
5. Our marketing team has responded fast. They're really on the field when it comes to dealing with new developments.
6. We need to be cautious. The odds are high, and if we make the wrong decision, it could be costly.
7. The trouble is, our competitors have an advantage over us. It's an uneven playing ball right now.
8. I don't think that's relevant to the present discussion. We need to stick to the stage here.

TASK 4. Divide the following text into paragraphs. Remember that each paragraph should develop a particular theme.

Change management

(1) Once it's clear what change is required, a change strategy has to be developed. In other words, somebody needs to say what should be done. Sometimes the idea will come from a visionary within the company, perhaps an imaginative and persuasive member of the management team. Otherwise, the company might bring in a consultant to help them find the right solution. Either way, management should also consult with staff at this stage. There should be meetings to help raise awareness for the need for change and to give employees a chance to suggest their own solutions.

(2) Finally, there's the consolidation stage. There needs to be a way to collect feedback from employees on how the change is being received. Because there will still be some resistance to the change, even at this stage, someone needs to act as a champion for the innovation. The champion gives encouragement and raises morale by congratulating everyone on a successful changeover and on what's been achieved.

(3) Next comes what's probably the most problematic stage: implementation. Above all else, making the planned change a reality requires communication. Staff will need to be informed of new procedures and, where necessary, trained in new skills. The most important member of the change management team at this stage is the gatekeeper. It's their job to be available to staff, to help them deal with problems they may be having with the changes and answer any questions, making the change as painless as possible.

(4) Before change, there must be analysis. Organisational change is a costly and difficult business, and there must be a real business need reason in order to change current practice. Typically, changes are attempts to reach new markets, to improve productivity or to cope with drastically reduced funding. A good analyst will identify the key problem.

TASK 5. Dependent prepositions. Write the correct preposition in each gap (1 – 10).

The maintenance budget for the next six months has been set (1) \$28,000. This includes provision (2) modifications to the generator, which have been estimated at \$9,500. Although this is a high cost, we anticipate that the modifications will result (3). substantial energy savings in the future.

In setting this budget, we have also made allowance (4). the rising cost of both materials and labour. Spending (5). repairs has increased by 7% in the last year, and further cost rises are expected. Thus the proposal to increase the number of maintenance staff from eight (6). ten has been shelved for the time being.

The sum of \$3,000 has been carried over from the previous half-year budget. This is due to the fact that there have been delays (7) completing the work (8). the gas outlet following a disagreement (9). the contractor. They are currently refusing to take responsibility (10). damage to the outer wall of the outlet which occurred while the work was being carried out. Payment (11). the work will not be made until an agreement is reached.

Темы творческих коммуникативных заданий

TASK 1. WRITING.

The special delivery you requested to complete the order for the display stands did not arrive until the next day, and by then it was too late for you to set up the displays for your customer's visit. Write a formal letter of complaint to Blaize Displays. Your letter should be about 200 words long and should start and finish with appropriate salutations.

Structure your letter as follows:

- Explain briefly why you are dissatisfied with the service.
- Set out the details of what happened.
- Describe the consequences: you lost the opportunity to impress important customers, which could affect your business with them.
- Point out that the supplier failed to check the first delivery and to correct the error.
- Say that you have now decided to cancel the purchase. Ask the supplier to collect the stands at their expense and to refund your payment.

TASK 2. WRITING.

Your company is going to hire an external consultant, Louis Trimble, to carry out time-management consultancy at your offices. During a telephone call, you agree the following terms and conditions for the work:

Consultant's visit: four days, 25th–28th September

Report: due by 21st October

Fee: \$7,500 (payable 30 days after receiving report)

Expenses:

- travel: maximum \$450 can be refunded (need receipts)
- accommodation: your company to book and pay the hotel
- daily allowance: \$150 (for meals, local travel)

Write a polite, formal e-mail of 150–200 words to Louis Trimble setting out these conditions and ask him to confirm his acceptance of them. Use an appropriate beginning and ending for your e-mail.

TASK 3. Analysing an Abstract.

Here is a successful conference abstract in the field of business management. Read it and do the tasks that follow.

Mindful management of relationship during periods of crises

(1) This paper identifies practices of business-to-business relationship management that lead to building resilience during crisis. (2) Business relationships play a significant role when firms face turbulence and disruption. (3) Crises create resource limitations that businesses need to manage by the rapid formation of new relationships to access resources and build adequate capabilities. (4) Mindfully managing such relationships requires a combination of trust, doubt and control mechanisms to enable exchange while safeguarding against relational vulnerabilities. (5) Drawing on data from 33 firms operating within highly turbulent and uncertain environments, and crisis management literature, we apply the concept of mindfulness and introduce a model of mindful management of relationships as a process that combines the cognitive and behavioural capabilities of trusting, doubting, verifying, and adjusting relational exposure. (6) This process enables a rapid acquisition of resources and building capabilities while enabling businesses dealing with issues before relational failure manifests. (7) The mindful process supports ongoing and highly interactive relationships that adjust to changing circumstances fostering collaboration to deal with crises. (8) Results encourage managers to rapidly develop relationships and trust new partners, whilst practicing suspicious thinking, enacting continuous interaction, empowering experienced boundary personnel, enabling frequent informal communication, and supporting the development of diverse social bonds.

1. Identify all the instances where the author uses evaluative language to strengthen his case for the acceptability of his research.
2. Find the instances of metadiscourse (i.e., when the author talks about his or her own text).
3. Where is the division between the 'scene setting' and the actual study?
4. Why do you think the abstract was accepted?
5. Where do you suppose the author was in his study when he wrote the conference abstract?
 - a) almost everything had been done;
 - b) all the data had been collected and analysed, but the model was not yet developed;
 - c) the data had been collected, but only analysed in a preliminary way in order to get a sense of where it was going.

TASK 4. Case Study: Making a Presentation

I The project manager of a construction company is giving a presentation to his colleagues. Put the sentences in the right order:

- a) This morning I'd like to update you on the current status of work at the construction site. The information I give you today should help you with planning your next steps.
- b) For those of you who don't know me, my name is Gordon Selfridge. Let me just write this down for you. OK, I'm the project manager in charge of the Bak Tower building project in Dubai.
- c) I've divided my presentation in three parts.
- (1) d) Hello, everyone.
- e) Then I'll move on to the problems we're facing with our local suppliers.
- f) First of all, let me thank you for coming here today. I'm aware that you are all busy preparing for the annual meeting this week, so I really appreciate you taking the time to be here.
- g) I'll start off by showing you some photos of the building site and discussing the progress we've made since January.
- h) My talk should take about 30 minutes. Please feel free to interrupt me at any time with questions.
- i) I'll end with some ideas for reducing labour costs that we've been looking into.
- j) Oh, and don't worry about taking notes. I'll be handing out copies of the PowerPoint slides.

II Listen and check.

III Now put these points in the order in which Gordon mentions them:

- A reducing labour costs
- B welcome and introduction
- C 30 minutes for presentation
- D update on current station
- E handout after presentation
- F progress made since January
- G problems with local suppliers
- H questions during presentation OK
- I three main parts

IV Replace the words in bold in the following sentences from the presentation with the words or phrases from the box:

<i>after that</i>	<i>begin</i>	<i>I'm</i>	<i>realize</i>	<i>responsible for</i>	<i>sections</i>	<i>turn</i>
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- 1) I'll **start off** by showing you
- 2) I've divided my presentation into three **parts**.
- 3) For those of you who don't know me, **my name is** Gordon Smith.
- 4) **Then** I'll **move on** to the problems....

- 5) I'm the project manager **in charge of** our Dubai building project.
 6) I'm **aware** that you are all busy preparing for the annual meeting...

TASK 5. Mathematics. You are a delivery manager at Blue Bag, a wholesale bakery. The bakery employs two drivers and owns two trucks. Each truck can deliver up to 175 crates of bread per day. The bakery has standing orders for 340 crates a day, but a new supermarket is opening up, and you expect orders to increase 225%. If you hire two more drivers, you can run two shifts. *Will it be enough? Write a paragraph explaining how you found your answer.*

TASK 6. Organization Chart. Work in small groups. Imagine you are starting a greeting card company. Decide what functions your team members will perform. Consider each person's talents and interests. Will your company be structured formally or informally? *Make a chart using presentation software to show how you organized your company. Present your chart to the class.*

TASK 7. Start a Business

Step 1 Team up with a partner or small group of groupmates.

Step 2 With your partner or group, decide on a business you want to start. This could be anything that has a realistic chance of succeeding: computer technician, T-shirt printer, caramel-corn producer, dog walker, or anything you think may fulfill a want.

Step 3 On a chart like the one below, list the factors of production you will need to use to start and run your business.

Step 4 Develop a business plan – a way that you can use the factors of production so efficiently that you will be able to make money. Describe your business plan in a paragraph.

Step 5 Present your plan to the rest of the class. When all pairs or groups have made their presentations, hold a class vote to select the best plan.

Factors of Production	
Land 1. 2. 3.	Labor 1. 2. 3.
Capital 1. 2. 3.	Entrepreneurship 1. 2. 3.

TASK 8. Group work: read the portraits of managers in five different countries and decide which country each one corresponds to.

Germany Poland Sweden The UK The USA

(1) Managers from this country - consider professional and technical skills to be very important - have a strong sense of authority - respect the different positions in the hierarchy of their companies - clearly define how jobs should be done - are very loyal to their companies and expect their subordinates to obey them - are often older than in other countries	(2) Managers from this country - receive a general education - delegate authority - take a practical approach to management - have relatively formal relationships at work - encourage their employees to work individually - believe it is important to continue education and training at work	(3) Managers from this country - consider social qualities to be as important as education - encourage their employees to take an interest in their work - pay close attention to the quality of working life - do not use as much authority as in other countries - appreciate low-level decision making - are often women
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<p>(4) Managers from this country</p> <ul style="list-style-type: none"> - generally attend business schools - communicate easily and informally at work - admire the qualities of a leader - expect everyone to work hard. Individual performance is measured and initiative is rewarded - have competitive and aggressive attitudes to work - often accept innovation and change 	<p>(5) Managers from this country</p> <ul style="list-style-type: none"> - have either gained their experience in state-owned enterprises or are competitive self-starters - older managers hold technical degrees rather than business qualifications - work very long hours and expect their subordinates to do so - are extremely innovative, optimistic and determined - are quick to invest in the development of new products, market techniques and methods of production and distribution
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In groups, discuss the advantages and disadvantages of each approach to management, and say which one you would find the most attractive. Do any of these profiles correspond to management practices in your country?

Темы дискуссий

1. Express your viewpoint on the following statements:

1. Do you agree with the statement “The wealthy and the powerful benefit the most from globalization”? Keep in mind the effect of globalization on individuals, local communities, and countries.
2. To what extent has globalization improved daily lives around the world?
3. Do you agree with the statement “Globalization has led to a more secure and prosperous world”?
4. Should the world focus efforts on mitigation, adaptation, or geoengineering? Why?
5. Should developing countries like China and India continue industrializing, even though their carbon emissions are increasing as a result?
6. Is there one best energy source? If so, which one? Why or why not?

2. Speak on the following topics:

- 1) **“Success is not final; failure is not fatal: it is the courage to continue that counts.”** – Winston Churchill.

Churchill lead Britain through one of its darkest periods. With enemies threatening to advance across the English Channel, bombing London daily, the pressure to survive was paramount. But Churchill, like any entrepreneur worth their salt, understood that failure was part of the process. One learned from their mistakes, and the greatest lesson was that there was always another day to fight on.

- 2) **“Business opportunities are like buses, there’s always another one coming.”** – Richard Branson.

Branson’s Virgin has proven that from record labels to airlines, where there is a will there is a way. The door isn’t always open, but sometimes it’s ajar or the key is on the floor. All you must do is pick it up and turn the lock. Basically, the right environment for success ebbs and flows, but a keen businessperson is never passive.

Темы докладов

Тема 1. Business Education Globally

1. Master’s Qualification in the Global World.
2. A Master of Business Administration (MBA) Degree.
3. Postgraduate Study Worldwide.
4. Postgraduate Education in Russian Federation.
5. What is Globalization.
6. When Global Business Becomes Local.
7. What is next to the WTO.
8. Human Trafficking in the Global Era.

9. Global Communication for a Rapidly Changing World.
10. What is Climate Change.

Тема 2. Business Opportunities

11. Accounting and finance in a changing world.
12. Company performance.
13. Overseas investments.
14. Corporate environmental, social and governance issues.
15. Risk management and failure.
16. Company insolvency.
17. Banking – a risky business.
18. Types of Economies.
19. The Transitional economy.
20. Multinational Corporations.

Вопросы и задания для проведения промежуточного контроля (зачета)

Компетенция УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

УК-4.1. Демонстрирует интегративные умения, необходимые для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей т.д.)

Вопросы к зачету

1. Why are business writing skills so important?
2. What are the functions of business writing?
3. Why is it important to identify different types of writing?
4. What is the difference between an abstract, an executive summary, and a letter or email of transmittal?
5. What are the advantages of a mind-map when writing?
6. What is the difference between writing “rules” and “writing style”?
7. When you need to request for information, what is the best document to use?
8. When you write a letter of complaint, what should you write about?
9. What do the redundant phrases mean?
10. Why are paragraphs important when writing?
11. What piece of information should you write to ensure your letter goes to the correct person?
12. What information do you put in the first paragraph of a letter?
13. Why should you use conjunctions in writing?
14. What information is provided at the top of the business letter?
15. What is the name of the document that explains a business idea and how it will be carried out?

Тестовые задания к зачету

1 What does the communication process not require?

- (a) encoding
- (b) recruiting**
- (c) a channel
- (d) decoding

2 *What does informative writing focus primarily on?*

- (a) latest news
- (b) reader
- (c) writer
- (d) subject under discussion**

3 *What do the principles of effective writing include?*

- (a) brevity
- (b) clarity
- (c) accuracy
- (d) brevity, clarity and accuracy**

4 *What kind of document should be written with instructions and include a sequence of events?*

- (a) Memos
- (b) Manuals**
- (c) Proposals
- (d) Resumes

5 *What kind of document is commonly used for communication within a company?*

- (a) Memo**
- (b) Manual
- (c) Proposal
- (d) Research Report

6 *What writing style is usually used in reports?*

- (a) personal and critical
- (b) subjective and detached**
- (c) emotive and judgmental

7 *What type of communication is a report to a customer from an employer?*

- (a) manager communication
- (b) administrator communication
- (c) official communication**
- (d) officer communication

8 *What is the primary purpose of report?*

- (a) to analyze problems and predict practical alternatives
- (b) to monitor and control production, sales, shipping, etc.**
- (c) to solve problems and supply facts
- (d) to control problems, sell products and services

9 *Which type of report is submitted to find causes of a problem?*

- (a) performance appraisal
- (b) investigation**
- (c) progress
- (d) inspection

10 *Which report helps decision makers select the best course of action*

- (a) short report
- (b) essential report**
- (c) long report
- (d) feasibility report

11 *What is the main difference between academic writing and normal writing?*

- (a) academic writing uses longer words
- (b) academic writing tries to be precise and unbiased**
- (c) academic writing is harder to understand

12 *The difference between a project and an essay is:*

- (a) essays are longer
- (b) projects are longer
- (c) students choose projects' topics**

13 *Teachers complain most about students:*

- (a) not answering the question given**
- (b) not writing enough
- (c) not referencing properly

14 *What is the best time to write an introduction?*

- (a) first
- (b) last
- (c) after writing the main body**

15 *What is Plagiarism?*

- (a) a dangerous disease
- (b) an academic offence**
- (c) an academic website

16 *Making careful notes is essential for:*

- (a) writing essays
- (b) revising for exams
- (c) all academic work**

17 *An in-text citation looks like:*

- (a) (Manton, 2008)**
- (b) (Richard Manton, 2008)
- (c) (Manton, R. 2008)

18 *Paraphrasing a text means:*

- (a) making it shorter
- (b) changing a lot of the vocabulary**
- (c) adding more detail

19 *Paragraphs always contain:*

- (a) six or more sentences
- (b) an example
- (c) a topic sentence**

20 *The purpose of an introduction is:*

- (a) to give your aims and methods**
- (b) to excite the reader
- (c) to summarise your ideas

21 *Proof-reading means:*

- (a) getting a friend to check your work
- (b) checking for minor errors**
- (c) re-writing

22 *Teachers expect students to adopt a critical approach to their sources:*

- (a) sometimes
- (b) only for Master's work
- (c) always**

23 *Choose the features of a formal academic writing*

- (a) colloquial expressions (What's up? Cheers!) are numerous.
- (b) Full words, not contractions, are used.**
- (c) Words and phrases that connect sentences meaningfully are used.**
- (d) The sentences are rather complex.**
- (e) Emotional words like great, superb, etc. are used.

24 *Choose the features a good reference letter should not include:*

- (a) Explanation of how long the referee has known the applicant
- (b) List of the personal qualities relevant to the specialism
- (c) Reference to the applicant's qualifications, experience, and professional skills
- (d) The applicant's weaknesses**
- (e) The referee's contact information
- (f) The applicant's religion, nationality, age, disability and gender

25 *Choose the features a summary should have:*

- (a) The author's name and the title of the article**
- (b) Graphs and tables
- (c) Detailed explanations
- (d) The author's main idea**
- (e) Details to support the idea**
- (f) Your own views on the problem
- (g) As much of the original text as possible
- (h) Quotations

26 *Which of the factors below should you consider while publishing a scientific paper?*

- (a) The scope and aims of the journal are relevant to your paper.**
- (b) The journal provides open access to some articles.
- (c) The journal impact factor is reasonably high.**
- (d) The page charges are low.
- (e) The time take to accept or reject a paper is quite short.**

27 *Choose the elements that do not refer to the traditional structure of a research article*

- (a) Quotation**
- (b) References
- (b) Abstract
- (c) Discussion
- (d) Introduction

28 *Which of the factors below should you include into your project summary for a grant proposal?*

- (a) a brief background of the project
- (b) specific aims, objectives or hypotheses
- (c) significance of the proposed research
- (d) unique features and innovation of the project
- (e) methods (action steps) to be used
- (f) a description of how results will influence other research areas
- (g) all of the above**

29 *Understanding essay titles. Define the reference of the task expressed by the essay title «Outline the main benefits of university education in the modern world»:*

- (a) the task refers to all the benefits of a university education
- (b) the task refers to the positive things about a university education**
- (c) the task refers to the positive and negative things about a university education
- (d) the task refers to education in general

30 *Understanding essay titles. Define the reference of the task expressed by the essay title «Discuss the financial problems faced by unemployed older people»:*

- (a) the task is to examine and explain the idea in detail**
- (b) the task is to communicate the main points
- (c) the task is to give full information about the problem
- (d) the task is to give only the main information

31 *Understanding essay titles. Define the reference of the task expressed by the essay title «Explore the different factors which influence young people's choice of university»:*

- (a) the task is to look at different concepts, research, or information to prove an idea
- (b) the task is to look at different concepts, research, or information to see what you can find**
- (c) the task is to sort factors (in this case, items of information with common features or characteristics)
- (d) the task is to give full information on the issue

32 *Which methods of generating ideas do not refer to essay writing?*

- (a) Group discussion**
- (b) Brainstorming
- (c) Using text-based sources
- (d) Key words and phrases

33 *Critical thinking. Which reading strategy is to be used for close reading of a specific part of a journal to examine information?*

- (a) predicting the content of a text from the title, key factual information and visuals
- (b) reading left to right, line by line, and every word**
- (c) skimming for the general meaning or 'gist'
- (d) scanning for specific information or details

34 *Critical thinking. Which reading strategy is to be used for locating a specific word or idea without reading continuous text?*

- (a) predicting the content of a text from the title, key factual information and visuals
- (b) reading left to right, line by line, and every word
- (c) skimming for the general meaning or 'gist'
- (d) scanning for specific information or details**

35 *Critical thinking. Which reading strategy is to be used for any text when you are trying to get the general idea, e.g. reading a book or article to obtain the general information.*

- (a) predicting the content of a text from the title, key factual information and visuals
- (b) reading left to right, line by line, and every word
- (c) skimming for the general meaning or 'gist'**
- (d) scanning for specific information or details

36 *In academic texts, a considerable amount of information is presented in visual or graphic form. Which type of diagram would you use to show the following information:*

Trends, e.g. the increase in the price of oil over the last year.

- (a) pie chart
- (b) bar chart
- (c) map
- (d) table
- (e) graph**

37 *In academic texts, a considerable amount of information is presented in visual or graphic form. Which type of diagram would you use to show the following information:*

Location, e.g. where major industrial cities are situated

- (a) pie chart
- (b) bar chart
- (c) map**
- (d) table
- (e) graph

38 *In academic texts, a considerable amount of information is presented in visual or graphic form. Which type of diagram would you use to show the following information:*

Location, e.g. where major industrial cities are situated

- (a) pie chart**
- (b) bar chart
- (c) map
- (d) table
- (e) graph

39 *In academic texts, a considerable amount of information is presented in visual or graphic form. Which type of diagram would you use to show the following information:*

Comparison, e.g. the number of cars per adult in different countries

- (a) pie chart
- (b) bar chart**
- (c) map
- (d) table
- (e) graph

40 *Analyzing paragraph structure. Decide which of the following is the best definition of a paragraph.*

- (a) A paragraph is defined as a unit of meaning of at least 100 words in length. It has to contain background information about the topic and supporting evidence such as examples and reasons.
- (b) A paragraph is a list of ideas that are related to each other in some way, and usually contains quotations. It normally has a topic sentence at the beginning, and it contains reasons and examples.
- (c) A paragraph can be defined as a unit of meaning which contains a statement about the content / organization of the paragraph (a topic sentence), which may then be followed by supporting evidence using examples and reasons.**

41 *Analyzing paragraph structure. Read the following paragraph, match the section of the paragraph in bold print to the relevant term.*

Human communication has developed throughout history. **In the past, the speed of development was comparatively slow, but it has increased rapidly in recent decades.** Think of the length of time that it took humanity to move first from writing on clay tablets to the discovery of paper and subsequently to the development of printing. Recent developments have taken place in a relatively short time because of advances in computer technology, leading to devices like iPhone and tablet computers like iPad, which have revolutionized the way we communicate.

- (a) background information**

- (b) a topic sentence
- (c) a reason
- (d) an example

42 *Analyzing paragraph structure. Read the following paragraph, match the section of the paragraph in bold print to the relevant term.*

Human communication has developed throughout history. In the past, the speed of development was comparatively slow, but it has increased rapidly in recent decades. Think of the length of time that it took humanity to move first from writing on clay tablets to the discovery of paper and subsequently to the development of printing. Recent developments have taken place in a relatively short time **because of advances in computer technology, leading to devices like iPhone and tablet computers like iPad**, which have revolutionized the way we communicate.

- (a) background information
- (b) a topic sentence
- (c) a reason**
- (d) an example

43 *Analyzing paragraph structure. Read the following paragraph, match the section of the paragraph in bold print to the relevant term.*

Human communication has developed throughout history. In the past, the speed of development was comparatively slow, but it has increased rapidly in recent decades. Think of the length of time that it took humanity to move first from writing on clay tablets to the discovery of paper and subsequently to the development of printing. Recent developments have taken place in a relatively short time because of advances in computer technology, leading to devices like iPhone and tablet computers like iPad, which have revolutionized the way we communicate.

- (a) background information
- (b) a topic sentence**
- (c) a reason
- (d) an example

44 *Analyzing paragraph structure. Read the following paragraph, match the section of the paragraph in bold print to the relevant term.*

Human communication has developed throughout history. In the past, the speed of development was comparatively slow, but it has increased rapidly in recent decades. **Think of the length of time that it took humanity to move first from writing on clay tablets to the discovery of paper and subsequently to the development of printing.** Recent developments have taken place in a relatively short time because of advances in computer technology, leading to devices like iPhone and tablet computers like iPad, which have revolutionized the way we communicate.

- (a) background information
- (b) a topic sentence
- (c) a reason
- (d) an example**

45 *Analyzing paragraph structure. Decide which of the following is not a feature of a topic sentence.*

- (a) It provides the subject of the paragraph and outlines what will follow.
- (b) It limits what the paragraph will discuss.
- (c) It is often the first sentence of the paragraph.
- (d) It allows the writer to concentrate on individual points to make an argument.
- (e) It contains evidence to support an idea.**
- (f) It acts like a map instruction and helps to guide the writer.

46 *Analyzing essay structure. Decide which of the following is the definition of a 'thesis statement'.*

- (a) a unit of meaning of at least 100 words in length, has to contain background information about the topic and supporting evidence such as examples and reasons.
- (b) a list of ideas that are related to each other in some way, and usually contains quotations; it normally has a topic sentence at the beginning, and it contains reasons and examples.
- (c) a short statement, usually one sentence, that summarizes the main point or claim of an essay, research paper, etc., and is developed, supported, and explained in the text by means of examples and evidence.**

47 *Identify the type of a sentence. Which of the sentences below refer to ideas and facts?*

- (a) People use their cars to go to work every day.
- (b) Heavily loaded aeroplanes use more fuel than empty ones.**
- (c) Management style sometimes affects the employees.
- (d) The cause of earthquakes is the sudden release of energy in the Earth's crust.**
- (e) This energy creates seismic waves.**

49 *Identify the type of a sentence. Decide which of the following statements are facts.*

- (a) The design of public spaces in cities clearly has a significant impact on people's mood and behaviour.
- (b) Many cities contain urban public spaces.**
- (c) The social welfare of any population is linked to many factors, such as community development.**
- (d) Community development is the main factor in determining the welfare of the population in general.

50 *Identify the type of a sentence. Decide which of the following statements are opinions.*

- (a) The design of public spaces in cities clearly has a significant impact on people's mood and behaviour.**
- (b) Many cities contain urban public spaces.
- (c) The social welfare of any population is linked to many factors, such as community development.
- (d) Community development is the main factor in determining the welfare of the population in general.**

УК-4.2. Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные.

Вопросы к зачету

1. Are you a fluent English speaker? What assignments are the most effective for improving your language?
2. What world events are you concerned with?
3. What issues are you reluctant to discuss?
4. Are you an intuitive person? What do you think about the future of mankind?
5. What are the possible ways to prevent wars in your opinion?
6. Have you ever doubt the existences of other civilizations?
7. What parts of the world you would like to visit? Why?
8. What are your life priorities?
9. Why do people study public administration?
10. Do you think it is important for government officials to know history? Why?

Тестовые задания для зачета

Giving a Presentation and speaking in public (25)

1 *Define the main purpose of delivering a presentation:*

(a) To have a clear understanding of the prospect's needs, as well as the opportunities and challenges in the market and to have a proactive advertising solution to assist the prospect in accomplishing the company's goals.

(b) To meet with the decision maker in person or those who may influence a decision in his/her absence and to leave it behind if neither is available for them to evaluate in person.

(c) To close and begin the process from prospect to account development.

(d) None of the above.

2 *Choose the right posture when giving a presentation:*

(a) arms crossed on chest

(b) straight but relaxed

(c) knees unlocked

3 *Choose the right position of your hands when giving a presentation (What should you do with your hands?):*

(a) put hands on hips

(b) put one hand in a pocket

(c) keep hands by your side

4 *Choose the best way to attract the audience attention (How can you emphasize something?):*

(a) point finger at the audience

(b) move or lean forward to show that something is important

(c) use a pointer to draw attention to important facts

5 *Choose one advance preparation you can do to overcome initial nervousness when delivering a presentation:*

(a) Ask the audience write down their questions and give them to you in advance

(b) Introduce yourself to the audience before the presentation and get to know them

(c) Walk into the room just before the presentation

(d) Hydrate yourself by drinking a lot of water before the presentation

6 *Choose the best way to deal with nervousness (What should you do when you feel nervous?):*

(a) hold a pen or cards in your hands

(b) walk back and forth

(c) look at the flip chart or screen (not at the audience)

7 *Choose the right way to keep eye contact with the audience:*

(a) make eye contact with each individual often

(b) choose some individuals and look at them as often as possible

(c) spread attention around the audience

8 *Choose the right pace of speech at the presentation:*

(a) about 20% more slowly than normal

(b) just as fast as in a normal conversation

(c) faster than in a normal conversation

9 *Choose the right way to express enthusiasm?*

- (a) **by raising voice level**
- (b) by waving arms
- (c) **by making hand or arm gestures for important points**

10 *Analyze the situation and decide what is NOT a good strategy if you are unable to answer a question from an audience member during your presentation?*

- (a) **Acknowledge you don't know the answer and say the question was irrelevant to the topic of the presentation**
- (b) Ask the audience member to see you after the presentation so you can understand the question better and answer it
- (c) Ask others in the audience if they could answer the question
- (d) Acknowledge you don't know the answer and would think and get back to the questioner

11 *When an audience member without a microphone in a large audience asks a question during or after your presentation, it is important for the presenter to:*

- (a) Respond to the question immediately
- (b) **Repeat the question for the benefit of others in the audience who might not have heard it**
- (c) Ask others in the audience to shout the question
- (d) Ask the audience member to come to the front of the room and ask the question

12 *It is generally NOT a good practice to deliver a presentation by:*

- (a) **Reading the entire presentation line by line**
- (b) Elaborating each bullet point on the presentation materials
- (c) Paraphrasing what is on the presentation materials
- (d) Mentioning the highlights of what is on the screen

13 *To keep your audience from feeling overwhelmed, you should keep the text on each slide short and to the point. Identify the rule that the perfect PowerPoint slide should follow.*

- (a) No rules when using PowerPoint
- (b) 2 by 4 rule
- (c) 7 by 7 rule
- (d) **Five by five rule**

14 *What are the best colours for slide background and font?*

- (a) Light background with a light font such as white with yellow.
- (b) Dark background with a dark font such as dark blue with black.
- (c) **Dark background with a lighter font colour such as dark blue with yellow.**
- (d) Light background with dark font such as white with black.

15 *How much time should you spend on each slide?*

- (a) Any length of time
- (b) 30 seconds
- (c) **2-3 minutes**
- (d) 5 minutes

16 *English language for Academic speaking. Decide which of the following questions are asking for more information.*

- (a) You mentioned (that) ... Can you go over (it) again?
- (b) When you said..., what exactly did you mean?
- (c) **Can you give a few more details about ...?**
- (d) You said that..., but can you repeat what you said about...?

- (e) Are you saying that the ...?
- (f) Is there anything else we can learn from this?**

17 *English language for Academic speaking. Decide which of the following questions are asking for clarification.*

- (a) You mentioned (that) ... Can you go over (it) again?
- (b) When you said..., what exactly did you mean?**
- (c) Can you give a few more details about ...?
- (d) You said that..., but can you repeat what you said about...?
- (e) Are you saying that the ...?**
- (f) Is there anything else we can learn from this?

18 *English language for Academic speaking. Decide which of the following questions are asking for repetition.*

- (a) You mentioned (that) ... Can you go over (it) again?**
- (b) When you said..., what exactly did you mean?
- (c) Can you give a few more details about ...?
- (d) You said that..., but can you repeat what you said about...?**
- (e) Are you saying that the ...?
- (f) Is there anything else we can learn from this?

19 *English language for Academic speaking. Decide which of the following sentences are expressing and supporting the opinion:*

- (a) I tend to agree. Getting students involved in research as early in their career as possible is central to further progress in research methodology.**
- (b) The point about gathering financial support. Could you explain it in more detail?
- (c) As for the conference theme, I'd rather focus on research than teaching methods.**
- (d) That may be so, but to be honest, it doesn't give any idea of what the event is about.
- (e) Now, we have to choose an appropriate date. I would go for November 20th because no major sports events are scheduled on that day.**

20 *English language for Academic speaking. Decide which of the following sentences are asking for more detail:*

- (a) I tend to agree. Getting students involved in research as early in their career as possible is central to further progress in research methodology.
- (b) The point about gathering financial support. Could you explain it in more detail?**
- (c) As for the conference theme, I'd rather focus on research than teaching methods.
- (d) That may be so, but to be honest, it doesn't give any idea of what the event is about.
- (e) Now, we have to choose an appropriate date. I would go for November 20th because no major sports events are scheduled on that day.

21 *English language for Academic speaking. Decide which of the following sentences is disagreeing politely:*

- (a) I tend to agree. Getting students involved in research as early in their career as possible is central to further progress in research methodology.
- (b) The point about gathering financial support. Could you explain it in more detail?
- (c) As for the conference theme, I'd rather focus on research than teaching methods.
- (d) That may be so, but to be honest, it doesn't give any idea of what the event is about.**
- (e) Now, we have to choose an appropriate date. I would go for November 20th because no major sports events are scheduled on that day.

22 *If you make an error in your presentation, such as a statistic incorrectly, what should you say?*

- (a) **Permit me to clarify that...**
- (b) Disregard that statement because I can't verify the source.
- (c) **Let me correct that statement...**
- (d) **What I meant to say is...**
- (e) Never mind...
- (f) None of the above.
- (g) All of the above.

23 *After you review the prospect's goals and challenges that the person shared with you in the needs analysis meeting, what should you ask the prospect and why?*

- (a) **Ask the prospect if anything has changed since your last meeting with them because it involves the prospect and confirms accuracy of the ideas and solutions you are recommending.**
- (b) Ask the prospect what is their availability to schedule a follow up meeting because it assumes the sale.
- (c) Ask the prospect if there will be personnel changes within their organization because you may need to review with other decision makers.

24 *Identify the reason of limiting a presentation to three key topics:*

- (a) That is historically the standard that media organizations use nationally.
- (b) **People retain a few main points better than they do a large amount of data, which can lead to information overload.**
- (c) If you have more than three key topics in your presentation, you risk the chance of not presenting other components of the presentation due to time.

25 *Identify the best type/types of supporting evidence that you can use in a presentation:*

- (a) **Statistical Data**
- (b) **Quotes from People or Books**
- (c) **Client Testimonials**
- (d) Wikipedia Sources
- (e) All of the above.

УК-4.3. Демонстрирует интегративные умения, необходимые для эффективного участия в академических и профессиональных дискуссиях.

Вопросы к зачету

1. In what century was public administration formed as a discipline?
2. What does Luther Gulick's theory of organization emphasize?
3. What two theories in public administration have recently been introduced?
4. What do general systems theory students think of human organization?
5. Why has Comparative Public Administration become popular?
6. What will the future meaning and importance of public administration depend on?
7. How are technological innovations used in public administration?
8. Can a modern country be governed from a single location?
9. How many levels of government do all countries have?
10. How many tiers do local governments generally include?
11. What are the functions and powers of the local authorities in England?
12. What are the fundamental values of the managerial perspectives?

Практические задания для зачета

FINAL TEST (ИТОГОВАЯ КОНТРОЛЬНАЯ РАБОТА)

TASK 1. Reading Comprehension.

a) *Read the article and identify the paragraph (i–vii) in which you can find information about the following:*

- 1) What Mike Lynch said about the state of the UK economy. _____
- 2) What business and enterprise minister Mark Prisk says about the economy. _____
- 3) A comparison of venture capital funds in 2018 and 2019. _____
- 4) How politicians will react to the Nesta report. _____
- 5) What venture capitalists did in 2019. _____
- 6) What Nesta believes about the future and what investors should do now. _____
- 7) What the National Endowment for Science, Technology and the Arts has recently said about the venture capital industry. _____

b) *Now decide if these statements are true (t) or false (f).*

- 8) Venture capital companies are raising more money now than they were after the 2000 dotcom crash. _____
- 9) Technology companies will find it more difficult to raise finance. _____
- 10) Mike Lynch started the company called Autonomy. _____
- 11) Lynch says that venture capital firms now avoid £100m deals and prefer much smaller ones. _____
- 12) In 2009, there were only 17 investments in UK start-ups. _____
- 13) The government doesn't think start-ups are very important to the UK economy. _____
- 14) In 2008, investors put up more than £1bn in capital. _____
- 15) Mike Lynch thinks investors should wait until the economy improves before investing. _____

Venture capital hit by 'slump' in funding

i) The venture capital industry has 'slumped' after the credit crunch, according to the National Endowment for Science, Technology and the Arts. Investment in start-ups specializing in new technology has fallen 40 per cent in value over two years. Fundraising by venture capital companies has dropped 50 per cent to levels below those following the 2000 dotcom crash.

ii) The report from Nesta, an independent body funded by a Lottery endowment, will make discouraging reading for politicians hoping that innovation will help stimulate economic recovery. The reduction in access to funding means that fewer technology companies are likely to bring lucrative new products to market. The UK fell behind France in venture capital investment last year, reflecting weaker tax incentives.

iii) Mike Lynch, chairman of Nesta's investment committee and founder of Autonomy, a quoted software business valued at \$4.4bn, said the debilitated state of UK venture capital was

Autonomy, "doesn't do that sort of deal any more." The Nesta chairman said venture-backed businesses were the feedstock from which big, successful companies grew. "It is hard to know how the economy will do well without a significant number of know-how-based companies in the FTSE 100." He added that only two FTSE 100 companies – Autonomy and chip designer Arm – currently met those criteria and "we need another five or six."

iv) During 2019, venture capitalists invested just \$677m in UK start-ups, a 27 per cent decline and the smallest amount for a decade. The number of investments fell 17 per cent to 266. New companies had the worst difficulties finding capital. "Early-stage funding", as investment for these fragile fledglings is called, dropped 53 per cent by value.

v) Mark Prisk, business and enterprise minister, said on Wednesday: "The government recognises the importance of high-growth, innovative compa-

vi) Only 11 venture capital funds were able to raise capital in 2019 compared with 22 in 2018. Investors provided \$574m, 64 per cent less than the year before. Institutions have been discouraged from investing in venture capital by its high risks and low returns. The collapse of dotcom investments earlier in the decade triggered heavy losses. Returns have been better over a 10-year period, with 54 per cent of UK exits recovering one in five times investors' outlays, compared with 27 per cent that failed to break even.

vii) Nesta, which is a significant venture investor, is optimistic about the future. The company believes we have reached the low point in venture capital's fortunes and that growth will soon return. As the economy recovers, exits through flotations and trade sales should increase allowing companies to recycle profits into new investments and attract new institutional backers. Mr. Lynch said: "This is the best time to invest because you can get in at a good price. In contrast,

partly cyclical but added: “There is a structural change that is more worrying. Venture capital firms that would have been happy investing \$1m-\$2m in a start-up have shifted to backing \$100m private equity deals.” Mr. Lynch said Apax, an early backer of

nies to the UK economy and the problems they can encounter accessing venture capital. That’s why in last month’s Budget we announce a new Enterprise Capital Fund to target innovative start-ups and a Growth Capital Fund to invest in small businesses needing venture finance to grow.”

at the top of the cycle the number of good companies is the same but a lot more money is chasing them.”

FINANCIAL TIMES

TASK 2. Dealing with conflict. Match the words with their meaning on the right.

1. compromise	a) pay special attention to something
2. consider	b) think carefully about something
3. focus on	c) agree on less than you really want/ a middle position
4. resolve/solve (a problem)	d) explain
5. have a break in a meeting	e) find a solution to a difficulty
6. delay a meeting to a future date	f) adjourn
7. say what you mean	g) postpone

TASK 3. Rejecting proposals. Which of the following words indicate rejection is coming? Mark them with an R (rejection). Mark the others with an A (agreement).

1 Unfortunately.....	7 It’s a pity, but.....
2 Sadly....	8 We don’t think
3 We regret that.....	9 We cannot possibly
4 I’m pleased to say that.....	10 I’m sorry , but....
5 Fortunately.....	11 It’s possible that....
6 I’m afraid	12 Happily.....

TASK 4. Ending the negotiation – without agreement. Choose words from the box to complete the following sentences.

proposal	reach	unfortunately	possibly	agree
postpone	success	but	regret	compromise

- _____ on this occasion we cannot _____ agreement.
- I’m sorry we cannot _____ accept this _____.
- We _____ that an agreement is not possible today.
- Perhaps if we _____ a decision we can agree in the near future.
- It’s been an interesting meeting _____ we have not been able to _____.
- We have tried to find _____ but it seems without _____.

TASK 5. BUSINESS WRITING. Translate a letter of enquiry into English:

Уважаемые господа!

В ответ на Ваше письмо от 12 декабря, прошу Вас выслать мне последний каталог и информацию о скидках, которые Вы можете предоставить.

Жду скорого ответа..

С уважением,

Replying to enquiry. Translate the letter into Russian:

Dear Mr. Bowen,

Thank you for your letter of 10 May enquiring about our promotional gifts.

We are pleased to enclose our new brochure and price-list together with samples of our promotional gifts.

We look forward to receiving your first order.

Yours sincerely,

Mary Hardy

Sales Manager

Translate a letter of enquiry into English:

Уважаемые господа!

Мы благодарны Вам за письмо от 1 июня и за приложенный к нему каталог, прайс-лист и пробники. Мы протестировали их и сообщаем Вам, что удовлетворены их качеством.

Поэтому, мы прилагаем бланк заказа и ждём от Вас счёт-проформу (proforma invoice).

Мы рассчитываем на срочный ответ.

С уважением,

Хью Джонс

Начальник отдела маркетинга

TASK 6. Match four of the five managers below with the team where they will be best suited.

Susan: creative, inspiring, diplomatic

Matt: decisive, competent, responsible

Benny: sociable, loyal, considerate, logical

Stella: supportive, sociable, flexible

Ian: organised, efficient, logical

1) We have some brilliant and creative people in our team but we're not always good at handling everyday routines. We need someone to remind us about what to do and when – someone who knows where everything is kept, and can suggest the best way to do things.

Person: _____

2) Ideally, our new team member should enjoy working with people and should get on well with others. He or she should be able to explain things clearly to customers. And – as our work is never routine – it is important to be able to adapt quickly to changing situations.

Person: _____

3) The ideal candidate must be able to deal with all kinds of difficult situations, and take control when something goes wrong. He or she must be able to keep a clear head and not get distracted when things happen fast. Because this person will manage a large team and a large budget, he or she must be sensible and able to make good judgements.

Person: _____

4) We need someone who can produce new and effective ideas and can give other people a feeling of excitement and a desire to do something great. This person also needs to deal politely and skillfully with our team of artists and designers without upsetting them.

Person: _____

TASK 7. Choose the correct word, a, b or c, to complete each sentence.

1) The seminar starts at 10:00 but we're having a _____ breakfast at 8:30.

a) pre-seminar b) post-seminar c) pro-seminar

2) We need to improve our training to _____ staff turnover.

a) build b) inspire c) reduce

3) Everyone worked hard last year, but then in January everyone lost motivation. Let's think of a way to _____ everyone and increase sales again.

a) demotivate b) remotivate c) hypermotivate

- 4) We'll finally be in the black next year, after we're repaid our _____ .
 a) grant b) dividend c) loan
- 5) When we began, we got our _____ capital from friends and family.
 a) credit b) start-up c) asset
- 6) We _____ on the loan when we missed our January payment.
 a) overpaid b) defaulted c) ripped off

Тестовые задания для зачета

ENGLISH BUSINESS ETIQUETTE

1 You pass a co-worker in the hallway and he asks "How are you?". You respond by:

- A Telling him that your back has been hurting you and you have a cold
B Saying "Fine, thanks"
 C Explaining that you are tired and stressed out in your job

2 Canadians value closeness and friendliness. It is appropriate to stand close to a business contact and frequently touch his/her arm while talking.

- A True **B False**

3 A co-worker comes to your office to introduce you to a friend of his. You:

- A Smile and nod
B You stand up, establish eye contact, smile and shake his hand
 C Wave and tell him how happy you are to meet him
 D Give him a "high five"

4 You have a meeting with a colleague from a different department scheduled for 10:00am. You've spoken to the receptionist and you have been waiting outside the colleague's office for a while and it is now 10:05. You want to make sure the person knows you're there. What do you do?

- A Peek your head in the doorway and say "Excuse me"
 B Stand near the door where your colleague will see you
 C Continue to sit and wait
D Enter the office confidently, introduce yourself and remind them you have a 10:00 am meeting.

5 After a meeting with a contact, in order to express your thanks, it is appropriate to:

- A Send him/her a small box of chocolates with a note
 B Drop by the office and give him/her a hot cup of coffee
 C Send a dozen red roses to his/her home
D Send a thank you letter

6 A co-worker shares office gossip/rumours with you. What do you do?

- (a) Thank him for telling you and pass the stories on
 (b) Check out the facts with other employees
(c) Politely listen and keep the information to yourself

7 Anger is a complex emotion that occasionally surface in the workplace. When it does, the best way to deal with anger is to:

- (a) Train yourself to deal with anger and don't express it during working hours.
 (b) Speak your mind regularly so it doesn't build up.
(c) Find outlets for you anger such as a walk during lunch, journaling, counting to ten. If you can't resolve your anger, get help.

8 *What is your number one priority for leading a successful business meeting?*

- (a) Making sure you have good attendance and participation.
- (b) Keeping great notes and sending them to everyone after the meeting.
- (c) Creating tasks and accomplishing the agenda in the allotted time.**

9 *Humor in the workplace is:*

- (a) A great way to occasionally break the stress during a business day.
- (b) A way to show your character by demonstrating the areas you find humorous.
- (c) All of the above.

10 *If an important call comes in when you are at a business lunch, what do you do?*

- (a) Take the call at the table and try to be quiet so you won't disturb the other diners during the call.
- (b) Turn your phone off completely and collect your voice messages afterward.
- (c) Tell your associates at lunch that you are expecting an important call, put your phone on vibrate mode and when the call does come, excuse yourself, leave the table and go to a place where no one can hear you. When you return to the table, thank your guest for allowing you to take the call and don't apologize or talk about the nature of the call.**

11 *If you are considered a junior officer at your company and approach a senior officer, do you offer to shake hands?*

- (a) Yes, it is an excellent opportunity to create trust and rapport.
- (b) No. You wait for the senior officer to initiate the handshake.**
- (c) You should only initiate the handshake if the other person is a man. Woman must be allowed to initiate handshakes according to their preferences.

12 *If you running late for an appointment because your boss has called a last minute meeting, it's best to:*

- (a) Call immediately and reschedule the meeting for a later time or another day.**
- (b) Try and go to both meetings even if you leave one early and arrive late for the other one.
- (c) Call and let the persons administrative assistant know you will be an hour late for your scheduled meeting.

13 *When meeting a contact of the opposite sex the man should wait for the woman to initiate the handshake.*

- A True
- B False**

14 *When breaking the ice with a contact at the beginning of a meeting it is appropriate to discuss such things as the weather, politics and traffic.*

- A True**
- B False

15 *When corresponding with a business contact by email you should:*

- (a) Be as formal as if you were writing an actual letter on paper
- (b) Be a little more informal to appear up-to-date with technology and the trend towards a relaxed work atmosphere**

16 *It is acceptable to leave on your personal cellular phone during office hours and answer it when it rings.*

- A True
- B False**

17 *Making small talk is vital for conducting business today because it:*

- (a) Gives people an insight into your character.
- (b) Creates rapport with people and lets them know you are human.
- (c) All of the above.**

18 *Office gossip destroys careers, however, if you are only listening to gossip:*

- (a) You are not guilty of gossiping, after all, you were just listening and not passing it on.
- (b) You have a deeper understanding of the complex problems of your associations and can offer help when necessary.
- (c) You are just as guilty as the one who is telling you gossip.**

19 *Once you are in someone's personal office, you can create a level of rapport by:*

- (a) Asking them questions about their specific job functions for their company.
- (b) Make comments about the building, facility or some aspect of their office.**
- (c) Tell them about your specific job function within your company.

20 *Regarding criticism in the workplace, remember to:*

- (a) Give criticism privately so it won't embarrass anyone.
- (b) Criticize only a person's work related skills and avoid offering personal criticism.
- (c) Offer a patient critique and never criticize anyone.**

JOB INTERVIEW

21 *Decide the best response to your interviewer's question: Why should we hire you and not someone with experience?*

- (a) I offer energy, intelligence and loyalty.**
- (b) First come, first served.
- (c) You need to hire me to get the answer.

22 *Decide the best response to your interviewer's question: What do you consider loyalty to a firm?*

- (a) No stealing stationery.
- (b) Confidentiality and dependability.**
- (c) Coming to work.

23 *Decide the best response to your interviewer's question: What are your weaknesses?*

- (a) I can't resist chocolate cake.**
- (b) Expecting others to be as honest as I am.
- (c) Always arriving late for meetings.

24 *Decide the best response to your interviewer's question: Why do you want this job?*

- (a) It is a job with prospects.**
- (b) It pays well.
- (c) My friend works here; he likes the company.

25 *Decide the best response to your interviewer's question: Where would you like to be in five years?*

- (a) I don't know.
- (b) Running the company.
- (c) In a challenging position with responsibility.**

26 *Decide the best response to your interviewer's question: Why do you want to work for this company?*

- (a) I've been unemployed for too long.

- (b) Well, I've heard that it's a company that pays its employees well.
(c) It's a company with future.

27 *Decide the best response to your interviewer's question: How did you hear about this vacancy?*

- (a) I researched your company and rang Human Resources.**
(b) A friend of a friend told me about it.
(c) My brother works here.

28 *Decide the best response to your interviewer's question: Have you looked at our website?*

- (a) Yes. It is very comprehensive.**
(b) Not yet, but I will after the interview.
(c) Do you have a website?

29 *Decide the best response to your interviewer's question: We need someone now, not in three months. Could you begin earlier if you were offered the job?*

- (a) My present company will not allow it.
(b) Well, that is a question I didn't expect.
(c) If I were offered this job, I would try.

30 *Decide the best response to your interviewer's question: Do you like working with your current boss?*

- (a) No. I think he can't manage people.
(b) No. He is too aggressive and lazy.
(c) No. However, I've learnt a lot from him.

31 *Decide the best response to your interviewer's question: During the busy summer period we all work every weekend. Would you have a problem with this?*

- (a) I would hope to arrange a system so that not everyone has to work every weekend.
(b) I'm a team player and would be prepared to work when necessary.
(c) I have holidays booked and enjoy my free time too much.

32 *Determine the definition of public administration:*

- (a) the process of organizing the business's personnel and resources to meet business goals and objectives
(b) an academic discipline that prepares civil servants for working in public departments and agencies at all levels of government
(c) the system by which an organisation is controlled and operates, and the mechanisms by which it, and its people, are held to account
(d) the implementation of government policy

33 *Define what negative motivation is based on*

- (a) Fear**
(b) Reward
(c) Money
(d) Status

34 *Define what job loading means*

- (a) Shifting of an employee from one job to another
(b) Deliberate upgrading of responsibility, scope and challenge
(c) Making the job more interesting
(d) None of the above

35 *Define a virtual organisation*

- (a) One which has profit as the major goal
- (b) One in which leadership always tends to fulfil psychological needs of the subordinates
- (c) A small, core organization that outsources major business functions**
- (d) One which has concern of the employees as its top priority

36 *Find out the consequences: if a public servant imposes upon the citizens duties and obligations which are not required by law, it can lead to...*

- (a) Error of law
- (b) Abuse of power**
- (c) Error of authority
- (c) Error of fact finding

37 *Identify the true statement: «Public Administration may be defined as ...»:*

- (a) Administrative Capacity
- (b) Management of industry
- (c) Management of Property
- (d) Administration of Public**

38 *Identify the true statement: «The concept of ‘bounded rationality’ was given by...»*

- (a) Abraham Maslow
- (b) Herbert Simon**
- (c) Max Weber
- (d) F. W. Riggs

39 *Identify the true statement: «Bureaucracy is based on...»:*

- (a) Personal Authority
- (b) Corporate Authority
- (c) Traditional Authority
- (d) Charismatic Authority**

40 *Identify the true statement: «Behaviorism is associated with ...»:*

- (a) Socialism**
- (b) Humanism
- (c) Rationalism
- (d) Communication

41 *Identify the wrong value of public administration*

- (a) Equity
- (b) Efficiency
- (c) Effectiveness
- (d) Bureaucracy**

42 *Identify the true statement: «Bureaucracy is a form of...»:*

- (a) Private organization
- (b) Social Organization**
- (c) Political Organization
- (d) Community Organization

- 43 *Identify the true statement: «Entropy is a law of nature in which all forms of organizations move towards ...»:*
- (a) **Disorganization and Death**
 - (b) Continuous Improvement
 - (c) Rebirth and Emergency
 - (d) Growth and Continuity
- 44 *Identify a non-formal organization of the following:*
- (a) Hospital
 - (b) A University
 - (c) A Service Industry
 - (d) **A Group of Friends**
- 45 *Identify a feature of not a good governance*
- (a) **Nepotism**
 - (b) Rule of law
 - (c) Transparency
 - (d) Accountability
- 46 *Continue the following sentence to make up a true statement: «The unattractiveness of rural areas for business has been revealed due to ...».*
- (a) the integration of rural areas into the global processes.
 - (b) **the lack of access to the main factors of production.**
 - (c) the development of local and territorial public self-government.
- 47 *Continue the following sentence to make up a true statement: «Russian rural areas have ...».*
- (a) **a powerful natural, economic, historical, and cultural potential**
 - (b) a high level and quality of life of population
 - (c) a full employment and sustainable multi-sectoral economic system
- 48 *Continue the following sentence to make up a true statement: «Russian rural areas have all opportunities for improving the health of the nation and increasing demographic indicators through...»*
- (a) a good environmental situation
 - (b) organic farming
 - (c) the formation of environmental thinking
 - (d) responsible consumption
 - (e) **all of the above**
- 49 *Continue the following sentence to make up a true statement: «Currently, the majority of Russian citizens ... in developing rural areas.»*
- (a) are not interested
 - (b) **are interested**
 - (c) are participating
- 50 *Continue the following sentence to make up a true statement: «The transition of humanity from industrial to information society is characterized by ...»*
- (a) a good environmental situation.
 - (b) an increase of the world population.
 - (c) **a change of the technological basis.**

7.4 Методические материалы, определяющие процедуры оценивания знаний, умений, навыков характеризующих этапы формирования компетенций

Контроль освоения дисциплины и оценка знаний обучающихся производится в соответствии с Пл КубГАУ 2.5.1 *«Текущий контроль успеваемости и промежуточная аттестация обучающихся»*.

Контрольная работа

Контрольная работа может состоять из теоретического вопроса, практического задания или нескольких заданий (как теоретических, так и практических), в которых студент должен проанализировать и дать оценку конкретной ситуации или выполнить другую аналитическую работу.

Оценка «отлично» —выставляется студенту, показавшему всесторонние, систематизированные, глубокие знания вопросов контрольной работы и умение уверенно применять их на практике.

Оценка «хорошо» — выставляется студенту, если он твердо знает материал, грамотно и по существу излагает его, умеет применять полученные знания на практике, но допускает в ответе или в решении задач некоторые неточности, которые может устранить с помощью дополнительных вопросов преподавателя.

Оценка «удовлетворительно» — выставляется студенту, показавшему фрагментарный, разрозненный характер знаний, недостаточно правильные формулировки базовых понятий, нарушения логической последовательности в изложении программного материала, но при этом он владеет основными понятиями выносимых на контрольную работу тем, необходимыми для дальнейшего обучения и может применять полученные знания по образцу в стандартной ситуации.

Оценка «неудовлетворительно» — выставляется студенту, который не знает большей части основного содержания выносимых на контрольную работу вопросов тем дисциплины, допускает грубые ошибки в формулировках основных понятий и не умеет использовать полученные знания.

Тест

Тест – это инструмент оценивания уровня знаний студентов, состоящий из системы тестовых заданий, стандартизированной процедуры проведения, обработки и анализа результатов.

Критерии оценки знаний обучаемых при проведении тестирования.

Оценка **«отлично»** выставляется при условии правильного ответа студента не менее чем 85 % тестовых заданий.

Оценка **«хорошо»** выставляется при условии правильного ответа студента не менее чем 70 % тестовых заданий.

Оценка **«удовлетворительно»** выставляется при условии правильного ответа студента не менее 51 %.

Оценка **«неудовлетворительно»** выставляется при условии правильного ответа студента менее чем на 50 % тестовых заданий.

Доклад

Доклад – это письменное или устное сообщение на основе совокупности ранее опубликованных исследовательских, научных работ или разработок по соответствующей отрасли научных знаний, имеющих значение для теории науки и практического применения. Он представляет собой обобщенное изложение результатов проведенных исследований, экспериментов и разработок, известных широкому кругу специалистов в отрасли научных знаний.

Цель подготовки доклада:

- сформировать научно-исследовательские навыки и умения у обучающегося;
- способствовать овладению методами научного познания;
- освоить навыки публичного выступления;
- научиться критически мыслить.

Текст доклада должен содержать аргументированное изложение определенной темы. Доклад должен быть структурирован и включать введение, основную часть, заключение.

Критерии оценки знаний обучающихся при выступлении с докладом

Показатель	Градация	Баллы
Соответствие доклада заявленной теме, цели и задачам проекта	соответствует полностью	2
	есть несоответствия (отступления)	1
	в основном не соответствует	0
Структурированность (организация) доклада, которая обеспечивает понимание его содержания	структурировано, обеспечивает	2
	структурировано, не обеспечивает	1
	не структурировано, не обеспечивает	0
Культура выступления – чтение с листа или рассказ, обращенный к аудитории	рассказ без обращения к тексту	2
	рассказ с обращением к тексту	1
	чтение с листа	0
Доступность доклада о содержании проекта, его целях, задачах, методах и результатах	доступно без уточняющих вопросов	2
	доступно с уточняющими вопросами	1
	недоступно с уточняющими вопросами	0
Целесообразность, инструментальность наглядности, уровень её использования	целесообразна	2
	целесообразность сомнительна	1
	не целесообразна	0
Соблюдение временного регламента доклада (не более 7 минут)	соблюден (не превышен)	2
	превышение без замечания	1
	превышение с замечанием	0
Чёткость и полнота ответов на дополнительные вопросы по существу доклада	все ответы чёткие, полные	2
	некоторые ответы нечёткие	1
	все ответы нечёткие/неполные	0
Владение специальной терминологией по теме проекта, использованной в докладе	владеет свободно	2
	иногда был неточен, ошибался	1
	не владеет	0
Культура дискуссии – умение понять собеседника и аргументировано ответить на его вопросы	ответил на все вопросы	2
	ответил на большую часть вопросов	1
	не ответил на большую часть вопросов	0

Шкала оценки знаний обучающихся при выступлении с докладом:

Оценка «отлично» – 15-18 баллов.

Оценка «хорошо» – 13-14 баллов.

Оценка «удовлетворительно» – 9-12 баллов.

Оценка «неудовлетворительно» – 0-8 баллов.

Дискуссия

Дискуссия – форма учебной работы, в рамках которой студенты высказывают свое мнение по проблеме, заданной преподавателем. Критериями оценки поведения в дискуссии являются: точность аргументов (использование причинно-следственных связей); четкая формулировка аргументов и контраргументов; доступность (понятность) изложения; логичность (соответствие контраргументов высказанным аргументам); корректность ис-

пользуемой терминологии с научной точки зрения (правдивость, достоверность, точность определений); удачная подача материала (эмоциональность, иллюстративность, убедительность); отделение фактов от субъективных мнений; использование примеров (аргументированность); видение сути проблемы; умение ориентироваться в меняющейся ситуации; корректность по отношению к оппоненту (толерантность, уважение других взглядов, отсутствие личностных нападок, отказ от стереотипов, разжигающих рознь и неприязнь).

Дискуссия будет протекать тем успешнее:

- чем менее трудные мыслительные задачи она ставит перед учащимися (это дает им возможность «выделять» значительную часть своего внимания для контроля за языковой формой);

- чем менее она будет выходить за пределы понятий и представлений, иноязычные соответствия которых известны студенту;

- чем выше уровень автоматизации речевых навыков и чем шире инвентарь языкового материала, владение которым находится на навыковом уровне;

- чем больше у студентов опыта ведения дискуссионных бесед на родном языке.

В структуре учебной дискуссии можно выделить: тему, экспозицию, речевой стимул, направляющие вопросы, ключевые слова, речевую реакцию говорящих.

Критерии оценивания дискуссии:

Отметка «отлично»: ставится за способность моделировать реальные жизненные проблемы; умение слушать и взаимодействовать с другими; демонстрировать характерную для большинства проблем и тем многозначность решений; анализировать реальные ситуации, отделять главное от второстепенного.

Отметка «хорошо»: учащийся способен моделировать реальные жизненные проблемы и темы, но умение слушать и взаимодействовать с другими недостаточное; продемонстрировать характерную для большинства проблем и тем многозначность решений, но анализ реальных ситуаций затруднен.

Отметка «удовлетворительно»: учащийся способен моделировать реальные жизненные проблемы и темы, но умение слушать и взаимодействовать с другими затруднено; демонстрация характерной для большинства проблем и тем, многозначность решений недостаточна; анализ реальных ситуаций затруднен.

Отметка «неудовлетворительно»: ставится за неспособность моделировать реальные жизненные проблемы; неумение слушать и взаимодействовать с другими и продемонстрировать характерную для большинства проблем и тем многозначность решений; неспособность анализировать реальные ситуации, отделять главное от второстепенного.

Творческое задание

В ходе изучения дисциплины «Деловой иностранный язык» обучающиеся обязаны выполнять индивидуальные и групповые творческие коммуникативные задания. Цель выполнения задания заключается в выработке интегративных практических умений и навыков, необходимых для академического и профессионального взаимодействия.

Критерии оценивания творческого задания:

Оценка «отлично» ставится при условии:

- работа выполнялась самостоятельно;
- материал подобран в достаточном количестве с использованием разных источников;

- работа оформлена с соблюдением всех требований для оформления проектов;

- защита творческой работы проведена на высоком и доступном уровне.

Оценка «хорошо» ставится при условии:

- работа выполнялась самостоятельно;

- материал подобран в достаточном количестве с использованием разных источников;
- работа оформлена с незначительными отклонениями от требований для оформления проектов;
- защита творческой работы проведена хорошо.

Оценка «удовлетворительно» ставится при условии:

- работа выполнялась с помощью преподавателя;
- материал подобран в достаточном количестве;
- работа оформлена с отклонениями от требований для оформления проектов;
- защита творческой работы проведена удовлетворительно.

Оценка «неудовлетворительно» ставится при условии:

- работа не выполнена;
- материал в достаточном количестве не подобран;
- работа оформлена с отклонениями от требований для оформления проектов;
- защита творческой работы не проведена.

Зачет

Оценка «зачтено» соответствует параметрам любой из положительных оценок («отлично», «хорошо», «удовлетворительно»), а «незачтено» — параметрам оценки «неудовлетворительно».

Критерии оценки знаний обучающихся на зачете

Оценка «отлично» выставляется обучающемуся, который обладает всесторонними, систематизированными и глубокими знаниями материала учебной программы, умеет свободно выполнять задания, предусмотренные учебной программой, усвоил основную и ознакомился с дополнительной литературой, рекомендованной учебной программой. Как правило, оценка «отлично» выставляется обучающемуся усвоившему взаимосвязь основных положений и понятий дисциплины в их значении для приобретаемой специальности, проявившему творческие способности в понимании, изложении и использовании учебного материала, правильно обосновывающему принятые решения, владеющему разносторонними навыками и приемами выполнения практических работ.

Оценка «хорошо» выставляется обучающемуся, обнаружившему полное знание материала учебной программы, успешно выполняющему предусмотренные учебной программой задания, усвоившему материал основной литературы, рекомендованной учебной программой. Как правило, оценка «хорошо» выставляется обучающемуся, показавшему систематизированный характер знаний по дисциплине, способному к самостоятельному пополнению знаний в ходе дальнейшей учебной и профессиональной деятельности, правильно применяющему теоретические положения при решении практических вопросов и задач, владеющему необходимыми навыками и приемами выполнения практических работ.

Оценка «удовлетворительно» выставляется обучающемуся, который показал знание основного материала учебной программы в объеме, достаточном и необходимым для дальнейшей учебы и предстоящей работы по специальности, справился с выполнением заданий, предусмотренных учебной программой, знаком с основной литературой, рекомендованной учебной программой. Как правило, оценка «удовлетворительно» выставляется обучающемуся, допустившему погрешности в ответах на экзамене или выполнении экзаменационных заданий, но обладающему необходимыми знаниями под руководством преподавателя для устранения этих погрешностей, нарушающему последовательность в изложении учебного материала и испытывающему затруднения при выполнении практических работ.

Оценка «неудовлетворительно» выставляется обучающемуся, не знающему основной части материала учебной программы, допускающему принципиальные ошибки

в выполнении предусмотренных учебной программой заданий, неуверенно с большими затруднениями выполняющему практические работы. Как правило, оценка «неудовлетворительно» выставляется обучающемуся, который не может продолжить обучение или приступить к деятельности по специальности по окончании университета без дополнительных занятий по соответствующей дисциплине.

8 Перечень основной и дополнительной учебной литературы

Основная учебная литература

1. Скачкова, Е. А. Business English : учебное пособие / Е. А. Скачкова. — 2-е изд. — Челябинск, Саратов : Южно-Уральский институт управления и экономики, Ай Пи Эр Медиа, 2019. — 201 с. — ISBN 978-5-4486-0680-9. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <https://www.iprbookshop.ru/81472.html>

2. Иващенко, И.А. English for Public Administration. Английский язык для сферы государственного и муниципального управления : учебное пособие / И. А. Иващенко. — 8-е изд., стер. - Москва : ФЛИНТА, 2019. - 216 с. - ISBN 978-5-9765-0653-4. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1066089>

3. Гусякова, А. В. Business News Reading C1+ = Деловая пресса – экстенсивное чтение C1+ : учебное пособие / А. В. Гусякова. — Москва : Московский педагогический государственный университет, 2022. — 104 с. — ISBN 978-5-4263-1077-3. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/122484.html>

Дополнительная учебная литература

1. Английский для магистрантов: практикум / составители Г. И. Тихомирова. — 2-е изд. — Новосибирск : Новосибирский государственный университет экономики и управления «НИНХ», 2019. — 64 с. — ISBN 978-5-7014-0937-6. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/95190.html>

2. Ильяхов, М. Текст по полочкам: краткое пособие по деловой переписке / М. Ильяхов. — Москва : Альпина Паблишер, 2022. — 176 с. — ISBN 978-5-9614-7450-3. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/122540.html>

3. Шилина, Е. Н. English grammar guide for master's students : учебное пособие / Е. Н. Шилина, Е. Г. Ечина. - Томск : Томск. гос. ун-т систем упр. и радиоэлектроники, 2019. - 92 с. - ISBN 978-5-86889-846-4. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1845816>

4. Измайлова, М. А. Деловое общение : учебное пособие / М. А. Измайлова. — 6-е изд. — Москва : Дашков и К, 2021. — 252 с. — ISBN 978-5-394-04151-8. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/107778.html>

9 Перечень ресурсов информационно-телекоммуникационной сети «Интернет»

Перечень ЭБС

№	Наименование	Тематика	Ссылка
1	Znaniium.com	Универсальная	https://znanium.com/
2	IPRbook	Универсальная	http://www.iprbookshop.ru/
3	Образовательный портал КубГАУ	Универсальная	https://edu.kubsau.ru/

Перечень интернет сайтов:

- Официальный сайт издательства «Лонгман» – www.longman.com
- Официальный сайт издательства «Пирсон» – www.pearsonELT.com
- Cambridge Dictionaries - <https://dictionary.cambridge.org>
- Oxford Learners' Dictionaries - <https://www.oxfordlearnersdictionaries.com/>
- BBC Learning English - <https://www.bbc.co.uk/learningenglish/>
- British Council: Learn English online <https://learnenglish.britishcouncil.org/>
- ScienceDirect: Journals and books - <https://www.sciencedirect.com/topics/social-sciences/public-administration>
- The Economist - <https://www.economist.com/>

10 Методические указания для обучающихся по освоению дисциплины

1. Деловой иностранный язык (английский): метод. указания по выполнению самостоятельной работы для обучающихся по направлению подготовки 38.04.04 Государственное и муниципальное управление / А.Т. Анисимова – Краснодар: КубГАУ, 2022. – 84 с.- URL: <https://edu.kubsau.ru/course/view.php?id=117>

2. Деловой иностранный язык (английский): метод. указания к практическим занятиям для обучающихся по направлению подготовки 38.04.04 Государственное и муниципальное управление/ А.Т. Анисимова – Краснодар: КубГАУ, 2022. – 66 с. - URL: <https://edu.kubsau.ru/course/view.php?id=117>

11 Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения и информационных справочных систем

Информационные технологии, используемые при осуществлении образовательного процесса по дисциплине позволяют:

- обеспечить взаимодействие между участниками образовательного процесса, в том числе синхронное и (или) асинхронное взаимодействие посредством сети «Интернет»;
- фиксировать ход образовательного процесса, результатов промежуточной аттестации по дисциплине и результатов освоения образовательной программы;
- организовать процесс образования путем визуализации изучаемой информации посредством использования презентаций, учебных фильмов;
- контролировать результаты обучения на основе компьютерного тестирования;
- автоматизировать расчеты аналитических показателей;
- автоматизировать поиск информации посредством использования справочных систем.

Перечень лицензионного ПО

№	Наименование	Краткое описание
1	Microsoft Windows	Операционная система
2	Microsoft Office (включает Word, Excel, PowerPoint)	Пакет офисных приложений
3	Система тестирования INDIGO	Тестирование

Перечень профессиональных баз данных и информационных справочных систем

№	Наименование	Тематика	Электронный адрес
1	Научная электронная библиотека eLibrary	Универсальная	https://elibrary.ru/
2	КонсультантПлюс	Правовая	https://www.consultant.ru/
3	Гарант	Правовая	https://www.garant.ru/

12 Материально-техническое обеспечение для обучения по дисциплине

Планируемые помещения для проведения всех видов учебной деятельности

№ п/п	Наименование учебных предметов, курсов, дисциплин (модулей), практики, иных видов учебной деятельности, предусмотренных учебным планом образовательной программы	Наименование помещений для проведения всех видов учебной деятельности, предусмотренной учебным планом, в том числе помещения для самостоятельной работы, с указанием перечня основного оборудования, учебно-наглядных пособий и используемого программного обеспечения	Адрес (местоположение) помещений для проведения всех видов учебной деятельности, предусмотренной учебным планом (в случае реализации образовательной программы в сетевой форме дополнительно указывается наименование организации, с которой заключен договор)
1.	Деловой иностранный язык (английский)	Помещение №629 ГУК, посадочных мест — 28; площадь — 34,7м ² ; учебная аудитория для проведения учебных занятий. Специализированная мебель (учебная доска, учебная мебель); технические средства обучения, наборы демонстрационного оборудования и учебно-наглядных пособий (ноутбук, проектор, экран); программное обеспечение: Windows, Office	г. Краснодар, ул. Калинина д. 13, здание главного учебного корпуса
2.	Деловой иностранный язык (английский)	Помещение №584 МХ, посадочных мест — 24; площадь — 41,8м ² ; учебная аудитория для проведения учебных занятий. Специализированная мебель (учебная доска, учебная мебель)	г. Краснодар, ул. Калинина д. 13, здание учебного корпуса факультета механизации
3.	Деловой иностранный язык (английский)	Помещение №310 ЗОО, площадь — 41,6м ² ; учебная аудитория для проведения учебных занятий. Специализированная мебель (учебная доска, учебная мебель); технические средства обучения, наборы демонстрационного оборудования и учебно-наглядных пособий (ноутбук, проектор, экран); программное обеспечение: Windows, Office.	г. Краснодар, ул. Калинина д. 13, здание учебного корпуса зооинженерного факультета
4.	Деловой иностранный язык (английский)	Помещение №349 ЗОО, площадь — 19,1м ² ; звуковое оборудование — 9 шт.; лабораторное оборудование (плеер — 21 шт.);	г. Краснодар, ул. Калинина д. 13, здание учебного корпуса зооинженерного факультета
5.	Деловой иностранный язык (английский)	Помещение №226 ГУК, посадочных мест — 16; площадь — 35,9м ² ; помещение для самостоятельной работы обучающихся. Технические средства обучения (компьютер персональный — 13 шт.); доступ к сети «Интернет»; доступ в электронную информационно-образовательную среду университета. Программное обеспечение: Windows, Office, INDIGO, специализированное лицензионное и свободно распространяемое программное обеспечение, предусмотренное в рабочей программе. специализированная мебель(учебная мебель).	350044, Краснодарский край, г. Краснодар, ул. им. Калинина, 13