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Дата подписания: 25.11.2022 09:43:39

Уникальный программный ключ:

b2dc75470204bc2bfec58d577a1b983ee223ea27559d45aa8c272df0610c6c81

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ

«КОСТРОМСКАЯ ГОСУДАРСТВЕННАЯ СЕЛЬСКОХОЗЯЙСТВЕННАЯ АКАДЕМИЯ»

УТВЕРЖДАЮ
декан экономического факультета

Середа Н.А.

15 июня 2022 года

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
по дисциплине
**ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК
(АНГЛИЙСКИЙ)**

Направление подготовки/ специальность	<u>38.04.02 Менеджмент</u>
Направленность (профиль)	<u>Корпоративный менеджмент</u>
Квалификация выпускника	<u>магистр</u>
Форма обучения	<u>очно-заочная</u>
Срок освоения ОПОП ВО	<u>2 года 4 месяца</u>

Каравеево 2022

Фонд оценочных средств предназначен для оценивания сформированности компетенций по дисциплине «Деловой иностранный язык (английский)»

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протокол № 3 от «08» мая 2022 г.

Паспорт фонда оценочных средств

Таблица 1

Модуль дисциплины	Формируемые компетенции или их части	Оценочные материалы и средства	Количество
<i>Модуль 1. Ideas about Careers.</i>	УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Опрос	5
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		Диалог	1
		ИДЗ	3
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1. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ И НАВЫКОВ ДЕЯТЕЛЬНОСТИ В ПРОЦЕССЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Модуль 1. Ideas about Career

Таблица 2– Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4 Способен применять современные коммуникативные	ИД-1 _{УК-4} Демонстрирует интегративные умения, необходимые для написания, письменного перевода и редактирования различных	Опрос Контрольная работа Монолог Тестирование

технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	академических текстов (рефератов, эссе, обзоров, статей и т.д.) ИД-2 _{УК-4} Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные ИД-3 _{УК-4} Демонстрирует интегративные умения, необходимые для эффективного участия в академических и профессиональных дискуссиях	ИДЗ
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1. Опрос по базовым текстам раздела по аспектам:

- (1.1) фонетическое чтение;
- (1.2) устный перевод со словарем;

2. ТЕСТ (на усвоение лексики по теме)

Task 1. Match Words & Transcription:

1	to pursue	A	['ækjərət]
2	to hire	B	['veɪk(ə)n(t)sɪ]
3	to explore	C	[spə'sɪfɪk]
4	vacancy	D	[ɪk'spl]
5	maintain	E	[,kwəlɪfɪ'keɪʃ(ə)n]
6	arouse	F	[,pɜ:s(ə)'nel]
7	interview	G	['haɪə]
8	qualification	H	[pə'tenʃ(ə)l]
9	personnel	I	['kɒmpɪt(ə)nt]
10	potential	J	[pə'sju:]
11	specific	K	['ɪntəvju:]
12	accurate	L	[ə'rauz]
13	competent	M	[meɪn'teɪn]

Task 2. Choose the right translation:

1. to make a career

- +сделать карьеру
- исследовать, изучать
- сделать выбор

2. to feel good about smth

- подходить, годиться
- нанимать на работу
- +вызвать интерес

Task 3. Choose the right translation:

1. быть удовлетворенным

- +to feel good about smth
- to interest
- to maintain relations

2. претендент, соискатель

- career
- employer
- +applicant

Task 4. Find the word which doesn't suit the list:

- 1) a. correct b. proper +c. competent d. suitable

- 2) a. to interest b. to concern +c. to add d. to inquire
 3) a. specific b. particular c. concrete +d. general
 4) +a. career b. personnel c. employers d. staff
 5) a. gain +b. give up c. to get d. to obtain

Task 5. Choose the word to fill in the list:

1. to make ...

+career
 relations
 qualification

2. to assess your ...

+interests and abilities
 tasks and duties
 employers and employees

3. to gain ...

career
 +an interview
 a task

Task 6. Match items and sub items:

- | | | | |
|---|---|---|---|
| 1 | Assess your interests and abilities | A | The résumé sums up your experience and education. (3)
The résumé advertises you to potential employers. The résumé is to arouse employer's interest in you and therefore will gain an interview. |
| 2 | Explore the labour market | B | It will help you in deciding what to look for, what career to pursue (1) |
| 3 | Start writing and sending out résumé or CVs | C | Visit job centres. (2)
Talk to friends.
Read advertisements about vacancies. |

Task 7. Choose out the definitions concerning career (несколько вариантов ответа):

CAREER is ...

something that include many separate jobs +
 buying cheap goods
 choices of occupation +
 includes the work one enjoy and feel good about +
 includes the work one doesn't enjoy +
 selling out goods with profit

Task 8. Pick out facts about...

1) employers:

2) applicants:

They can work under pressure (1)
 They want to fill the vacancies with competent people (2)
 They have positive attitudes (1)
 They give preference to who: (2)
 They can maintain good relations (1)
 They consider professional qualifications and personal characteristics (2)
 They can work in a team (1)
 They want to hire people who would fit the job (2)

Task 9. Match an expression in A with a question in B:

1	First name	a	When were you born?
2	Surname/Last name	b	Where are you living now?
3	Title	c	What degree/diploma do you have?
4	Date of birth	d	What is your phone number?
5	Place of birth	e	Are you married or single?
6	Country of origin	f	What is your family name?
7	Present address	g	How much do you earn a year?
8	Permanent address	h	What is your rank/ status?
9	Marital status	i	What do you do in your free time?
10	Occupation	j	Where do you come from?
11	Annual income	k	What is your first name?
12	Qualifications	l	Where do you live?
13	Hobbies/ Interests	m	What do you do?
14	Tel. no.	n	Where were you born?

Ответы:

1 - k	3 - h	5 - n	7 - b	9 - e	11 - g	13 - i
2 - f	4 - a	6 - j	8 - l	10 - m	12 - c	14 - d

Методика проведения контроля

Параметры методики	Значение параметра
Количество оценок	четыре
Названия оценок	отлично, хорошо, удовлетворительно, неудовлетворительно
Пороги оценок	до 25 ответов (включительно) – неудовлетворительно 26 - 32 ответов – удовлетворительно 33 - 38 ответов – хорошо 39 – 42 ответов – отлично
Предел длительности всего контроля	40 минут
Предел длительности ответа на каждый вопрос	Нет
Последовательность выбора разделов	Нет
Последовательность выбора вопросов	Случайная
Предлагаемое количество вопросов из одного контролируемого раздела (темы)	42
Предлагаемое количество вопросов	42

3. Индивидуальные задания (по итогам самостоятельного изучения материала)

3.1. Заполнение АНКЕТЫ.

3.2. Составление CV

4. Контрольная работа. Ведение деловой переписки.

1. Соотнесите англо-русские эквиваленты названий частей письма

English		Соответствие		Русский
The letterhead	1	d	a	сам текст
The date	2	f	b	внутренний адрес
Addressee's name and address	3	b	c	заключительная формула вежливости

The salutation	4	g	d	верхняя часть письма («шапка»)
The message	5	a	e	подпись
The complementary close	6		f	дата
Signature	7	e	g	приветствие

2. Соотнесите названия частей письма и их описание

English		Соответствие		Русский
The letterhead	1	c	a	заключительная формула вежливости.
The date	2	d	b	<p>Первый абзац основного текста начинается с предложения, в котором вы подтверждаете получение письма от вашего корреспондента, или со ссылкой на поступившее письмо. Для того, чтобы читатель сразу понял, о чем пойдет речь, после вступительного обращения обычно дается <i>краткое указание</i> на общее <i>содержание письма</i>. Чаще всего перед этим указанием употребляются следующие сокращения:</p> <p>Re – сокращение от латинского выражения «in re» - по делу Subject - тема Conc – сокращение от английского «concerning» - касательно</p> <p>Обычно объем делового письма не превышает одну страницу. Но, если объем письма больше одной страницы и его продолжение напечатано на обратной стороне листа, то пишется p.t.o., что означает Please Turn Over (Смотрите на обороте).</p>
Addressee's name and address	3	f	c	<p>содержит информацию о данных вашей фирмы. Каждое деловое письмо печатается на уже заготовленном фирменном бланке. В верхней части бланка размещается <i>заголовок</i>. Обычно в заголовке даны следующие сведения:</p> <ul style="list-style-type: none"> - зарегистрированное название компании (the registered company name and address) - краткие сведения об ее деятельности (some data about the company, including its logo) - контактная информация (company's contacts)
The salutation	4	g	d	<p>Она ставится несколькими строчками ниже «шапки»</p> <p>Существует несколько способов её написания, будьте внимательны, здесь легко допустить ошибку.</p> <p>При написании её желательно не использовать сокращения или цифровые обозначения</p>
The message	5	b	e	<p>- подпись. Как не парадоксально звучит, главное – ваша подпись. На Западе главное – ваша подпись под всем, что было написано выше. Ваш адрес, телефон (факс) и ваша подпись ценятся у них превыше всех наших печатей.</p>

The complementary close	6	a	f	внутренний адрес. Хотя адрес вашего партнера есть на конверте, тем не менее, он обязательно указывается и в письме.
Signature	7	e	g	приветствие: В первой строке адреса пишется имя и фамилия получателя, если они вам известны. Перед инициалами обычно ставится форма вежливого обращения. После него могут писаться имя фамилия корреспондента или его инициалы и фамилия, но, ни в коем случае, не одна фамилия.

3. Впишите правильные заголовки (Просьба /Передача информации /Сообщение плохих новостей/ Высказывание благодарности за проявленный интерес/ Указание причин написания письма/ Обращение/ Приложение к письму дополнительных материалов/ Подпись/ Вступление, предыдущее общение/ Соглашение с условиями/ Переход к другой теме/ Дополнительные вопросы/ Предложение своей помощи/ Напоминание о намеченной встрече или ожидание ответа)

1. ???

Dear Sirs, Dear Sir or Madam

(если вам не известно имя адресата)

Dear Mr, Mrs, Miss or Ms

(если вам известно имя адресата; в том случае, когда вы не знаете семейное положение женщины следует писать Ms, грубой ошибкой является использование фразы "Mrs or Miss")

Dear Frank,

(В обращении к знакомому человеку)

2. ???

Thank you for your e-mail of (date)...

Спасибо за ваше письмо от (числа)

Further to your last e-mail...

Отвечая на ваше письмо...

I apologise for not getting in contact with you before now...

Я прошу прощения, что до сих пор не написал вам...

Thank you for your letter of the 5th of March.

Спасибо за ваше письмо от 5 Марта

With reference to your letter of 23rd March

Относительно вашего письма от 23 Марта

With reference to your advertisement in «The Times»

Относительно вашей рекламы в Таймс

3 ???

I am writing to enquire about

Я пишу вам, чтобы узнать...

I am writing to apologize for

Я пишу вам, чтобы извиниться за...

I am writing to confirm

Я пишу вам, что бы подтвердить...

I am writing in connection with

Я пишу вам в связи с ...

We would like to point out that...

Мы хотели бы обратить ваше внимание на ...

4. ???

Could you possibly...

Не могли бы вы...

I would be grateful if you could ...

Я был бы признателен вам, если бы вы ...

I would like to receive
Please could you send me...

Я бы хотел получить.....
Не могли бы вы выслать мне...

5. ???

I would be delighted to ...
I would be happy to
I would be glad to

Я был бы рад ...
Я был бы счастлив...
Я был бы рад...

6. ???

Unfortunately ...
I am afraid that ...
I am sorry to inform you that
We regret to inform you that...

К сожалению...
Боюсь, что...
Мне тяжело сообщать вам, но ...
К сожалению, мы вынуждены сообщить вам о...

7. ???

We are pleased to enclose ...
Attached you will find ...
We enclose ...
Please find attached (for e-mails)

Мы с удовольствием вкладываем...
В прикрепленном файле вы найдете...
Мы прилагаем...
Вы найдете прикрепленный файл...

8. ???

Thank you for your letter of
Thank you for enquiring
We would like to thank you for your letter of ...

Спасибо за ваше письмо
Спасибо за проявленный интерес...
Мы хотели бы поблагодарить вас за...

9. ???

We would also like to inform you ...
Regarding your question about ...
In answer to your question (enquiry) about ...
I also wonder if...

Мы так же хотели бы сообщить вам о...
Относительно вашего вопроса о...
В ответ на ваш вопрос о...
Меня также интересует...

10. ???

I am a little unsure about...
I do not fully understand what...
Could you possibly explain...

Я немного не уверен в ...
Я не до конца понял...
Не могли бы вы объяснить...

11. ???

I'm writing to let you know that...
We are able to confirm to you...
I am delighted to tell you that...
We regret to inform you that...

Я пишу, чтобы сообщить о ...
Мы можем подтвердить ...
Мы с удовольствием сообщаем о ...
К сожалению, мы вынуждены сообщить вам о...

12. ???

Would you like me to...?
If you wish, I would be happy to...
Let me know whether you would like me to...

Могу ли я (сделать)...?
Если хотите, я с радостью...
Сообщите, если вам понадобится моя
помощь.

13. ???

I look forward to ...
hearing from you soon
meeting you next Tuesday
seeing you next Thursday

Я с нетерпением жду,
когда смогу снова услышать вас
встречи с вами в следующий Вторник
встречи с вами в Четверг

14. ???

Kind regards,

Yours faithfully,

Yours sincerely,

С уважением...
Искренне Ваш, (если имя человека Вам не
известно)
(если имя Вам известно)

5. Монолог

Подготовьте сообщение по теме:

1. The sectors one can make a career in.
2. How to make a career.
3. What you should know about employers

6. Опрос.

(6.1) Текст 1 The Theory of Knowledge. (From Albert Einstein's letter of 1916)

1. Do you think the questions suggested in paragraph 1 were posed by Albert Einstein? Give your reasons to confirm your opinion.
2. What opinion is expressed in paragraph 1? Why couldn't Albert Einstein share that opinion?
3. Why do you think the questions posed by Albert Einstein in paragraph 3 burningly interested him?
4. "Scientific progress is impossible without being concerned with the theory of knowledge." Agree or disagree.

(6.2) Text 2. What Can Computers Do? (Neville Holms, University of Tanzania)

1. What is the author's reason for choosing such a preface to his article?
2. Why does Neville Holms refer readers with concerns about computers and social inequities?
3. What, in your opinion, is the social role of computers?
4. Why does the author stick to the idea that "the computers cannot make us fool"?
5. Neville Holms distinguishes between such terms as "storage" and "memory". Why?

(6.3) Текст 3. Science and Society in the USA.

1. Are there statements in the text that you disagree with? What are they?
2. Are you aware of the latest in your field of science? What are they?
3. Why do you think the achievements of science are not sufficient to ensure adequate support for science?
4. If you were in power what would you do to support science in Russia?

Таблица 3 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
<p>ИД-1_{УК-4} Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами</p> <p>ИД-2_{УК-4} Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные</p> <p>ИД-3_{УК-4} Демонстрирует интегративные умения использовать диалогическое общение для сотрудничества в академической коммуникации общения</p>	<p>Студент показывает хорошие знание и понимание тем модуля, практически не допускает ошибки при выборе коммуникативно приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, почти не допускает ошибок в построении устной и письменной речи при представлении результатов академической и профессиональной деятельности на различных научных мероприятиях, включая международные. Владеет интегративными умениями, необходимыми для эффективного участия в академических и профессиональных дискуссиях. Умеет построить деловую коммуникацию в устной и письменной формах.</p>

Модуль 2. Managing People

Таблица 4 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
<p>УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия</p>	<p>ИД-1_{УК-4} Демонстрирует интегративные умения, необходимые для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.)</p> <p>ИД-2_{УК-4} Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные</p> <p>ИД-3_{УК-4} Демонстрирует интегративные умения, необходимые для эффективного участия в академических и профессиональных дискуссиях.</p>	<p>Опрос. Контрольная работа. Монолог. Тестирование. ИДЗ.</p>

1. Опрос по базовым текстам раздела по аспектам:

- (1.1) фонетическое чтение;

- (1.2) устный перевод со словарем;
- (1.3) просмотровое чтение
- (1.4) письменный перевод

Текст для письменного перевода/ аналитического/поискового чтения

TIPS FOR A YOUNG MANAGER

1. The first steps to becoming a really great manager are simply common sense; but common sense is not very common. The major problem when you start to manage is that you do not actually think about management issues because you do not recognize them. Things normally go wrong not because you are stupid but only because you have never thought about it. Management is about pausing to ask yourself the right questions so that your common sense can provide the answers.

2. When you gain managerial responsibility, your first option is to do what is expected of you. You are new at the job, so people will understand. You can learn (slowly) by your mistakes and probably you will try to devote as much time as possible to the rest of your work (which is what you were good at anyway). Those extra little “management” problems are just common sense, so try to deal with them when they come up.

3. Your second option is far more exciting: find an empty telephone box, put on cape and bright-red underpants, and become a SuperManager. When you become a manager, you gain control over your own work; not all of it, but some of it. You can change things. You can do things differently. You actually have the authority to make a huge impact upon the way in which your staff work. You can shape your own work environment.

4. In a large company, your options may be limited by the existing corporate culture – and my advice to you is to act like a crab: face directly into the main thrust of corporate policy, and make changes sideways. You do not want to fight the system, but rather to work better within it. In a small company, your options are possibly much wider (since custom is often less rigid) and the impact that you and your team have upon the company’s success is proportionately much greater. Thus, once you start working well, this will be quickly recognized and nothing gains faster approval than success. But wherever you work, do not be put off by the surprise colleagues will show when you first get serious about managing well.

‘What makes a great manager’, [www. project-management-blog.com/2006/05/](http://www.project-management-blog.com/2006/05/)

(1.4) письменный перевод

Текст для письменного перевода

THE MAIN VARIATIONS OF MUNICIPAL GOVERNMENT

1. The council-manager government is one of two main variations of representative municipal government in the U. S. This system of government is used in the majority of American cities with populations over 12,000. The system is also used in the Republic of Ireland for city councils and county councils.

2. In the council-manager form of government, an elected city council is responsible for making policy, passing ordinances, voting appropriations, and having overall supervisory authority in the city government. In such a government, the mayor (or equivalent executive) will perform strictly ceremonial duties or will act as a member and presiding officer of the council.

3. The council will hire a city manager or administrator who will be responsible for supervising government operations and implementing the policies of the council. The manager serves the council, usually with a contract that specifies duties and responsibilities. Municipal governments are usually divided into several departments, depending on the size of the city. Though cities differ in

the division of responsibility, the typical arrangement is to have various departments handle various roles.

4. The council-manager system can be seen to place all power into the hands of the legislative branch. However, a city manager can be seen as a similar role to that of corporate Chief Executive Officer (CEO) in providing professional management to an organization. Council-manager government is much like a publicly traded corporation. In a corporation, the board of directors appoints a CEO, makes major decisions and wields representative power on behalf of shareholders. Likewise in council-manager government, the city council appoints a city manager, makes major decisions, and wields representative power on behalf of the citizens. In New England the city manager may be called town manager, and the council can often be referred to its traditional name of Board of Selectmen.

2. Тестирование (предлоги)

Соотнесите глагол с фразами с предлогами (один вариант ответа)

respond

in their employees' abilities.

to a deputy as often as possible.

+ to employees' concerns promptly.

with colleagues clearly.

with problems quickly.

in regular training courses

to all suggestions from staff

Соотнесите глагол с фразами с предлогами (один вариант ответа)

listen

in their employees' abilities.

to a deputy as often as possible.

to employees' concerns promptly.

with colleagues clearly.

with problems quickly.

in regular training courses

+to all suggestions from staff

Соотнесите глагол с фразами с предлогами (один вариант ответа)

deal

in their employees' abilities.

to a deputy as often as possible.

to employees' concerns promptly.

with colleagues clearly.

+with problems quickly.

in regular training courses

to all suggestions from staff

Соотнесите глагол с фразами с предлогами (один вариант ответа)

believe

+*in* their employees' abilities.
to a deputy as often as possible.
to employees' concerns promptly.
with colleagues clearly.
with problems quickly.
in regular training courses
to all suggestions from staff

Соотнесите глагол с фразами с предлогами (один вариант ответа)

delegate

in their employees' abilities.
+*to* a deputy as often as possible.
to employees' concerns promptly.
with colleagues clearly.
with problems quickly.
in regular training courses
to all suggestions from staff

Соотнесите глагол с фразами с предлогами (один вариант ответа)

communicate

in their employees' abilities.
to a deputy as often as possible.
to employees' concerns promptly.
+*with* colleagues clearly.
with problems quickly.
in regular training courses
to all suggestions from staff

Соотнесите глагол с фразами с предлогами (один вариант ответа)

invest

in their employees' abilities.
to a deputy as often as possible.
to employees' concerns promptly.
with colleagues clearly.
with problems quickly.
+*in* regular training courses
to all suggestions from staff

Выберите правильный вариант (один вариант ответа)

report to

+someone
something

Выберите правильный вариант (один вариант ответа)

report on

someone
+something

Выберите правильный вариант (один вариант ответа)

apologize to

+someone

something

Выберите правильный вариант (один вариант ответа)

apologize for

someone

+something

Выберите правильный вариант (один вариант ответа)

talk to

+someone

something

Выберите правильный вариант (один вариант ответа)

talk about

someone

+something

Выберите правильный вариант (один вариант ответа)

agree with

+someone

something

Выберите правильный вариант (один вариант ответа)

agree on

someone

+something

argue with

+someone

something

Выберите правильный вариант (один вариант ответа)

argue about

someone

+something

Выберите правильный предлог (один вариант ответа)

I agreed _____ her that we need to change our marketing strategy.

+with

to
on
about
for

Выберите правильный предлог (один вариант ответа)

I talk _____ my boss every Monday at our regular meeting.

with
+to
on
about
for

Выберите правильный предлог (один вариант ответа)

We argued _____ next year's budget for over an hour.

with
to
on
+about
for

Выберите правильный предлог (один вариант ответа)

He apologized _____ loosing his temper.

with
to
on
about
+for

Выберите правильный предлог (один вариант ответа)

We talked _____ our financial problems for a long time

with
to
on
+about
for

Выберите правильный предлог (один вариант ответа)

The financial director argued _____ our Managing director over profit sharing.

+with
to
on
about
for

Выберите правильный предлог (один вариант ответа)

I apologized _____ Paula for giving her the wrong figures.

- with
- +to
- on
- about
- for

Выберите правильный предлог (один вариант ответа)

Can we agree _____ the date of our next meeting?

- with
- to
- +on
- about
- for

Методика проведения контроля

Параметры методики	Значение параметра
Количество оценок	четыре
Названия оценок	отлично, хорошо, удовлетворительно, неудовлетворительно
Пороги оценок	до 12 ответов (включительно) – неудовлетворительно 13 - 19 ответов – удовлетворительно 20 - 23 ответов – хорошо 24 - 25 ответов – отлично
Предел длительности всего контроля	15 минут
Предел длительности ответа на каждый вопрос	Нет
Последовательность выбора разделов	Нет
Последовательность выбора вопросов	Случайная
Предлагаемое количество вопросов из одного контролируемого раздела (темы)	25
Предлагаемое количество вопросов	25

4. Индивидуальное домашнее задание (case-study “The Way We Do Things”)

1. Read the text “The Way We Do Things”

2. Do the Task:

The Sales Manager and Deputy Sales Manager decide to hold a meeting with representatives with both groups. The purpose of the meeting is to decide what actions to take so that the sales representatives work together more effectively.

- a) Divide into groups (p. 136)
- b) Read your role card and prepare for the meeting (use the agenda as a guide for the meeting – p. 85)
- c) Form new groups with people from groups A, B, C, and D.
- d) Have a meeting and decide what actions you should take to improve the effectiveness of the sales team.

5. Индивидуальное домашнее задание.

Тщательно проработать текст. Подготовиться к собеседованию на русском и/или английском языке.

What is scientific research?

The concept of research is familiar to most people, but it cannot be said that all people have the same understanding of what research is. Even dictionaries may include more than one definition, making a distinction between:

- (1) a detailed study aimed at creation or discovery, and,
- (2) the simple task of looking up information.

For scientists it is the first meaning, where deliberate processes are followed and something original has been designed or discovered, which is most accurate. That is to say, simply doing an Internet search for the term 'what is global warming', and reading a few websites on the topic, does not alone constitute research in the academic sense. This approach lacks process, and analysis, and does not contribute anything unique. A scholar, on the other hand, would perhaps begin answering the same question by narrowing the search to trusted sources, collecting a large set of relevant information, analyzing and synthesizing, then finally creating a new definition based on justifiable criteria. This approach is not necessarily limited to the sciences, but it is on scientific research that we will focus.

Scientific research in the twenty-first century, particularly in the so-called developed world, is based on the scientific tradition of Europe in the seventeenth century. The work of 'natural philosophers' such as Galileo, Newton, Kepler, Bacon, Descartes and many others include not only what have become the fundamental principles of modern science, but contributed enormously to the ascendancy of the scientific method as we know it today. Challenging long held beliefs about the universe required that conclusions be drawn from observable and reproducible evidence obtained through systematic processes. In order for conclusions to be accepted as fact, it was also necessary to share scientific work with other members of the community. This social aspect, whereby results are shared, reviewed, and criticized by fellow members of the academic community is another special characteristic of modern science. The standard method for dissemination of research results across the academic community has become the academic or scientific journal.

Research article structure

Most research papers follow the same basic structure:

Abstract,
Introduction,
Literature Review,
Methodology,
Results,
Discussion,
Conclusion
References.

The usefulness of this standard linear structure to the reader cannot be overstated; it allows the reader to know "what to expect." If the reader knows the functions of each section of a paper, it becomes much easier to understand the meaning of what is written. Furthermore, understanding the structure of a text improves ability to read and write.

While the structure of a research paper is largely fixed, there is some variation depending on the journal requirements. Possible variations include: the literature review may be included in the introduction, the methodology may be called 'materials and methods', the methodology may be included at the end of the paper, the results and discussion could be together, or the discussion might be combined with the conclusion.

The **IMRAD** format is probably the most commonly used:

Introduction (including literature review), **M**ethodology, **R**esults, and **D**iscussion (including conclusions).

- An introduction will usually have three primary functions:

- (1) discussing the research area by referring to the relevant literature;

(2) demonstrating an area where more information could or should be added to the literature; and,

(3) outlining the current study in terms of research objective, main findings and/or structure

• A methodology will provide a detailed description of exactly how the research was conducted.

• Results will illuminate key findings and indicate where the complete data set is located.

• A discussion will most often have four main parts:

(1) a statement about the completed research with regard to the research question or problem;

(2) mention of any problems or limitations related to the study design, methodology, analysis, or assumptions;

(3) a comparison with similar studies;

(4) a conclusion which outlines implications of the findings and recommends future research.

Variations of the 'hourglass' analogy have been used to display this overall framework: the introduction begins generally, and then narrows to a specific gap in the literature, finally stating the specific focus of the research. After the methodology and results, which are particular to that study, the scope of the paper expands in the discussion to include broader implications of the findings.

Before writing an article, it is good to skim quickly the literature on the topic. While skimming is an excellent way to find information fast, it is not a substitution for carefully reading a text. Careful, active, and analytic reading is necessary for complete understanding and language acquisition. Each section of a research paper has specific functions. Based on these functions, the reader can ask themselves specific questions for each section, most of which they should be able to answer. If you cannot answer these questions when reading, there is a good chance you do not understand the paper. Examples of possible questions to ask, based on the IMRAD model, include:

• Introduction:

(1) How does this study relate to the literature?

(2) Why is this study useful, important, or interesting?

(3) What is the goal of this study?

• Methodology:

(1) How were the data collected?

(2) How were the data analyzed?

• Results:

(1) What did the research reveal?

• Discussion:

(1) Was the research question answered? What was the answer?

(2) Did the researcher have any problems?

(3) How do the findings relate to other studies which have been done?

(4) Does the writer explain how and why the findings are important?

(5) Are there suggestions for further research? These questions help to form a starting point, but each reader must form their own questions as they gain understanding of written research in their field.

Each discipline has unique conventions and standards when writing research. This means that although the exact structure and content of research articles is not always exactly the same, there are usually common traits within a field. Again, we see the importance of extensive reading for anyone who wants to publish their research, because articles which have been published are written to an acceptable standard.

Conclusion

The last section in the main text, it is not unusual for Conclusions to be included with the Discussion. If your paper includes a comprehensive Discussion, there remains little else to write in the Conclusion. One possibility is a brief summary of the research, though if this has been done in the Abstract and Introduction it becomes quite redundant. Suggestions for action to be taken could also be written here.

Acknowledgements

It is a matter of basic courtesy to thank any person or organization that has made a contribution to your finished paper. Contributions are usually things like: financing, data, equipment, technical assistance, or mentoring. It is not necessary to use titles, however, full names and a description of the contribution should be given. Before publication, you must obtain permission from the individuals. This suggestion is due to the fact that contributors might not agree with your description of their contribution, or even that they object to something inside your paper!

6. Индивидуальное домашнее задание.

Прочитайте текст. Подготовьте пересказ его основных положений на русском языке.

Text 1. FORMAT FOR THE PAPER

(useful hints)

Scientific research articles provide a method for scientists to communicate with other scientists about the results of their research. A standard format is used for these articles, in which the author presents the research in an orderly, logical manner. This doesn't necessarily reflect the order in which you did or thought about the work. This format is:

TITLE

1. Make your title specific enough to describe the contents of the paper, but not so technical that only specialists will understand. The title should be appropriate for the intended audience.
2. The title usually describes the subject matter of the article: "Effect of Smoking on Academic Performance"
3. Sometimes a title that summarizes the results is more effective: "Students Who Smoke Get Lower Grades"

AUTHORS

1. The person who did the work and wrote the paper is generally listed as the first author of a research paper.
2. For published articles, other people who made substantial contributions to the work are also listed as authors. Ask your mentor's permission before including his/her name as co-author.

ABSTRACT

1. An abstract, or summary, is published together with a research article, giving the reader a "preview" of what's to come. Such abstracts may also be published separately in bibliographical sources, such as Biological Abstracts. They allow other scientists to quickly scan the large scientific literature, and decide which articles they want to read in depth. The abstract should be a little less technical than the article itself; you don't want to dissuade your potential audience from reading your paper.
2. Your abstract should be one paragraph of 100-250 words, which summarizes the purpose, methods, results and conclusions of the paper.
3. It is not easy to include all this information in just a few words. Start by writing a summary that includes whatever you think is important, and then gradually prune it down to size by removing unnecessary words, while still retaining the necessary concepts.
3. Don't use abbreviations or citations in the abstract. It should be able to stand alone without any footnotes.

INTRODUCTION

What question did you ask in your experiment? Why is it interesting? The introduction summarizes the relevant literature so that the reader will understand why you were interested in the question you asked. One to four paragraphs should be enough. End with a sentence explaining the specific question you asked in this experiment.

MATERIALS AND METHODS

1. How did you answer this question? There should be enough information here to allow another scientist to repeat your experiment. Look at other papers that have been published in your field to get some idea of what is included in this section.

2. If you had a complicated protocol, it may helpful to include a diagram, table or flowchart to explain the methods you used.
3. Do not put results in this section. You may, however, include preliminary results that were used to design the main experiment that you are reporting on. ("In a preliminary study, I observed the owls for one week, and found that 73 % of their locomotor activity occurred during the night, and so I conducted all subsequent experiments between 11 pm and 6 am.")
4. Mention relevant ethical considerations. If you used human subjects, did they consent to participate. If you used animals, what measures did you take to minimize pain?

RESULTS

1. This is where you present the results you've gotten. Use graphs and tables if appropriate, but also summarize your main findings in the text. Do NOT discuss the results or speculate as to why something happened; that goes in the Discussion.
2. You don't necessarily have to include all the data you've gotten during the semester. This isn't a diary.
3. Use appropriate methods of showing data. Don't try to manipulate the data to make it look like you did more than you actually did.

TABLES AND GRAPHS

1. If you present your data in a table or graph, include a title describing what's in the table ("Enzyme activity at various temperatures", not "My results".) For graphs, you should also label the x and y axes.
2. Don't use a table or graph just to be "fancy". If you can summarize the information in one sentence, then a table or graph is not necessary.

DISCUSSION

1. Highlight the most significant results, but don't just repeat what you've written in the Results section. How do these results relate to the original question? Do the data support your hypothesis? Are your results consistent with what other investigators have reported? If your results were unexpected, try to explain why. Is there another way to interpret your results? What further research would be necessary to answer the questions raised by your results? How do your results fit into the big picture?
2. End with a one-sentence summary of your conclusion, emphasizing why it is relevant.

ACKNOWLEDGMENTS

This section is optional. You can thank those who either helped with the experiments, or made other important contributions, such as discussing the protocol, commenting on the manuscript, or buying you pizza.

REFERENCES (LITERATURE CITED)

There are several possible ways to organize this section. Here is one commonly used way:

1. In the text, cite the literature in the appropriate places:

Scarlet (1990) thought that the gene was present only in yeast, but it has since been identified in the platypus (Indigo and Mauve, 1994) and wombat (Magenta, et al., 1995).

2. In the References section list citations in alphabetical order.

Indigo, A. C., and Mauve, B. E. 1994. Queer place for qwerty: gene isolation from the platypus. *Science* 275, 1213-1214.

Magenta, S. T., Sepia, X., and Turquoise, U. 1995. Wombat genetics. In: *Widiculous Wombats*, Violet, Q., ed. New York: Columbia University Press. p 123-145.

Scarlet, S.L. 1990. Isolation of qwerty gene from *S. cerevisiae*. *Journal of Unusual Results* 36, 26-31.

Text 2. EDIT YOUR PAPER!!!

"In my writing, I average about ten pages a day. Unfortunately, they're all the same page."

Michael Alley, *The Craft of Scientific Writing*

A major part of any writing assignment consists of re-writing.

Write accurately

1. *Scientific writing must be accurate.* Although writing instructors may tell you not to use the same word twice in a sentence, it's okay for scientific writing, which must be accurate. (A student who tried not to repeat the word "hamster" produced this confusing sentence: "When I put the hamster in a cage with the other animals, the little mammals began to play.")

2. *Make sure you say what you mean.*

Instead of: The rats were injected with the drug. (sounds like a syringe was filled with drug and ground-up rats and both were injected together)

Write: We injected the drug into the rat.

3. *Be careful with commonly confused words:*

Temperature has an *effect* on the reaction.

Temperature *affects* the reaction.

We used solutions in various concentrations. (The solutions were 5 mg/ml, 10 mg/ml, and 15 mg/ml)

We used solutions in varying concentrations. (The concentrations we used changed; sometimes they were 5 mg/ml, other times they were 15 mg/ml.)

Less food (can't count numbers of food)

Fewer animals (can count numbers of animals)

A large amount of food (can't count them)

A large number of animals (can count them)

The erythrocytes, which are in the blood, contain hemoglobin.

The erythrocytes that are in the blood contain hemoglobin. (Wrong. This sentence implies that there are erythrocytes elsewhere that don't contain hemoglobin.)

Write clearly

1. *Write at a level that's appropriate for your audience.*

"Like a pigeon, something to admire as long as it isn't over your head." Anonymous

2. *Use the active voice.* It's clearer and more concise than the passive voice.

Instead of: An increased appetite was manifested by the rats and an increase in body weight was measured.

Write: The rats ate more and gained weight.

3. *Use the first person.*

Instead of: It is thought

Write: I think

Instead of: The samples were analyzed

Write: I analyzed the samples

4. *Avoid dangling participles.*

"After incubating at 30 degrees C, we examined the petri plates." (You must've been pretty warm in there.)

Write succinctly

1. *Use verbs instead of abstract nouns*

Instead of: take into consideration

Write: consider

2. *Use strong verbs instead of "to be"*

Instead of: The enzyme was found to be the active agent in catalyzing...

Write: The enzyme catalyzed...

3. *Use short words.*

"I would never use a long word where a short one would answer the purpose. I know there are professors in this country who 'ligate' arteries. Other surgeons tie them, and it stops the bleeding just as well." Oliver Wendell Holmes, Sr .

<i>Instead of:</i>	<i>Write:</i>
possess	have
sufficient	enough
utilize	use

demonstrate	show
assistance	help
terminate	end

4. Use concise terms.

Instead of:	Write:
prior to	before
due to the fact that	because
in a considerable number of cases	often
the vast majority of	most
during the time that	when
in close proximity to	near
it has long been known that	I'm too lazy to look up the reference

5. Use short sentences. A sentence made of more than 40 words should probably be rewritten as two sentences.

"The conjunction 'and' commonly serves to indicate that the writer's mind still functions even when no signs of the phenomenon are noticeable." Rudolf Virchow, 1928

Check your grammar, spelling and punctuation

1. Use a spellchecker, but be aware that they don't catch all mistakes.

"When we consider the animal as a hole,..." Student's paper

2. Your spellchecker may not recognize scientific terms. Check them in EconomicFor the correct spelling, try [Biotech's Life Science Dictionary](#) or one of the technical dictionaries on the reference shelf in the Biology or Health Sciences libraries.

3. Don't, use, unnecessary, commas.

4. Proofread carefully to see if you any words out.

Таблица 5 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
ИД-1 _{УК-4} Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами	Студент показывает хорошие знание и понимание тем модуля, практически не допускает ошибки при выборе коммуникативно приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами; почти не допускает ошибок в построении устной и письменной речи при представлении результатов академической и профессиональной деятельности на различных научных мероприятиях, включая международные. Владеет интегративными умениями, необходимыми для эффективного участия в академических и профессиональных дискуссиях. Умеет построить деловую коммуникацию в устной и письменной формах.
ИД-2 _{УК-4} Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные	
ИД-3 _{УК-4} Демонстрирует интегративные умения использовать диалогическое	

общение для сотрудничества в академической коммуникации общения	
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Модуль 3. Conflict.

Таблица 6 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	ИД-1 _{УК-4} Демонстрирует интегративные умения, необходимые для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.) ИД-2 _{УК-4} Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные ИД-3 _{УК-4} Демонстрирует интегративные умения, необходимые для эффективного участия в академических и профессиональных дискуссиях	Опрос Контрольная работа Монолог Тестирование ИДЗ

1. Опрос по базовым текстам раздела по аспектам:

- (1.1) фонетическое чтение;
- (1.2) устный перевод со словарем;

2. Контрольная работа (*Grammar: Conditionals & Vocabulary*)

2.1 Conditionals

Task 1. Correct the grammatical mistake in the sentences:

1. If you give us a 10 % discount, we would place our order today.
2. If I would have more money, I would go on a cruise.
3. If I will go to London next week, I'll visit their sales office.
4. If I would work from home, I would have more time with my children.

Task 2. Combine phrases to make conditional sentences. *More than one answer may be possible in each case:*

1	pay in euros	A	pay you a higher commission
2	order today	B	offer you a special discount
3	finish everything tonight	C	reduce the price
4	deliver by the end of the night	D	give you a signing-on bonus
5	give us a one-year guarantee	E	pay all the transport costs
6	exceed the sales target	F	give you a 5 % discount

7	pay all advertising costs	G	deliver within seven days
8	sign the contract now	H	give you the day-off tomorrow

2.2 Vocabulary

Task 1. Use the correct form of the words to complete the first two columns of the chart:

№	Noun	Adjective	Opposite
1	patience	.....	.....
2	calmness	.....	nervous
3	weakness	.....	strong
4	toughness	.....	.....
5	emotion	.....	.....
6	consistency	.....	.....
7	sympathy	.....	.....
8	.....	formal	informal
9	enthusiasm	.....	.....
10	.....	creative	.....

Task 2. Use one of the adjectives or its opposite to complete the sentences:

1. He gets very angry if people are late for the negotiations. He is very
2. She always has ideas and easily finds solutions to problems. She is a very ... person.
3. He never shows anger enthusiasm or disappointment during a negotiation. He is totally
4. He always agrees with everything his negotiating partner suggests. He is
5. She wants to get her own way. She doesn't like to compromise. She is a very ... negotiator.
6. He likes people to feel comfortable and relax during a negotiation. An ... atmosphere is very important for him.

3. Тест.

Выберите правильный вариант определения слова (один вариант ответа):

tactics

be flexible

not changing your opinion or attitude

+the methods you use to get what you want

Выберите правильный вариант определения слова (один вариант ответа):

make compromises

+be flexible

not changing your opinion or attitude

the methods you use to get what you want

Выберите правильный вариант определения слова (один вариант ответа):

consistency

be flexible

+not changing your opinion or attitude

the methods you use to get what you want

Выберите правильный вариант определения слова (один вариант ответа):

speak your mind

when you find out what the other side wants

+say what you think

consider very important

Выберите правильный вариант определения слова (один вариант ответа):

place great weight on

when you find out what the other side wants
say what you think
+consider very important

Выберите правильный вариант определения слова (один вариант ответа):

exploratory phrases

+when you find out what the other side wants
say what you think
consider very important

Выберите правильный вариант определения слова (один вариант ответа):

small talk

style of behaviour
+polite or social conversation
the way things are done on official occasions

Выберите правильный вариант определения слова (один вариант ответа):

protocol

style of behaviour
polite or social conversation
+the way things are done on official occasions

Выберите правильный вариант определения слова (один вариант ответа):

manner

+style of behaviour
polite or social conversation
the way things are done on official occasions

Выберите правильный вариант определения слова (один вариант ответа):

counterparts

unplanned thoughts
give your opinion
+the people on the other negotiating team

Выберите правильный вариант определения слова (один вариант ответа):

spontaneous ideas

+unplanned thoughts
give your opinion
the people on the other negotiating team

Выберите правильный вариант определения слова (один вариант ответа):

put your point across

unplanned thoughts
+give your opinion
the people on the other negotiating team

Выберите правильный тип функционального назначения фразы (один вариант ответа):

It's very kind of you, but ...

Calming down
Creating solution
Closing a negotiations
+Making excuses
Making conversation

Showing interest
Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

Interesting!

Calming down
Creating solution
Closing a negotiations
Making excuses
Making conversation
+Showing interest
Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

I really enjoyed the meal.

Calming down
Creating solution
Closing a negotiations
Making excuses
Making conversation
Showing interest
+Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

What do you like to do in your spare time?

Calming down
Creating solution
Closing a negotiations
Making excuses
+Making conversation
Showing interest
Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

I understand what you're saying

+Calming down
Creating solution
Closing a negotiations
Making excuses
Making conversation
Showing interest
Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

What if ...

Calming down
+Creating solution
Closing a negotiations
Making excuses
Making conversation
Showing interest
Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

Let's look at this another way.

- Calming down
- +Creating solution
- Closing a negotiations
- Making excuses
- Making conversation
- Showing interest
- Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

Let's see what we've got.

- Calming down
- Creating solution
- +Closing a negotiations
- Making excuses
- Making conversation
- Showing interest
- Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

Why don't we come back to that later?

- +Calming down
- Creating solution
- Closing a negotiations
- Making excuses
- Making conversation
- Showing interest
- Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

OK, I think that covers everything.

- Calming down
- Creating solution
- +Closing a negotiations
- Making excuses
- Making conversation
- Showing interest
- Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

We've got a deal.

- Calming down
- Creating solution
- +Closing a negotiations
- Making excuses
- Making conversation
- Showing interest
- Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

I'd like to take it easy if you don't mind.

- Calming down

Creating solution
 Closing a negotiations
 +Making excuses
 Making conversation
 Showing interest
 Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

What/ How about you?

Calming down
 Creating solution
 Closing a negotiations
 Making excuses
 +Making conversation
 Showing interest
 Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

I'll be in touch soon.

Calming down
 Creating solution
 Closing a negotiations
 Making excuses
 Making conversation
 Showing interest
 +Saying goodbye/Thanking your host

Выберите правильный тип функционального назначения фразы (один вариант ответа):

Can I go over what we've agreed?

Calming down
 Creating solution
 +Closing a negotiations
 Making excuses
 Making conversation
 Showing interest
 Saying goodbye/Thanking your host

Методика проведения контроля

Параметры методики	Значение параметра
Количество оценок	четыре
Названия оценок	отлично, хорошо, удовлетворительно, неудовлетворительно
Пороги оценок	до 13 ответов (включительно) – неудовлетворительно 14 - 21 ответов – удовлетворительно 22 - 25 ответов – хорошо 26 - 27 ответов – отлично
Предел длительности всего контроля	20 минут
Предел длительности ответа на каждый вопрос	Нет
Последовательность выбора разделов	Нет
Последовательность выбора вопросов	Случайная
Предлагаемое количество вопросов из одного	27

контролируемого раздела (темы)	
Предлагаемое количество вопросов	27

4. Диалог.

Role play the situation: One day staff find that prices have risen by over 50 % in the staff restaurant. This is because the company has stopped subsidizing all drinks and meals. Their union representative meets the general manager to discuss the situation.

5. Индивидуальное домашнее задание:

Следуя рекомендациям, изложенным в базовых текстах модуля 2, напишите научную статью, на русском и английском языках. Оформите аннотацию и ключевые слова.

6. Индивидуальное домашнее задание:

Прочитайте тексты, содержащие рекомендации о представлении научной работы, используя PowerPoint программы. Изложите кратко усвоенные рекомендации сначала на русском, затем на английском языке.

How to Present a Research Paper using PowerPoint

Spending couple of months or years in research seems less difficult as compared to presenting it. Presenting your research work to a bunch of experts can be very difficult sometimes. Your audience will only like well-crafted presentation.

There are certain things you need to take care of. Presenting a research paper is quite different from a talk or any other presentation. In research paper presentation, you are going to discuss everything that you have done and achieved during your research in limited time.

There is a specific outline that *experts* recommend that you must follow during your research paper presentation.

Research Paper Presentation Outline

Introduction

Give the brief introduction of your work. For example, if you are going to work on a disease than describe the disease. Focus on the things on which you have worked on. If you are working on genes of that disease then it will be important discuss the genetic pathways of the disease in your introduction.

You may discuss the “problem” on which you have worked on during your research.

Things that you need to remember,

- *Focus on the relevant information*
- *Do not more than 3 slides on the introduction*

Methodology

It's about the *recipe and spices* of your research work. Mention all the materials that were required to do the task and how miraculously you did it. Using flowcharts in your PowerPoint slides can help you to present it in the more engaging way.

Try to fit it in 2 slides only. Emphasis on any special equipment or *build* that you have used during your work.

Objectives

Tell your audience about the verifiable objectives you had while doing this research. It doesn't matter if they vary from your results, it is necessary to tell the audience what were you looking for.

- Consume only one slide
- Make it concise
- You are allowed to use fancy words or good vocabulary here

Results and Discussion

Write down your results, most possibly in the form of the table. Try not to confuse your audience with so much numerical data so charts will work fine. Highlight if you have something novel in your results.

Conclusion

Try to interpret your results in 2-3 points. The conclusion must be very meaningful for audiences. It must not be ambiguous. Usually, a single statement is enough.

Future Recommendations

What can be done more on your particle topic? This is very important if you are going to pursue the same topic in your further studies. It will help you to have a future objective for yourself.

Tips for Research Paper Presentations

- There should be **5*5 rules** in each slide. I.e. there are five words in one sentence and there should be five lines on one slide.
- Data should be in the form of **small key points or bullets**. Data should not be in paragraph form on the slide. It should be precise. Slides are not for the audience it just hints for the presenter. The presenter should explain all terms and every concept that is written on slide.
- Standard **heading size** is 44 while standard text size is 32.
- Make **link of one slide with the second** slide during the presentation. For example, tell the audience what they will listen and see in next slide.
- The template of PowerPoint presentation should not have **shocking color**. Text color should be in contrast with template color. If somewhere in slides text color is same as template audience would not be able to see what is written on it.
- There should be **slide number** on every slide except title slide.
- All slides should be in homogeneity. The presenter should use either upper case or lower case alphabets in the text of the whole presentation.
- There should be the **use of animations** but no use of transitions.
- There should be **a table of content of presentation** on the slide next to title slide. By explaining this presenter should give an overview of the whole presentation.

7. ИДЗ.

Используя информацию, изложенную в базовых текстах раздела, и рекомендации по составлению РР презентации, подготовьте устную презентацию о своём научном исследовании.

8. Модуль 1–3 Revision

8.1 Контрольная работа.

Письменно перевести текст на русский язык.

Вариант 1

Management in agriculture of India.

In India, agricultural risks are exacerbated by a variety of factors, ranging from climate variability and change, frequent natural disasters, uncertainties in yields and prices, weak rural infrastructure, imperfect markets and lack of financial services including limited span and design of risk mitigation instruments such as credit and insurance. These factors not only endanger the farmer's livelihood and incomes but also undermine the viability of the agriculture sector and its potential to become a part of the solution to the problem of endemic poverty of the farmers and the agricultural labor. . The criticality of agriculture in the rural transformation and the national economy seen along with its structural characteristics require substantial governmental and financial sector interventions not only to ensure household food and nutritional security of the farming community but also to generate savings and investments in this grossly underfunded sector. The poor penetration and development of various risk management tools in the country also represent the huge opportunities for the emerging agricultural insurance and commodity markets to pull the producer from out of the poverty trap by insulating him from income shocks and by ensuring that a fair share of the price goes to the producer. Making a strong case for moving risk management solutions towards a sustainable actuarial regime as also harnessing the technological advances in climate science, remote sensing technologies and ICT in developing early warning systems, increasing the effectiveness of instruments for pooling, sharing and transfer of risks, enhancing the coping capabilities of the farmers and other mitigation measures has therefore guided the careful formulation to be included into the special report.

Вариант 2

EARLY PERSPECTIVES

The first known management ideas were recorded in 3000-4000 B.C. One Pyramid built by Egyptian ruler Cheops required work to be done by 100,000 men for over twenty years in 2900 B.C. It covered 13 acres of land and measured 481 meters in height. The stone slabs had to be moved thousands of kilometers of distance. As folklore goes, even the sound of a hammer was not heard in the villages in the vicinity of the site of these pyramids. Such monumental work could not be completed without adherence to principles of sound management.

CLASSICAL MANAGEMENT THEORY Rational economic view, scientific management, administrative principles, and bureaucratic organization characterize this phase. While the rational economic view assumed that people are motivated by economic gains primarily; scientific management of **F.W. Taylor** and others emphasized one best way of production etc; administrative theorists personified by **Henri Fayol** etc looked at the best way to combine jobs and people into an efficient organization; bureaucratic organization theorists led by Max Weber looked at ways to eliminate managerial inconsistencies due to abuse of power which contributed to ineffectiveness. This was the era of the industrial revolution and factory system of production. Large scale production would not have been possible without adherence to the principles governing organizing production based on division of labour and specialization, relationship between man and the machine, managing people and so on.

NEO CLASSICAL THEORY — HUMAN RELATIONS APPROACH This school of thought developed between 1920s to 1950s felt that employees simply do not respond rationally to rules, chains of authority and economic incentives alone but are also guided by social needs, drives and attitudes. Hawthorne Studies at GEC etc., were conducted then. It was quite natural that in the early phases of the industrial revolution, the emphasis was on development of techniques and technology. The attention to the human factor was the salient aspect of this school of thought. This attention was to serve as a precursor to the development of behavioural sciences.

MANAGEMENT SCIENCE/OPERATIONAL RESEARCH. It emphasizes research on

operations and use of quantitative techniques to aid managers to take decisions. **MODERN MANAGEMENT** It sees modern organizations as complex systems and underlies contingency approach and use of modern techniques to solve organizational and human problems.

8.2. Собеседование.

Прочитать статью, подготовиться к собеседованию по его содержанию на английском языке:

Human Resource Management (HRM) - Definition and Concept

We often hear the term Human Resource Management, Employee Relations and Personnel Management used in the popular press as well as by Industry experts. Whenever we hear these terms, we conjure images of efficient managers busily going about their work in glitzy offices. In this article, we look at the question “what is HRM ?” by giving a broad overview of the topic and introducing the readers to the practice of HRM in contemporary organizations. Though as with all popular perceptions, the above imagery has some validity, the fact remains that there is much more to the field of HRM and despite popular depictions of the same, the “art and science” of HRM is indeed complex. We have chosen the term “art and science” as HRM is both the art of managing people by recourse to creative and innovative approaches; it is a science as well because of the precision and rigorous application of theory that is required.

As outlined above, the process of defining HRM leads us to two different definitions. **The first definition of HRM is that it is the process of managing people in organizations in a structured and thorough manner.** This covers the fields of staffing (hiring people), retention of people, pay and perks setting and management, performance management, change management and taking care of exits from the company to round off the activities. This is the traditional definition of HRM which leads some experts to define it as a modern version of the Personnel Management function that was used earlier.

The second definition of HRM encompasses the management of people in organizations from a macro perspective i.e. managing people in the form of a collective relationship between management and employees. This approach focuses on the objectives and outcomes of the HRM function. What this means is that the HR function in contemporary organizations is concerned with the notions of people enabling, people development and a focus on making the “employment relationship” fulfilling for both the management and employees.

These definitions emphasize the difference between Personnel Management as defined in the second paragraph and human resource management as described in the third paragraph. To put it in one sentence, **personnel management is essentially “workforce” centered whereas human resource management is “resource” centered.** The key difference is HRM in recent times is about fulfilling management objectives of providing and deploying people and a greater emphasis on planning, monitoring and control.

Whatever the definition we use the answer to the question as to “what is HRM?” is that it is all about people in organizations. No wonder that some MNC’s (Multinationals) call the HR managers as People Managers, People Enablers and the practice as people management. In the 21st century organizations, the HR manager or the people manager is no longer seen as someone who takes care of the activities described in the traditional way. In fact, most organizations have different departments dealing with Staffing, Payroll, and Retention etc. Instead, the HR manager is responsible for managing employee expectations vis-à-vis the management objectives and reconciling both to ensure employee fulfilment and realization of management objectives.

In conclusion, this article has briefly touched upon the topic of HRM and served as an introduction to HRM. We shall touch upon the other topics that this field covers in other articles.

Таблица 7 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
<p>ИД-1_{ук-4} Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами</p> <p>ИД-2_{ук-4} Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные</p> <p>ИД-3_{ук-4} Демонстрирует интегративные умения использовать диалогическое общение для сотрудничества в академической коммуникации общения</p>	<p>Студент показывает хорошие знание и понимание тем модуля, практически не допускает ошибки при выборе коммуникативно приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, почти не допускает ошибок в построении устной и письменной речи при представлении результатов академической и профессиональной деятельности на различных научных мероприятиях, включая международные. Владеет интегративными умениями, необходимыми для эффективного участия в академических и профессиональных дискуссиях.</p> <p>Умеет построить деловую коммуникацию в устной и письменной формах.</p>

2. ОЦЕНИВАНИЕ ПИСЬМЕННЫХ РАБОТ СТУДЕНТОВ, РЕГЛАМЕНТИРУЕМЫХ УЧЕБНЫМ ПЛАНОМ

Письменные работы не предусмотрены учебным планом

3. ОПРЕДЕЛЕНИЕ РЕЗУЛЬТАТА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Форма промежуточной аттестации по дисциплине зачет:

Окончательные результаты обучения (формирования компетенций) определяются посредством перевода баллов, набранных студентом в процессе освоения дисциплины, в оценки: базовый уровень сформированности компетенции считается достигнутым, если результат обучения соответствует оценке «зачтено» (50-100 рейтинговых баллов).

4 ПОРЯДОК ПРОВЕДЕНИЯ ПОВТОРНОЙ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Форма промежуточной аттестации по дисциплине зачет

Фонд оценочных средств для проведения повторной промежуточной аттестации формируется из числа оценочных средств по темам, которые не освоены студентом.

Примечание:

Дополнительные контрольные испытания проводятся для студентов, набравших менее **50 баллов** (в соответствии с «Положением о модульно-рейтинговой системе»).

Таблица 8 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	на базовом уровне
	соответствует оценке «удовлетворительно» 50-64% от максимального балла
<p>ИД-1_{УК-4} Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами</p> <p>ИД-2_{УК-4} Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные</p> <p>ИД-3_{УК-4} Демонстрирует интегративные умения использовать диалогическое общение для сотрудничества в академической коммуникации общения</p>	<p>Студент в основном владеет теоретическим материалом по дисциплине «Деловой иностранный язык» (английский).</p> <p>В основном способен выбрать коммуникативно приемлемый стиль общения, вербальные и невербальные средства взаимодействия с партнерами</p> <p>В основном владеет удовлетворительными навыками написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.); владеет навыками ведения деловой переписки, но допускает стилистические ошибки и неточности в оформлении деловых бумаг; умеет использовать диалогическое общение для сотрудничества в академической коммуникации общения, но допускает ошибки в устной речи.</p>