

Кафедра

иностранных языков

Б1.О.15

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ (СРЕДСТВА)

Учебная дисциплина	Подготовка по английскому языку
По направлению подготовки	09.03.03 «Прикладная информатика»
Профиль (программа бакалавриата)	«Дизайн и разработка цифровых программных продуктов»
Форма обучения	Очная

Оценочные материалы (средства) дисциплины рассмотрены (актуализированы) и утверждены на заседании кафедры иностранных языков

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Заведующий кафедрой Корнеева Наталья Александровна

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1. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ И ЭТАПЫ ИХ ФОРМИРОВАНИЯ В ПРОЦЕССЕ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ

Оценочные материалы (средства) сформированы в соответствии с требованиями федерального государственного образовательного стандарта высшего образования по направлению подготовки 09.03.03 «Прикладная информатика» (уровень бакалавриата), утвержденного приказом Министерства образования и науки Российской Федерации от 19.09.2017 № 922 и учебного плана направления подготовки 09.03.03 «Прикладная информатика», профиль «Дизайн и разработка цифровых программных продуктов» (программа бакалавриата).

В процессе обучения по дисциплине «Подготовка по английскому языку» у обучающихся происходит формирование закрепленных за дисциплиной компетенций. Оценка сформированности компетенций на каждом этапе обучения происходит через оценку планируемых результатов обучения по дисциплине (знаний, умений, навыков).

Результаты освоения образовательной программы (компетенции)	Планируемые результаты обучения по дисциплине	Этапы формирования компетенции (семестры, темы)	Оценочные средства
УК–4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах) УК-4.2. Осуществляет деловую коммуникацию в устной и письменной формах на иностранном (ых) языке (ах)	Знать: -различные техники и стратегии чтения и устного перевода; -лексико-грамматический материал в рамках общего и делового английского языка на базе аутентичного текста; -культуру, стиль жизни и национальный менталитет стран изучаемого языка; - особенности толерантного взаимодействия и коммуникации с представителями бизнес сообществ. Уметь: -использовать техники и стратегии чтения и устного перевода на основе лексико-грамматического материала в рамках общего и делового английского языка; - применять техники скоростного чтения профессионально-ориентированных текстов; - применять техники обобщения	Семестр 6 Раздел 1.Rendering (texts on IT) Тема 1.1. Techniques and strategies of Rendering Тема 1.2. Techniques and strategies of Interpreting and Translating	Устный опрос по пройденному материалу В 6 семестре по темам 1.1.,1.2. Письменные работы

	англоязычной профессиональной информации; -использовать техники передачи англоязычной профессиональной информации. Владеть: - навыками «быстрого» и «поискового» чтения профессионально-ориентированных аутентичных текстов на английском языке; -навыками устного и письменного перевода в рамках общего и делового английского языка; - навыками критического мышления и анализа конкретной ситуации (CaseStudyMethod); - навыками обоснования принятого решения и анализа его последствий.		
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2. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ (СРЕДСТВА) ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ И ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ, ОБЕСПЕЧИВАЮЩИХ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ

Оценочные материалы для текущего контроля по дисциплине: в течение семестра осуществляется поурочный контроль устных ответов (диалогов и монологов), аудирования, чтения и письменных работ. Оценка выставляется за работу на каждом занятии, учитываются все виды речевой деятельности (аудирование, говорение, чтение, письмо). Умение кратко (в течение не более 30 сек.) устно ответить на представленные ниже вопросы, применяя умения и навыки изложения основного содержания составленного обучающимися текста в письменной форме. Оценка выставляется соответственно критериям оценивания.

Устные опросы

Список вопросов для проведения устных опросов в 6 семестре:

Раздел 1. Rendering (texts on IT)

Тема 1.1. Techniques and strategies of Rendering

1. What is rendering?
2. What are strategies of successful rendering?
3. Why is this technology needed for an IT-specialist?
4. What are main rules of rendering?

5. What are common mistakes when doing rendering?
6. What professional spheres is rendering used in?
7. Rendering, interpreting and translating. What is the difference?
8. Give several definitions to the term “rendering”.
9. Rendering is significant for making research, isn't it?
10. What are rendering techniques in economics?
11. What are rendering techniques in management?
12. What are rendering techniques in design?
13. What are rendering techniques in PR?
14. What are rendering techniques in IT?
15. What are rendering techniques in marketing?

Тема 1.2. Techniques and strategies of Interpreting and Translating

16. What are the origins of competitive advantage: innovation, evolution, and environment?
17. What is a relationship between market share and profitability?
18. What is the difference between economies of scale and learning economies?
19. How are hypermarkets characterized?
20. What are the potential diseconomies of scale?
21. What is frontier analysis?
22. What are costs of using the market?
23. What are situations when firms are likely to benefit from vertical integration?
24. What are motives for acquisition?
25. What are peculiarities of complete and incomplete contracting?
26. What is the role of contract law?
27. What transactions can be done with relationship-specific assets?
28. How can rivalry be characterized in IT sphere?
29. What is the holdup problem?
30. What are boundaries of IT sphere?

Критерии оценки уровня сформированности языковых навыков и речевых умений при проведении устных опросов

Вид деятельности	Оценка	Критерии оценки
1. Аудирование	Отлично	80-100 % правильных ответов. Адекватная быстрая реакция
	Хорошо	70-79 % правильных ответов
	Удовлетворительно	50-69 % правильных ответов
	Неудовлетворительно	Менее 50% правильных ответов
2. Говорение	Отлично	Коммуникативная задача успешно решена. Речь свободная, беглая, предложения сложные, полные, связные, последовательные. Объем высказывания: <u>монолог</u> – 20-30

		предложений; <u>диалог</u> –15-20 в минуту. Используется широкий диапазон языковых средств и сложная структура предложений. Допускается от 1 до 3 грамматических, лексических, фонетических ошибок, не препятствующих коммуникации.
	Хорошо	Связная речь среднего темпа, объем высказывания: <u>монолог</u> - 14-19 предложений; <u>диалог</u> – 10-14. Коммуникативная задача в целом решена с некоторыми оговорками. Диапазон языковых средств находится в основном в соответствии с программой курса. Допускается от 4 до 6 грамматических, лексических, фонетических ошибок, не препятствующих коммуникации.
	Удовлетворительно	Медленный темп речи, большое количество пауз, простая структура предложений. Объем высказывания: <u>монолог</u> – 10-13 предложений; <u>диалог</u> – 7-9 предложений. Допускается от 4 до 8 лексических, грамматических, фонетических и коммуникативно-значимых ошибок.
	Неудовлетворительно	Коммуникативная задача не решена, темп речи очень медленный. Используются обрывочные, несвязные предложения. Вокабуляр примитивный. Объем высказывания: <u>монолог</u> – менее 10 предложений; <u>диалог</u> - менее 6 предложений.
3. Чтение	Отлично	Полное и точное (90%-100%) понимание содержания текста, умение передать содержание сжато и развернуто с использованием активной лексики. Допускается от 1 до 3 негрубых грамматических и лексических ошибок.
	Хорошо	Понимание содержания текста в целом (70%-89%), умение передать содержание сжато и развернуто с использованием активной лексики. Допускается от 4 до 6 грамматических, лексических и фонетических ошибок.
	Удовлетворительно	Неполное и неточное (50%-69%) понимание содержания предложенного текста, затруднения при передаче его на иностранном языке, не использование новых лексических единиц. Допускается от 6 до 10 грамматических, лексических и фонетических ошибок, часть из которых является грубыми.
	Неудовлетворительно	Полное непонимание содержания или неточное понимание (менее 50%) предложенного текста, неумение передать его на иностранном языке. Более 10 грамматических, лексических и фонетических ошибок.

Письменные работы

Список тем для написания писем (официальной деловой корреспонденции) в 6 семестре:

1. Write a resume (Curriculum Vitae).
2. Write an application letter.
3. Write a request letter/ an enquiry letter.
4. Write a letter of complaint.
5. Write a letter of apology.
6. Write a letter of invitation.
7. Write a letter of commercial offer.
8. Write a letter of congratulation.

Критерии оценивания письменных работ

Вид деятельности	Оценка	Критерии оценки
4. Письмо (официальная деловая корреспонденция)	Отлично	Работа содержит четкую и прозрачную структуру: выделенные введение, основную часть и заключение. Используется разнообразный активный вокабуляр, лексические единицы, связывающие смысловые части, имеется четкое представление о технике письма и способах раскрытия темы. Хорошо просматривается смысл написанного. Организация работы соответствует заданию и обеспечивает читателю четкое понимание темы. Допускаются 1-3 негрубые грамматические, лексические и орфографические ошибки, не нарушающие понимание.
	Хорошо	Работа имеет четкую структуру. Вокабуляр адекватен, не всегда просматривается умение связывать переход от одной мысли к другой. Содержание работы выстроено логически, но темы определенных частей полностью не раскрыты. Допускается от 4 до 6 грамматических, лексических и орфографических ошибок, не нарушающих понимание.
	Удовлетворительно	Демонстрируется слабое раскрытие темы, работа организована слишком просто, смысл местами неясен. Используется слишком простой вокабуляр. Насчитывается 7-10 грамматических, лексических и орфографических ошибок, не нарушающих понимание.
	Неудовлетворительно	Работа не структурирована и не организована должным образом. Смысл местами не ясен. Вокабуляр примитивен, используются отдельные изолированные слова, не связанные обрывочные предложения. Допущено более 10 грамматических, лексических и орфографических ошибок.

3. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ (СРЕДСТВА) ДЛЯ ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ

Для оценки результатов обучения по дисциплине учебным планом в шестом семестре предусмотрен зачет с оценкой, проводимый в форме письменного и устного опроса.

ОЦЕНКА ЗНАНИЙ ОБУЧАЮЩИХСЯ НА ЗАЧЕТЕ С ОЦЕНКОЙ (6 семестр)

УК-4.2. – обучающийся осуществляет деловую коммуникацию в устной и письменной формах на иностранном (ых) языке (ах):

- обучающийся знает различные техники и стратегии чтения и устного перевода; лексико-грамматический материал в рамках общего и делового английского языка на базе аутентичного текста; культуру, стиль жизни и национальный менталитет стран изучаемого языка; особенности толерантного взаимодействия и коммуникации с представителями бизнес сообществ.

Оценка достижения обучающимся запланированного результата обучения осуществляется по результатам использования адекватного лексико-грамматического материала в рамках общего и делового английского языка; демонстрации знания

национального менталитета стран изучаемого языка и особенностей деловой коммуникации; демонстрации полного, развернутого ответа на вопрос.

Примерный список вопросов для подготовки к зачету с оценкой в шестом семестре:

1. What is the future of global business?
2. What is the future of business in Russia?
3. Dwell on personal skills required in management. Which of them do you possess?
4. Dwell on the three different management styles (autocratic, democratic, laissez-fair). Which of them appeals to you more? Give your reasons.
5. What are main peculiarities of Globalization in Management?
6. What are main peculiarities of Globalization in Marketing?
7. What are pros and cons of the process of Globalization?
8. What are main laws of Globalization?
9. What are for and anti- Globalization movements?
10. Dwell on the usefulness of the process of globalization for government, companies and common people
11. What is the difference between Global and Local Management?
12. How is the process of Globalization connected with companies' development?
13. Give a characteristic of a global trade.
14. How does Globalization affect cultures?
15. What is Success in terms of Management?
16. What kind of failures can a company face? How to avoid them?
17. Dwell on any international Company; its SWOT-analysis.
18. Dwell on any local Company; its SWOT-analysis.
19. Dwell on domestic producers versus multinational corporations.
20. Dwell on the main objectives of performance appraisal.
21. Do you think that the company's code of ethics should be expressed in the mission statement and be publicly known? Why? Why not?
22. Dwell on the basic responsibilities of a manager. Spell out functions of top and middle management.
23. What promotional activities do you know?
24. Job satisfaction. For whom is it acceptable, from your point of view?
25. Theories of motivation: Herzberg's theory and Maslow's theory. Which of the two appeals to you? Why?

26. Incentive schemes or cash: dwell on the advantages and disadvantages of both ways of motivating the staff.
27. Information is the most basic and valuable commodity of the 21st century. Is it?
28. Which ways of building customer loyalty do you know?
29. What makes you be loyal to a certain company or product?
30. Dwell on existing types of company's structures.
31. What is 'old-style quality' and 'new-style quality'? Which idea do you support?
32. What are the essentials of a successful presentation?
33. Dwell on the production philosophies you know. What do you think is better: traditional quality control or TQM?
34. What are management concepts for strategy?
35. How can you characterize the evolution of the modern firm?
36. What is a sustaining competitive advantage?
37. What are the origins of competitive advantage?
38. What is management diversification?
39. What is the main purpose of the merger?
40. What are main problems that businesses face when going through change?
41. What are recent changes happened in your town, company or country?
42. What are global market predictions?
43. Speak about strategic position and dynamics.
44. What is diversification? What are its opportunities and threats?
45. Dwell on the evolution of modern management and economics.
46. What are incentives of a modern manager?
47. What are the origins of competitive advantage: innovation, evolution, and environment?
48. What types of company structure do you know? What is the most efficient? Why?
49. What are good and bad qualities of an organization?
50. What are significant components of success?
51. What company would you like to work for? Why?
52. What would you prefer: to work for a global or for a local organization? Why?
53. Which types of businesses are making profits or losses nowadays?
54. Can you think of any businesses which have gone bankrupt recently?
55. What financial instruments are essential for any business?
56. How can entrepreneurs persuade wealthy people to invest in their project?
57. Who are tycoons? How do they differ from entrepreneurs?
58. What factors are important for getting a job?

59. What are the laws of employment?
60. Can you remember about the best and the worst interview you've had?

ОЦЕНКА УМЕНИЙ И НАВЫКОВ ОБУЧАЮЩИХСЯ НА ЗАЧЕТЕ С ОЦЕНКОЙ (6 семестр)

УК-4.2. – обучающийся осуществляет деловую коммуникацию в устной и письменной формах на иностранном (ых) языке (ах):

- обучающийся умеет использовать техники и стратегии чтения и устного перевода на основе лексико-грамматического материала в рамках общего и делового английского языка; применять техники скоростного чтения профессионально-ориентированных текстов; применять техники обобщения англоязычной профессиональной информации; использовать техники передачи англоязычной профессиональной информации.
- обучающийся владеет навыками «быстрого» и «поискового» чтения профессионально-ориентированных аутентичных текстов на английском языке;- навыками устного и письменного перевода в рамках общего и делового английского языка;- навыками критического мышления и анализа конкретной ситуации (CaseStudyMethod); навыками обоснования принятого решения и анализа его последствий.

Оценка достижения обучающимся запланированного результата обучения осуществляется по результатам качественного выполнения заданий в письменной форме.

Типовые задания для подготовки к зачету с оценкой:

1. Find and study the information about skills required in management.
2. Find and study the information about different management styles.
3. Find and study the information about peculiarities of Globalization.
4. Find and study the information about peculiarities of international market development.
5. Find and study the information about global market predictions.
6. Find and study the information about good and bad qualities of an organization.
7. Find and study the information about theories of motivation.
8. Find and study the information about financial instruments.
9. Find and study the information about the laws of employment, etc.
10. Find and study the information about successful/un successful interview.

Критерии оценивания письменных работ (ответов на вопросы в письменном виде)

- содержание работы и целостность темы (раскрытие темы, решение поставленной задачи);
- связность речи (умение показать причинно-следственные связи, логичность построения высказывания);
- разнообразие и сложность грамматических структур и лексики;
- стиль (соответствие заданию);
- целевая аудитория (удалось ли произвести положительное впечатление на читателя);
- объем;
- формат (соответствие установленному образцу с соблюдением всех структурных частей).

4. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

ПРОЦЕДУРА ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Для оценки результатов обучения по дисциплине учебным планом в шестом семестре предусмотрен зачет с оценкой, проводимый в форме письменного и устного опроса.

КРИТЕРИИ ОЦЕНИВАНИЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИЙ

Планируемые результаты обучения (показатели достижения заданного уровня освоения компетенций)	Критерии оценивания результатов обучения				
	1	2	3	4	5
УК–4 – обучающийся способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах) УК-4.2. обучающийся осуществляет деловую коммуникацию в устной и письменной формах на иностранном (ых) языке (ах)					
Знать: -различные техники и стратегии чтения и устного перевода; -лексико-грамматический	Не знает	Фрагментарные знания о различных техниках и стратегиях чтения и	Общие, но не структурированные знания о различных техниках и стратегиях	Сформированные, но содержащие отдельные пробелы знания о	Сформированные систематизированные прочные знания о

Планируемые результаты обучения (показатели достижения заданного уровня освоения компетенций)	Критерии оценивания результатов обучения				
	1	2	3	4	5
материал в рамках общего и делового английского языка на базе аутентичного текста; -культуру, стиль жизни и национальный менталитет стран изучаемого языка; - особенности толерантного взаимодействия и коммуникации с представителями бизнес сообществ.		устного перевода; лексико- грамматическ ом материале в рамках общего и делового английского языка на базе аутентичного текста; культуре, стиле жизни и национально м менталитете стран изучаемого языка; особенностях толерантного взаимодейств ия и коммуникаци и с представител ями бизнес сообществ.	чтения и устного перевода; лексико- грамматическ ом материале в рамках общего и делового английского языка на базе аутентичного текста; культуре, стиле жизни и национально м менталитете стран изучаемого языка; особенностях толерантного взаимодейств ия и коммуникаци и с представител ями бизнес сообществ.	различных техниках и стратегиях чтения и устного перевода; лексико- грамматическ ом материале в рамках общего и делового английского языка на базе аутентичного текста; культуре, стиле жизни и национально м менталитете стран изучаемого языка; особенностях толерантного взаимодейств ия и коммуникаци и с представител ями бизнес сообществ.	различных техниках и стратегиях чтения и устного перевода; лексико- грамматическ ом материале в рамках общего и делового английского языка на базе аутентичного текста; культуре, стиле жизни и национально м менталитете стран изучаемого языка; особенностях толерантного взаимодейств ия и коммуникаци и с представител ями бизнес сообществ.
Уметь: -использовать техники и стратегии чтения и устного перевода на основе лексико- грамматического материала в рамках общего и делового английского языка; -применять техники скоростного чтения профессионально- ориентированных	Не умеет	Частично освоенные умения по использовани ю техники и стратегии чтения и устного перевода на основе лексико- грамматическ ого материала в	В целом освоенные, но не подкрепляем ые знаниями и самостоятель ностью выполнения умения по использовани ю техники и стратегии чтения и	В целом сформирован ные и самостоятель но выполняемые , но не всегда интеллектуал ьно обоснованны е умения по использовани ю техники и стратегии	Успешно сформирован ные, самостоятель но и осознанно выполняемые умения по использовани ю техники и стратегии чтения и устного перевода на

Планируемые результаты обучения (показатели достижения заданного уровня освоения компетенций)	Критерии оценивания результатов обучения				
	1	2	3	4	5
текстов; -использовать техники передачи англоязычной профессиональной информации.		рамках общего и делового английского языка; применению техники скоростного чтения профессионально-ориентированных текстов; использованию техники передачи англоязычной профессиональной информации.	устного перевода на основе лексико-грамматического материала в рамках общего и делового английского языка; применению техники скоростного чтения профессионально-ориентированных текстов; - использованию техники передачи англоязычной профессиональной информации.	чтения и устного перевода на основе лексико-грамматического материала в рамках общего и делового английского языка; применению техники скоростного чтения профессионально-ориентированных текстов; использованию техники передачи англоязычной профессиональной информации.	основе лексико-грамматического материала в рамках общего и делового английского языка; применению техники скоростного чтения профессионально-ориентированных текстов; использованию техники передачи англоязычной профессиональной информации.
Владеть: - навыками «быстрого» и «поискового» чтения профессионально-ориентированных аутентичных текстов на английском языке; -навыками устного и письменного перевода в рамках общего и делового английского языка; - навыками критического мышления и анализа конкретной ситуации (Case Study Method);	Не владеет	Фрагментарно сформированные навыки «быстрого» и «поискового» чтения профессионально-ориентированных аутентичных текстов на английском языке; устного и письменного перевода в рамках общего и делового	В целом сформированные, но выполняемые на элементарном уровне навыки «быстрого» и «поискового» чтения профессионально-ориентированных аутентичных текстов на английском языке; устного и письменного	Сформированные, но не устойчивые в сложных ситуациях навыки «быстрого» и «поискового» чтения профессионально-ориентированных аутентичных текстов на английском языке; устного и письменного перевода в рамках	Успешно сформированные, устойчивые, технологически грамотно выполняемые навыки «быстрого» и «поискового» чтения профессионально-ориентированных аутентичных текстов на английском языке; устного и письменного

Планируемые результаты обучения (показатели достижения заданного уровня освоения компетенций)	Критерии оценивания результатов обучения				
	1	2	3	4	5
- навыками обоснования принятого решения и анализа его последствий.		английского языка; - критического мышления и анализа конкретной ситуации (CaseStudyMethod); обоснования принятого решения и анализа его последствий.	перевода в рамках общего и делового английского языка; - критического мышления и анализа конкретной ситуации (CaseStudyMethod); обоснования принятого решения и анализа его последствий.	общего и делового английского языка; - критического мышления и анализа конкретной ситуации (CaseStudyMethod); обоснования принятого решения и анализа его последствий.	перевода в рамках общего и делового английского языка; - критического мышления и анализа конкретной ситуации (CaseStudyMethod); обоснования принятого решения и анализа его последствий.

КРИТЕРИИ ОЦЕНКИ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ

Критерии оценивания результатов обучения по дисциплине для зачета с оценкой

В ходе промежуточной аттестации перевод результатов работы обучающихся (результатов текущего контроля) в систему оценки знаний осуществляется с ориентацией на критерии оценивания сформированности компетенций следующим образом:

– оценка «отлично» выставляется обучающемуся, который посетил не менее 60% занятий, активно работал на занятиях и не имеет задолженностей по учебному материалу, способен без подготовки грамотно ответить на любой вопрос по пройденным темам, что свидетельствует о полном освоении теоретического материала дисциплины и формировании запланированных компетенций;

– оценка «хорошо» выставляется обучающемуся, который посетил не менее 60% занятий, активно работал на занятиях, не имеет задолженностей по учебному материалу, способен без подготовки ответить на любой вопрос по пройденным темам с минимальным количеством ошибок.

– оценка «удовлетворительно» выставляется обучающемуся, который посетил не менее 60% занятий, не имеет задолженностей по учебному материалу, способен с ошибками ответить на любой вопрос по пройденным темам.

– оценка «неудовлетворительно» выставляется обучающемуся, который посетил менее 60% занятий, имеет задолженности по учебному материалу.

Принципы выставления итоговой оценки по дисциплине:

Final grade = (Written works: Case' analysis)* 0,5 + (Final exam)* 0,5

**0,5 (50%)– коэффициент от общей суммы оценок за письменные работы
(анализ кейсов)**

**0,5 (50%) – коэффициент оценки за зачет (ответ на вопрос + реферативный
перевод текста)**

При выставлении итоговой оценки за дисциплину необходимо учитывать результаты текущего контроля и критерии оценивания сформированности компетенций, представленные в таблице критерии оценивания сформированности компетенций.

5. ДИАГНОСТИЧЕСКИЕ ЗАДАНИЯ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ, ХАРАКТЕРИЗУЮЩИХ УРОВЕНЬ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИЙ

Компетенция УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах).

Обучающийся знает: различные техники и стратегии чтения и устного перевода; лексико-грамматический материал в рамках общего и делового английского языка на базе аутентичного текста; культуру, стиль жизни и национальный менталитет стран изучаемого языка; особенности толерантного взаимодействия и коммуникации с представителями бизнес сообществ.

Обучающийся умеет: использовать техники и стратегии чтения и устного перевода на основе лексико-грамматического материала в рамках общего и делового английского языка; применять техники скоростного чтения профессионально-ориентированных текстов; применять техники обобщения англоязычной профессиональной информации; использовать техники передачи англоязычной профессиональной информации.

Обучающийся владеет: навыками «быстрого» и «поискового» чтения профессионально-ориентированных аутентичных текстов на английском языке; навыками устного и письменного перевода в рамках общего и делового английского языка; навыками критического мышления и анализа конкретной ситуации (Case Study Method).

ЗАДАНИЯ ЗАКРЫТОГО ТИПА (10 заданий)

-----**Знать**-----

Обучающийся знает: различные техники и стратегии чтения и устного перевода; лексико-грамматический материал в рамках общего и делового английского языка на базе аутентичного текста; культуру, стиль жизни и национальный менталитет стран изучаемого языка; особенности толерантного взаимодействия и коммуникации с представителями бизнес сообществ.

Task 1. Read the article from the Financial Times. Put passages into correct order.

Real chief says own brand is the way ahead.

by Gerrit Wiesmann in Neuss, Germany.

Such logic has seen Real's foreign rivals push true own-brand lines for decades. Real reckons up to 60 per cent of Tesco's UK sales come from its three Tesco brands, and Carrefour is aiming for a 30-per-cent quota, up from 25 per cent now.

After working on the concept for the last year, Real introduced 850 Real Quality items this September-coincidental but "absolutely perfect timing" for the economic downturn that followed the banking crisis, the Real head says. Although Mr. Saveuse says that shopping habits at Real have not been affected by economic woes, he stress that next year could see shoppers buying more own brand as they look for more value for money. "Crisis doesn't just bring disadvantages", he says.

Joel Saveuse walks across the Real hypermarket in northern Germany in search of "those little biscuits". Moving from toys to the freezer section, the 55-year old, who runs the country's biggest food retailer, finds what he is looking for in aisle 45. "This is my favourite product ", Mr Saveuse says, holding a packet of chocolate-filled Mini Double Biscuits. "Look, here's a simple picture of the contents", he says as his finger moves across the packaging, 'and top left is the "Real Quality" logo."

Together with a handful of rivals, the Frenchman is starting a small revolution in Germany by replacing its different in-house brands with a single own brand that links the retailer with a product range. The aim is to raise in-house brand sales from 15 per cent up to 25 per cent of food sales in two to three years" time. Mr. Saveuse says that customers get top quality for at least 15 per cent less than they would pay for a name brand-and Real gets a better profit margin.

"But we are internationalizing now", Mr. Saveuse says. "In Poland and Turkey, we are competing against Carrefour and Tesco, in Russia and Romania against Carrefour-that has forced us to focus on true own-brand as a way of building our presence." Strengthening the Real brand is key to reviving the chain. A format held back by discounters, Mr Saveuse reckons the German hypermarket has a future. He should now. Until 2005, he was second-in-command at hypermarket pioneer Carrefour.

Given the power of own brands in good times and bad, it is surprising that German retailers only launched distinctive lines last year. The cause lies with Germany's powerful discounters. Aldi and Lidl have in the past generation helped corner 40 per cent of the food retail market-as against 6 per cent in the UK-by selling little else than a small range of own brands, a move copied by Real, with, say its low-cost "Tip" range.

Answer:

1. Joel Saveuse walks across the Real hypermarket in northern Germany in search of "those little biscuits". Moving from toys to the freezer section, the 55-year old, who runs the country's

biggest food retailer, finds what he is looking for in aisle 45. “This is my favourite product “, Mr Saveuse says, holding a packet of chocolate-filled Mini Double Biscuits. “Look, here’s a simple picture of the contents”, he says as his finger moves across the packaging, ‘and top left is the “Real Quality” logo.”

2. Together with a handful of rivals, the Frenchman is starting a small revolution in Germany by replacing its different in-house brands with a single own brand that links the retailer with a product range. The aim is to raise in-house brand sales from 15 per cent up to 25 per cent of food sales in two to three years” time. Mr Saveuse says that customers get top quality for at least 15 per cent less than they would pay for a name brand-and Real gets a better profit margin.

3. Such logic has seen Real’s foreign rivals push true own-brand lines for decades. Real reckons up to 60 per cent of Tesco’s UK sales come from its three Tesco brands, and Carrefour is aiming for a 30-per-cent quota, up from 25 per cent now.

4. After working on the concept for the last year, Real introduced 850 Real Quality items this September-coincidental but “absolutely perfect timing” for the economic downturn that followed the banking crisis, the Real head says. Although Mr. Saveuse says that shopping habits at Real have not been affected by economic woes, he stress that next year could see shoppers buying more own brand as they look for more value for money. “Crisis doesn’t just bring disadvantages”, he says.

5. Given the power of own brands in good times and bad, it is surprising that German retailers only launched distinctive lines last year. The cause lies with Germany’s powerful discounters. Aldi and Lidl have in the past generation helped corner 40 per cent of the food retail market-as against 6 per cent in the UK-by selling little else than a small range of own brands, a move copied by Real, with, say its low-cost “Tip” range.

6. “But we are internationalizing now”, Mr. Saveuse says. “In Poland and Turkey, we are competing against Carrefour and Tesco, in Russia and Romania against Carrefour-that has forced us to focus on true own-brand as a way of building our presence.” Strengthening the Real brand is key to reviving the chain. A format held back by discounters, Mr. Saveuse reckons the German hypermarket has a future. He should now. Until 2005, he was second-in-command at hypermarket pioneer Carrefour.

Task 2. Read the text, translate it. Choose the best title to the text.

Procter and Gamble entered the Japanese market in1972 and was the first company to introduce disposable diapers into Japan, soon commanding an 80% share of the market. This had all the makings of a great success story: except that by 1985 P&G’s share of the disposable diaper

market had slipped to 8%, the company had failed repeatedly to establish a strong position in the Japanese laundry detergent and personal care product markets, and its Japanese subsidiary was reportedly losing \$40 mln per year. The central problem: P&G had simply transferred its marketing strategies and products to Japan without customizing them to account for local cultural differences. The American managers who headed P&G Japanese subsidiary failed to appreciate that what worked in America would not work in Japan.

When it launched its bath soap in Japan, P&G used TV advertising that showed a Japanese woman relaxing in a luxurious bath of soap bubbles, while her husband walked in and asked her about the soap. This same advertisement worked well in the USA and Europe, but in Japan, where it was culturally frowned on for a man to walk in on a woman having a bath, even if she is his wife, it was a huge flop.

P&G's Japanese competitors soon took advantage of the company's cultural myopia. In the diaper market, for example, Kao took market share from P&G by developing a line of trim-fit diapers that were more in tune with the tastes of Japanese consumers. The company was quickly rewarded with a 30% share of the market, all taken at P&G's expense.

Realizing that a lack of international business literacy among many of the Americans that worked in its Japanese operation had contributed to the debacle in that country, P&G now appoints local nationals to key management positions in many foreign subsidiaries.

- a) *"Managing in the Global marketplace"*
- b) *"Hitachi and Japan's Changing Culture"*
- c) *"Globalization and National Sovereignty"*
- d) *"Procter and Gamble in Japan"*

Answer: d

Task 3. Skim selections (A, B, C, D) from different books. Look them through as quick as possible and match the questions with titles.

A. International Business is the total of all business transactions that cross the borders of two or more nations. Consumers, companies, financial institutions, and governments are all important to international business activity. Consumers demand quality products from the international companies that sell and service them. Financial institutions help companies engaging in international business to finance investments, exchange currencies, and transfer money around the globe. Governments regulate flows of goods, services, people, and capital across national borders.

B. Because of the importance of foreign exchange to trade and investment, businesspeople must understand how currencies are quoted in foreign exchange market. Managers must understand the financial instruments available to help them protect the profits earned by their international business activities. They must also be aware of government restrictions that may be imposed on the convertibility of currencies and know how to work around these and other obstacles.

C. Inflation is the result of the supply and demand for currency. Suppose additional money is injected into an economy that is not producing greater output. Thus people will have more money to spend on the same amount of products as before. As growing demand for products outstrips stagnant supply, prices will rise and devour any increase in the amount of money that consumers have to spend. Inflation, therefore, erodes people's purchasing power.

D. Attempts to define the public relations field are frequently conflicting and generally diverse. Some definitions list the kinds of organizations that utilize public relations (all kinds); some dwell on the media used for public relations communication (all media); and still others focus on the publics, or target audiences, with which public relations communicates (all publics). Many authorities give exhaustive lists of what public relations is not, while a few even claim that public relations as such no longer exists, preferring another name for the process. Indeed, in major corporations, the term corporate communications has recently replaced public relations as the most common name for departments having that responsibility.

1. What selection will you read if you want to know another term for public relations?

2. What selection will you read if you want to know what international business is?

3. Which selection will you prefer to read if you want to know everything about role of inflation?

4. Which selection provides the information about how Foreign Exchange works?

5. What helps you to give proper answers?

Answer: 1 D, 2 A, 3 C, 4 B, 5 Key words

Task 4. Read the text. Choose the correct answer.

Back-to-back credit. This type of a credit is used in case the exporter is not able to pay the supplier of the goods or the raw materials he needs for export. The exporter possesses a documentary credit which was opened in his favour by the importer, and he can offer this documentary credit to the advising bank as a security for a second credit in favor of the original supplier, manufacturer of goods or raw materials. Since the exporter is the applicant for the second credit, he is also liable for it, even if he is not paid under the first credit.

Counter credit. This type of credit is the same as a back-to-back credit except that the exporter asks his own home bank for the second credit as a counter to the first credit.

Transferable credit. As the name indicates this credit is transferable and can be transferred by the first beneficiary to a second one. This kind of credit is used when the exporter is in no position financially, when acting as a middleman, to pay for the goods he exports. A transferable credit can only be issued on instruction of the applicant and it must be in conformity with the original credit. Only the name of the original beneficiary, the exporter, as well as the amount of the credit, can be substituted. Only irrevocable documentary letters of credit can be made transferable.

Red clause credit. This is a credit with a special clause written or printed in red, enabling the advising bank to make advance payments to the beneficiary of the documentary credit. The issuing or opening bank is responsible for such advance payments, and if the beneficiary, i.e. the exporter, does not repay the advance payment made to him by the advising bank, this bank would request the issuing bank to refund the amount advanced together with interest. The issuing bank, however, has a right of recourse against the importer who opened the credit and who has to agree to this clause. The red clause credit is mainly used in certain countries where goods like wool, cotton, wood and rubber have to be purchased prior to shipment by an exporter, so as to enable him to pay cash for the goods and the inland transport of the wool.

Revolving credit. A revolving credit may revolve around the amount or the time. It is, however, more usual for such a credit to revolve around time. If this is the case, the amount of credit made available per month, for example, would automatically be renewed or replenished each month irrespective of the frequency of withdrawals or the amount withdrawn in the previous month.

What helped you to find the names of letters of credit so quickly?

1. Performance bonds contain an undertaking to pay a certain sum to

- a) the buyer*
- b) the seller*
- c) issuing bank*

2. The validity period will vary according to

- a) terms of a contract*
- b) the amount stated in a contract*
- c) political situation in a country involved in a contract*

3. The most common percentage of the contract price

- a) 50%*
- b) 45%*
- c) 10%*

4. *The advantages in having some separate performance bonds relating to different stages of the contract are*

a) to the bank

b) to the exporter

c) to the importer

Answer: 1 a, 2 a, 3 c, 4 b

Task 5. Read the book review “Changeability” by Morgan Witzel from the Financial Times. Items a)-d) are short summaries of the paragraphs in the article. Put the summaries in the correct order.

Changeability

by Morgan Witzel

“Change is inevitable”, said British prime minister Benjamin Disraeli in 1867. “In a progressive country, change is constant.” In his new book, Michael Jarrett puts it another way: “Change is inevitable, like death and taxes.” And, just as we fear death and taxes, many of us fear change. We hope that if we resist for long enough, we need for it will go away and we can carry on as before. But even when companies accept the need for change and set out to achieve it, they often fail. Jarrett, an expert in organizational behavior at London Business School, believes that 70 per cent of all change-management programs fail.

Why? Jarrett argues that managers often mistake the nature of change. They see it as something logical that can be solved using step-by-step approaches. They are wrong. “There is no simple recipe for organizational change,” he says. “There is no one single way that will deliver change.” But there are some basic principles that most managers can adopt. First, they need to make certain that the internal organization is in a position to make changes and that people support them fully. Second, they need to make sure that they understand the environment around them.

In other words, rather than developing change-management strategies, companies should first find out whether they are capable of change at all. Do their internal systems and culture support change? If not, these too must change.

“Readiness for change” is far more important than actual planning or implementation, says Jarrett. To all the various words that have already been coined in order to describe this state of readiness, such as “flexibility” and “adaptability”, Jarrett adds “changeability”. He defines this as “the sum of leadership, internal routines and organizational capabilities that make companies ready for change”.

A few years ago, for instance, McDonald’s Europe faced declining sales and market share. Denis Hennequin, the new president, redesigned restaurants to make them more appealing and begin sourcing food locally. Market share and profits rose. Dell, too, aware that its competitors

were beginning to catch up with its original low-price model, embarked on a program of market research. The information it gathered was analysed with a view to spotting emerging and future customer needs. The most dangerous state for a business, says Jarrett, is the steady state. Companies that resist change-he cites the pharmaceutical industry-run a greater risk of failure.

- a) *Examples and counter-examples*
- b) *Mistaken ideas about change*
- c) *Readiness for change*
- d) *The inevitability of the needs for change*

Answer: d, b, c, a.

Task 6. Read the book review from the Financial Times. Find expressions in the text that mean the following.

Changeability

by Morgan Witzel

“Change is inevitable”, said British prime minister Benjamin Disraeli in 1867. “In a progressive country, change is constant.” In his new book, Michael Jarrett puts it another way: “Change is inevitable, like death and taxes.” And, just as we fear death and taxes, many of us fear change. We hope that if we resist for long enough, we need for it will go away and we can carry on as before. But even when companies accept the need for change and set out to achieve it, they often fail. Jarrett, an expert in organizational behavior at London Business School, believes that 70 per cent of all change-management programs fail.

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1. reasonable and sensible (1 word)

2. an easy series of instructions, used for example in cooking (2 words)

3. ways of doing things one at a time (4 words)

4. a unique method (3words)

5. the most important ideas, etc., about something(2 words)

6. the structure of a company, department, etc., rather than the way it relates to the outside world (2 words)

7. the outside world (1 word)

Answer: 1 logical, 2 simple recipe, 3 step-by-step approaches, 4 one single way, 5 basic principles, 6 internal organization, 7 environment

Task 7. Match the terms with their definitions.

1. peak travel

2. check in

3. frequent-flyer points

4. upgrade

5. lounge

6. boarding pass

7. ground staff

a) a change to a better seat or level service

b) a room in a hotel/airport where people can sit and relax

c) a card you must show in order to get on a plane

d) all the people who work at an airport, but not the pilots or cabin crew

- e) awarded by airlines to reward customer loyalty*
- f) at times when the largest number of people are travelling*
- g) you go to desk at a hotel/airport to say you have arrived*

Answer: 1 f, 2 g, 3 e, 4 a, 5 b, 6 c, 7 d

Task 8. Choose the correct answer.

1. In the Middle East you have to give presents to business contacts
 - a. in private.*
 - b. in public.*
 - c. every time you meet.*
2. If an Indian says “come any time”, he/she expects you to
 - a. arrange a visit immediately.*
 - b. visit him/her the next day.*
 - c. ignore the invitation.*
3. If an American nods his/her head, it probably means
 - a. “I understand”.*
 - b. “Yes”.*
 - c. “I’m interested”.*
4. At a social occasion with an Indian client,
 - a. you can discuss business.*
 - b. you mustn’t discuss business.*
 - c. you don’t have to discuss business.*
5. If you are in pub in England, you have to buy a drink
 - a. for yourself.*
 - b. for everyone in the group you’re with.*
 - c. for everyone in the pub.*

Answer: 1 b, 2 a, 3 b, 4 b, 5 b

Task 9. Put the parts of the business letter in the correct order.

___ James Sawyer, Sales Manager, Electro Ltd., Perry Road Estate,
Oxbridge UN54 42KF

___ 6 Pine Estate, Bedford road, Bristol, UB28 12BP

Telephone 9036 174369 Fax 9036 36924

6 August 2023

___ I look forward to hearing from you

Yours sincerely,

Simon Tramp

Sales Manager

___ Thank you for your letter. I'm afraid that we have a problem with your order.

Unfortunately, the manufacturers of the part you wish to order have advised us that they cannot supply it until November. Would you prefer us to supply a substitute, or would you rather wait until the original parts are again available?

___ Dr. Mr. Sawyer,

Answer:

___ James Sawyer, Sales Manager, Electro Ltd., Perry Road Estate,
Oxbridge UN54 42KF

___ 6 Pine Estate, Bedford road, Bristol, UB28 12BP

Telephone 9036 174369 Fax 9036 36924

6 August 2023

___ Dr. Mr. Sawyer,

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Unfortunately, the manufacturers of the part you wish to order have advised us that they cannot supply it until November. Would you prefer us to supply a substitute, or would you rather wait until the original parts are again available?

___ I look forward to hearing from you

Yours sincerely,

Simon Tramp

Sales Manager

Task 10. Write the sentences of a dialogue in a correct order.

1. I don't agree at all. I just think Ruth is right. I think we should go downmarket, sell at very competitive prices. The aim is to achieve high-volume sales. To do that, we'll need to look carefully

at our manufacturing costs. So, it's probably time we stopped manufacturing in the US. The costs are just too high.

2. Ok everyone, we'll be getting a report soon from the consultants we have hired, European Marketing. But let's think a bit about the problems we may face entering the European markets. What do you think?

3. Well, we will need to get pricing of our products right. But European consumers aren't as price conscious as we are back home, so pricing may not be too much of a problem. I know for a fact people in Europe will pay high prices for luxury goods if they like the design and it gives them status. So, I think we have to develop the Hudson brand as an exclusive "Made in America" product...that will mean high prices and a strong message that our luggage is high quality and great value for money.

4. Thanks, that is an interesting point of view. I think we all feel that we need to position Hudson right in European markets. Should we go upmarket or downmarket? That is an important decision we will have to make.

5. Well, one thing is for sure. We are going to have to do a lot of advertising to establish our brand, and that's going to be expensive. And we may need to adapt a lot of our luggage for European consumers. That could be very costly too.

6. Mmm, that makes sense to me. What do the rest think?

7. Yes, but we have allowed for that in our budget. What do you think, what difficulties will we have?

Answer: 2, 5, 7, 3, 6, 1, 4

ЗАДАНИЯ ОТКРЫТОГО ТИПА (15 заданий, из них 5 – с развернутым ответом)

-----**Уметь**-----
Обучающийся умеет: использовать техники и стратегии чтения и устного перевода на основе лексико-грамматического материала в рамках общего и делового английского языка; применять техники скоростного чтения профессионально-ориентированных текстов; применять техники обобщения англоязычной профессиональной информации; использовать техники передачи англоязычной профессиональной информации.

Task 1. Read the text and complete the notes. The agency IMG solves a problem through successful troubleshooting strategies.

A Model Manager

Company: IMG

History: One of the best-known model agencies in the industry for many years with an excellent reputation as a fashionable, forward-looking company.

The problem: The company loses its reputation as one of best and needs a new strategy.

The solution: board appoints a new Managing Director, Jonathan Phang. He has over fifteen years of experience in the model industry.

The strategy: Jonathan's main tasks are to find new models; to generate more awareness of what the agency is all about, and to encourage girls from other agencies to switch to IMG. He also has to cut costs to make the agency more profitable and stop representing models who aren't making money.

The result: IMG is now attracting excellent models which means they are also attracting more clients and doing well financially.

Complete the notes.

Past problem: The company 's ¹ _____ was in danger.

Solution: Recruit ² _____.

The strategy: Make the agency well-known.

Persuade ³ _____ to join the agency.

Reduce ⁴ _____ and improve ⁵ _____.

Not represent models ⁶ _____.

The results: ⁷ _____ join the company.

The company has more ⁸ _____.

The company makes more ⁹ _____.

Answer: 1 reputation, 2 a new Managing Director Jonathan Phang, 3 models from other agencies, 4 costs, 5 profits, 6 who aren't making money, 7 excellent models, 8 clients, 9 money

Task 2. Read this article from the Financial Times and do the task.

The unspoken rules of career success

By Teri Fisher

I had been to business school, but nothing I had learnt there provided an answer to what I saw in my first working year: I discovered that the person being promoted above others in my organisation was not always the most knowledgeable or hardest working. New rules - 'unspoken 10 rules' - seemed to explain the differences between, say, an employee's performance "review and the way his or her career actually developed. I realised that I needed to learn these rules fast or risk being left behind.

Here are five of the most important:

1. Understand how you are seen.
2. Ask for and give honest and direct feedback.
3. Play by the rules until you are in a position to change them.
4. Work with, not against, the style of the people you deal with.
5. Don't be a victim of your career - take charge and make your own choices.

From the Financial Times

A company employee does these things, a)-e). Define each thing to one of the five unspoken rules in paragraph 2:

- a) I realised that a client had a good sense of humour, so I put some jokes in a proposal that I was writing for him.*
- b) I thought I had good dress sense, but one day a colleague told me that my clothes were not suitable for the office.*
- c) In a performance review, my manager told me I was not ambitious enough to succeed. And I told her that she was too aggressive.*
- d) One day I realised that the company was not growing very fast, so I started looking for a job somewhere else.*
- e) When I joined the company, I followed the rules even if I thought they were stupid. Then, when I got promoted, I started to change them.*

Answer:

- a) I realised that a client had a good sense of humour, so I put some jokes in a proposal that I was writing for him. - 4. Work with, not against, the style
- b) I thought I had good dress sense, but one day a colleague told me that my clothes were not suitable for the office. - 1. Understand how you are seen.
- c) In a performance review, my manager told me I was not ambitious enough to succeed. And I told her that she was too aggressive. - 2. Ask for and give honest and direct feedback.
- d) One day I realised that the company was not growing very fast, so I started looking for a job somewhere else. - 5. Don't be a victim of your career.
- e) When I joined the company, I followed the rules even if I thought they were stupid. Then, when I got promoted, I

started to change them.

- 3. Play by the rules until you are in a position to change them.

Task 3. Complete the text with words in appropriate form.

Management

Management is the process used to accomplish organizational goals through planning, organizing, directing and controlling people and other organizational resources. This definition spells out the four key functions of management: planning, organizing, directing, and controlling.

Planning. The planning function is the capstone activity of management. Planning activities determine an organization's *1...* and establish the appropriate strategies for *2...* those objectives. Planning is done by all managers at every level of the organization.

Organizing. After managers develop objectives and plans to achieve the objectives, they must design and develop an organization that will be able to accomplish the objectives. Thus, the purpose of the organizing function is to create a structure of task and authority relationships that serves this purpose.

Directing. Sometimes called leading or motivating, directing function involves influencing the members of the organization to perform in ways that accomplish the organization's objectives.

Directing *3...* on the people in the organization, since its major purpose is to channel human behaviour toward accomplishing organizational goals.

Controlling. Finally, a manager must *4...* sure that the actual performance of the organization conforms with the performance that was planned for the organization. This is the controlling function of management.

At this *5...*, one should note that the management process does not involve four separate or unrelated activities but a *6...* of closely related functions. Also the four functions do not necessarily occur in the sequence which has been presented. In fact, the only time they might do so is when a new organization is being formed. In reality, *7...* combinations of the four activities usually occur simultaneously.

Answer: 1 objectives (goals), 2 achieving, 3 focuses, 4 make, 5 point, 6 group, 7 various (different).

Task 4. Scan for AACSB seminar offerings and say when and where the seminars on the problem of strategic management are to be held.

Date	Seminar	Place
January 18-20	Assessment seminar	Dallas, TX
January 18-20	Strategic Management	Dallas, TX
February 18-20	Assessment seminar	Malibu, GA
February 18-20	Strategic Management	Malibu, GA
February 28-29	Advisory Council seminar	Atlanta, GA
March 10-12	Strategic Management	Durham, NC
March 10-12	Department Chairs seminar	Durham, NC
May 24-25	Business Accreditation seminar	Coventry England, UK
May 26-28	Assessment seminar	Coventry England, UK
May 26-28	Strategic Management	St. Louis, MO
June 6-9	Advisory Council seminar	Philadelphia, PA

Answer: The seminars on the problem of strategic management are to be held in January 18-20 in Dallas, TX, in February 18-20 in Malibu, GA, in March 10-12, Durham, NC, in May 26-28, St. Louis, MO.

Task 5. Scan the short takes and find the information about the structure of intensive program at Anderson School.

1. Richard A. Highfield has been named the dean of the Peter J. Tobin College of Business of St. John's University in Jamaica, New York. He replaces Peter J. Tobin, who moves to a new role as special assistant to the president of the school.
2. The Mays Business School at Texas A&M University in College Station received a \$500,000 gift from alumnus Brandon C. Coleman Jr. The money will provide for a business chair in the marketing department in Coleman's name. The gift was matched by the A&M's vision 2020 Matching Program to create a \$1 million endowed chair.
3. Richard L. Nolan, professor emeritus of the Harvard Business School, has been named the inaugural Philip M. Condit Endowed Chair in Business Administration at the University of Washington Business School in Seattle. The professorship was established in 2001 with gifts totaling \$1 million from The Boeing Co.
4. The Anderson School at the University of California at the Los Angeles and the Business School of the National University of Singapore have launched a dual-degree EMBA program. The intensive program comprises six two-week residential segments in Los Angeles, Shanghai, and Singapore

over 15 months, providing in-depth exposure to the intellectual and business cultures of all three of these cities.

Answer: The intensive program at the Anderson School at the University of California comprises six two-week residential segments in Los Angeles, Shanghai, and Singapore over 15 months, providing in-depth exposure to the intellectual and business cultures of all three of these cities.

Task 6. Read the text and complete the table using information from the text.

A. A company must keep records of the increases and decreases in each asset that it owns. The most common asset account is: “cash”. “Cash” is the title of the account used to record increases and decreases in cash. Cash consists of money or any medium of exchange that a bank will accept at face value for deposit. Included are coins, currency, checks, postal and express money orders, and money deposited in a bank or banks. Cash account also includes cash on hand such as that in a cash register or safe.

B. Companies often sell goods and services to customers on the basis of the customers’ oral or implied promises to pay in the future, such as in thirty days or at the first of the month. These sales are called Credit Sales, or Sales on Account, and the promises to pay are known as Accounts Receivable.

C. Most companies have fewer liability (debt) accounts than asset accounts. But it is just as important to keep records of what the company owes as it is to keep asset accounts. There are two types of liability accounts: short-term liabilities account and long-term liabilities account.

D. Accounts Payable is the opposite of Accounts Receivable. It represents amounts owed to creditors on the basis of an oral or implied promise to pay. Accounts payable usually arise as the result of the purchase of merchandise, services, supplies, or equipment on credit.

E. Short-term liabilities account are wages payable, taxes payable, rent payable, and interest payable. Often customers make deposits on, or pay in advance for goods, and services to be delivered in the future. Such customers’ deposits are also recorded as liabilities.

F. The most common types of long-term liabilities accounts are bonds and property mortgages. Because a wide variety of bonds and mortgages have been developed for special financing needs, it is difficult to classify them.

<i>1. Cash consists of....</i>	
<i>2. Companies often sell goods and services on the basis of...</i>	
<i>3. There are two types of liability</i>	

<i>accounts:</i>	
<i>4. The opposite of Accounts Receivable is</i>	
<i>5. Short-term liabilities account are</i>	
<i>6. The most common types of long-term liabilities accounts are</i>	

Answer:

1. Cash consists of money or any medium of exchange that a bank will accept at face value for deposit.
2. Companies often sell goods and services on the basis of the customers' oral or implied promises to pay in the future, such as in thirty days or at the first of the month.
3. There are two types of liability accounts: short-term liabilities account and long-term liabilities account.
4. The opposite of Accounts Receivable is Accounts Payable.
5. Short-term liabilities account are wages payable, taxes payable, rent payable, and interest payable.
6. The most common types of long-term liabilities accounts are bonds and property mortgages.

Task 7. Read the text about how entrepreneurs respect culture. Find the information about Clifford Lichaytoo and Sterry Chong's occupation and their product. Say how they learned the cruel reality of the global economy. Say what let them succeed in global business.

Entrepreneurial Focus. Entrepreneurs Respect Culture

What do Clifford Lichaytoo in the Philippines, Jiri Bradle in the Czech Republic, and Sterry Chong in China possibly have in common? They are small-business owners who have taken risks because they live in cultures that value and reward risk taking. A close look at the businesses founded by these three entrepreneurs shows how cultural forces affect small businesses.

Clifford Lichaytoo learned the cruel reality of the global economy when he lost textile contracts to competitors in countries like Nicaragua, which have 75% lower labor costs. So he started a company in a higher-value-added business - importing premium wines. As Filipinos have prospered, their consumer behavior has begun to resemble that of the consumers in other industrialized countries – for example, drinking fine wines, as the French and Italians do.

Jiri Bradle discovered the value that his new advertising agency could provide Western companies doing business in Prague, capital of the Czech Republic. Having learned some lessons in

cultural literacy, Colgate Palmolive hired Bradle to integrate Czech culture into its marketing campaign for Colgate toothpaste.

Sterry Chong and his brother hope to strike it rich in a U.S. – China joint venture with TCBY (The Country’s Best Yogurt). As their spending power has grown, Chinese consumers, like Filipinos, have begun to behave like consumers in any industrialized nation. Because they are in the market for healthier diets, the selection of available goods has widened.

The Chongs are exploiting this trend and their thorough understanding of Chinese culture. “Each city”, explains Sterry Chong, “is very different; each province has its own culture. You can’t just make one single television commercial and broadcast it across the country. You have to find out what the interest is in each city or province”. Accordingly, the Chongs are designing yogurt flavors to suit the needs of each individual market in the country.

(From “Global Business” by C.W. Hill.)

Answer: They are small-business owners who have taken risks because they live in cultures that value and reward risk taking. Clifford Lichaytoo learned the cruel reality of the global economy when he lost textile contracts to competitors in countries like Nicaragua, which have 75% lower labor costs. So he started a company in a higher-value-added business - importing premium wines. Sterry Chong and his brother hope to strike it rich in a U.S. – China joint venture with TCBY (The Country’s Best Yogurt). Chinese consumers, like Filipinos, have begun to behave like consumers in any industrialized nation. Because they are in the market for healthier diets, the selection of available goods has widened. To succeed in global business the Chongs are designing yogurt flavors to suit the needs of each individual market in the country.

Task 8. Skim for information, answer the questions given after the document.

Bank IV

Bank IV Kansas, N.A.

International Services

Post Office Box 4,

Wichita, Kansas 67201-0004 USA

Telephone (016) 261-4189

SWIFT BKIVUS44

Application for Irrevocable

Standby letter of Credit

Date:		L/C No.:
-------	--	----------

Please issue an Irrevocable Standby Letter Of Credit in accordance with this application and transmit it as indicated below. In issuing the Credit you are expressly authorized to make such changes from terms herein below set forth as you, in your sole discretion, may deem advisable provided that no such changes shall vary the principal terms hereof.

Airmail

Brief Cable

Full Text Cable

Courier

This part for bank only unless you designate advising bank	Applicant
Beneficiary	Amount In figures In words
	Expiration date
Available by Drafts at sight on you, your branch or your correspondent at your option or you may waive draft requirement.	
Document required:	
Covering: Stipulate the purpose of the purchase	To secure payment of taxes
Special instructions:	
Payment of fees: We understand that our account no. _____ will be debited for fees related to this credit	

Unless otherwise stated, all documents are to be forwarded in one cover, by registered mail. This credit will be subject to the Uniform Customs and Practice for Documentary Credits (1993 revision), ICC Publication No. 500. The opening of this credit is subject to the terms and conditions as set forth in the agreement appearing on the reverse hereof to which we agree.

Obligor:

Name

Name

Signature & Title

Signature & Title

1. *The sample of what letter of credit have you just skimmed?*
2. *To what document will this credit be subject to?*

Answer:

1. Application for Irrevocable Standby letter of Credit
2. This credit will be subject to the Uniform Customs and Practice for Documentary Credits

Task 9. Read the itinerary. Mark Dean is visiting Spain next week. Complete the questions and answers about Mark's itinerary.

Monday	Arrive Barcelona 8.30 p.m.
Tuesday	Discuss new hotel building project with local management.
Wednesday	Meet with architects – all morning Visit building site – afternoon
Thursday	Discuss plan with local politicians – morning Interview some building companies – afternoon
Friday	Hold development seminar – morning Leave – 4.30 p.m.

Complete the questions and answers about Mark's itinerary.

- 1 Q _____?
A *On Monday at 8.30.p.m.*
- 2 Q *What is he doing on Tuesday?*
A _____.
- 3 Q _____?
A *Wednesday afternoon.*
- 4 Q *What is he doing on Thursday morning?*
A _____.
- 5 Q _____?
A *Friday at 4.30 p.m.*

Answer:

- 1 When is he arriving in Barcelona?

- 2 He is discussing the new hotel building project with the local management.
- 3 When is he visiting the building site?
- 4 He is discussing the plan with local politicians.
- 5 When is he leaving?

Task 10. Read the memo and write the correct questions for these answers.

Memo Clothescom

To: Bill Lomax

Date: 24 Oct.

From: Phil Murphy

Subject: Problem with New Office Shop

The new sales office and shop in Manchester is opening next week.

The problem is that the new computerised ordering system is not working.

We are recruiting staff at the moment and have no time for this problem.

I need someone to come here and examine the software.

Can you send someone this week?

PM

1 Q _____?

A *Manchester.*

2 Q _____?

A *They are recruiting staff.*

3 Q _____?

A *No, it is not.*

4 Q _____?

A *Someone to come in and examine the software.*

5 Q _____?

A *This week.*

Answer:

- 1 Where is the new sales office and shop?
- 2 What are they doing at the moment?
- 3 Is the new computerised ordering system working?
- 4 What does Phil Murphy need?

5 When does Phil Murphy want someone to come to the sales office in Manchester?

-----**Владеть**-----
Обучающийся владеет: навыками «быстрого» и «поискового» чтения профессионально-ориентированных аутентичных текстов на английском языке; навыками устного и письменного перевода в рамках общего и делового английского языка; навыками критического мышления и анализа конкретной ситуации (Case Study Method).

Task 11. Look through articles on the topic and give detailed answer to the question. *What are the pros and cons of the process of Globalization?*

Answer: Globalization is a complex phenomenon that affects all spheres of our life in one way or another. Of course, it has both positive and negative sides.

The main pros of globalization:

- accelerated economic development due to access to the international market;
- reduction of prices and improvement of product quality due to competition;
- the opportunity to invest in foreign enterprises;
- accelerated technological progress through technology exchange;
- the opportunity to enrich your culture at the expense of the cultures of other countries;
- improvement of international relations.

The main cons of globalization:

- uneven distribution of wealth (the most developed countries, occupying a dominant position, receive more investment);
- the growth of unemployment associated with the availability of cheap labor from other regions;
- loss of national cultures and traditions;
- exploitation by more developed countries of cheap labor in poor countries;
- development of international crime;
- tax evasion, money laundering and other frauds.

Task 12. Look through articles on the topic and give the detailed answer to the question. *What is the future of business in Russia?*

Answer: The future of business in Russia is influenced by several factors. One of the most significant trends is the increasing use of digital technologies and automation, which are

transforming the way businesses operate and compete. Another trend is the growing importance of sustainability and environmental responsibility, as consumers and stakeholders demand more ethical and eco-friendly practices from companies. Additionally, the ongoing economic and political reforms in Russia are creating new opportunities for businesses to expand their reach and tap into new markets. However, there are also challenges ahead, such as geopolitical tensions, economic uncertainty, and changing regulatory environments. To succeed in the future of business in Russia, companies will need to be innovative, adaptive to change, and prioritize ethical and sustainable practices. Additionally, building strong relationships with local partners and understanding the unique cultural and business environment in Russia will be crucial for success.

Task 13. Look through articles on the topic and give detailed answer to the question. *What is Success in terms of Management?*

Answer: To decide whether success has been achieved or what is necessary to succeed, we first need to determine what success is. If you ask which organizations can be considered successful, most people will start listing the names of well-known enterprises. But if we think about the definition, we will see that size and profitability cannot always be considered criteria for success. Organizations exist to achieve certain goals. And if achieving a huge size is not one of its goals, then a small business can in its own way be considered as successful as a large organization. Consequently, an organization is considered successful if it has achieved its goal.

Task 14. Translate the text from English into Russian.

Polywogs is a woman-owned and run company that designs and distributes upscale children's sweaters. The sweaters are manufactured in the Philippines but sold throughout the USA in department and specialty stores. It is the creation of Yolanda C. De Wit, originally from the Philippines, and her American-born partner Ann E. Meyers. The 2 women met while working together at a sweater distributorship. Yolanda was a manager and Ann was a designer who had taken an entry-level job as Yolanda's assistant.

They started Polywog out of desperation after each had lost her job. "After being unemployed for several months, I decided that the solution to never being jobless again was to become self-employed," Yolanda stated Ann was in a similar situation and state of mind. However, despite their strong personal commitment, starting the business required lots of sacrifice and held lots of risk.

Yolanda at the time was a nontraditional student, a mother of 2, who had returned to college to get an MBA. She needed to finish the degree, find a job to support herself, and fund a new business. Ann, also a mother of 2, had a successful track record of launching a children's apparel line that generated sales of over \$1mln in 2 years but at another company.

With \$15,000 raised from family and friends, Yolanda and Ann jumped in. They secured their first order for \$50,000 within a few months. From the beginning Yolanda has been in charge of administration, operation and finance. She is responsible for coordinating with manufacturers for the production and importation of the finished product, order processing, and shipping the merchandise. Ann designs the children collection created 4 times a year. She is also the national sales manager, who oversees the network of 8 sales representatives, attends trade shows, and creates the marketing plan.

Answer:

Polywogs - принадлежащая женщине компания, которая разрабатывает и распространяет высококлассные детские свитера. Свитера производятся на Филиппинах, но продаются по всей территории США в универмагах и специализированных магазинах. Это творение Иоланды К. Де Вит, родом с Филиппин, и ее партнерши американского происхождения Энн Э. Мейерс. Две женщины познакомились, когда вместе работали в компании по распространению свитеров. Иоланда была менеджером, а Энн - дизайнером, которая устроилась на работу начального уровня в качестве ассистентки Иоланды.

Они основали Polywog от отчаяния после того, как каждая из них потеряла работу. "Пробыв безработной несколько месяцев, я решила, что решение никогда больше не оставаться безработной - это стать самозанятой", - заявила Иоланда Энн, которая была в похожей ситуации и душевном состоянии. Однако, несмотря на их сильную личную приверженность, открытие бизнеса потребовало больших жертв и сопряжено с большим риском.

Иоланда в то время была нетрадиционной студенткой, матерью двоих детей, которая вернулась в колледж, чтобы получить степень MBA. Ей нужно было закончить учебу, найти работу, чтобы содержать себя, и профинансировать новый бизнес. Энн, также мать двоих детей, успешно запустила линию детской одежды, объем продаж которой за 2 года превысил 1 млн долларов, но в другой компании.

Собрав 15 000 долларов от семьи и друзей, Иоланда и Энн включились в работу. Они получили свой первый заказ на 50 000 долларов в течение нескольких месяцев. С самого начала Иоланда отвечала за администрирование, эксплуатацию и финансы. Она отвечает за координацию с производителями производства и импорта готовой продукции, обработку

заказов и доставку товаров. Энн разрабатывает детскую коллекцию, которая создается 4 раза в год. Она также является национальным менеджером по продажам, который курирует сеть из 8 торговых представителей, посещает торговые выставки и разрабатывает маркетинговый план.

Task 15. Look at the case-study “Hudson Corporation” e-mail, read it. Write a reply.

Dear David,

As you know, we’ve recently been having intensive discussions within the Hudson organization about the future of our brand, in particular whether to go upmarket or downmarket. At a meeting of our key people recently, we decided to take the upmarket route. We want to develop the Hudson label as an exclusive brand, keep the “Made in America” tag, sell at higher prices, and use product placement and high-profile celebrities to advertise our products.

We also want to stretch the Hudson brand and use it on high-quality watches and jewelry in an agreement with a Swiss manufacturer.

I would like to arrange a meeting with you and your key associates to discuss these issues further and to decide how to move forward. Would next Wednesday, May 13, at 10:30, here at my office in Newark, be suitable for you?

Look forward to hearing from you.

Best wishes

Carly Angelo

CEO, Hudson Corporation

Answer:

Dear Mr. Angelo,

Thank you for your letter. I am glad that Hudson has come to a right decision in relation to its future marketing strategy. I will come to the meeting on the day that you suggest. It would be nice if we could meet in the afternoon. I will take two colleagues with me. They are experts in the field of Marketing and Finance.

I look forward to discussing a detailed plan of action on how to put the selected strategies into action.

Sincerely yours,

David Wright

6. ЛИСТ СОГЛАСОВАНИЯ

A handwritten signature in blue ink, appearing to be 'M. J.', is located in the bottom right corner of the page.

Составил:

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(подпись)

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