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высшего образования

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ИНСТИТУТ ЭКОНОМИКИ, УПРАВЛЕНИЯ И ПРАВА

ФАКУЛЬТЕТ УПРАВЛЕНИЯ

Кафедра иностранных языков (английский язык)

**ИНОСТРАННЫЙ ЯЗЫК
В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

Рабочая программа дисциплины

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РПД адаптирована для лиц
с ограниченными возможностями
здоровья и инвалидов

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1. Пояснительная записка

1.1. Цель и задачи дисциплины (модуля)

ЦЕЛЬ КУРСА

Цель курса – достижение коммуникативной языковой компетенции, достаточной для реализации стоящих перед слушателями задач, а именно:

- Ведение профессиональной деятельности в иноязычной среде.
- Изучение современных аналитических инструментов и практических методик в своей профессиональной области.
- Изучение зарубежного опыта в определённых сферах деятельности.
- Развитие способности к стратегическому планированию, комплексному решению задач и быстрой ориентации в изменяющихся условиях.

ЗАДАЧИ КУРСА

Задачи курса определяются его практической направленностью. В процессе изучения дисциплины решаются следующие основные задачи:

- формирование социокультурной компетенции и поведенческих стереотипов, необходимых для успешной адаптации выпускников на рынке труда;
- развитие у студентов умения самостоятельно приобретать знания для осуществления бытовой и профессиональной коммуникации на иностранном языке – повышение уровня учебной автономии, способности к самообразованию, к работе с мультимедийными программами, электронными словарями, иноязычными ресурсами сети Интернет;
- развитие когнитивных и исследовательских умений, расширение кругозора и повышение информационной культуры студентов;

- формирование представления об основах межкультурной коммуникации, воспитание толерантности и уважения к духовным ценностям разных стран и народов;
- расширение словарного запаса и формирование терминологического аппарата на иностранном языке в пределах профессиональной сферы.

1.2. Перечень планируемых результатов обучения по дисциплине, соотнесенных с индикаторами достижения компетенций

Компетенция (код и наименование)	Индикаторы компетенций (код и наименование)	Результаты обучения
УНИВЕРСАЛЬНЫЕ КОМПЕТЕНЦИИ		
УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.1. Ведет официальную переписку и переговоры с деловыми партнерами на государственном и иностранном (-ых) языках	<p><i>Должен знать:</i></p> <ul style="list-style-type: none"> – основы ведения деловой переписки; – особенности переговорного процесса; – нормы и правила международного делового этикета; <p><i>Должен уметь:</i></p> <ul style="list-style-type: none"> – вести официальную переписку на государственном и иностранном (-ых) языках; – проводить переговоры с деловыми партнерами; находить компромиссы между сторонами в решении сложных вопросов <p><i>Должен владеть:</i></p> <ul style="list-style-type: none"> – технологиями межличностных и межгрупповых коммуникаций; – современными практиками управления конфликтами; – необходимым грамматическими лексическим материалом в рамках темы ситуаций делового общения
УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых)	УК-4.2. Способен осуществлять в информационной среде поиск необходимых данных, выполнять перевод текстов	<p><i>Должен знать:</i></p> <ul style="list-style-type: none"> – методы поиска данных; – технологии перевода иностранных текстов; – многофункциональные мультязычные переводчики

<p>языке(ах), для академического и профессионального взаимодействия</p>	<p>различного объема и стилистики с иностранного (-ых) на государственный язык, а также с государственного на иностраный (-ые) язык (-и)</p>	<p>для управляемых Windows компьютеров</p> <p><i>Должен уметь:</i></p> <ul style="list-style-type: none"> – систематизировать и обобщать информацию; – определять и кратко формулировать основную мысль текста на иностранном (-ых) языке (-ах); – использовать переведенные данные для саморазвития или в иных целях <p><i>Должен владеть:</i></p> <ul style="list-style-type: none"> – современными методами поиска в информационной среде необходимых данных; – технологиями перевода профессиональных текстов
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ОБЩЕПРОФЕССИОНАЛЬНЫЕ КОМПЕТЕНЦИИ

<p>ОПК-1. Способен решать профессиональные задачи на основе знания (на продвинутом уровне) экономической, организационной и управленческой теории, инновационных подходов, обобщения и критического анализа практик управления</p>	<p>ОПК-1.2. Демонстрирует способность при решении профессиональных задач обобщать и критически оценивать результаты научных исследований и передовые практики в области управления (на государственном и иностранном (-ых) языках)</p>	<p><i>Должен знать:</i></p> <ul style="list-style-type: none"> – организационные и управленческие теории; – современные концепции управления; – стандарты организации и выполнения научно- исследовательских работ <p><i>Должен уметь:</i></p> <ul style="list-style-type: none"> – профессионально разбираться в тенденциях (трендах) развития современного управления; – применять передовой зарубежный опыт управления в деятельности отечественных предприятий; – принимать управленческие решения на основе учета изменений факторов внешней и внутренней сред в нацио- нальном, международном и глобальном масштабах <p><i>Должен владеть:</i></p> <ul style="list-style-type: none"> – передовыми приемами и практиками в области управления; – способами их адаптации в деятельности конкретной организации
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1.3. Место дисциплины в структуре основной образовательной программы

Дисциплина «Иностранный язык в профессиональной деятельности» относится к базовой части блока дисциплин учебного плана по направлению подготовки 38.04.02 Менеджмент (уровень магистратуры), направленность (профиль) «Управление проектами».

Для освоения дисциплины необходимы компетенции, сформированные в ходе изучения базового курса иностранного языка в рамках бакалавриата.

В результате освоения дисциплины формируются компетенции, необходимые для изучения следующих дисциплин и прохождения практик: «Коммуникационный менеджмент», «Управление проектами в международной деятельности», научно-исследовательская работа и др.

2. Структура дисциплины

Общая трудоёмкость дисциплины составляет 3 з.е., 108 академических часов.

Объем дисциплины в форме контактной работы обучающихся с педагогическими работниками и (или) лицами, привлекаемыми к реализации образовательной программы на иных условиях, при проведении учебных занятий:

Семестр	Тип учебных занятий	Количество часов
	Лекции	0
1	Семинары и практические занятия	24
Всего:		24

Объем дисциплины в форме самостоятельной работы обучающихся составляет 66 академических часа, контроль 18 часов.

3. Содержание дисциплины

№	Наименование раздела дисциплины	Содержание
1.	Сферы и ситуации иноязычного общения	<p><u>1. Творческий поиск и осмысление информации:</u> - работа с оригинальной научно-популярной литературой, специальной литературой профессиональной направленности, с обзорами, статьями из научных периодических изданий, с профессиональными материалами в компьютерных сетях (Internet).</p> <p><u>2. Устные контакты.</u></p> <p><u>3. Письменные контакты.</u> - реферирование; - аннотирование; - написание тезисов, сообщений, докладов.</p> <p><u>4. Чтение:</u> - владение всеми видами чтения оригинальной литературы, в том числе: а) ознакомительным чтением со скоростью 180-200 слов/мин. без словаря; количество неизвестных слов не превышает 4-5% по отношению к общему количеству слов в тексте; б) изучающим чтением – количество неизвестных слов не превышает 8% по отношению к общему количеству слов в тексте; допускается использование словаря.</p> <p><u>5. Говорение и аудирование:</u> - участие в диалоге (беседе); выражение определенных коммуникативных намерений (запрос/сообщение информации – дополнительной, детализирующей, уточняющей, иллюстрирующей, оценочной; выяснение мнения собеседника; совет; выражение собственного мнения по поводу полученной информации; выражение одобрения/недовольства, сожаления, удивления/недоумения, уклонение от ответа); - сообщение (монологическое высказывание профессионального характера в объеме не менее 15-18 фраз за 5 минут в нормальном среднем темпе речи); - понимание сообщения профессионального характера (в монологической форме и в ходе диалога), относящегося к одной из указанных сфер и ситуаций общения, длительностью до 3 минут звучания в нормальном среднем темпе речи.</p> <p><u>6. Письмо:</u> составление плана, сообщения/доклада, реферата, анкеты в соответствии с указанными сферами и</p>

		<p>ситуациями общения;</p> <p>- перевод с иностранного языка на русский и с русского языка на иностранный.</p>
2.	<p>Формирование и совершенствование языковых навыков</p>	<p><i>1. Лексика</i></p> <p>- развитие лексических навыков. Характер лексического материала – общенаучная и профессиональная лексика, в том числе терминологическая лексика.</p> <p>- дальнейшее расширение потенциального словаря.</p> <p><i>2. Грамматические дидактические единицы</i></p> <p><u>а) для чтения и письменной фиксации информации:</u></p> <p>Усложнение структуры (конструкции) в составе предложения, распознавание и понимание форм и конструкций, характерных для конкретного подязыка и языка делового общения:</p> <p>1) Формальные признаки атрибутивных комплексов (цепочки существительных и прилагательных).</p> <p>2) Формальные признаки логико-смысловых связей между элементами текста (союзы, союзные слова, клишированные фразы, вводные обороты и конструкции, слова-сигналы ретроспективной (местоимения) и перспективной (наречия) связи.</p> <p>3) Формальные признаки придаточного бессоюзного предложения – отсутствие союза/союзного слова.</p> <p><u>б) для устной речи и письменной передачи информации:</u></p> <p>Грамматические формы и конструкции, обозначающие:</p> <p>1) Логико-смысловые связи – союзы/союзные слова, клишированные словосочетания.</p> <p>2) Лексико-грамматические средства связи предложений и абзацев.</p> <p>3) Эмфатические / инверсионные конструкции.</p> <p>4) Местоимения, слова-заместители.</p> <p>5) Сложные и парные союзы.</p> <p>Тематика дидактических материалов для обучения различным видам речевой деятельности: общенаучная, профессиональная.</p>

4. Образовательные технологии

Для проведения учебных занятий по дисциплине используются различные образовательные технологии. Для организации учебного процесса может быть использовано электронное обучение и (или) дистанционные образовательные технологии.

5. Оценка планируемых результатов обучения

5.1. Система оценивания

Форма контроля	Макс. количество баллов	
	За одну работу	Всего
Текущий контроль: выполнение контрольных заданий	2,5	60 баллов, в т.ч.:
Промежуточная аттестация (экзамен)		40 баллов
Итого за семестр (дисциплину)		100 баллов

Полученный совокупный результат конвертируется в традиционную шкалу оценок и в шкалу оценок Европейской системы переноса и накопления кредитов (European Credit Transfer System; далее – ECTS) в соответствии с ниже приведенной таблицей.

100-балльная шкала	Традиционная шкала		Шкала ECTS
95 – 100	отлично	зачтено	A
83 – 94			B
68 – 82	C		
56 – 67	D		
50 – 55	E		
20 – 49	неудовлетворительно	не зачтено	FX
0 – 19			F

5.2. Критерии выставления оценки по дисциплине

Баллы/ Шкала ECTS	Оценка по дисциплине	Критерии оценки результатов обучения по дисциплине
100-83/ A,B	«отлично» / «зачтено (отлично)» / «зачтено»	Выставляется обучающемуся, если он глубоко и прочно усвоил теоретический и практический материал, может продемонстрировать это на занятиях и в ходе промежуточной аттестации. Обучающийся исчерпывающе и логически стройно излагает учебный материал, умеет увязывать теорию с практикой, справляется с решением задач профессиональной направленности высокого уровня сложности, правильно обосновывает принятые решения.

<i>Баллы/ Шкала ECTS</i>	<i>Оценка по дисциплине</i>	<i>Критерии оценки результатов обучения по дисциплине</i>
		<p>Свободно ориентируется в учебной и профессиональной литературе.</p> <p>Оценка по дисциплине выставляются обучающемуся с учётом результатов текущей и промежуточной аттестации.</p> <p>Компетенции, закреплённые за дисциплиной, сформированы на уровне – «высокий».</p>
82-68/ С	«хорошо» / «зачтено (хорошо)» / «зачтено»	<p>Выставляется обучающемуся, если он знает теоретический и практический материал, грамотно и по существу излагает его на занятиях и в ходе промежуточной аттестации, не допуская существенных неточностей.</p> <p>Обучающийся правильно применяет теоретические положения при решении практических задач профессиональной направленности разного уровня сложности, владеет необходимыми для этого навыками и приёмами.</p> <p>Достаточно хорошо ориентируется в учебной и профессиональной литературе.</p> <p>Оценка по дисциплине выставляются обучающемуся с учётом результатов текущей и промежуточной аттестации.</p> <p>Компетенции, закреплённые за дисциплиной, сформированы на уровне – «хороший».</p>
67-50/ D,E	«удовлетворительно» / «зачтено (удовлетворительно)» / «зачтено»	<p>Выставляется обучающемуся, если он знает на базовом уровне теоретический и практический материал, допускает отдельные ошибки при его изложении на занятиях и в ходе промежуточной аттестации.</p> <p>Обучающийся испытывает определённые затруднения в применении теоретических положений при решении практических задач профессиональной направленности стандартного уровня сложности, владеет необходимыми для этого базовыми навыками и приёмами.</p> <p>Демонстрирует достаточный уровень знания учебной литературы по дисциплине.</p> <p>Оценка по дисциплине выставляются обучающемуся с учётом результатов текущей и промежуточной аттестации.</p> <p>Компетенции, закреплённые за дисциплиной, сформированы на уровне – «достаточный».</p>
49-0/ F,FX	«неудовлетворительно» / не зачтено	<p>Выставляется обучающемуся, если он не знает на базовом уровне теоретический и практический материал, допускает грубые ошибки при его изложении на занятиях и в ходе промежуточной аттестации.</p> <p>Обучающийся испытывает серьёзные затруднения в применении теоретических положений при решении практических задач профессиональной направленности стандартного уровня сложности, не владеет необходимыми для этого навыками и приёмами.</p> <p>Демонстрирует фрагментарные знания учебной литературы по дисциплине.</p>

<i>Баллы/ Шкала ECTS</i>	<i>Оценка по дисциплине</i>	<i>Критерии оценки результатов обучения по дисциплине</i>
		Оценка по дисциплине выставляются обучающемуся с учётом результатов текущей и промежуточной аттестации. Компетенции на уровне «достаточный», закреплённые за дисциплиной, не сформированы.

5.3. Оценочные средства (материалы) для текущего контроля успеваемости, промежуточной аттестации обучающихся по дисциплине

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

Complete all seven sections. There are seventy marks in total.

SECTION 1: VOCABULARY

Write the missing words below in sentences 1-10.

timetable / budget / merger / schedule / expenses / bid / contractor / glitches / updates / rules

- 1 It makes a change to see a project that's ahead of _____.
- 2 According to the _____ the talk is at three on Tuesday, not today.
- 3 The whole thing is already over _____ and we're only half way through.
- 4 Here's my _____ claim. Can you pay me it today?
- 5 They've put in a very high _____ for the company.
- 6 Euphoria sweeps the stock markets when two companies announce a _____.
- 7 I'd like regular weekly _____ please so I know what's going on.
- 8 We've been appointed as the lead _____ for the construction of a new railway system.
- 9 Before we begin I want to establish some ground _____ for our discussion.
- 10 There have been one or two minor _____ but nothing serious. It'll be finished on time.

SECTION 2: LANGUAGE

23 DOTCOM BOOM OR BUST

24 IT'S FINALLY UP AND AWAY

25 CORNER CUTTING COSTS IN THE END

26 AVERAGE WORKER ONLY MANAGES SHORT STINT AT WORK

27 PROTESTERS OCCUPY CRANE

28 TUNNEL COMPLETED ON SCHEDULE

29 GOVERNMENT SCEPTICS SILENCED

30 MINISTERS SEEK COMMON GOALS

- a) A new survey highlights how most employees don't view a job as something for life with most having taken at least three different posts by the time they are thirty...
- b) The markets were rocked with the latest news that a new joint venture threatens to take over and control the telecommunications market in the UK.
- c) On time and on budget – that was the happy news from the construction company responsible for...
- d) After years of discussions and negotiation, BAA at last launched the news last night of a project to build Heathrow airport's fifth terminal which will host over 30 million passengers a year taking off around the world
- e) March and April has seen more and more company bosses looking happier after a long period of recession with news that inflation is down and investment is on the increase.
- f) After the collapse of many internet-based companies in the late nineties, many observers are surprised to see companies in the twenty first century still pursuing the e-commerce dream...
- g) An investigation into the construction of a government building leading to overspending and mismanagement was, the commission reported, the result of choosing cheap offers and lack of monitoring to avoid expenses...
- h) A new sense of unity was the theme of an EU meeting with leaders on all sides agreeing to put past differences aside and work as a team to find solutions to the key problems facing Europe over the next twenty years...
- i) Police ended the three-day siege on a construction site by campaigners against the building of a new runway at an airport last night...

j) Even its biggest critics couldn't find anything to say this week, when the President announced tax cuts which were welcomed by most members of the public and business...

SECTION 4: CAREER SKILLS

Write the missing prepositions in these phrases.

- 31 I work _____ Digital France...
- 32 When can we set _____ a meeting?
- 33 What do you think _____ the speaker?
- 34 How much are you budgeting _____?
- 35 What will you need _____ the way of resources?
- 36 When do I have to get this _____ by?
- 37 We're definitely moving _____ the right direction.
- 38 Let's look _____ ways of getting round this problem.
- 39 I'm confident you'll get it done _____ time.
- 40 Go _____. I'm listening.

SECTION 5: WRITING (41-50)

Write an email to your line manager to confirm the details of a course you are organising for managers. Use the notes given below and complete the email. There are 2marks per sentence.

- course on ' how to run effective meetings'
- send managers the course details by the 25th May
- send out needs analysis forms with details (for return on 10th June)
- book the trainer (who should we ask?)
- book the course dates and the training room (is the 20th-23rd June OK?)

Dear Piotr

(41/2) I am writing to confirm details of _____

(43/4) First of all _____

(45/6) We also need to _____

_____.

(47/8) With regard to the trainer I was wondering _____

_____.

(49/50) Finally, _____

_____.

SECTION 6: LISTENING

Track 2

Read the guidelines below. Listen to a talk and complete the guidelines. Listen twice.

GUIDELINES FOR PROJECT MANAGERS

Initiating

When setting up the project ask yourself two questions:

- Is the project (51) _____?
- Will it add (52) _____?

Planning

Make sure you do the following things:

- Allocate (53) _____
- Forecast costs
- Prepare a (54) _____ and time schedule
- Evaluate the (55) _____
- Select the (56) _____

Executing

Make sure you've thought through the (57) _____ and developed contingency (58) _____.

Delivery

Deliver the project on (59) _____ and within the (60) _____.

SECTION 7: SPEAKING

(61-70)

Give a short talk to your teacher about a problem at work or at your company in the last few years. Include these five areas:

- a basic description of what your company does and your job involves
- the background to the problem

- possible solutions that were open to you
- the solution you chose and the reasons why
- the outcomes

Your teacher will mark the talk using this scorecard. The teacher circles 1 mark if a student includes the area and circles 2 marks for communicating it accurately and effectively. There is a maximum of ten marks.

The student described:

what his/her company does and his/her job involves.	1	2
the background to the problem.	1	2
possible solutions open to him/her.	1	2
the solution he/she chose and the reasons why.	1	2
the outcomes.	1	2

Progress Test 2 (Units 4-6)

Complete all seven sections. There are seventy marks in total.

SECTION 1: VOCABULARY

1 Match words from A and B and complete sentences 1-8.

A	B
product / growth / public / product / advertising / chief / publicity / profit	campaign / technology / relations / margins / market / placements / demonstrations / material

- 1 Our next _____ will be the most expensive yet with two famous actors appearing and coverage on TV and in magazines.
- 2 A CTO, or _____ officer, is the manager with the most authority concerning technology.
- 3 We organise weekly, live _____ of our new range in shops for the general public.
- 4 As a _____ officer, it's my job to talk to the press and attend to conferences to network with the industry.

- 5 A recent James Bond movie had, reportedly, over one hundred _____
_____ including cars, watches and bikinis. I only noticed two though.
- 6 With an increasing number of manufacturers chasing fewer customers, many companies have
dropped their prices and seen _____ shrink.
- 7 For the last ten years, telecommunications has been seen as *the* _____
_____. No other area has seen the same continuing demand.
- 8 I hate all the _____ that comes through my letter box
everyday. I never read it!

2 Write in the missing vowels in these collocations.

- 9 What we aim to do is for the new posters to pr_j_ctan _m_g_ of youth and vitality.
- 10 This TV commercial will t_rg_t the over-sixties _ _d_ _nc_ .
- 11 Can wer_n the _dv_rt in your paper over two weeks?
- 12 Ronaldo has agreed to _nd_rs_ the pr_d_ct at every match for the next two years.
- 13 It's quicker to s_lv_ pr_bl_ms now that managers can analyse developments in real time.

SECTION 2: LANGUAGE

3 Delete the extra word in each sentence.

- 14 You don't know what caused the crash, do you not?
- 15 Did were you satisfied with the remuneration package you received?
- 16 How much briefed were you about the presentations you attended?
- 17 Are you getting what do you need?
- 18 The talk, which will still begin at three, that is now in the Savoy room.
- 19 Nanotechnology, which who was invented by Eric Drexler, is the next great change affecting
everyone's lives.
- 20 The new generation of phones, which offering even more features, will cost only a little
more.
- 21 We expect market share to keeping grow steadily this year.
- 22 It's a highly effective way of to reaching a new type of customer.

SECTION 3: READING

**4 Parts of sentences a-j below are missing from the text about new products. Write in the
letter to complete the description.**

- a) Always keen to keep one foot forward
- b) Now that's future planning
- c) which are being installed as part of a pilot project
- d) Meanwhile
- e) Spring is the season of motor shows
- f) as well as its obvious portability
- g) but travelling at a maximum forty kilometres per hour
- h) However
- i) to changing weather conditions
- j) And finally

ROUND-UP OF THE LATEST IN GADGETS AND TECHNOLOGY

This week saw the introduction of new machines in hotel lobbies and public places. The machines, (23)_____, dispense cigarette lighter sized hard drives containing digital recordings of films, which are easy to upload onto a computer and watch in the comfort of your room.

(24)_____, Adidas continues to work on a new battery-powered shoe which is being designed to react, with the help of a microprocessor and electric motor, (25)_____.

(26)_____, the latest race to create a digital pen is being fought with one from Microsoft which has the flexibility to write on paper as well as electronic documents. One of the many key benefits to users, (27)_____, will be its ability to upload pen-written documents directly onto their computers.

(28)_____. And the first of many opened in Tokyo with green issues taking centre stage. Car companies looking to the future demands of a more environmentally-minded customer presented a variety of new prototype engines. One of the latest on display combined enhanced fuel efficiency with electric power, (29)_____ it still has a long way to go!

(30)_____, mobile phones – as always – continue to lead the way in gadgetry. Virtually the moment a new mobile phone hits the market it becomes outdated with what follows. (31)_____, a new model includes extra buttons that do nothing – yet. The idea is that future downloads will be available to increase the abilities of the phone and make use of the dormant keys. (32)_____!

5 Two people are discussing a project and a problem with a member of staff. Write in these missing verbs in the appropriate form.

approach / make / cut / arrange / know / turn out / involve / move on / happen / get on

A: Guess what (33)_____ next? He rang up and said he wasn't coming after all.

At that very moment his wife is on the other phone asking to speak to him. So it

(34)_____ he wasn't at work that day and he wasn't at home. Anyway to

(35)_____ a long story short it's the third time he's been off this month. So I

have two problems. The project (36)_____ someone with expertise in this

type of software which he has, but I obviously can't rely on him. And the second problem is

how to (37)_____ the problem of his absences.

B: How about (38)_____ to meet him when he's back? Say to him: 'Don't you

realise how important this project is?' Maybe there's something wrong at home.

A: OK. I'll try that. But do you (39)_____ who I could ask for help with the

software instead of him.

B: Probably the best way is to (40)_____ to IT and see if they have anyone they

recommend. Can you (41)_____ that a priority?

A: Sure.

B: OK. Shall we (42)_____ to the next question of the budget?

SECTION 5: WRITING

6 A member of the Human Resources Department has written a letter to accompany a questionnaire being sent to all executives returning from overseas assignments. The letter has been written too informally. Re-write the sentences to be more formal. See the first example. There are 2 marks per sentence.

Hi there!

Dear

Colleague

(43/44) It's about your trip abroad.

(45/46) It would be good if you'd fill in the questionnaire with this letter.

(47/48) We want the information to help with future similar assignments.

(49/50) Return the questionnaire by Friday 3rd.

(51/52) Thanks. I can't wait to get your replies.

SECTION 6: LISTENING

Track 3

7 Read these statements. Listen and mark the statements true (T) or false (F) according to the speaker. Listen twice.

- 53 Business intelligence is a legal way to get information about something, for example a business or another competitor. (_____)
- 54 Industrial espionage is when you steal information electronically. (_____)
- 55 Businesses can protect their information in two ways. (_____)
- 56 Sometimes companies don't even know if the information has been taken, in the case of information systems. (_____)
- 57 The speaker advises companies to not trust employees. (_____)
- 58 The speaker thinks companies have good reason to watch the activities of their employees. (_____)
- 59 In one case, the speaker installed electronic devices to record employees' conversations and to monitor their meetings. (_____)
- 60 The full security review didn't take place during the week because too many people would be in the office. (_____)

SECTION 7: SPEAKING

(61-70)

8 Give a short talk to your teacher about a project you have worked on (or a project that you are currently involved in). You may wish to use visual aids to clarify points.

You will need to describe

- the objectives of the project
- how these objectives were to be achieved (the methods)
- the key people and departments involved
- your personal involvement
- the final outcome(s) of the project

Your teacher will mark the talk using this scorecard. The teacher circles 1 mark if a student includes the area and circles 2 marks for communicating it accurately and effectively. There is a maximum of ten marks.

The student described:

the objectives of the project	1	2
how the objectives were to be achieved	1	2
the key people and departments involved	1	2
his/her personal involvement	1	2
the final outcome(s) of the project	1	2

Progress Test 3 (Units 7-9)

Complete all seven sections. There are seventy marks in total.

SECTION 1: VOCABULARY

1 Complete each sentence (1-7) with one of the verbs and one of the nouns.

VERBS: make, believe, take, got, prove, reach, overemphasise, be

NOUNS: settlement, accusations, risk, deal, action, innocence, importance

- 1 I think we've finally _____ a _____ and can sign an agreement tomorrow.
- 2 Either we settle out of court or we _____ legal _____.
- 3 Let's try to _____ a _____ and avoid a lawsuit.
- 4 He'll _____ all sorts of _____ against you once the trial starts.
- 5 Do you think you can _____ your _____ to the jury?
- 6 I really _____ in the _____ of protecting our brand.
- 7 I can't _____ the _____ to you. You could lose everything.

2 Write in the missing prefixes or suffixes.

- 8 The defend_____ is the person on trial in a court.
- 9 This new office desk is a huge improve_____ on my last one!
- 10 Trade_____ on the stock market were in a buoyant mood today.
- 11 We're a large _____ national with interests all over the world.
- 12 Don't _____ estimate the power of the media. One bad news report and a company can close tomorrow.
- 13 Our appointment was _____ arranged months ago.

SECTION 2: LANGUAGE

3 Underline the correct word(s).

- 14 Our shares and bonds (was / were) hit hard by the collapse.
- 15 The problem (caused / was caused) as a result of a massive blunder.
- 16 The courts (might be convinced / might convince) if we can provide strong evidence.
- 17 The value of their shares (made/was made) everyone start to sell.
- 18 He was solely (responsible/responsibility) for the brand's success.
- 19 It was one of the (greater/greatest) performances I've seen this year.
- 20 Our market has been much more (aggressive/aggressively) since we brought in an agency.
- 21 Ordering is run (central/centrally) from our distribution centre in the midlands.
- 22 On no account (should you/you should) tell anyone what we've discussed today.
- 23 (Not only/What) did he lose all the money, but he also ended up in prison.

SECTION 3: READING

4 There are twelve sentences below that make three different texts. Match the sentences from the same reading and put them in the correct order. Write your answers here:

First text:

24 _____

25 _____

26 _____

27 _____

Second text:

28 _____

29 _____

30 _____

31 _____

Third text:

32 _____

33 _____

34 _____

35 _____

- a) So any business planning on expanding overseas needs to look after its image
- b) The activities of all companies are subject to national and international laws,
- c) which means they are recognisable both at home and abroad.
- d) though it's also important to remember that they will also want a return.
- e) Every business starts out needing investment
- f) though in many cases such lawsuits are finally settled out of court.
- g) Global brands are able to cross cultural boundaries
- h) and may even employ a manager whose job it is to take care of it.
- i) which means that they might need to approach venture capitalists.
- j) These are people who will risk supporting the company financially
- k) Any businesses can be sued if they fail to respect their obligations
- l) which set down the rules under which they may operate at home and abroad.

SECTION 4: CAREER SKILLS

5 Write in the missing prepositions.

36 That's _____ of the question.

37 I'll have to think that _____.

38 Let's work _____ this together.

39 We're all working _____ the same thing.

40 Forget _____ that.

SECTION 5 Writing

6 At a recent meeting, the project team brainstormed the following ideas for setting up a new ethical fund:

- *establish a list of ethical companies to propose to clients*
- *hold press conference about our new socially responsible investment product*
- *come up with criteria to evaluate companies according to financial, social and environmental performance*

7 Write up these ideas into the memo below for managers. Add in any extra information such as times and dates and invite any interested managers to the next meeting. There are two marks per sentence.

<p>(41) To: _____</p> <p>From: The project team</p> <p>Subject: Plan of action for new service.</p> <p>(42/43) Further to our meeting to _____</p> <p>_____</p> <p>here is a report on what was decided:</p> <p>(44) First of all, it was decided _____</p> <p>_____</p> <p>(45) Secondly, it was also _____</p> <p>_____</p> <p>(46) Finally, the team planned _____</p> <p>_____</p> <p>(47/48) The next meeting to finalise the criteria will be held _____</p> <p>_____</p> <p>(49/50) Please note that any managers who are interested in contributing _____</p> <p>_____</p> <p>We look forward to seeing you there.</p>
--

SECTION 6: LISTENING

Track 4

8 Read the questions below and listen to an interview with a manager. Answer the questions with short answers. Listen twice.

51 What was the manager's old job?

52 What does a company need to separate and distinguish itself from all others?

53 When you have a face, what do you own?

54 Corporate or brand identity should be a visual statement about who and what the company is and what else?

55 What is the key contributor?

56 If there aren't competitors in the market, what might not matter?

57 What are three things that might be checked in a visual audit?

58 Is the company name more or less important than the brands they sell?

59 What don't people remember when buying products?

60 If a company does something wrong, what is affected?

SECTION 7: SPEAKING

(61-70)

9 Give a short talk to your teacher about the five investments in the Speaking section on page 78 (Unit 9) of the Coursebook titled 'What kind of risk taker are you?'. Assess each investment and explain why you would or wouldn't consider investing part or all of your \$100,000.

Your teacher will mark your talk using this scorecard. The teacher circles 1 mark if a student includes the area and circles 2 marks for an accurate and effective assessment of the risk. There is a maximum of ten marks.

The student assessed:

- the guaranteed bond paying 2% interest a year	1	2
- thejunkbond	1	2
- theblue-chipshares	1	2
- the high-tech company shares	1	2

- thenewbusinessventure	1	2
-------------------------	---	---

Progress Test 4 (Units 10-12)

Complete all seven sections. There are seventy marks in total.

SECTION 1: VOCABULARY

1 Which word does not collocate with the underlined word? Delete it.

- 1 power cut, field, plant
- 2 grid, nuclear, renewable, energy
- 3 stock exchange, market, bank
- 4 distribution, scale, computer network
- 5 oil field, policy, refinery
- 6 pollution, petroleum, oil reserves

2 Underline the correct word in brackets.

- 7 Let's go (on / in / up) to my next point.
- 8 We've been having trouble (with / from / at) this new software.
- 9 They've bought a 51% stake (in / at / to) the company.
- 10 What do you have (from / in / of) mind?
- 11 We just need to take it one step (from/ of / at) a time.

SECTION 2: LANGUAGE

3 Write the verb in brackets in the correct form.

- 12 Pollution levels _____ (be) lower today, if we'd taken notice of the warnings.
- 13 If I'd known setting up an IPO would be this successful, I _____ (do) it ages ago.
- 14 Let me know as soon as it _____ (come) through.
- 15 By 2050, we _____ (see) the results of our actions on the planet.
- 16 The traffic's really bad. We _____ (might) not make it on time.
- 17 We can sit here and discuss it, but ultimately it's the board that _____ (decide).

- 18 We _____ (take) a chance on that and hope things work out OK.
- 19 This afternoon, they'll _____ (discuss) a long-term solution while we're solving this immediate difficulty.
- 20 If he _____ (not/mention) it, we wouldn't have known.

SECTION 3: READING

4 READ THE PRESS RELEASE BELOW. EACH LINE CONTAINS ONE MISTAKE. UNDERLINE THE MISTAKE AND CORRECT IT. SEE THE EXAMPLE.

PRESS RELEASE

are delighted

We delight to announce a new development for Wantage Supermarkets. This highly

(21) respected and traditional grocers, set up in 1908, will be offering a home delivery

(22) service as by the beginning of December this year.

(23) Wantage supermarkets intend to combine nearly one hundred year of experience

(24) with modern technology to offer it's customers online home shopping with

(25) www.wantagesuppermarkets.co.uk The site will include online payment facilities

(26) and offer all the benefits customers currently enjoying at our stores.

(27) The service sees the investment on over fifty trucks to ensure on-time delivery

(28) to our customer's homes. Home shoppers will also enjoy major discounts and special

(29) offers over the christmas period.

(30) For full details, we would like inviting you to a press conference on...

SECTION 4: CAREER SKILLS

5 Two people are discussing a construction project. Write in the missing words below.

wish / further / ahead / idea / aside
fuss / worst / eye / smoothly / perspective

A: Good, well, we're one week (31)_____ of schedule so everything is going (32)_____, isn't it?

B: I (33)_____ I knew.

A: What do you mean?

B: Well you put Andrea in charge of deliveries and now I don't know what is coming in and going out of the construction site.

A: Hold a minute. Let's keep things in (34)_____ I asked Andrea to help you on the site. If the worst comes to (35)_____ then I can take her off. But I thought you needed help.

B: I do need help but not from her. We just don't see eye to (36)_____ on how to run a site.

A: I don't see what the (37)_____ is about. She's only supposed to deal with deliveries. Can't you set (38)_____ any differences and you do your job and she does hers?

B: But she doesn't just do her job. She's getting involved in the general running as well.

A: Let me have a chat with her and see what she says.

B: To see if I'm telling the truth?

A: No, just to get an (39)_____ of what problem is.

B: Fine.

A: Look. Tell me what the problem really is.

B: I'm sorry, but there's no point in discussing this any (40)_____ ...

SECTION 5: WRITING

6 Your company Parle Ltd has held a meeting to plan what to do with its brand *Thumbs Up* cola. It currently sells the brand in India but Coca-cola is entering the market. Here are the final decisions from the meeting with notes on the reasons in brackets:

- sell the brand to Coca-cola (Parle Ltd can't compete)
- let them distribute it (Coca-cola has better distribution)
- suggest Coca-cola keep the name *Thumbs Up* (the brand is well-established)

7 Write an email confirming the decisions to your directors. In your email:

41/42 Explain the situation.

43/44 Explain your first decision.

45/46 Explain your second decision.

47/48 Explain your third decision.

49/50 Ask for comments on your decisions.

8 Write your email below with the words given:

41/42 Further to our meeting _____

43/44 Firstly, _____

45/46 Secondly, _____

47/48 Finally, _____

49/50 _____

SECTION 6: LISTENING

Track 5

9 Listen to three conversations and complete the notes for each one below with word(s) from the listening. Listen twice.

Conversation 1

The project is doing well but they have had a problem with the

(51)_____. It keeps cutting out and they

(52)_____. Ray suggests having a

(53)_____ with the supplier for some suggestions.

Conversation 2

Don says the next batch of samples will be ready by (54)_____ not for

the fifteenth. The problem is they haven't received some of the precision

(55)_____ they ordered. We may have to extend the

(56)_____.

Conversation 3

The meeting didn't go (57)_____. They'll only sign if we

(58)_____ we won't raise prices by more than

(59)_____ a year. We need to call

(60)_____ to see what they think.

SECTION 7: SPEAKING

(61-70)

10 Imagine you are giving a presentation to a group of prospective stockholders. Give the presentation to your teacher. Include these five areas:

- a self introduction
- an overview of your company
- a review of the company's recent performance
- the management structure
- why you think your company is a good investment

Your teacher will mark the presentation using this scorecard. The teacher circles 1 mark if a student includes the area and circles 2 marks for communicating it accurately and effectively.

There is a maximum of ten marks.

The student

introduced him/herself	1	2
gave an overview of the company	1	2
reviewed the company's recent performance	1	2
presented the management structure	1	2
described why the company is a good investment	1	2

Progress Test 5 (Units 13-15)

Complete all seven sections. There are seventy marks in total.

SECTION 1: VOCABULARY

1 Write in the missing words in this word building table.

Verb	Noun (concept)	Adjective
(1)_____	knowledge	knowledgeable
Finance	(2)_____	financial
Regulate	(3)_____	(4)_____

(5) _____	(6) _____	consultative
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2 Underline the correct word in brackets.

- 7 Please don't (have/make) a habit of being late.
- 8 Can you (lend/borrow) me a couple of euros for a coffee?
- 9 They need to (increase/raise) an extra five hundred by Friday in order get this project off the ground.
- 10 I have someone on the phone who is interested in (applying/paying) for a loan.
- 11 Sorry but I (did/made) a big mistake with the calculations.
- 12 You'll need to pay a (deposit/return) to secure the loan.
- 13 What do the members at grass (roots/field) level think?
- 14 The conference (delegates/trainees) have all registered so we're ready to begin.
- 15 The lack of investment in staff training just shows the (cynicism/short-sightedness) of this management.
- 16 Forget about that and concentrate (on/with) this.
- 17 But these components don't comply (for/with) European standards.

SECTION 2: LANGUAGE

3 Which sentences below are correct? Mark them correct (C) or incorrect (I). Change the incorrect sentences.

- 18 He said that we should look into the cause of the problem before implementing change.
(_____)
- 19 Despite having received my email, he still hasn't replied. (_____)
- 20 After interview over twenty people, we still don't have the right person. (_____)
- 21 In order finish this project, we need some extra engineers on site. (_____)
- 22 Since they do a lot of their business in non-English speaking countries, it would be wise to provide language and cultural training. (_____)
- 23 She told that there had been a delay. (_____)

24 The study, what was carried out over twelve months, came to no firm conclusions.

(_____)

SECTION 3: READING

4 The reference words in 25-30 come from the sentences in ‘Sentences B’ and refer to something mentioned in ‘Sentences A’. Match the sentences from A and B and write what each reference refers to. See the first example.

The former: *A rise in interest rates*

25 This: _____

26 The latter: _____

27 the ones: _____

28 Such cases: _____

29 that: _____

30 those of us: _____

Sentences A

There are two reasons for the fall in high street spending. One is a rise in interest rates and the second reason is due to lack of confidence in the economy.
Many mortgage borrowers are the reason for the main boom in lending by banks.
We are borrowing millions in our millions. It’s become the norm that a large percentage of our monthly earnings are spent on paying credit card and lending companies back.
One house owner is on the point of losing his property due to over extending his debts. He blames his bank for being too happy to lend.
Most personal loans are now available to anyone with interest at around 8%.
Consumer borrowing through personal loans and credit cards rose to record levels this year to 51 billion.

Sentences B

This compares with half that amount in 2005.
The former is of course controlled by the Bank of England.
The latter is less predictable and also seems to be having an effect on business confidence as well.
They are also **the ones** at most risks of losing their homes says one analyst.
Such cases of borrowers suggesting the lenders are at fault as becoming commonplace.
Some supermarket lenders are even able to offer lower than **that** at around 6%.
And **those** who don’t succeed in managing the repayments face an even worse fate.

SECTION 4: CAREER SKILLS

5 Complete the sentences with these verbs in their appropriate form.

Go / bear / take / consider / do / try / refuse / get / look / offer

- 31 She said she didn't feel she was suitable to take on the role. In short, she's _____ do to it.
- 32 _____ all things in mind I think I agree.
- 33 All things _____, it's the best plan.
- 34 If you don't _____ it this way, then we'll have to reconsider your role on the team.
- 35 Unless you're prepared to guarantee us no more than 2% over five years, we _____ to another supplier.
- 36 You get the business, you _____ the bonus!
- 37 There's a bonus and I'm _____ an additional commission to whoever...
- 38 Would you like to _____ responsibility for this?
- 39 After _____ at all sides of the argument, I've made up my mind.
- 40 What he was _____ to say was....

SECTION 5: WRITING

6 Read five comments from a meeting between a managing director of a department store and a consultant.

Manager's comments:

'Our market share has been falling by about 10% every year over the last five years.'

'This was because I failed to see the need to adjust our pricing policy in line with the competition.'

'The customer satisfaction surveys show people want more choice and lower prices.'

'We are considering selling to a local hypermarket or competing with them.'

Consultants comments:

'Don't sell! I would put up your prices and invest in advertising.'

7 Report the five comments using reported speech and the verbs in brackets.

41/42 (tell) _____

43/44 (admit) _____

45/46 (point out) _____

47/48 (explain) _____

49/50 (advise) _____

SECTION 6: LISTENING

Track 6

8 Listen to three short meetings and decide if the following reporting statements are true (T) or false (F). Listen twice.

Meeting 1

- 51 The first speaker has considered all possibilities and thinks they should move into Eastern Europe. (_____)
- 52 The company does business in southern Europe. (_____)
- 53 The company can't afford the cost on its own. (_____)
- 54 The project can only go ahead if the second speaker agrees. (_____)

Meeting 2

- 55 One of the partners doesn't think the investor should pay cash. (_____)
- 56 The investor has worked really hard in the hi-tech sector. (_____)
- 57 The two partners decide to talk to the investor.

Meeting 3

- 58 The company lost money by paying compensation. (_____)
- 59 The company's share price is inaccurate. (_____)
- 60 The last speaker thinks the lawyers may not want to take the bank to court.
(_____)

SECTION 7: SPEAKING

(61-70)

9 Give a report to your teacher about a (formal or informal) meeting you recently attended at work. In your report, remember to say:

- what the aim of the meeting was
- who was present and their roles
- what issues were discussed
- what was decided
- what has happened as a result of the meeting

Your teacher will mark the report using this scorecard. The teacher circles 1 mark if a student includes the area and circles 2 marks for communicating it accurately and effectively. There is a maximum of ten marks.

The student reported

what the aim of the meeting was	1	2
who was present and their roles	1	2
what issues were discussed	1	2
what was decided	1	2
what has happened as a result of the meeting	1	2

Exit Test

Complete all seven sections. There are one hundred marks in total.

SECTION 1: VOCABULARY

1 Tick the correct word from a), b) or c).

- 1 Singapore and Lufthansa have announced a _____ alliance with implications for their competitors.
a) merger b) strategic c) acquisition
- 2 If we have one more _____ on, this they'll start imposing penalties.
a) late b) delay c) hold
- 3 I've been _____ the hardest task of all.
a) made b) get c) assigned
- 4 _____ of employees via spyware is illegal in this country.
a) Surveillance b) Intelligence c) Data
- 5 Around the summer holidays we always launch a seasonal _____ to attract holiday makers.
a) promotion b) relations c) marketing
- 6 A US attorney is known as a _____ in Britain.
a) plaintiff b) lawyer c) judge
- 7 _____ identity is the way in the which a company uses design and colours to say this is what we are.
a) Brand b) Policy c) Corporate
- 8 The _____ for these shares is good. Let's keep them.
a) portfolio b) venture c) forecast

- 9 We expect over a million tons of _____ oil per year.
a) crude b) power c) energy
- 10 An IPO is an _____ public offering.
a) institutional b) individual c) initial
- 11 These new government regulations really present a _____ to entry in this business.
a) boundary b) barrier c) disadvantage
- 12 My staff are very _____ to me. I would trust them all.
a) loyal b) motivated c) dynamic

SECTION 2: LANGUAGE

2 Write the word in brackets in the appropriate form.

- 13 Come the year 2020, governments on all sides _____ (battle) with the problems of global warming.
- 14 If you _____ (be) in my position, how would you approach it?
- 15 _____ you _____ (get) what you need from our current discussions?
- 16 The product, which _____ (launch) last week at the Expofair, has already sold beyond our initial estimates.
- 17 Third generation networks, _____ (offer) lots of extra capacity, will lead to lower prices.
- 18 Inflation is expected _____ (grow) by another point five per cent this year.
- 19 This change has proved _____ (particular) difficult for many of our older employees.
- 20 If it hadn't been for nuclear power, this country _____ (be) in an energy crisis now.
- 21 She said that she _____ (work) there all day without a break.

SECTION 3: READING

3 Match titles a-h from the Economist readings in the course book to sentences 22-29 taken from the articles. Write your answer here:

22 _____ 23 _____ 24 _____ 25 _____ 26 _____ 27 _____ 28 _____ 29 _____

a) Think before you meet

b) Freud, folly and finance

c) Up, up and away.

d) The harder hard sell

e) A path to helping the poor

f) The march of the mobiles

g) The people vs the USA

h) How about now?

22 “The only way to solve the problems of poverty and terrorism in the world today,” he says, “is through investment.”

23 With better informed consumers, the result is that some of the traditional methods of advertising and marketing simply no longer work.

24 Today Daniel Kaufman is in demand by Wall Street traders...but, he says, there are plenty of others that still show little interest in understanding the roots of their poor decisions.

25 “Despite IT, we all go to more and more of them.” reflects Jonathan Day of McKinsey. But there must be a way to make them work.

26 On the face of it, why shouldn’t a company that does something wrong pay the price?

27 GE’s aim is to monitor everything in real time...

28 Almost everybody in the world now has one, and growth is booming in the developing world, too.

29 In the midst of a landscape of mud and men rises a vast glass-fronted box that will soon be Britain’s largest free-standing building. This is Heathrow airport’s fifth terminal, destined to cater for 30m passengers a year.

SECTION 4: CAREER SKILLS

4 Write in the missing words in these questions.

30 _____ can I help you?

31 _____ there anything I can do?

32 _____ can we set up a meeting?For next week?

33 _____ do you think of that new film?

- 34 _____ you like playing golf?
- 35 _____ much are you budgeting for?
- 36 _____ that sound doable?
- 37 _____ didn't you follow my instructions?
- 38 _____ you know who I could ask for advice on this?
- 39 _____ what happened next?
- 40 _____ everything going smoothly?
- 41 _____ do we go from here?
- 42 _____ idea what the problem is?
- 43 _____ 's up? Is there a problem?
- 44 _____ are things going?
- 45 _____ you like to take full responsibility for this?

SECTION 5: WRITING

5 You have been asked to manage the setting up of English language classes for employees at your company. Write a feasibility report. Write what you will need to consider at each stage of setting up this project under the sub-headings below. There are 2 marks per section.

Evaluate the risk factor

(46/47) *First of all we need to consider* _____

Forecast the costs

(48/49) *Secondly* _____

Select the teachers/language school

(50/51) _____

Organise facilities

(52/53)

Monitor delivery

(54/55)

Obtain progress reports

(56/57)

Review results

(58/59)

Evaluate overall performance

(60/61) *Finally*

Part 1

6 Complete these four extracts from emails by listening to four short conversations. The emails have been sent by one of the speakers. Complete the emails with words from the listening. Listen twice.

Listening 1:

Track 7

I regret to inform you that I have been unable to get all the (62) _____ for all our subsidiaries. Currently I have been able to obtain the (63) _____ for Europe only. I should be able to provide you with...

Listening 2:

With reference to the figures you sent for the (64) _____ department, I'm afraid I don't have time to (65) _____ them. I would be grateful if you could do this (66) _____.

Listening 3:

I'm sorry to hear that you've been unable to discover what the cause is of the (67) _____ to fail. I would like to suggest that you arrange (68) _____ with the people who installed the (69) _____.

Listening 4:

Further to your questions about your presentation to the (70) _____ about how to improve the (71) _____ system, I suggest you just focus on plans for the (72) _____. Please find attached a copy of the (73) _____ we prepared which you can show them.

Part 2

Track 8

7 Listen to a talk about Google. Write down the missing words and numbers in the *Key Facts* below. See the first example. Listen twice.

KEY FACTS OF GOOGLE IPO:

Revenues from sale of stocks: \$1.7 billion.

Number of (74) _____ sold: 20 million

Estimated revenue hoped for: (75)\$ _____ billion

Estimated number of stocks to sell: (76) _____ million

Actual price: (77)\$ _____

(78) _____ price: Between \$108-£135

Timing of IPO: Month of (79) _____

(80) _____: \$125

(81-100)

8 Prepare a presentation for your teacher about you and your company. Include the following:

- introduce yourself appropriately
- describe your job
- describe your company
- present the company structure (with a visual aid)
- present the company’s recent performance
- describe the future plans of the company
- explain why the company is a good investment

Your teacher will also ask you three questions at the end and mark your talk using the scorecard below. The teacher circles 1 mark if a student includes the area and circles 2 marks for communicating it accurately and effectively. There is a maximum of twenty marks.

The student:

introduced him/herself appropriately	1	2
described his/her job	1	2
described his/her company	1	2
presented the management structure (with a visual aid)	1	2
presented the company’s recent financial performance	1	2
described the future plans of the company	1	2
explained why the company is a good investment	1	2
answered a question about his/her job or company	1	2
answered a second question about his/her job or company	1	2
answered a third question about his/her job or company	1	2

6. Учебно-методическое и информационное обеспечение дисциплины

6.1. Список источников и литературы

Анюшенкова, О. Н. Английский язык. Менеджмент (English for Management) : учебное пособие / О.Н. Анюшенкова. — Москва : ИНФРА-М, 2024. — 426 с. — (Высшее образование). - ISBN 978-5-16-017899-8. - Текст : электронный. - URL: <https://znanium.ru/catalog/product/1896103>

Английский язык: теория и практика профессиональной подготовки : учебно-методическое пособие / Д. С. Лапенков, О. А. Иванова, И. А. Елисеева, О. Л. Уткина ; науч. ред. С. В. Полулях. - 2-е изд., стер - Москва : ФЛИНТА, 2020. - 117 с. - ISBN 978-5-8424-0920-4. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1863370>.

Гамова, О. Л. Английский язык : business English : деловой английский : учебное пособие / О. Л. Гамова. - Воронеж : Издательско-полиграфический центр «Научная книга», 2019. - 84 с. - ISBN 978-5-4446-1332-0. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1086212>.

Дюканова, Н. М. Английский язык : учебное пособие. — 2-е изд., перераб. и доп. — Москва : ИНФРА-М, 2022. — 319 с. — (Высшее образование). - ISBN 978-5-16-006254-9. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1815603>.

Маньковская, З. В. Английский язык для современных менеджеров : учебное пособие / З.В. Маньковская. — 2-е изд., испр. и доп. — Москва : ФОРУМ : ИНФРА-М, 2021. — 152 с. — (Высшее образование). - ISBN 978-5-91134-975-2. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1162642>.

Сахаров, Ю. А. Английский язык. Практический курс. Уровень Intermediate : практикум / Ю. А. Сахаров, Е. В. Кудрявцева. - Москва : РУТ (МИИТ), 2020. - 94 с. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1895758>.

Старцева, Э. А. Английский язык. Грамматика с упражнениями : учебное пособие / Э. А. Старцева, В. С. Старцев. - Москва : Издательско-торговая корпорация «Дашков и К°», 2024. - 340 с. - ISBN 978-5-394-05547-8. - Текст : электронный. - URL: <https://znanium.ru/catalog/product/2133537>

Тихонов, А. А. Английский язык. Теория и практика перевода : учебное пособие / А. А. Тихонов. - Москва : ФЛИНТА, 2019. - 120 с. - ISBN 978-5-9765-4143-6. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1862942>.

6.2. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимый для освоения дисциплины (модуля)

1. <http://study-english.info> - Сайт для изучающих английский язык, студентов, преподавателей вузов и переводчиков
2. <http://www.mystudy.ru> - Английская грамматика на MyStudy.ru
3. <http://www.homeenglish.ru/Grammar.htm> - Английская грамматика на HomeEnglish.ru
4. <http://www.study.ru/support/handbook> - Справочник по грамматике английского языка на Study.ru
5. <http://www.grammar.sourceword.com> - Практическая грамматика английского языка на Grammar.Sourceword.com
6. <http://www.native-english.ru/grammar-> Практическая грамматика английского языка на Grammar.Sourceword.com - Грамматика английского языка на Native-English.ru
7. <http://www.alleng.ru/english/engl.htm> - Учебные материалы по английскому языку, ссылки на учебные сайты, библиотеки и справочники, банки и коллекции рефератов, курсовых и пр.

7. Материально-техническое обеспечение дисциплины

Для обеспечения дисциплины «Иностранный язык в профессиональной деятельности» используется материально-техническая база образовательного учреждения: компьютерные классы и научная библиотека РГГУ.

Состав программного обеспечения:

1. Windows
2. Microsoft Office
3. Kaspersky Endpoint Security

Профессиональные полнотекстовые базы данных:

1. Национальная электронная библиотека (НЭБ) www.rusneb.ru
2. ELibrary.ru Научная электронная библиотека www.elibrary.ru
3. Электронная библиотека Grebennikon.ru www.grebennikon.ru
4. Cambridge University Press
5. ProQuest Dissertation & Theses Global
6. SAGE Journals
7. Taylor and Francis
8. JSTOR

Информационные справочные системы:

1. Консультант Плюс
2. Гарант

8. Обеспечение образовательного процесса для лиц с ограниченными возможностями здоровья

В ходе реализации дисциплины используются следующие дополнительные методы обучения, текущего контроля успеваемости и промежуточной аттестации обучающихся в зависимости от их индивидуальных особенностей:

- для слепых и слабовидящих: лекции оформляются в виде электронного документа, доступного с помощью компьютера со

специализированным программным обеспечением; письменные задания выполняются на компьютере со специализированным программным обеспечением или могут быть заменены устным ответом; обеспечивается индивидуальное равномерное освещение не менее 300 люкс; для выполнения задания при необходимости предоставляется увеличивающее устройство; возможно также использование собственных увеличивающих устройств; письменные задания оформляются увеличенным шрифтом; экзамен и зачёт проводятся в устной форме или выполняются в письменной форме на компьютере.

- для глухих и слабослышащих: лекции оформляются в виде электронного документа, либо предоставляется звукоусиливающая аппаратура индивидуального пользования; письменные задания выполняются на компьютере в письменной форме; экзамен и зачёт проводятся в письменной форме на компьютере; возможно проведение в форме тестирования.

- для лиц с нарушениями опорно-двигательного аппарата: лекции оформляются в виде электронного документа, доступного с помощью компьютера со специализированным программным обеспечением; письменные задания выполняются на компьютере со специализированным программным обеспечением; экзамен и зачёт проводятся в устной форме или выполняются в письменной форме на компьютере.

При необходимости предусматривается увеличение времени для подготовки ответа.

Процедура проведения промежуточной аттестации для обучающихся устанавливается с учётом их индивидуальных психофизических особенностей. Промежуточная аттестация может проводиться в несколько этапов.

При проведении процедуры оценивания результатов обучения предусматривается использование технических средств, необходимых в связи с индивидуальными особенностями обучающихся. Эти средства могут

быть предоставлены университетом, или могут использоваться собственные технические средства.

Проведение процедуры оценивания результатов обучения допускается с использованием дистанционных образовательных технологий.

Обеспечивается доступ к информационным и библиографическим ресурсам в сети Интернет для каждого обучающегося в формах, адаптированных к ограничениям их здоровья и восприятия информации:

- для слепых и слабовидящих: в печатной форме увеличенным шрифтом, в форме электронного документа, в форме аудиофайла.
- для глухих и слабослышащих: в печатной форме, в форме электронного документа.
- для обучающихся с нарушениями опорно-двигательного аппарата: в печатной форме, в форме электронного документа, в форме аудиофайла.

Учебные аудитории для всех видов контактной и самостоятельной работы, научная библиотека и иные помещения для обучения оснащены специальным оборудованием и учебными местами с техническими средствами обучения:

- для слепых и слабовидящих: устройством для сканирования и чтения с камерой SARA CE; дисплеем Брайля PAC Mate 20; принтером Брайля EmBrailleViewPlus;
- для глухих и слабослышащих: автоматизированным рабочим местом для людей с нарушением слуха и слабослышащих; акустический усилитель и колонки;
- для обучающихся с нарушениями опорно-двигательного аппарата: передвижными, регулируемые эргономическими партами СИ-1; компьютерной техникой со специальным программным обеспечением.

9. Методические материалы

9.1. Планы семинарских занятий

Методические указания представляют собой план занятий, структурированный по темам курса, разделы которого включают цель (задачи) занятия, образовательные технологии, содержание, список источников, литературы, информационных и материально-технических ресурсов. Методические указания должны обеспечивать преподавание дисциплины в соответствии с ФГОС ВО и учебным планом.

Блок 1.

Тема занятий: “Economics Overview”

Аудиторная работа (1 ч)

I. Уваров, В. И. Английский для экономистов

Text “Economics”, Unit 1

Reading Comprehension Exercises

Speaking: Role-play a 5-minute lecture on the topic: “Economics overview”

Listening: Basic questions economics asks

Grammar: Types of Questions: Special, General, Alternative and Disjunctive Questions

Самостоятельная работа (2 ч)

I. Уваров, В. И. Английский для экономистов

II. 1) Write a summary covering the information of the Unit, using 100-150 words. Make use of the active vocabulary.

2) Render into English the following passage. In the end write one more paragraph of your own to express your ideas and/or make a conclusion.

Темы для контрольных работ, текущих, промежуточных аттестаций:

a) Why is economics classified as a social science?

- b) Which resource can be called scarce?
- c) What are the four major categories of resources?
- d) What are the two categories of labour?
- e) What are the two types of capital?
- f) Which goods are called tangible?
- g) When does scarcity happen?

Блок 2.

Темазанятий: “ Being an Economist. JobInterview ”

Аудиторная работа (1 ч)

I. Уваров, В. И. АНГЛИЙСКИЙ ДЛЯ ЭКОНОМИСТОВ

Text “Why Economics?”, “How to Win Job Interviews?” Unit 2

Reading Comprehension Exercises

Speaking: Work in pairs and role-play a job interview.

Listening: Interview with an economist

Grammar: Tenses: Present

Самостоятельная работа (2 ч)

I. Уваров, В. И. АНГЛИЙСКИЙ ДЛЯ ЭКОНОМИСТОВ

II. 1) Study the examples of CVs and a covering letter in the Writing File (see the Appendices)

and write your own Chronological CV and a covering letter. You may write as a real person to a real company or use your imagination. Your main target

is to follow the given templates.

2) Render into English the following passage. In the end write one more paragraph

of your own to express your ideas and/or make a conclusion.

Темы для контрольных работ, текущих, промежуточных аттестаций:

- a) To enjoy Economics you should like every aspect of it.
- b) If you get an Economics degree, you are guaranteed a great job.
- c) An Economics degree will let you work in different fields.
- d) The basic aim of Economics is to tell people what to think and to do.

Блок 3.

Тема занятий: “Macro- and Microeconomics. The Sectors of the Economy”

Аудиторная работа (1 ч)

I. Уваров, В. И. Английский для экономистов

Text “Macroeconomics and Microeconomics”, Unit

Reading Comprehension Exercises

Speaking: A role-play a 5-minute lecture on the topic: “Macro- and Microeconomics. The Sectors of the Economy”.

Listening: Lecture on Macroeconomics and Microeconomics

Grammar: Tenses: Past

Самостоятельная работа (2 ч)

I. Уваров, В. И. Английский для экономистов

II. 1) Study the example of a formal email in the Writing File (see the Appendices) and write an email to the Professor who delivered the lecture on the topic: “Macroand Microeconomics. The Sectors of the Economy Yesterday”. Thank him for coming to your university, write a few words about your impressions and invite the Professor to come with another lecture next week.

2) Render into English the following passage. In the end write one more paragraph of your own to express your ideas and/or make a conclusion.

Темы для контрольных работ, текущих, промежуточных аттестаций:

- a) What basic types of unemployment are mentioned in the article?
- b) What does each type of unemployment depend on?
- c) How can the government help lessen the problem of unemployment?
- d) What is GDP? Why is it necessary to estimate its level?
- e) What happens if GDP fluctuates?
- f) What are the phases of the business cycle?
- g) What are the types of production costs?
- h) What is marginal cost? Why is it necessary to be estimated?
- i) What is the difference between revenue and profit?
- j) What are the four basic categories of market structures? Characterise each of them briefly.

Блок 4. Moneys”

Аудиторная работа (2 ч)

И.Уваров, В. И. Английский для экономистов

Text “Money”, “How to Earn More Money” Unit 4

Reading Comprehension Exercises

Speaking:Role-play a conversation between an economist (Student A) and their friend (Student B).

Listening:Some basic facts from the history of money. Features of modern bank notes

Grammar: Tenses: Future

Самостоятельная работа (4 ч)

I. Уваров, В. И. Английский для экономистов

II. 1) Study the examples of CVs in the Writing File (see the Appendices) and write your own Functional CV. You may write as a real person to a real company or use your imagination. Your main target is to follow the given templates.

2) Render into English the following passage. In the end write one more paragraph of your own to express your ideas and/or make a conclusion.

Темы для контрольных работ, текущих, промежуточных аттестаций:

- a) What is a barter?
- b) What were the first notes?
- c) Being a medium of exchange, what positive influence on economy does money have?
- d) What is the benefit of using money as a measure of value?
- e) What is one of the major risks money can take being a store of value?

Блок 5.

Темазанятий: “Financial Institutions”

Аудиторная работа (2 ч)

I. Уваров, В. И. Английский для экономистов

Text “US Financial Institutions”, “Happy Days” Unit 5

Reading Comprehension Exercises

Speaking: Make a 3-page report about the system of financial institutions in your country.

Listening: Some Features of Russian Financial System

Grammar: Tenses: Future in the Past

Самостоятельная работа (4 ч)

I. Уваров, В. И. Английский для экономистов

II. 1) Study a business letter template in the Writing File (see the Appendices) and do the following task. You have prepared much information for your report about the system of financial institutions in your country. But you still need some statistics and up-to-date figures. Write a letter to your friend who works as an analyst and ask him to give you a helping hand.

2) Render into English the following passage. In the end write one more paragraph of your own to express your ideas and/or make a conclusion.

Темы для контрольных работ, текущих, промежуточных аттестаций:

- a) What are the main types of financial institutions in US financial system?
- b) What are the functions of deposit-taking institutions?
- c) What are the two types of insurance companies?
- d) What are the functions of investment banks?

Блок 6.

Тема занятий: “Banks and Loans”

Аудиторная работа (1 ч)

I. Уваров, В. И. Английский для экономистов

Text “Banks”, “How to Choose a Loan” Unit 6

Reading Comprehension Exercises

Speaking: Work in pairs. Student A should read about the first three tips.

Student B takes the rest. After that, tell your partner the summary of the part you’ve read. Discuss how useful these tips are. Can you advise anything else?

Listening: Listen to the conversation between a client and a bank consultant.

Listen to a person describing how he opened his bank account

Grammar: Tenses: Review

Самостоятельная работа (2 ч)

I. Уваров, В. И. Английский для экономистов

II. 1) You are a bank representative whose main duty is to answer the clients' emails. You need to answer an email of one of the clients, asking you how the rate of interest is calculated. Study the example of a formal email in the Writing File, use the information of the text from the Vocabulary Development section and write the email.

2) Render into English the following passage. In the end write one more paragraph of your own to express your ideas and/or make a conclusion.

Темы для контрольных работ, текущих, промежуточных аттестаций:

- a) What are the main functions of banks?
- b) Where do banks get the money for the loans?
- c) How do ATMs work?
- d) What is the difference between public sector and private sector banks?

Блок 7.

Тема занятий: "Financial Statements"

Аудиторная работа (1 ч)

I. Уваров, В. И. Английский для экономистов

Text "Financial Statements", "Several Steps to Prepare a Good Financial Report" Unit 7

Reading Comprehension Exercises

Speaking: Role-play a conversation between a newcomer (Student A) and the mentor (Student B).

Listening: Listen to the conversations and answer the questions.

Grammar: Stative Verbs

Самостоятельная работа (2 ч)

I. Уваров, В. И. АНГЛИЙСКИЙ ДЛЯ ЭКОНОМИСТОВ

II. writing: 1) Study the examples of financial statements in the Writing File (see the Appendices) and write your own approximate variants. You may either use some real data or create it by yourself. Your main target is to follow the given template.

2) Render into English the following passage. In the end write one more paragraph of your own to express your ideas and/or make a conclusion.

Темы для контрольных работ, текущих, промежуточных аттестаций:

- a) What supports the guidelines for the content and format of the statements issued for external distribution?
- b) What is the balance sheet data used for?
- c) What notes may financial statements include?

Блок 8.

Тема занятий: “ Types of Business Entities ”

Аудиторная работа (1 ч)

I. Уваров, В. И. АНГЛИЙСКИЙ ДЛЯ ЭКОНОМИСТОВ

Text “Types of Business Entities”, “How to Choose the Right Type of Business?” Unit 8

Reading Comprehension Exercises

Speaking: Work in small groups and role-play the case using the information and vocabulary of the Unit.

Listening: Listen to the conversation between Jane and Tom, her tax accountant, discussing different types of business entities and fill in the gaps in the text with the words from the table.

Grammar: Passive Voice

Самостоятельная работа (2 ч)

- 1) Study the example of minutes in the Writing File (see the Appendices) and prepare the minutes of the meeting in the role play from the previous task. Your main target is to follow the given templates.
- 2) Render into English the following passage. In the end write one more paragraph of your own to express your ideas and/or make a conclusion.

Темы для контрольных работ, текущих, промежуточных аттестаций:

- a) What may the wrong choice of the type of the business entity lead to?
- b) What is the main advantage of a sole proprietorship?
- c) What is the main disadvantage of a sole proprietorship?
- d) What is the main difference between the two types of partnership?
- e) What is in common between a sole proprietorship and partnership?
- f) What is the major difference between C- and S-corporations?
- g) The features of what entities does LLC combine?

Блок . 9

Тема занятий: “Organisational Structure and Recruitment”

Аудиторная работа (1 ч)

И.Уваров, В. И. Английский для экономистов

Text “Organisational Structure”, «How to Avoid Bad Hiring Decisions»

Unit 9

Reading Comprehension Exercises

Speaking: Work in pairs, study the given verbs and a) if you work, describe the structure of your company, b) if you do not work, describe the structure of the company you would like to work for.

Work in small groups, make use of the vocabulary and the information of the Unit to role-play the following case. You represent the management of a newly established subsidiary. Together with your head office you will produce and distribute smart phones. But to make your subsidiary work efficiently you need to decide upon its organisational structure and employ some new staff.

Listening: Listen to the conversation between Mary and Tom about advertising a job on the Internet

Grammar: Conditionals

Самостоятельная работа (2 ч)

I. Уваров, В. И. АНГЛИЙСКИЙ ДЛЯ ЭКОНОМИСТОВ

II. 1) Write a job description ad which you could post on some Internet job boards in case the chosen candidates fail or you need to employ more people.

2) Render into English the following passage. In the end write one more paragraph of your own to express your ideas and/or make a conclusion.

Темы для контрольных работ, текущих, промежуточных аттестаций:

- a) Why is it necessary to structure the work in a company?
- b) What are the basic features of traditional structures?
- c) What are the main traditional structures?
- d) What are the functions of staff departments in a line-and-staff structure?
- e) Why do employees sometimes report to several supervisors in companies with a matrix structure?

Блок . 10

Тема занятий: “Management Styles. Motivation ”

Аудиторная работа (1 ч)

I. Уваров, В. И. Английский для экономистов

Text “Management/Leadership Styles”, «How to Motivate the Staff?»

Unit 10

Reading Comprehension Exercises

Speaking: Role-play a conversation between two managers. Several months ago your consulting company opened a new office. Part of the staff moved there and a new manager was employed. Unfortunately, moving to another place and changing the members of the working teams caused several significant problems.

The new manager (Student A) reports his senior supervisor from the head office (Student B) about the problems and asks for advice.

Listening: 1) Listen to the conversation between a student and professor 2) Listen to the conversation between two managers.

Grammar: “Wish”-Sentences

Самостоятельная работа (2 ч)

I. Уваров, В. И. Английский для экономистов

II. 1) Study the example of a business letter in the Writing File and write a formal thank you letter to your supervisor, whose support turned out to be really useful.

2) Render into English the following passage. In the end write one more paragraph of your own to express your ideas and/or make a conclusion.

Темы для контрольных работ, текущих, промежуточных аттестаций:

- a) What is the relationship between leadership and management?
- b) What is the difference between Theory X and Theory Y?
- c) What is the concept of Theory Z?
- d) What is one of the most important management skills every manager should have and why?
- e) Which management style is the most effective? Why?

9.2. Методические рекомендации по подготовке письменных работ

9.3. Другие материалы

Основной **целью** курса является повышение исходного уровня достигнутого на предыдущей ступени образования и овладение студентами необходимым и достаточным уровнем иноязычной коммуникативной компетенции, которая позволит пользоваться иностранным языком в различных областях профессиональной деятельности, научной и практической работе, в общении с зарубежными партнерами, а также для дальнейшего самообразования.

Цели курса:

- Ведение профессиональной деятельности в иноязычной среде.
- Изучение современных аналитических инструментов и практических методик в своей профессиональной области.
- Изучение зарубежного опыта в определённых сферах деятельности.
- Развитие способности к стратегическому планированию, комплексному решению задач и быстрой ориентации в изменяющихся условиях.

Задачи курса:

- формирование социокультурной компетенции и поведенческих стереотипов, необходимых для успешной адаптации выпускников на рынке труда;
- развитие у студентов умения самостоятельно приобретать знания для осуществления бытовой и профессиональной коммуникации на иностранном языке – повышение уровня учебной автономии, способности к самообразованию, к работе с мультимедийными программами, электронными словарями, иноязычными ресурсами сети Интернет;
- развитие когнитивных и исследовательских умений, расширение кругозора и повышение информационной культуры студентов;

- формирование представления об основах межкультурной коммуникации, воспитание толерантности и уважения к духовным ценностям разных стран и народов;
- расширение словарного запаса и формирование терминологического аппарата на иностранном языке в пределах профессиональной сферы.

Должен знать:

- основы ведения деловой переписки;
- особенности переговорного процесса;
- нормы и правила межкультурного делового этикета;
- методы поиска данных;
- технологии перевода иностранных текстов;
- многофункциональные мультязычные переводчики для управляемых Windows компьютеров
- организационные и управленческие теории;
- современные концепции управления;
- стандарты организации и выполнения научно-исследовательских работ

Должен уметь:

- вести официальную переписку на государственном и иностранном (-ых) языках;
- проводить переговоры с деловыми партнерами;
- находить компромиссы между сторонами в решении сложных вопросов
- систематизировать и обобщать информацию;
- определять и кратко формулировать основную мысль текста на иностранном (-ых) языке (-ах);
- использовать переведенные данные для саморазвития или в иных целях;
- систематизировать и обобщать информацию;
- определять и кратко формулировать основную мысль текста на иностранном (-ых) языке (-ах);
- использовать переведенные данные для саморазвития или в иных целях.

Должен владеть:

- технологиями межличностных и межгрупповых коммуникаций;
- современными практиками управления конфликтами;
- необходимым грамматическим лексическим материалом в рамках тематических ситуаций делового общения;
- современными методами поиска в информационной среде необходимых данных;
- технологиями перевода профессиональных текстов;
- передовыми приемами и практиками в области управления;
- способами их адаптации в деятельности конкретной организации.