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**Негосударственное аккредитованное некоммерческое частное образовательное  
учреждение высшего образования  
«Академия маркетинга и социально-информационных технологий – ИМСИТ»  
(г. Краснодар)**

**(НАН ЧОУ ВО Академия ИМСИТ)**

УТВЕРЖДАЮ

Проректор по учебной работе, доцент

\_\_\_\_\_ Н.И. Севрюгина

17 апреля 2023 г.

**Б1.О.05**

**Иностраный язык в профессиональной  
деятельности**

**рабочая программа дисциплины (модуля)**

Закреплена за кафедрой **Кафедра педагогики и межкультурных коммуникаций**

Учебный план 38.04.03 Управление персоналом

Квалификация **магистр**

Форма обучения **очная**

Общая трудоемкость **8 ЗЕТ**

Часов по учебному плану 288

в том числе:

аудиторные занятия 100

самостоятельная работа 151,8

контактная работа во время  
промежуточной аттестации (ИКР) 0

часов на контроль 34,7

Виды контроля в семестрах:

экзамены 2

зачеты 1

**Распределение часов дисциплины по семестрам**

Семестр (<Курс>.<Семестр на курсе>)	1 (1.1)		2 (1.2)		Итого	
	Неделя		15 1/6			
Вид занятий	уп	рп	уп	рп	уп	рп
Практические	36	36	64	64	100	100
Контактная работа на аттестации (в период экз. сессий)			0,3	0,3	0,3	0,3
Контактная работа на аттестации	0,2	0,2			0,2	0,2
Консультации перед экзаменом			1	1	1	1
В том числе инт.	4	4	4	4	8	8
В том числе в форме практ.подготовк и	4	4	6	6	10	10
Итого ауд.	36	36	64	64	100	100
Контактная работа	36,2	36,2	65,3	65,3	101,5	101,5
Сам. работа	71,8	71,8	80	80	151,8	151,8

Программу составил(и):

*кандидат культурологии, доцент, Буряк Наталья Юрьевна*

Рецензент(ы):

Рабочая программа дисциплины

**Иностранный язык в профессиональной деятельности**

разработана в соответствии с ФГОС ВО:

Федеральный государственный образовательный стандарт высшего образования - магистратура по направлению подготовки 38.04.03 Управление персоналом (приказ Минобрнауки России от 12.08.2020 г. № 958)

составлена на основании учебного плана:

38.04.03 Управление персоналом

утвержденного учёным советом вуза от 17.04.2023 протокол № 9.

Рабочая программа одобрена на заседании кафедры

**Кафедра педагогики и межкультурных коммуникаций**

Протокол от 09.03.2022 г. № 8

Зав. кафедрой Петракова

Согласовано с представителями работодателей на заседании НМС, протокол №9 от 17 апреля 2023 г.

Председатель НМС проф. Павелко Н.Н.

### 1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)

1.1	Целью освоения дисциплины «Иностранный язык в профессиональной деятельности» является формирование компетенций обучающихся по направлению подготовки 38.04.03 Управление персоналом в области практического владения иностранным языком в сфере профессиональных коммуникаций, позволяющего использовать его в научной работе. Дисциплина нацелена на совершенствование и дальнейшее развитие знаний и умений по иностранному языку в сфере профессиональных коммуникаций в различных видах речевой деятельности.
Задачи: <ul style="list-style-type: none"> <li>• подготовка магистранта, владеющего иностранным языком в профессиональной сфере как средством осуществления профессиональной деятельности в иноязычной языковой среде и средством межкультурной коммуникации.</li> <li>• развитие и совершенствование коммуникативной компетенции, предполагающей умение получать, перерабатывать и передавать информацию на уровне грамматически и лексически правильно оформленной беглой речи в широком диапазоне тем профессионального общения;</li> <li>• создание благоприятных условий для развития критического мышления, необходимого для творческой профессиональной деятельности.</li> </ul>	

### 2. МЕСТО ДИСЦИПЛИНЫ (МОДУЛЯ) В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Цикл (раздел) ОП:	Б1.О
<b>2.1</b>	<b>Требования к предварительной подготовке обучающегося:</b>
2.1.1	Пороговый (входной) уровень знаний, умений, опыта деятельности, требуемый для формирования компетенций, необходимых для освоения программы дисциплины «Иностранный язык в профессиональной деятельности», связан с дисциплинами и междисциплинарными связями, обеспечивающими формирование компетенций, необходимыми для освоения программы дисциплины «Иностранный язык в профессиональной деятельности (продвинутый уровень)», а именно дисциплиной «Иностранный язык», «Иностранный язык в профессиональной деятельности», освоенные на предыдущих уровнях образования.
<b>2.2</b>	<b>Дисциплины (модули) и практики, для которых освоение данной дисциплины (модуля) необходимо как предшествующее:</b>
2.2.1	Подготовка к процедуре защиты и защита выпускной квалификационной работы
2.2.2	Управление кадровой политикой государственной гражданской службы
2.2.3	Теория и механизмы современного государственного управления

### 3. ФОРМИРУЕМЫЕ КОМПЕТЕНЦИИ, ИНДИКАТОРЫ ИХ ДОСТИЖЕНИЯ и планируемые результаты обучения

<b>УК-4: Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия</b>	
<b>УК-4.1: Устанавливает и развивает профессиональные контакты в соответствии с потребностями совместной деятельности, включая обмен информацией и выработку единой стратегии взаимодействия</b>	
<b>Знать</b>	
Уровень 1	плохо знает правила и закономерности личной и деловой устной и письменной коммуникации; современные коммуникативные технологии на русском и иностранном языках; существующие профессиональные сообщества для профессионального взаимодействия
Уровень 2	хорошо знает правила и закономерности личной и деловой устной и письменной коммуникации; современные коммуникативные технологии на русском и иностранном языках; существующие профессиональные сообщества для профессионального взаимодействия
Уровень 3	отлично знает правила и закономерности личной и деловой устной и письменной коммуникации; современные коммуникативные технологии на русском и иностранном языках; существующие профессиональные сообщества для профессионального взаимодействия
<b>Уметь</b>	
Уровень 1	плохо умеет применять на практике коммуникативные технологии, методы и способы делового общения
Уровень 2	хорошо умеет применять на практике коммуникативные технологии, методы и способы делового общения
Уровень 3	отлично умеет применять на практике коммуникативные технологии, методы и способы делового общения
<b>Владеть</b>	
Уровень 1	плохо владеет методикой межличностного делового общения на русском и иностранном языках, с применением профессиональных языковых форм, средств и современных коммуникативных технологий
Уровень 2	хорошо владеет методикой межличностного делового общения на русском и иностранном языках, с применением профессиональных языковых форм, средств и современных коммуникативных технологий
Уровень 3	отлично владеет методикой межличностного делового общения на русском и иностранном языках, с применением профессиональных языковых форм, средств и современных коммуникативных технологий
<b>УК-4.2: Составляет, переводит и редактирует различные академические тексты (рефераты, эссе, обзоры, статьи и т.д.), в том числе на иностранном языке</b>	
<b>Знать</b>	
Уровень 1	стили общения на русском языке, иностранном (ых) языке (ах) в зависимости от цели и условий академического и профессионального взаимодействия;

Уровень 2	стиль общения и язык жестов к ситуациям взаимодействия
Уровень 3	стили общения на русском языке, иностранном (ых) языке (ах) в зависимости от цели и условий академического и профессионального взаимодействия; речь, стиль общения и язык жестов к ситуациям взаимодействия
<b>Уметь</b>	
Уровень 1	выбирать стиль общения на русском языке, иностранном (ых) языке (ах) в зависимости от цели и условий академического и профессионального взаимодействия;
Уровень 2	адаптировать речь, стиль общения и язык жестов к ситуациям взаимодействия
Уровень 3	выбирать стиль общения на русском языке, иностранном (ых) языке (ах) в зависимости от цели и условий академического и профессионального взаимодействия; адаптировать речь, стиль общения и язык жестов к ситуациям взаимодействия
<b>Владеть</b>	
Уровень 1	стилям общения на русском языке, иностранном (ых) языке (ах) в зависимости от цели и условий академического и профессионального взаимодействия;
Уровень 2	языком жестов
Уровень 3	стилями общения на русском языке, иностранном (ых) языке (ах) в зависимости от цели и условий академического и профессионального взаимодействия; речью, стилем общения и языком жестов
<b>УК-4.3: Представляет результаты академической и профессиональной деятельности на различных публичных мероприятиях, включая международные, выбирая наиболее подходящий формат</b>	
<b>Знать</b>	
Уровень 1	деловую переписку на русском языке
Уровень 2	особенности стилистики официальных и неофициальных писем
Уровень 3	деловую переписку на русском языке и особенности стилистики официальных и неофициальных писем
<b>Уметь</b>	
Уровень 1	плохо умеет вести деловую переписку на русском языке с учетом особенностей стилистики официальных и неофициальных писем
Уровень 2	хорошо умеет вести деловую переписку на русском языке с учетом особенностей стилистики официальных и неофициальных писем
Уровень 3	отлично умеет вести деловую переписку на русском языке с учетом особенностей стилистики официальных и неофициальных писем
<b>Владеть</b>	
Уровень 1	слабыми навыками ведения деловой переписки на русском языке с учетом особенностей стилистики официальных и неофициальных писем
Уровень 2	средними навыками ведения деловой переписки на русском языке с учетом особенностей стилистики официальных и неофициальных писем
Уровень 3	сильными навыками ведения деловой переписки на русском языке с учетом особенностей стилистики официальных и неофициальных писем
<b>УК-4.4: Аргументированно и конструктивно отстаивает свои позиции и идеи в академических и профессиональных дискуссиях на государственном языке РФ и иностранном языке</b>	
<b>Знать</b>	
Уровень 1	иностраннный язык
Уровень 2	деловую переписку на иностранном языке
Уровень 3	деловую переписку на иностранном языке с учетом особенностей стилистики официальных писем и социокультурных различий, традиций академического и профессионального взаимодействия
<b>Уметь</b>	
Уровень 1	Вести деловую переписку
Уровень 2	Вести деловую переписку на иностранном языке
Уровень 3	Вести деловую переписку на иностранном языке с учетом особенностей стилистики официальных писем и социокультурных различий, традиций академического и профессионального взаимодействия
<b>Владеть</b>	
Уровень 1	навыками ведения деловой переписки
Уровень 2	навыками ведения деловой переписки на иностранном языке
Уровень 3	навыками ведения деловой переписки на иностранном языке с учетом особенностей стилистики официальных писем и социокультурных различий, традиций академического и профессионального взаимодействия

**УК-5: Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия****УК-5.1: Анализирует важнейшие идеологические и ценностные системы, сформировавшиеся в ходе экономического развития; обосновывает актуальность их использования при социальном и профессиональном взаимодействии****Знать**





Уровень 2	хорошо умеет определять приоритеты профессионального роста и способы совершенствования собственной деятельности на основе самооценки по выбранным критериям
Уровень 3	отлично умеет определять приоритеты профессионального роста и способы совершенствования собственной деятельности на основе самооценки по выбранным критериям
<b>Владеть</b>	
Уровень 1	плохо владеет навыком определять приоритеты профессионального роста и способы совершенствования собственной деятельности на основе самооценки по выбранным критериям
Уровень 2	хорошо владеет навыком определять приоритеты профессионального роста и способы совершенствования собственной деятельности на основе самооценки по выбранным критериям
Уровень 3	отлично владеет навыком определять приоритеты профессионального роста и способы совершенствования собственной деятельности на основе самооценки по выбранным критериям
<b>УК-6.3: Выстраивает гибкую профессиональную траекторию, используя инструменты непрерывного образования, с учетом накопленного опыта профессиональной деятельности и динамично изменяющихся требований рынка труда</b>	
<b>Знать</b>	
Уровень 1	плохо знает как выстраивать гибкую профессиональную траекторию, используя инструменты непрерывного образования, с учетом накопленного опыта профессиональной деятельности и динамично изменяющихся требований рынка труда
Уровень 2	хорошо знает как выстраивать гибкую профессиональную траекторию, используя инструменты непрерывного образования, с учетом накопленного опыта профессиональной деятельности и динамично изменяющихся требований рынка труда
Уровень 3	отлично знает как выстраивать гибкую профессиональную траекторию, используя инструменты непрерывного образования, с учетом накопленного опыта профессиональной деятельности и динамично изменяющихся требований рынка труда
<b>Уметь</b>	
Уровень 1	плохо умеет выстраивать гибкую профессиональную траекторию, используя инструменты непрерывного образования, с учетом накопленного опыта профессиональной деятельности и динамично изменяющихся требований рынка труда
Уровень 2	хорошо умеет выстраивать гибкую профессиональную траекторию, используя инструменты непрерывного образования, с учетом накопленного опыта профессиональной деятельности и динамично изменяющихся требований рынка труда
Уровень 3	отлично умеет выстраивать гибкую профессиональную траекторию, используя инструменты непрерывного образования, с учетом накопленного опыта профессиональной деятельности и динамично изменяющихся требований рынка труда
<b>Владеть</b>	
Уровень 1	плохо владеет навыком выстраивать гибкую профессиональную траекторию, используя инструменты непрерывного образования, с учетом накопленного опыта профессиональной деятельности и динамично изменяющихся требований рынка труда
Уровень 2	хорошо владеет навыком выстраивать гибкую профессиональную траекторию, используя инструменты непрерывного образования, с учетом накопленного опыта профессиональной деятельности и динамично изменяющихся требований рынка труда
Уровень 3	отлично владеет навыком выстраивать гибкую профессиональную траекторию, используя инструменты непрерывного образования, с учетом накопленного опыта профессиональной деятельности и динамично изменяющихся требований рынка труда

#### 4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Код занятия	Наименование разделов и тем /вид занятия/	Семестр / Курс	Часов	Компетенции	Литература и эл. ресурсы	Практ . подг.
	<b>Раздел 1. Модуль 1. Работа над языковым материалом</b>					
1.1	Тема 1. Функциональный стиль научной литературы (лексико - грамматические особенности). /Пр/	1	4	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2	

1.2	Тема 1. Функциональный стиль научной литературы (лексико - грамматические особенности). /Ср/	1	8	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2
1.3	Тема 2. Основы научного перевода: адекватность, переводческие трансформации; контекстуальные замены; многозначность лексики. /Пр/	1	4	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э5 Э6
1.4	Тема 2. Основы научного перевода: адекватность, переводческие трансформации; контекстуальные замены; многозначность лексики. /Ср/	1	8	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э5 Э6
1.5	Тема 3. Основы технического перевода: адекватность, переводческие трансформации; контекстуальные замены; многозначность лексики. /Пр/	1	4	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э5 Э6
1.6	Тема 3. Основы технического перевода: адекватность, переводческие трансформации; контекстуальные замены; многозначность лексики. /Ср/	1	8	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э5 Э6
<b>Раздел 2. Модуль 2. Обучение видам речевой коммуникации</b>					
2.1	Тема 1. Аудирование научных текстов и говорение. /Пр/	1	4	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э2 Э4
2.2	Тема 1. Аудирование научных текстов и говорение. /Ср/	1	8	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э2 Э4
2.3	Тема 2. Чтение и перевод, смысловый анализ и презентация текстов. /Пр/	1	6	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э2 Э4
2.4	Тема 2. Чтение и перевод, смысловый анализ и презентация текстов. /Ср/	1	29	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э4 Э5



2.5	Тема 3. Письмо: создание вторичных (аннотация, обзор, реферат) и собственных научных текстов (статья, доклад, обоснование исследования) и их презентация. /Пр/	1	14	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э3 Э6	4
2.6	Тема 3. Письмо: создание вторичных (аннотация, обзор, реферат) и собственных научных текстов (статья, доклад, обоснование исследования) и их презентация. /Ср/	2	40	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э3 Э6	
<b>Раздел 3. Модуль 3. Социокультурные и профессиональные знания</b>						
3.1	Тема 1. Приобретение профессионально-ориентированных социокультурных знаний. /Пр/	2	32	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э2 Э4	3
3.2	Тема 1. Приобретение профессионально-ориентированных социокультурных знаний. /Ср/	2	40	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э2 Э4	
3.3	Тема 2. Основная информация о социокультурном портрете стран изучаемого языка, культуре устного и письменного общения на иностранном языке, особенностях формального и неформального языкового поведения. /Пр/	2	32	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э4	3
3.4	Тема 2. Основная информация о социокультурном портрете стран изучаемого языка, культуре устного и письменного общения на иностранном языке, особенностях формального и неформального языкового поведения. /Ср/	1	10,8	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э4	
<b>Раздел 4. Промежуточная аттестация</b>						
4.1	Контактная работа на аттестации (в период экз. сессий) /КА/	1	0,2	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э5	
4.2	Контактная работа на аттестации (в период экз. сессий) /КАЭ/	2	0,3	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э5	

4.3	Контактная работа на аттестации (в период экз. сессий) /Консл/	2	1	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-5.1 УК-5.2 УК-5.3 УК-6.1 УК-6.2 УК-6.3	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э5
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## 5. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

### 5.1. Контрольные вопросы и задания

Тестовое задание

Вариант 1. Выберите правильный вариант ответа

1. All the documents usually ... in perfect order
  - will be kept
  - keep
  - are kept
  - are being kept
2. . the bills . yet?
  - haven't been paid
  - were paid
  - are paid
  - hadn't been paid
3. When we came to the factory the workers still ... the new equipment
  - were installing
  - are installing
  - install
  - will install
4. When we came to the plant the new equipment ....
  - was being installed
  - would be installed
  - were being installed
  - has been installed
5. These machines ... by the end of the month
  - will have been tested
  - will be tested
  - will test
  - were tested
6. We enclose a list of goods ... in transit
  - damaged
  - damaging
  - being damaged
  - having damaged
7. We expect the problem ... in the near future
  - to be solving
  - to be solved
  - to have been solved
  - to solve
8. I believe him ... arrangements for his journey
  - to make
  - make
  - will make
  - to be made
9. They would like the company ... the first lot in August
  - deliver
  - to deliver
  - to be delivering
  - is delivering
10. Insurance companies make their investments ... profit
  - a) to generateto be generating
  - to have generated
  - generate
11. Shall and Gasprom are likely ... an agreement this month
  - are signing
  - to have signed
  - to sigh

- to have been signed
12. The US government is said ... to oppose the bond issue
- to have threatened
- to threaten
- to be threatened
- to have been threatening
13. Rosneft is scheduled .... Fully by the middle of next year
- to privatize
- to be privatized
- to have privatized
- to have been privatized
14. Some 90% of the company is expected ... in three thranches
- to sell off
- to be selling off
- to be sold off
- to have sold off
15. Some of the major investors wanted the bank. a higher interest rate
- to pay
- pay
- to have paid
- to have been paying
16. Our counterparts have just been shown ... the factory
- round
- by
- at
- in
17. We couldn't answer your fax at once. We ... a final decision by that time yet
- made
- hadn't made
- hadn't been
- was made
18. The customer asked if the terms .. in the latest agreement.
- had been specified
- have been specified
- are specified
- would specify
19. He asks me if we .. already enough money into this business
- have invested
- had invested
- invested
- are investing
20. The director ... the manager that the project would require long term financing
- asked
- told
- said to
- ordered
21. If all the documents had been in order, we ... the contrast yesterday
- could have signed
- could signed
- have signed
- signed
22. Nothing would have happened if you ... the instructions
- followed
- had followed
- would follow
- follow
23. If you place your order before the 1st July we ... you a discount
- give
- will give
- would give
- can give
24. With export to other countries Tunisia was forced to increase its export to the dollar area
- is reduced
- reducing
- was reduced
- having reduced
25. London remains the leading center, with nearly fifty billion dollars ... here every day
- traded

- trading
- being traded
- having been traded
26. The conference opened yesterday with heavy investment. on the previous day.
- being announced
- announcing
- having been announced
- announced
27. In the European foreign exchanges the dollar yesterday changed little, after... from early weakness
- recovered
- being recovered
- having recovered
- recovering
28. Some corporations became public . from bankruptcy
- to rescue
- to be rescued
- to have rescued
- to have been rescued
29. Russian companies' ambitions are infrastructure the current legal and administrative
- exceeded
- being exceeding
- to exceed
- exceeding
30. Credit derivatives and default options find ... applications in trade credits
- limited
- limiting
- to limit
- being limited

Вариант 2. Выберите правильный вариант ответа

Выберите правильный вариант ответа

1. The director ... the manager that the project would require long term financing
- asked
- told
- said to
- ordered
2. If all the documents had been in order, we ... the contrast yesterday
- could have signed
- could signed
- have signed
- signed
3. Nothing would have happened if you ... the instructions
- followed
- had followed
- would follow
- follow
4. If you place your order before the 1st July we ... you a discount
- give
- will give
- would give
- can give
5. With export to other countries ., Tunisia was forced to increase its export to the dollar area
- is reduced
- reducing
- was reduced
- having reduced
6. London remains the leading center, with nearly fifty billion dollars ... here every day
- traded
- trading
- being traded
- having been traded
7. The conference opened yesterday with heavy investment. on the previous day.
- being announced
- announcing
- having been announced
- announced
8. In the European foreign exchanges the dollar yesterday changed little, after... from early weakness
- recovered

- being recovered
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- to rescue
- to be rescued
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- to have generated
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- 22. Shall and Gasprom are likely ... an agreement this month
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  - to have been threatening
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  - to have been privatized
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  - to have been paying
- 27. Our counterparts have just been shown ... the factory
  - round
  - by
  - at
  - in
- 28. We couldn't answer your fax at once. We ... a final decision by that time yet
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  - hadn't made
  - hadn't been
  - was made
- 29. The customer asked if the terms .. in the latest agreement.
  - had been specified
  - have been specified
  - are specified
  - would specify
- 30. He asks me if we .. already enough money into this business
  - have invested
  - had invested
  - invested
  - are investing

Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы:  
 Контрольные задания и материалы, необходимые для оценки знаний, умений, навыков:

Вариант 1.

A. Complete each sentence with the correct word or phrase. The first letter of each word is given.

1. In the UK the service sector employs more people than the m..... sector.
2. The main office of large company is called the h.....
3. Most publicly quoted companies have both a c..... and a chief executive.
4. The people who work for a company are called e.....
5. Wal-Mart is the world's largest r.....
6. In February 2000, Vodafone AirTouch succeeded in it's hostile t..... of Mannesmann.
7. When it is approved, the m..... of Vodafone AirTouch with Mannesmann will be the world's largest.
8. In companies such as advertising agencies, people are vital intangible a.....
9. Subcontracting work to outside suppliers is known as o.....
10. The people you work with are your c.....
11. A person who does a similar job to you, but in another company is your c.....
12. The o..... is the total amount of products produced by a company.
13. Every company is looking for something which will give it a c..... e.....
14. When two companies merge they usually have greater e..... of s..... than as separate companies.

15. Because of the globalization of business, an increasing number of merges are c.....-  
b..... deals.
16. Some companies prefer to grow organically, but is quicker to grow by a..... .
17. Many government organizations are inefficient because they are too b..... , with too many rules and regulations.
18. PC manufacturers such as Dell and Gateway were among the first to sell their products through o.....  
o..... .
19. The majority of start-ups and new v..... fail within two years.
20. F..... are people who provide their services on an individual and independent basis to different companies.
- B. Choose the best answer a, b, c or d.
1. Multinational companies usually have ..... in different countries.
  - a) Daughter companies b) subsidiaries c) factories d) colleagues
  2. One aim of all companies which sell goods or services is to increase their..... .
  - a) Market part b) market percentage c) market share d) market offer
  3. In order to improve their services to customers, banks need to become more..... .
  - a) Customer oriented b) profitable c) competitive d) efficient
  - b) Having only ..... in different countries gives global companies more flexibility to move their manufacturing activities from one country to another.
  - a) Subsidiaries b) employees c) research centres d) assembly operations
  5. Cultural differences are one of the potential.....of international mergers.
  - a) threats b) pitfalls c) attractions d) benefits
  6. Most countries give foreign companies ..... to attract new investment.
  - a) financial discounts b) important tariffs c) tax incentives d) share ownership
  7. Companies that handle all aspects of their business internally, such as the big oil companies, are known as.....  
companies.
  - a) multinational b) venture capital c) conglomerate d) vertically-integrated
  8. The movement of money into and out of a company is known as ..... .
  - a) annual turnover b) profit margin c) cash flow d) bank charges
  9. All mergers aim to create ..... for the two companies' shareholders.
  - a) added value b) lower costs c) economies of scale d) tax benefits
  10. The Apple computer company has always been ..... and different in the design and technology of it's Pcs.
  11. Setting up a business in a foreign country involves a lot of ..... .
  - a) import tariffs b) red tape c) tax payments d) bank accounts
  12. When companies decide to restructure, it is usually ..... who are made redundant.
  - a) middle managers b) secretarial staff c) top managers d) production workers
  13. To run their foreign subsidiaries, multinationals usually appoint a ..... .
  - a) project manager b) team leader c) decision maker d) country manager
  14. In joint ventures , two or more companies ..... on specific projects.
  - a) collaborate b) compete c) practise d) deal
  15. One measure of a company's financial success is the return on ..... .
  - a) production volumes b) annual turnover c) capital employed d) profit margins
  16. The use of share options to incentivize managers is becoming more and more ..... .
  - a) reliable b) widespread c) expensive d) tangible
  17. One problem international mergers is the difference in ..... and benefits for managers with similar positions.
  - a) duties b) output c) activity d) compensation
  18. Companies with very different products often have a structure based on ..... .
  - a) functional areas b) geographic spread c) product lines d) matrix management
  19. When two companies merge they always look at ways to.....in order to be more efficient and profitable.
  - a) recruit staff b) cut costs c) increase advertising d) reduce salaries
  20. Sometimes it seems that large companies change their organisation and carry out a ..... process every few years.
  - a) restructuring b) decentralisation c) merger d) takeover

#### Вариант 2.

A Complete each sentence with the correct word or phrase. The first letter of each word is given.

1. International companies are increasingly looking to r.....managers with an MBA.
2. An MBA is clearly one of the best q.....for an international management career.
3. Many large companies s.....their managers' studies by paying some or all of the costs.
4. While some subjects, such as law and management studies, are on increase, others, such as engineering, are on the  
d..... .
5. Because of the lack of graduates there will soon be an s..... of qualified engineers.
6. Nearly all organizations use i..... as one of their main ways to select new employees.
7. In Britain, many companies also use a..... c....., where candidates take part in a series of tasks and simulations.
8. It is also common in Britain for a new employer to request a written r..... on candidates from their previous employers.
9. Organising people by different levels of power and authority is known as a h..... .
10. . When two companies merge it can be very useful to run t.....-b..... courses to help people work well together.
11. Large companies that are famous, well established and generally successful financially are known as b.....  
c..... companies.

12. A c..... is a large organization that consists of many companies in different sectors.
13. A company with a good HR policy will carry out annual a..... between each employee and his or her manager.
14. A person who loves France and all things French is known as a F.....
15. E.....are people who are sent by their company to work abroad.
16. Young managers are less interested in working abroad than before because their s.....often has a separate career.
17. Some assignments abroad can turn out to be a n.....a really terrible experience.
18. Some managers consider time spent abroad as part of their d..... programme.
19. Responsible companies will have an ethical policy and a c..... of c....., which all employees must follow.
20. Ambitious young graduates will look for a company offering good promotion p.....

B Choose the best answer a, b, c or d.

1. A key international management competency for Unilever is entrepreneurial .....  
a) force b) drive c) strength d) determination
2. Many organizations have a salary ..... which indicates the salary for different jobs.  
a) level b) ladder c) scale d) review
3. When two companies want to together they often ..... a joint venture.  
a) form b) run c) do d) manage
4. ....is a word used to describe people who are clever and intelligent.  
a) Wise b) Competent c) Bright d) Eager
5. Young managers who have good prospects for quick promotion are often known as.....  
a) technocrats b) globe-trotters c) top-flight executives d) high-fliers
6. The chief executive can be said to.....the company.  
a) organize b) run c) own d) motivate
7. Training courses which include activities such as role-plays and simulations use an .....approach.  
a) experiential b) academic c) cognitive d) deductive
8. In oriental cultures, to ..... is one of the most embarrassing things that can happen.  
a) lose a job b) make a mistake c) lose face d) receive a favour
9. The special words used by people in the same profession are known as.....  
a) slang b) dialect c) pidgin d) jargon
10. When young people spend their first months in a new job on a training programme they are known as.....  
a) applicants b) novices c) trainees d) students
11. Training that has clear applications to a job or type of work can be said to be.....  
a) theoretical b) practical c) interesting d) cost-effective
12. It is very expensive to.....people who fail in an overseas job and have to return early.  
a) insure b) dismiss c) retrain d) repatriate
13. People who are sent abroad by their company often have a better.....than at home because they have a higher salary and other benefits such as free housing.  
a) lifestyle b) programme c) career d) placement
14. Most companies.....employees for their travel expenses at the end of the month.  
a) sponsor b) support c) compensate d) reimburse
15. It is common for large companies and professional bodies to.....politicians and government departments to try to persuade them to accept their point of view.  
a) lobby b) persuade c) pay d) entice
16. Some young managers.....overseas postings because their spouse many not be able to work in the foreign country.  
a) postpone b) turn down c) delay d) prefer
17. Sometimes when people return from a period overseas they have problems readjusting and find that their career has.....instead of advancing.  
a) retired b) turned down c) regressed d) broken down



18. Selecting the right person for an overseas.....is crucial but not easy to do.

- a) visit    b) mission    c) task    d) assignment

19. Because of long working hours and increased responsibilities, more and more managers are suffering from.....

- a) tension    b) stress    c) insomnia    d) frustration

20. In Anglo-Saxon cultures, companies test a candidate's.....: their ability to do the job well.

- a) personality    b) intelligence    c) skills    d) qualifications

Основы перевода: адекватность, переводческие трансформации; контекстуальные замены; многозначность лексики.

Выполните письменный перевод текста с иностранного языка на русский язык

Текст 1

The most typical characteristics people use speaking about society are usually sounded like: pollution, welfare, bureaucracy, working hours, GM foods, medical care, convenience foods, public services and longevity. But let's find out what society is. It is the people in a particular area of country who have the same customs and laws. It is like an alive organism which is developed with every sphere of human-beings activity and it differs from one country to another.

There are following types of society such as traditional, modern, developed and undeveloped and several new types which show the way people life. By now we can determine post – industrial society – is a type no longer relying on heavy industry, consumer – where buying and selling is considered to be very important and throw – away in which things are not made to last a long time.

Moreover every society can be divided into groups, classes and tend to have particular characteristics.

As for Russian society nowadays it can't even be characterized with one type of description only but with a combination of features. And in my opinion this fact helps us understand how essentially different it can be. Let's examine our society deeper. I'd like to underline welfare. This very point determines the way of life and its quality.

Actually welfare becomes a crucial moment and, of course, I don't like this fact.

For example, if you need a good medical care you'd pay for it and so get the best doctors and treatment. When you want to get some kind of public service it would be more efficient if you pay. Money runs the world. It's a statement of contemporary life and that's why if you don't have money you'll have to come over inefficient public service such as bad medicine or bureaucracy thriving in every possible place. It'll take you much more time to do something finding yourself in overcrowded rooms waiting for your turn.

Moreover wealthy people can allow themselves not to use convenience and GM foods which are the false friends of women. They just hire a housekeeper who cooks and cleans the house for them bringing the time economy for being able to put up with long working hours and kiss their children before going to bed.

So, in the struggle for health, beauty and longevity the welfare takes the first place again. It's sad but our society depends on welfare more than ever. It becomes the most important value in the world.

Текст 2

A company can be also called a firm or a business. When it is produc-ing goods or trading, we say it is in business. A company which is just start-ing up is going into business and a firm which stops operating goes out of business. If a firm becomes bigger, it expands. The expansion means that a company will produce more goods or sell more products. A manufacturer produces goods.

They are its products. When a manufacturing company expands, it means that it increases its production.

A company selling goods in large quantities (in bulk) is called a whole-saler. A person or a company buying in bulk (wholesale) and selling goods in small quantities is a retailer. Many local shops sell goods retail. Two or more companies which sell or manufacture the same product are competi-tors. They are in competition and they compete for customers. To be ahead of its rivals the company must be competitive.

An area where there is a demand for certain goods is called a market. A company selling locally sells its goods in the local market, if a company sells its goods at the same place where they are produced, it uses the home or domestic market. A firm selling abroad is an exporter. It sells on the in-ternational or overseas market. The goods it exports are exports. An importer buys goods abroad and imports them into his own country.

Текст 3

When a proprietor wants to expand the business, one way to do so is to form a partnership, a business formed for profit by two or more co-owners. The rights and duties of a partnership are regulated by laws of the state where it is formed and by a legal agreement entered into by the co-owners. Usually an agreement specifies the amount of money each is investing and the duties each partner assumes. A partnership agreement also may provide for a "silent partner" who does not take part in the management, but who invests money in the business.

The partnership has the advantage of pooling managerial talent. The partner may be qualified in production, another in marketing.

The partnership, like individual ownership, is exempt from most of the reporting that the government requires of corporations.

Furthermore, it has a favourable tax position when compared with the corporation. Federal taxes are paid by individual partners on their share of earnings; beyond that the business is not taxed.

A major disadvantage of the partnership is that each member is liable /brail the debts of the partnership; the act of any partner is legally binding upon all the others. If one partner takes a large amount of money from the business and squanders it, the others must pay the debt. Partnerships suffer another major disadvantage: decision-making is shared. If partners have serious disagreements, the business is bound to suffer.

Nevertheless, the partnership remains a vital part of the overall business economy.

#### Текст 4

Approaches to selection vary significantly across cultures. There are differences not only in the priorities that are given to technical or interpersonal capabilities, but also in the ways that candidates are tested and interviewed for the desired qualities.

Comparing such cultures as Anglo-Saxon, Germanic, Latin and Far Eastern we can see that in Anglo-Saxon cultures, what is generally tested is how much the individual can contribute to the tasks of the organization. In these cultures, assessment centers, intelligence tests and measurements of competencies are the norm. In the UK there was a much greater tendency to use panel interviews; in addition almost 74 % companies there use references from previous employers. What UK jobseekers consider an essential piece of information – what the post pays and also other material incentives including a car and fringe benefits. The attention given to rewards indicates the importance of the job and its responsibility. As for qualifications – beyond degree level make employers nervous. British managers are not selected primarily for their intelligence; instead they give the importance to social, political and leadership skills.

In Germanic cultures, the emphasis is more on the quality of education in a specialist function. First, German job seekers don't pay so much attention to salary; they consider it not to be an essential piece of information. German advertisements rarely mention other material incentives. Great attention is paid to the level of experience and qualifications demanded. Salary can be assumed to correspond with this. Moreover German adverts are vague about material rewards, they usually demand 'a degree in ...' not simply 'a degree'. In Germany it's difficult to be overqualified. German managers are selected primarily for the expert knowledge. German advertisements like achievement, but it tends to be less personally-driven. Their companies want candidates with sound knowledge, experience and competence in their field.

The recruitment process in Latin and Far Eastern cultures is very often characterized by ascertaining how well that person 'fits in' with the larger group. This is determined in part by the elitism higher education institution such as The University of Tokyo in Japan, and in part by their interpersonal style and ability to network internally. People of Latin culture tend to be more about personality, communication and social skills. Some international companies of Far East have identified very specific qualities that they consider strategically important and that support their business requirements.

Coming to conclusion we may notice even the tone of the job advertisement is different in these cultures. So Latin and Far Eastern cultures regard recruitment and selection as intellectually complex, the Germans as technically complex, and the British as interpersonally complex, but they agree on one thing: it's complex.

#### Текст 5

It is impossible to imagine our television, newspapers, radio, Internet and even streets without advertisements. Nowadays advertising plays an important role in modern life and in the life of every person. We can't imagine our life without advertising because every day we hear or see advertising, we try to find information we need in hundreds of advertisements. Even when we go for a walk or just shopping we see a lot of different advertisements in the streets.

Advertising serves to notify in various ways the new goods or services and their consumer properties, and is directed to the potential consumer, paid by the sponsor and serves for promotion of its production and ideas. Advertising is a part of communication activity of a firm, alongside with publicity and stimulation of selling. Advertising unessentially imposes the goods on the buyer. Sometimes it simply forces to recollect the last concrete mark or the name of the goods or service when the customer makes the choice.

There are a lot of definitions of the word "advertising". For example, advertising is collective term for public announcements designed to promote the sale of specific commodities or services. Advertising is a form of mass selling, employed when the use of direct, person-to-person selling is impractical, impossible, or simply inefficient. It is to be distinguished from other activities intended to persuade the public, such as propaganda, publicity, and public relations.

Modern advertising is an integral segment of urban industrial civilization, reflecting contemporary life in its best and worst aspects. The basic underlying advertising idea is the idea of human needs. Need is the feeling of shortage of something experienced by the person.

The second initial idea of advertising is the idea of human requirements. Requirement is the need which has accepted the specific form according to a cultural level and the personal features of the individual. Requirements of people are practically boundless, but resources for their satisfaction are limited. So the person will choose those goods which will give him or her the greatest satisfaction within the framework of his or her financial opportunities.

The structure of advertising contains the following five basic moments:

- The first one, it possesses the ability to draw attention.
- The second one, the force of influence of advertising on the emotions of consumers.
- The third one, how strong is the force of influence.
- The fourth one is its informative value.
- And the last, the fifth one, we should know for sure whether the person will want to read the message or to see an advertising roller up to the end. We must know how effectively advertising gains attention of the people.

Organizations that frequently spend large sums of money on advertising that sells what is not, strictly speaking, a product or service include political parties, interest groups, religious organizations, and military recruiters. Non-profit organizations are not typical advertising clients, and may rely on free modes of persuasion, such as public service announcements.

While advertising can be seen as necessary for economic growth, it is not without social costs.

Advertising is an essential part of business. Ads are necessary either for the manufacturer or for the buyer.

Civilization has made a great step in the development of advertising. It has turned into a powerful global network from primitive cries. I think that we can also name our present day era "the era of advertising", because everything is advertised and everything can be found in adverts.

**Текст 6**

Cultural differences are an important factor when it comes to how and what managers should learn and from whom. Different cultural responses to management education are particularly revealing. For example, German and Swiss managers tend to favour structured learning situations with clear pedagogical objectives, detailed course outlines and schedules, and the «right answer» or superior solution. This is very much in contrast with the view typically held by people from Anglo-Saxon culture such as Britain and the USA. Most British participants in courses dislike a structure that is too rigid. They tend to prefer more open-ended learning situations with loose objectives and practical tasks. The suggestion that there could be only one correct answer is less acceptable to them. The idea of working in groups may come more naturally to Asian managers than to the more individualistic Anglo-Saxons. On the other hand, Asian participants experience more difficulty having to «sell» their ideas in a group, with the potential for open disagreement and conflict, and therefore possible loss of face. Nor do they quite see the point of learning from other students who are no more knowledgeable than themselves. Wisdom resides in the hierarchy.

Group discussions may seem perfectly natural to Americans, who have been encouraged as students to express their own ideas and opinions. British students too have been educated to challenge and debate the ideas put forth by each other, including the teacher. British culture values the ability to prove one's case, eloquently, even at the expense of others. Anglo-Saxon culture is more tolerant of confrontation and uncertainty, and is less concerned with status differences, either among participants or between themselves and the teacher. This can be quite a shock to students from Asia and many Central European countries, who are not used to either voicing their opinion in class, disagreeing with each other, or actively debating with the professor. Training that makes extensive use of case studies, business games, and management exercises such as role-plays, favours learning by doing rather than learning by lecture and reading. As a result, European managers may not always see the point of some complain that seminars conducted by US trainers are not sufficiently serious or theoretical. US managers, on the other hand, want training to be more concrete, practical and fun.

With each culture favouring different training and development practices, it may be difficult to integrate these into a coherent or consistency policy within an international organization. However, standardising training methods may be important if the company needs to communicate specialised knowledge quickly across different units, or if the special quality of the company training programmes is regarded as a major source of attracting new recruits.

On the other hand, multinational companies may have a lot to gain from cross-fertilising different approaches, and providing opportunities for training and development that appeal to people with different abilities, learning styles, educational backgrounds, and, of course, and cultures. In fact, working with groups of managers from different countries often requires a mixed pedagogical approach, as well as the use of trainers of different nationalities.

**Текст 7**

Working abroad to acquire international experience is an important part of an international manager's development. The chance to spend a few years abroad at the company's expense can see like a dream come true. But if you don't take time to consider the impact your decision will have on your career, then it could turn into a nightmare.

Working overseas can broaden employee's perspectives and help the employability in future. They can acquire an enormous amount of experience and superb overview of the industry.

People willing to work abroad have two ways of making career. Some of them apply for overseas postings to be able to exercise their talent implement new strategies and use their outgoing personalities to make the company lots of money out of local business. But at the same time overseas postings can leave you out of touch with changes at head office. It happens if you ignore the need to network and research the new job back in home country. For many people the achievements abroad count for nothing. They find the expatriate existence "shallow". Integration with the local community is extremely difficult for them and they realize that there's always an underline background stress. However with the pool of potential employees who are willing to accept overseas posting shrinking "the remaining candidates" may not represent the best possible selection.

If you want to avoid all these problems you should consider the time abroad carefully and work into the career development strategy. You are better to go away for no more than two year or else you risk losing touch with new developments and your vitally important network of contacts.

Unless you maintain contact in your home country you will find it really difficult to readjust and reintegrate on your return.

**3.2 Экзаменационные материалы для промежуточной аттестации (зачет)****Вопросы к зачету**

1. Чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке.
2. Письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.
3. Лексические темы профессиональной направленности.
4. Грамматика (грамматический строй иностранного языка)
5. Выполнение лексико-грамматического теста.

**5.2. Темы письменных работ**

1. Чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке.
2. Письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.

**5.3. Фонд оценочных средств**

Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта

деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы:

Оценочные материалы для проведения аттестации

Тестовые задания (ОБ)

Tenses

1.1 Each July we ..... to Turkey for a holiday.

A are going B go C went D were going

1.2 The growing number of visitors ..... the footpaths.

A is damaging B damages C are damaging D was damaging

1.3 Jane ..... just a few minutes ago.

A left B has left C leaves D had left

1.4 Timson ..... 13 films and I think her latest is the best.

A made B had made C has made D was making

1.5 ..... Robert lately?

A Did you see B Have you seen C Do you see D Are you seeing

1.6 When I was a child ..... the violin.

A I was playing B I'm playing C I play D I played

1.7 ..... until midnight last night.

A I have been reading B I read C I was reading D I have read

1.8 He ..... for the national team in 65 matches so far.

A has played B has been playing C played D is playing

1.9 Sorry we're late, we ..... the wrong turning.

A had taken B were taking C took D are taking

1.10 She ..... from flu when she was interviewed.

A was suffering B had been suffering C had suffered D suffered

The future

2.1 If you look carefully, you ..... find writing scratched on the glass.

A can B are going to C shall D will

2.2 I think it ..... soon.

A is going to rain B rains C will rain D is raining

2.3 Wait here until I ..... you.

A will call B am calling C am going to call D call

2.4 I won't be able to meet you next week, I ..... in London for a few days.

A will be staying B will stay C stay D am staying

2.5 Next month I ..... Derek for 20 years.

A know B will have known C am knowing D will have been knowing

2.6 I ..... with the performance, but I got flu the day before.

A was to have helped B helped C was to help D had helped

Modals

3.1 You ..... mad if you think I'm going to lend you any more money.

A should be B are supposed to be C must be D ought to be

3.2 I ..... happy to see him, but I didn't have time.

A will have been B would be C will be D would have been

3.3 We ..... Switzerland four times during the 1970s.

A used to visit B would visit C visited D will visit

3.4 'Why isn't Tim here yet?' 'It ..... be because his mother is ill again.'

A may B can C might D could

3.5 If I hadn't come along at that moment, Jim ..... the one arrested instead of the real thief.

A might have been B may have been C can have been D could have been

3.6 Jenny ..... leave the hospital only six hours after the baby was born.

A was able to B could C can D is able to

3.7 The car broke down and we ..... a taxi.

A must have got B had got to get C had to get D must get

3.8 You ..... whisper. Nobody can hear us.

A needn't B don't have to C mustn't D need to

3.9 Although he didn't have a ticket, Ken ..... come in.

A could B can C might D was allowed to

Be, have, do, make, etc.

4.1 The traffic lights ..... green and I pulled away.

A became B turned C got D went

4.2 I could ..... much more for the painting if I'd sold it overseas.

A have got B get C have D has got

4.3 We ..... into the state of the Swedish car industry.

A did some researches B made some research C made research D did some research

Passives

5.1 ..... during the storm.

A They were collapsed the fence B The fence was collapsed

C They collapsed the fence D The fence collapsed

5.2 The new computer system ..... next month.

A is being installed by people B is be installed C is being installed

D is been installed

5.3 The children ..... to the zoo.

A were enjoyed taken B enjoyed being taken C were enjoyed taking

D enjoyed taking

5.4 ..... chair the meeting.

A John was decided to B There was decided that John should

C It was decided that John should D John had been decided to

Questions

6.1 Who ..... was coming to see me this morning?

A you said B did you say C did you say that D you did say

6.2 Why ..... return the money?

A did you not B you did not C you didn't D didn't you

6.3 ..... want to do this weekend?

A What you B Which do you C What do you D What you do

Verbs: infinitives, -ing forms, etc.

7.1 I always associate .....

A red wine B red wine by France C French red wine D red wine with France

7.2 She noticed ..... away from the house.

A him to run B him run C him running D him ran

7.3 I'd advise ..... more exercise.

A to take B you to take C you taking D taking

7.4 I remembered ..... the race.

A the horse's winning B the horse to win C the horse winning D the horse's to win

7.5 She reminded ..... the papers.

A me where to leave B me where I had to leave  
C where I had to leave D where to leave

7.6 We needed .....

A the house to be redecorated B the house redecorating  
C the house to be redecorating D the house redecorated

7.7 The suspect confessed .....

A his crime B the police his crime C his crime to the police D his crime the police

#### Reporting

8.1 'I suppose you've heard the latest .....

A news,' said she B news.' she said C news', she said D news,' she said

8.2 I notified ..... I had changed my address.

A with the bank that B the bank that C that D to the bank that

8.3 She reassured me that she ..... the card.

A had posted B has posted C posted D posts

8.4 She ..... her holiday in Finland.

A said me about B told about C said about D told me about

8.5 She encouraged ..... the job.

A to take the job B that Frank should take C Frank to take D to Frank to take

8.6 They directed that the building .....

A be pulled down B to be pulled down C should be pulled down  
D is to be pulled down

8.7 He asked me where he ..... put the box.

A shall B ought to C will D should

#### Nouns and compounds

9.1 The ..... faulty.

A equipments are B equipment was C equipments were D equipment were

9.2 Many leading members of the opposition party ..... to justify the decision.

A have tried B has tried C have been trying D tries

9.3 .....thinks that Judith should be given the job.

A Neither of us B The majority of my colleagues  
C Practically everyone D A number of people

9.4 We had ..... holiday in Spain.

A a two week's B two weeks' C two-week D a two-week

9.5 The company owns ..... in the city centre.

A a cars park B several car parks C a car park D several cars parks

9.6 The government has introduced .....

A a children's clothes tax B a tax on children clothes  
C a children clothes tax D a tax on children's clothes

#### Articles

10.1 I'll be with you in .....

A one quarter of an hour B a quarter of an hour C a quarter of one hour  
D a quarter of hour

10.2 Against her parents' wishes, she wants to be .....

A the journalist B journalist C a journalist D journalists

10.3 This tastes lovely. What's in .....

A a sauce B the sauce C sauces D sauce

10.4 ..... arrived for you this morning.

A Furniture B A furniture C Some furniture D Some furnitures

10.5 ..... the most popular form of fiction writing.

A The novel is B Novel is C The novels are D Novels are

10.6 Frank works as .....

- A a security guard at a university B a security guard at university  
C a security guard at the university D security guard at a university

10.7 What have we got .....

- A for the dinner B for a dinner C for dinner D to dinner

Determiners and quantifiers

11.1 Did you buy ..... when you went shopping?

- A any tomato B any water C any tomatoes D some water

11.2 .....my friends knew I was getting married.

- A Not much of B Not many of C Not much D Not many

11.3 ..... hard work had been of no use.

- A All their B Their all of C All of their D Their all

11.4 Following the flood, ..... in the area ..... major repair work.

- A each of building...needs B every building...need  
C each buildings...need D every building...needs

11.5 ..... the children awake.

- A None of...was B Not any of...were C No children....was D None of...were

11.6 We should use ..... time we have available to discuss Jon's proposal.

- A the little of B the little C the few D little

11.7 I've given ..... to Bob.

- A all them B all of them C them all D them all of

Relative clauses and other types of clause

12.1 She's one of the kindest people .....

- A that I know B I know C who I know D which I know

12.2 One of the people arrested was Mary Arundel, ..... a member of the local council.

- A is B that is C whom is D who is

12.3 The newspaper is owned by the Mearson Group, ..... is Sir James Bex.

- A which chairman B whose chairman C who chairman D chairman

12.4 She is one of the few people .....

- A who I look up to B to whom I look up C I look up to D to who I look up

12.5 There are a number of people ..... be asked.

- A should B that should C whom should D who should

12.6 ..... at the party, we saw Ruth standing alone.

- A Arrived B We arrived C Arriving D We were arriving

Pronouns, substitution and leaving out words

13.1 The scheme allows students from many countries to communicate .....

- A each other B with each other C themselves D with one another

13.2 'We need new curtains.' 'Okay, let's buy .....

- A ones with flowers on B ones C one D some

13.3 'I don't suppose there'll be any seats left.' 'No, I .....

- A don't suppose B suppose C don't suppose so D suppose not

13.4 They needed someone who was both an excellent administrator and manager was ..... not easy to find.

- A Such a person B A such person C Such D Such person

13.5 'They could have been delayed by the snow.' 'Yes, they .....

- A could have B could C could been D could have been

13.6 The report is very critical and is clearly .....

- A intended to be B intended to C intended D intend to be

## Adjectives

- 14.1 The party was excellent, and I'd like to thank all the .....
- A concerned people B responsible people C people responsible  
D people concerned
- 14.2 Our teacher gave us ..... problem to solve.
- A a very impossible B a completely impossible  
C an absolutely impossible D an extremely impossible
- 14.3 I asked Francis to clean the car, and he did .....
- A a well job B the job good C a good job D the job well
- 14.4 My watch was among the .....
- A things taken B taken things C things stolen D stolen things
- 14.5 She felt good ..... the prize.
- A about win B with winning C to win D about winning
- 14.6 He was busy ..... his homework.
- A doing B to do C that he was doing D he was doing
- 14.7 We are not in ..... financial position to cut taxes.
- A an enough strong B a strong enough C sufficiently strong enough  
D a sufficiently strong
- 14.8 She was ..... as anyone could have had.
- A as patient teacher B a patient a teacher C as patient as teacher  
D as patient a teacher

## Adverbs and conjunctions

- 15.1 I ..... her birthday and I ..... how to make it up to her.
- A completely forgot...don't just know  
B forgot completely...don't just know  
C completely forgot...just don't know  
D forgot completely...just don't know
- 15.2 I ..... at six o'clock, but ..... to be up by five.
- A normally get up...I have sometimes  
B normally get up...sometimes I have  
C get normally up...sometimes I have  
D get normally up...I sometimes have
- 15.3 It's ..... disappointing.
- A very much B very C much D much very
- 15.4 ..... brought some food.
- A My mother has only B My mother only has  
C My only mother has D Only my mother has
- 15.5 I'll look after the children while you ..... dinner.
- A will make B are making C will be making D make
- 15.6 I still feel very tired ..... in the morning.
- A when I wake up B as I wake up C when I will wake up D while I wake up
- 15.7 We were delayed ..... an accident.
- A because B because of there was C because there was D because of
- 15.8 I carried the knife carefully ..... cut myself.
- A so as not to B so not to C not to D in order not to
- 15.9 ....., they slept soundly.
- A Hot though was the night air B Hot though the night air was  
C Hot as the night air was D Hot although the night air was
- 15.10 If I ..... a more reliable car, I ..... to Spain rather than fly.
- A would have...would drive B had...had driven  
C had...would drive D would have had...would drive



15.11 If he ..... a chance of success, he ..... to move to London.

- A will have...would need    B will have...will need  
C were to have...will need    D were to have...would need

15.12 They couldn't decide ..... it was worth re-sitting the exam.

- A if    B whether or not    C whether    D if or not

15.13 John was the first person I saw ..... hospital.

- A by leaving    B on leaving    C in leaving    D on to leave

15.14 Much of the power of the trade unions has been lost ....., their political influence should not be underestimated.

- A Even so    B Although    C Even    D Even though

#### Prepositions

16.1 She lives ..... Perth. She owns a house ..... the Swan River.

- A at...on    B at...in    C in...at    D in...on

16.2 He suddenly saw Sue ..... the room. He pushed his way ..... the crowd of people to get to her.

- A across...through    B over...through    C across...across  
D over...along

16.3 I first met Steve on a beach ..... Adelaide. I later found out that he had been a carpenter and a dustman, other things.

- A by...among    B near...between    C by...between    D near among

16.4 'It's Ann's birthday some time ..... the middle of May, I think.' 'Yes, it's her birthday the 21st.'

- A at...on    B in...on    C in...at    D at...in

16.5 About ten of us were taken ill ..... a party we were at in York. I felt ill ..... a couple of days, but was fine after that.

- A for...during    B for...for    C during...during    D during...for

16.6 ..... cricket, I enjoy watching football and basketball.

- A Apart from    B Except    C Except for    D Besides

16.7 I told him that he couldn't hope to catch a big fish ..... a small rod like that, but he insisted ..... trying.

- A with...on    B by...about    C with...about    D by...on

16.8 'What do you think ..... my car? I've just bought it.' 'It's really good.

Actually, I'm thinking ..... my motorbike and getting a car, too.'

- A about...to sell    B about...about selling    C of...to sell    D of...of selling

16.9 'When did you last hear ..... Don?' 'He phoned me just this morning.

He's coming to Bristol next week, so we agreed ..... a time and place to meet.'

- A from...on    B about...on    C from...with    D of...to

16.10 'John has looked tired recently, and I've started to wonder ..... his health.' 'You're right. And he doesn't seem to care ..... the effect smoking has on him.'

- A at...for    B about...for    C about...about    D at...about

16.11 She tried to .....

- A talk me the plan out of    B talk out of me the plan  
C talk me out of the plan    D talk out me of the plan

#### Organizing information

17.1 ..... people trying to get into the football stadium.

- A There were too much    B There were too many  
C It was too many    D There was too many

17.2 ..... to celebrate his 75th birthday.

- A It was decided    B It was accepted    C It was determined    D It was agreed

17.3 I ..... you can swim so well and I can't.

- A hate    B hate it that    C hate that    D hate it

17.4 Dave lost his job and was short of money, so ..... his flat and move in with his brother.

- A that he did was to sell    B what he did was to sell  
C what he did sold    D what he did was sell

17.5 ..... resigned, we would have been forced to sack him.

A Had he not B Hadn't he C He had not D He not had

17.6 ..... that Marie was able to retire at the age of 50.

A So successful her business was B So successful was her business

C Her business was so successful D So was he

Задания со свободно конструируемым (развёрнутым) ответом (СКО)

Вариант 1.

A. Complete each sentence with the correct word or phrase. The first letter of each word is given.

1. In the UK the service sector employs more people than the m..... sector.
2. The main office of large company is called the h.....
3. Most publicly quoted companies have both a c..... and a chief executive.
4. The people who work for a company are called e.....
5. Wal-Mart is the world's largest r.....
6. In February 2000, Vodafone AirTouch succeeded in its hostile t..... of Mannesmann.
7. When it is approved, the m..... of Vodafone AirTouch with Mannesmann will be the world's largest.
8. In companies such as advertising agencies, people are vital intangible a.....
9. Subcontracting work to outside suppliers is known as o.....
10. The people you work with are your c.....
11. A person who does a similar job to you, but in another company is your c.....
12. The o..... is the total amount of products produced by a company.
13. Every company is looking for something which will give it a c..... e.....
14. When two companies merge they usually have greater e..... of s..... than as separate companies.
15. Because of the globalization of business, an increasing number of merges are c.....-b..... deals.
16. Some companies prefer to grow organically, but is quicker to grow by a.....
17. Many government organizations are inefficient because they are too b....., with too many rules and regulations.
18. PC manufacturers such as Dell and Gateway were among the first to sell their products through o.....
19. The majority of start-ups and new v..... fail within two years.
20. F..... are people who provide their services on an individual and independent basis to different companies.

Вариант 2.

A Complete each sentence with the correct word or phrase. The first letter of each word is given.

1. International companies are increasingly looking to r.....managers with an MBA.
2. An MBA is clearly one of the best q.....for an international management career.
3. Many large companies s.....their managers' studies by paying some or all of the costs.
4. While some subjects, such as law and management studies, are on increase, others, such as engineering, are on the d.....
5. Because of the lack of graduates there will soon be an s..... of qualified engineers.
6. Nearly all organizations use i..... as one of their main ways to select new employees.
7. In Britain, many companies also use a..... c....., where candidates take part in a series of tasks and simulations.
8. It is also common in Britain for a new employer to request a written r..... on candidates from their previous employers.
9. Organizing people by different levels of power and authority is known as a h.....
10. When two companies merge it can be very useful to run t.....-b..... courses to help people work well together.
11. Large companies that are famous, well established and generally successful financially are known as b..... c..... companies.
12. A c..... is a large organization that consists of many companies in different sectors.
13. A company with a good HR policy will carry out annual a..... between each employee and his or her manager.
14. A person who loves France and all things French is known as a F.....
15. E.....are people who are sent by their company to work abroad.
16. Young managers are less interested in working abroad than before because their s.....often has a separate career.
17. Some assignments abroad can turn out to be a n.....a really terrible experience.
18. Some managers consider time spent abroad as part of their d..... programme.
19. Responsible companies will have an ethical policy and a c..... of c....., which all employees must follow.
20. Ambitious young graduates will look for a company offering good promotion p.....

Основы перевода: адекватность, переводческие трансформации; контекстуальные замены; многозначность лексики.

Выполните письменный перевод текста с иностранного языка на русский язык

### ТЕКСТ 1

The most typical characteristics people use speaking about society are usually sounded like: pollution, welfare, bureaucracy, working hours, GM foods, medical care, convenience foods, public services and longevity. But let's find out what society is. It is the people in a particular area of country who have the same customs and laws. It is like an alive organism which is developed with every sphere of human-beings' activity and it differs from one country to another.

There are following types of society such as traditional, modern, developed and undeveloped and several new types which shows the way people life. By now we can determine post – industrial society – is a type no longer relying on heavy industry, consumer – where buying and selling is considered to be very important and throw – away in which things are not made to last a long time.

Moreover every society can be divided into groups, classes and tend to have particular characteristics.

As for Russian society nowadays it can't even be characterized with one type of description only but with a combination of features. And in my opinion this fact helps us understand how essentially different it can be. Let's examine our society deeper. I'd like to underline welfare. This very point determines the way of life and its quality.

Actually welfare becomes a crucial moment and, of course, I don't like this fact.

For example, if you need a good medical care you'd pay for it and so get the best doctors and treatment. When you want to get some kind of public service it would be more efficient if you pay. Money runs the world. It's a statement of contemporary life and that's why if you don't have money you'll have to come over inefficient public service such as bad medicine or bureaucracy thriving in every possible place. It'll take you much more time to do something finding yourself in overcrowded rooms waiting for your turn.

Moreover wealthy people can allow themselves not to use convenience and GM foods which are the false friends of women. They just hire a housekeeper who cooks and cleans the house for them bringing the time economy for being able to put up with long working hours and kiss their children before going to bed.

So, in the struggle for health, beauty and longevity the welfare takes the first place again. It's sad but our society depends on welfare more than ever. It becomes the most important value in the world.

### ТЕКСТ 2

Approaches to selection vary significantly across cultures. There are differences not only in the priorities that are given to technical or interpersonal capabilities, but also in the ways that candidates are tested and interviewed for the desired qualities.

Comparing such cultures as Anglo-Saxon, Germanic, Latin and Far Eastern we can see that in Anglo-Saxon cultures, what is generally tested is how much the individual can contribute to the tasks of the organization. In these cultures, assessment centers, intelligence tests and measurements of competencies are the norm. In the UK there was a much greater tendency to use panel interviews; in addition almost 74 % companies there use references from previous employers. What UK jobseekers consider an essential piece of information – what the post pays and also other material incentives including a car and fringe benefits. The attention given to rewards indicates the importance of the job and its responsibility. As for qualifications – beyond degree level make employers nervous. British managers are not selected primarily for their intelligence; instead they give the importance to social, political and leadership skills.

In Germanic cultures, the emphasis is more on the quality of education in a specialist function. First, German job seekers don't pay so much attention to salary; they consider it not to be an essential piece of information. German advertisements rarely mention other material incentives. Great attention is paid to the level of experience and qualifications demanded. Salary can be assumed to correspond with this. Moreover German adverts are vague about material rewards, they usually demand 'a degree in ...' not simply 'a degree'. In Germany it's difficult to be overqualified. German managers are selected primarily for the expert knowledge. German advertisements like achievement, but it tends to be less personally-driven. Their companies want candidates with sound knowledge, experience and competence in their field.

The recruitment process in Latin and Far Eastern cultures is very often characterized by ascertaining how well that person 'fits in' with the larger group. This is determined in part by the elitism higher education institution such as The University of Tokyo in Japan, and in part by their interpersonal style and ability to network internally. People of Latin culture tend to be more about personality, communication and social skills. Some international companies of Far East have identified very specific qualities that they consider strategically important and that support their business requirements.

Coming to conclusion we may notice even the tone of the job advertisement is different in these cultures. So Latin and Far Eastern cultures regard recruitment and selection as intellectually complex, the Germans as technically complex, and the British as interpersonally complex, but they agree on one thing: it's complex.

### ТЕКСТ 3

Cultural differences are an important factor when it comes to how and what managers should learn and from whom. Different cultural responses to management education are particularly revealing. For example, German and Swiss managers tend to favor structured learning situations with clear pedagogical objectives, detailed course outlines and schedules, and the «right answer» or superior solution. This is very much in contrast with the view typically held by people from Anglo-Saxon culture such as Britain and the USA. Most British participants in courses dislike a structure that is too rigid. They tend to prefer more open-ended learning situations with loose objectives and practical tasks. The suggestion that there could be only one correct answer is less acceptable to them. The idea of working in groups may come more naturally to Asian managers than to the more individualistic Anglo-Saxons.

On the other hand, Asian participants experience more difficulty having to «sell» their ideas in a group, with the potential for open disagreement and conflict, and therefore possible loss of face. Nor do they quite see the point of learning from other students who are no more knowledgeable than themselves. Wisdom resides in the hierarchy.

Group discussions may seem perfectly natural to Americans, who have been encouraged as students to express their own ideas and opinions. British students too have been educated to challenge and debate the ideas put forth by each other, including the teacher. British culture values the ability to prove one's case, eloquently, even at the expense of others. Anglo-Saxon culture is more tolerant of confrontation and uncertainty, and is less concerned with status differences, either among participants or between themselves and the teacher. This can be quite a shock to students from Asia and many Central European countries, who are not used to either voicing their opinion in class, disagreeing with each other, or actively debating with the professor.

Training that makes extensive use of case studies, business games, and management exercises such as role-plays, favors learning by doing rather than learning by lecture and reading. As a result, European managers may not always see the point of some complain that seminars conducted by US trainers are not sufficiently serious or theoretical. US managers, on the other hand, want training to be more concrete, practical and fun.

With each culture favoring different training and development practices, it may be difficult to integrate these into a coherent or consistency policy within an international organization. However, standardizing training methods may be important if the company needs to communicate specialized knowledge quickly across different units, or if the special quality of the company training programs is regarded as a major source of attracting new recruits.

On the other hand, multinational companies may have a lot to gain from cross-fertilizing different approaches, and providing opportunities for training and development that appeal to people with different abilities, learning styles, educational backgrounds, and, of course, and cultures. In fact, working with groups of managers from different countries often requires a mixed pedagogical approach, as well as the use of trainers of different nationalities.

#### 5.4. Перечень видов оценочных средств

Перечень видов и форм контроля дисциплины:

- выполнение учебных индивидуальных заданий в ходе практических занятий;
- контрольный опрос (устный);
- выполнение тестового задания;
- чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке;
- письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.

Задания со свободно конструируемым ответом (СКО) предполагает составление развернутого ответа на теоретический вопрос. Задание с выбором одного варианта ответа (ОВ, в задании данного типа предлагается несколько вариантов ответа, среди которых один верный. Задания со свободно конструируемым ответом (СКО) предполагает составление развернутого ответа, включающего полное решение задачи с пояснениями.

### 6. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

#### 6.1. Рекомендуемая литература

##### 6.1.1. Основная литература

	Авторы, составители	Заглавие	Издательство, год
Л1.1	Мезенцева А. И., Бурлай Н. В.	Foreign language for scientific and research work=Иностранный язык для научно-исследовательской работы: Учебно-методическое пособие	Москва: Русайнс, 2021, URL: <a href="https://book.ru/book/940214">https://book.ru/book/940214</a>
Л1.2	Новикова О. Н., Калугина Ю. В.	Английский язык для студентов аграрных вузов: Учебник	Москва: КноРус, 2020, URL: <a href="https://book.ru/book/933499">https://book.ru/book/933499</a>
Л1.3	Карпова Т. А., Восковская А. С., Закирова Е. С., Циленко Л. П.	Деловой английский язык: Учебное пособие	Москва: КноРус, 2020, URL: <a href="https://book.ru/book/933522">https://book.ru/book/933522</a>
Л1.4	Украинец И.А.	Иностранный язык (английский) в профессиональной деятельности: Учебное пособие	Москва: Российский государственный университет правосудия, 2019, URL: <a href="http://znanium.com/catalog/document?id=364544">http://znanium.com/catalog/document?id=364544</a>
Л1.5	Грищенко Н.А., Ершова Е.О.	Иностранный язык. Английский. (Деловая сфера коммуникации): Учебное пособие	Красноярск: Сибирский федеральный университет, 2019, URL: <a href="http://znanium.com/catalog/document?id=380319">http://znanium.com/catalog/document?id=380319</a>

##### 6.1.2. Дополнительная литература

	Авторы, составители	Заглавие	Издательство, год
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	Авторы, составители	Заглавие	Издательство, год
Л2.1	Карпова Т. А., Восковская А. С., Закирова Е. С., Циленко Л. П.	Деловой английский язык: Учебное пособие	Москва: КноРус, 2019, URL: <a href="https://book.ru/book/932519">https://book.ru/book/932519</a>
Л2.2	Белогаш М. А., Дубинина Г. А., Кондрахина Н. Г., Федосеева Т. В.	Английский язык в профессиональной сфере: управление персоналом. Ч. 1: Учебное пособие	Москва: КноРус, 2019, URL: <a href="https://book.ru/book/932009">https://book.ru/book/932009</a>
Л2.3	Лизунова Н. М., Обухова Л. Ю.	Английский язык: Учебное пособие	Москва: Русайнс, 2019, URL: <a href="https://book.ru/book/932873">https://book.ru/book/932873</a>

### 6.1.3. Методические разработки

	Авторы, составители	Заглавие	Издательство, год
Л3.1	Лизунова Н. М., Обухова Л. Ю.	Английский язык: Учебное пособие	Москва: Русайнс, 2017, URL: <a href="https://book.ru/book/922096">https://book.ru/book/922096</a>
Л3.2	Межова М.В.	Иностранный язык (английский язык): Учебное пособие	Кемерово: ФГБОУ ВО "Кемеровский государственный институт культуры", 2017, URL: <a href="http://znanium.com/catalog/document?id=344233">http://znanium.com/catalog/document?id=344233</a>

### 6.2. Электронные учебные издания и электронные образовательные ресурсы

Э1	ИНИОН . - Режим доступа: <a href="http://www.inion.ru">http://www.inion.ru</a>		
Э2	Российская государственная библиотека. - Режим доступа: <a href="http://www.rsl.ru">http://www.rsl.ru</a>		
Э3	Национальная электронная библиотека. - Режим доступа: <a href="http://nel.nns.ru">http://nel.nns.ru</a>		
Э4	Библиографическая поисковая система «Букинист». - Режим доступа: <a href="http://bukinist.agava.ru">http://bukinist.agava.ru</a>		
Э5	Предметно-ориентированная логическая библиотечная сеть . - Режим доступа: <a href="http://www.libweb.ru">http://www.libweb.ru</a>		
Э6	Научная электронная библиотека. - Режим доступа: <a href="http://www.elibrary.ru">www.elibrary.ru</a>		

### 6.3.1. Лицензионное и свободно распространяемое программное обеспечение, в том числе отечественного производства

6.3.1.1	Windows 10 Pro RUS Операционная система – Windows 10 Pro RUS Подписка Microsoft Imagine Premium – Order №143659 от 12.07.2021		
6.3.1.2	7-Zip Архиватор 7-Zip Программное обеспечение по лицензии GNU GPL		
6.3.1.3	Google Chrome Браузер Google Chrome Программное обеспечение по лицензии GNU GPL		
6.3.1.4	Mozilla Firefox Браузер Mozilla Firefox Программное обеспечение по лицензии GNU GPL		
6.3.1.5	Kaspersky Endpoint Security Антивирусное ПО Kaspersky Endpoint Security для бизнеса Стандартный (350шт). Договор № ПР-00035750 от 13 декабря 2022г. (ООО Прима АйТи)		
6.3.1.6	Adobe Reader DC Adobe Acrobat — пакет программ, предназначенный для создания и просмотра электронных публикаций в формате PDF Adobe Acrobat Reader DC and Runtime Software distribution license agreement for use on personal computers от 31.01.2017		
6.3.1.7	LibreOffice Офисный пакет LibreOffice Программное обеспечение по лицензии GNU GPL		

### 6.3.2. Перечень профессиональных баз данных и информационных справочных систем

6.3.2.1	Кодекс – Профессиональные справочные системы <a href="https://kodeks.ru">https://kodeks.ru</a>		
6.3.2.2	Консультант Плюс <a href="http://www.consultant.ru">http://www.consultant.ru</a>		

## 7. МТО (оборудование и технические средства обучения)

Ауд	Наименование	ПО	Оснащение
402	Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов), групповых и индивидуальных	7-Zip Google Chrome LibreOffice	36 посадочных мест, преподавательское место, доска, мультимедийный проектор (переносной), переносной ноутбук

	консультаций, текущего контроля и промежуточной аттестации.		
404	Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации.	7-Zip Google Chrome LibreOffice	75 посадочных мест, преподавательское место, доска, мультимедийный проектор (переносной), переносной ноутбук
407	Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации.	7-Zip Google Chrome LibreOffice	40 посадочных мест, преподавательское место, доска, мультимедийный проектор (переносной), переносной ноутбук
408	Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации.	7-Zip Google Chrome LibreOffice	30 посадочных мест, преподавательское место, доска, мультимедийный проектор (переносной), переносной ноутбук
409	Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов), групповых и индивидуальных консультаций, текущего контроля и	7-Zip Google Chrome LibreOffice	36 посадочных мест, преподавательское место, доска, мультимедийный проектор (переносной), переносной ноутбук

	промежуточной аттестации.		
123а	Специальное помещение для хранения и профилактического обслуживания учебного оборудования	7-Zip Google Chrome LibreOffice Notepad++. Oracle VM VirtualBox Adobe Reader DC ZEAL Klite Mega Codec Pack Windows 7 Pro CDBurnerXP Java 8 PDF24 Creator CCleaner Консоль Kaspersky Security Center Kaspersky Endpoint Security 11 ПАРУС-Бюджет 8.5.6.1 Microsoft Office 2007 Professional Plus 10-Strike File search pro 10-Страйк Сканирование Сети 10-Страйк Инвентаризация Компьютеров	Системный блок AMD FX-8120 1шт Системный блок Intel Core 2 CPU 4400 1шт. Монитор "LG L1718S" 1 шт. Монитор "BENQ CL2240" 1шт. Монитор "SAMSUNG 740m" 1шт. Набор инструментов 1 шт. Паяльная станция Lukey 902 1 шт Принтер SAMSUNG ML-1665 1 шт. Принтер SAMSUNG ML-1615 1 шт. Коммутатор D-Link DES-1005D 1 шт. Роутер Keenetic Lite (KN-3110)1 шт. Паяльник 40 Вт дер/ручка 1 шт. Лампа настольная 1 шт. Стол 1-тумбовый 1 шт. Стол 2 тумбовый 1 шт. Стол офисный компьютерный 1 шт. Столик компьютерный 1 шт. Стол 1-тубовый с верхней приставкой 1шт. Стулья тканевые на металокаркасе 2шт Стул деревянный 1шт Пылесос "SUPRA 1800W" 1 шт. Шуруповерт "Hitachi ds12dvf3" 1 шт. Веб-камера Logitech HD WebCam C525 1280*720 MicUSB - 4 шт Перфоратор Град-М 1 шт. Микрофон Yanmai R933 – 2 шт Ноутбук Asus X541U – 1 шт Проектор Cactus CS-PRO.02B.WXGA-W – 1 шт. Проектор Acer QNX1310 – 2 шт
Читальный зал	Читальный зал. Помещение для самостоятельной работы	7-Zip Google Chrome Mozilla Firefox LibreOffice LibreCAD Inkscape Notepad++. 1С:Предприятие 8. Комплект Kaspersky Endpoint Security Maxima StarUML V1 Windows XP Professional Windows XP Professional MS Visual Studio Pro 2010 MS Visio Pro 2010 MS Project Pro 2010 MS Access 2010 MS Office Standart 2007	16 посадочных мест, рабочее место библиотекаря 6 компьютеров P5GC-MX1333/INTEL Core2Duo E2160/DDR2-667-1Г6/ST380815AS/Intel GMA-82945/Atheros L2 Fast Ethernet 10/100 4 компьютера GA945GCMX-S2/INTEL Core2Duo E2160/DDR2-667-1Г6/ST3160815AS/Intel GMA-82945/Realtek RTL8169 6 компьютеров P5GD2-X/Intel Pentium 4-3.00GHz/DDR2-667-1Г6/ WD800JD/Radeon X300/Marvell 88E805 1 компьютер P5KPL-SE/INTEL Core2Duo E6400/DDR2-667-2Г6/ST380811AS/GF-6600/ Realtek PCIe GBE 9200SE/Marvell 88E8001 6 мониторов LG Flatron 1730s 4 монитора NEC AccuSync LCD73v 6 мониторов Samsung SyncMaster 740n 1 монитор Samsung SyncMaster 920n 1 принтер HP LaserJet PRO m402n 1 сканер HP ScanJet G2410

## 8. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)

В соответствии с требованиями ФГОС ВО по направлению подготовки реализация компетентностного подхода предусматривает использование в учебном процессе активных и интерактивных форм проведения занятий (разбор конкретных задач, проведение блиц-опросов, исследовательские работы) в сочетании с внеаудиторной работой с целью формирования и развития профессиональных навыков обучающихся.

Удельный вес занятий, проводимых в интерактивной форме, составляет не менее 15 % аудиторных занятий (определяется ФГОС с учетом специфики ОПОП).

Лекционные занятия дополняются ПЗ и различными формами СРС с учебной и научной литературой. В процессе такой работы студенты приобретают навыки «глубокого чтения» - анализа и интерпретации текстов по методологии и методике дисциплины.

Учебный материал по дисциплине «Иностранный язык в профессиональной деятельности» разделен на логически завершенные части (разделы), после изучения, которых предусматривается аттестация в форме письменных тестов, контрольных работ.

Работы оцениваются в баллах, сумма которых дает рейтинг каждого обучающегося. В баллах оцениваются не только знания и навыки обучающихся, но и их творческие возможности: активность, неординарность решений поставленных проблем. Каждый раздел учебной дисциплины включает обязательные виды работ – ПЗ, различные виды СРС (выполнение домашних заданий по решению задач, подготовка к практическим занятиям).

Форма текущего контроля знаний – работа студента на практическом занятии, опрос. Форма промежуточных аттестаций – контрольная работа в аудитории, домашняя работа. Итоговая форма контроля знаний по разделам – контрольная работа или опрос.

Методические указания по выполнению учебной работы размещены в электронной образовательной среде академии

Методические указания и материалы по видам учебных занятий по дисциплине «Иностранный язык в профессиональной деятельности»

Вид учебных занятий, работ Организация деятельности обучающегося

Практические занятия На первом практическом занятии проводится 10-минутная проверка для входного контроля знаний.

Выполнение тестовых заданий

Решение ситуационных задач

Чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке.

Письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.

Самостоятельная работа Знакомство с основной и дополнительной литературой, включая справочные издания, зарубежные источники, конспект основных положений, терминов, сведений, требующихся для запоминания и являющихся основополагающими в этой теме. Составление аннотаций к прочитанным литературным источникам и др.

Выполнение тестовых заданий

Решение ситуационных задач

Чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке. Письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.

## 9. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ОБУЧАЮЩИМСЯ ПО ВЫПОЛНЕНИЮ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

В магистратуре возрастает роль самостоятельной работы обучающихся по направлению подготовки 38.04.04 Государственное и муниципальное управление. Магистрант самостоятельно выполняет все индивидуальные задания по чтению литературы по специальности, все творческие задания по обсуждаемым социокультурным проблемам. Выполнение самостоятельной работы планируется на каждую неделю и должна выполняться систематически. Самостоятельная работа включает многие виды активной умственной деятельности обучающегося: слушание лекций и осмысленное их конспектирование, глубокое освоение источников и литературы, консультации у преподавателя, написание реферата, подготовка к семинарским занятиям, экзаменам, самоконтроль приобретаемых знаний и т.д. Форма текущего контроля знаний – работа обучающегося на семинарском занятии. Форма промежуточных аттестаций – письменная (домашняя) работа по проблемам изучаемой дисциплины. Итоговая форма контроля знаний по дисциплине – зачет.

Самостоятельная работа по дисциплине «Иностранный язык в профессиональной деятельности (продвинутый уровень)» представляет собой способ организации контроля знаний, предполагающий выполнение заданий в присутствии преподавателя с минимальными ограничениями на время выполнения и использование вспомогательных материалов.

Самостоятельная работа может осуществляться индивидуально или группами обучающихся в зависимости от цели, объема, конкретной тематики, уровня сложности, уровня умений обучающихся.

Видами заданий для внеаудиторной самостоятельной работы могут быть: чтение и перевод иноязычных текстов профессиональной направленности (учебника, первоисточника, дополнительной литературы) с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке, письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п., графическое изображение структуры текста; конспектирование текста; выписки из текста; работа со словарями и справочниками; ознакомление с нормативными документами; учебно-исследовательская работа; использование аудио- и видеозаписей, компьютерной техники и Интернета; для закрепления и систематизации знаний: работа с конспектом лекции (обработка текста); повторная работа над учебным материалом (учебника, первоисточника, дополнительной литературы, аудио - и видеозаписей); составление плана и тезисов ответа; составление таблиц для систематизации учебного материала; ответы на контрольные вопросы; аналитическая обработка текста (аннотирование, рецензирование, реферирование, контент-анализ и др.).

Самостоятельная работа обучающихся (СРО) охватывает все аспекты освоения иностранного языка в профессиональной деятельности и в значительной мере определяет результаты и качество освоения дисциплины «Иностранный язык в профессиональной деятельности (продвинутый уровень)». В связи с этим планирование, организация, выполнение и контроль СРО по иностранному языку в профессиональной деятельности приобретают особое значение и нуждаются в методическом руководстве и методическом обеспечении. Настоящие методические рекомендации освещают виды и формы СРО по всем аспектам языка, систематизируют формы контроля СРО и содержат методические указания по отдельным аспектам освоения иностранного языка в профессиональной сфере. Содержание методических рекомендаций носит



универсальный характер, поэтому данные материалы могут быть использованы обучающимися всех направлений очной и заочной форм обучения при выполнении конкретных видов СРО. Основная цель методических рекомендаций заключается в обеспечении обучающихся необходимыми сведениями, методиками и алгоритмами для успешного выполнения самостоятельной работы, в формировании устойчивых навыков и умений по разным аспектам обучения иностранному языку в профессиональной сфере, позволяющих самостоятельно решать учебные задачи, выполнять разнообразные задания, преодолевать наиболее трудные моменты в отдельных видах СРО. Используя методические рекомендации, обучающиеся должны овладеть следующими навыками и умениями:

- правильного произношения и чтения на иностранном языке;
- продуктивного активного освоения лексики иностранного языка;
- овладения грамматическим строем иностранного языка;
- работы с учебно-вспомогательной литературой (словарями и справочниками по иностранному языку);
- подготовленного устного монологического высказывания на иностранном языке в пределах изучаемых тем;
- письменной речи на иностранном языке.

Целенаправленная самостоятельная работа обучающихся по иностранному языку в профессиональной сфере в соответствии с данными методическими рекомендациями призваны обеспечить уровень языковой подготовки обучающихся, соответствующий требованиям ФГОС ВО по дисциплине «Иностранный язык в профессиональной деятельности (продвинутый уровень)». В процессе обучения иностранному языку в профессиональной деятельности используются различные виды и формы СРО, служащие для подготовки обучающихся к последующему самостоятельному использованию иностранного языка в профессиональной деятельности, а также как средства познавательной и коммуникативной деятельности.

Цели и задачи самостоятельной (внеаудиторной) работы обучающихся:

- самостоятельность овладения новым учебным материалом;
- формирование умений и навыков самостоятельного умственного труда;
- овладение различными формами взаимоконтроля и самоконтроля;
- развитие самостоятельности мышления;
- формирование общих трудовых и профессиональных умений;
- формирование убежденности, волевых качеств, способности к самоорганизации, творчеству.

Перечень практических заданий для самостоятельной работы

1. Чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке.
2. Письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.
3. Лексические темы профессиональной направленности.
4. Грамматика (грамматический строй иностранного языка)
5. Выполнение лексико-грамматического теста.

В системе обучения магистров заочной формы обучения большое значение отводится самостоятельной работе. Написанная контрольная работа должна показать их умение работать с историческими источниками и литературой, продемонстрировать навыки аналитического мышления, глубокое и всестороннее изучение темы, а также способность научно изложить полученные результаты.

При выполнении контрольной работы магистрам необходимо:

Выбрать тему для написания контрольной работы (для удобства проверки контрольной работы преподавателем выбирается номер темы, соответствующий номеру зачетки обучающегося).

Затем следует подобрать по выбранной теме литературу, используя список литературы, рекомендуемый преподавателем, каталоги библиотек, систему Интернет, при этом особое внимание следует уделить новой научной литературе.

Контрольная работа по дисциплине «Иностранный язык в профессиональной деятельности (продвинутый уровень)» включает практические задания, лексико - грамматические тесты, иноязычные тексты профессиональной направленности.

Для выполнения таких контрольных работ преподаватель разрабатывает варианты заданий, составляет методические рекомендации (или указания), проводит, если необходимо, консультацию, устанавливает срок выполнения работы, объясняет критерии и систему оценки работы.

Требования к оформлению контрольной работы

1. На титульном листе работы указывается тема контрольной работы, фамилия, имя, отчество обучающегося, название факультета, номер группы и специальность, а также адрес обучающегося и его место трудоустройства.
2. Текст работы должен быть набран на компьютере с соблюдением следующих требований: записи располагаются с соблюдением абзацных отступов, поля: левое – 3 см; правое – 1 см; верхнее, нижнее – 2 см. Не допускается произвольное сокращение слов и каких-либо обозначений, не принятых в литературе.
3. Объем работы должен достигать 12-15 страниц печатного текста. Все страницы работы, кроме титульной, нумеруются. Набор текста через 1,5 интервала, шрифтом Times New Roman Cyr или Arial Cyr, размер 14 пт (пунктов), при параметрах страницы: поля — 2,54 см (верхнее, нижнее, левое, правое), от края листа до колонтитулов 1,25 см (верхнего, нижнего), размер бумаги — А4.
4. Цитаты, использованные в тексте, должны быть взяты в кавычки с обязательной ссылкой на источник. Ссылки должны быть номерными (в квадратных скобках: порядковый номер источника, страницы).

5. Список использованной литературы составляется в алфавитном порядке по первой букве фамилии авторов или названия источников. В него включаются публикации, имеющие методологическое значение, и специальная литература, которая используется в данном реферате. Источники и литература в списке располагаются в следующем порядке:

- официальные документы (в хронологическом порядке);
- книги, брошюры (в алфавитном порядке);
- материалы периодической печати (в алфавитном порядке);
- литература на иностранных языках (в алфавитном порядке).

Тематика контрольных работ составляется на основе списка вопросов к зачету.