

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение высшего образования
"Казанский (Приволжский) федеральный университет"
Институт управления, экономики и финансов
Кафедра иностранных языков и профессиональной коммуникации

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине «Иностранный язык»

Направление подготовки: *38.05.01 Экономическая безопасность*
Профиль подготовки: *Экономико-правовое обеспечение экономической безопасности*
Квалификация выпускника: *экономист*
Форма обучения: *очное*
Язык обучения: *английский*
Год начала обучения: *2019*
Авторы: *Григорьева Е.В.*

Код и наименование компетенции	Планируемые результаты обучения	Планируемые результаты обучения для ин.яз.	Критерии оценивания результатов обучения				Оценочные средства
			неудовл.	удовл.	хорошо	отлично	
ОК–11 способность к деловому общению, профессиональной коммуникации на одном из иностранных языков	<i>З₁</i> Знать наиболее употребительные лексико-грамматические конструкции, характерные для повседневной и профессиональной речи	Знать лексико-грамматические явления, характерные для повседневной и профессиональной речи	Язык использован на уровне отдельных словосочетаний и предложений в знакомой ситуации.	Учащийся делает большое количество грубых грамматических ошибок.	Грамматические ошибки незначительны, но влияют на восприятие речи учащегося.	Использованы разные грамматических конструкций в соответствии с задачей и требованиям данного года обучения языку. Редкие грамматические ошибки не мешают коммуникации	Дискуссия по теме “Знакомство”, Дискуссия по теме “Мой родной край” Экзамен Зачет
	<i>З₂</i> Знать профессионально-ориентированную лексику	Знать профессионально-ориентированную лексику	Фрагментарные знания в области профессиональной терминологии.	Знать необходимые языковые средства, использовать их для решения научных и профессиональных задач для	Грамматические ошибки незначительны, но влияют на восприятие речи учащегося.	Безупречно знать все необходимые языковые средства при непосредственном общении на иностранном языке на	Контрольная работа по теме “Знакомство” Контрольная работа по теме "Страны изучаемого языка" Письменная работа по теме “Страны

				осуществлен ия коммуникац ии на иностранно м языке.		профессиона льные темы.	изучаемого языка” Контрольная работа по теме “Организации” Письменная работа по теме “Организации” Контрольная работа по теме «Банки» Зачет Экзамен
	З ₃ Знать речевые клише для коммуникации в устной и письменной формах на профессиональны е темы	Знать речевые клише	Отсутствие знаний и компетенций в рамках заданной тематике аспекта говорения. Язык использован на уровне отдельных слов. Отсутствие ответа или отказ от него.	Недостаточн о полный объем знаний, необходимы х для осуществлен ия процесса общения. Слабое владение языковыми средствами. Изложение ответа на вопросы с существенн ыми ошибками.	Знание основных языковых средств, способность применять их для решения типовых речевых задач в рамках учебной программы по аспекту говорения.	Точное использован ие речевых клише, стилистичес ки грамотное, лингвистиче ски и логически правильное изложение ответа. Владение всеми необходимы ми языковыми средствами.	Дискуссия по теме “Страны изучаемого языка” Дискуссия по теме “Образование в России и за рубежом” Письменная работа по теме “Маркетинг” Устный опрос по теме «Бухгалтерски й учет» Зачет Экзамен
	У ₁ – Уметь читать	Уметь читать и	Отсутствие	Неполный	Неполный	Полный	Устный опрос

	и переводить профессионально-ориентированные тексты	переводить профессионально-ориентированные тексты	перевод, отказ от него или перевод текста на уровне отдельных словосочетаний и предложений при проявлении усилий и мотивации.	перевод (50-60%). Отсутствуют смысловые искажения. Присутствуют незначительные терминологические искажения. Нарушается правильность передачи стиля переводимого текста.	перевод (70-80%). Соблюдается точность передачи содержания. Присутствуют незначительные нарушения терминологии и характерных особенностей стиля переводимого текста.	перевод (90-100%). Отсутствия смысловых и терминологических искажений. Творческий подход к передаче характерных особенностей стиля переводимого текста.	по теме "Образование в России и за рубежом" Дискуссия по теме «Инвестиции» Дискуссия по теме "Глобализация" "Устный опрос по теме "Бухгалтерский учет" Контрольная работа по теме «Банки» Дискуссия по теме «Глобализация» Деловая игра по теме "Международная торговля" Контрольная работа по теме "Страны изучаемого языка" Зачет Экзамен
	У ₂ – Уметь находить	Уметь находить информацию о	Неумение корректной	Фрагментарное умение	Достаточное умение	Высокая степень	Устный опрос по теме

	информацию о странах изучаемого языка, понимать и интерпретировать факты страноведческого характера	странах изучаемого языка, понимать и интерпретировать факты страноведческого характера	интерпретации информации страноведческого характера	демонстрировать правила этикета, этические и нравственные нормы поведения, принятые в англоязычных культурах.	демонстрировать навыки толерантного взаимодействия и социальной адаптации в межкультурной среде и в соответствии с ценностями страны изучаемого языка.	умения демонстрировать страноведческую эрудицию. Умение пользоваться сформированными навыками владения этикетом, принятым в англоязычных странах при установлении контактов с зарубежными и коллегами.	“Образование в России и за рубежом”, Дискуссия по теме «Инвестиции» Дискуссия по теме "Глобализация" Устный опрос по теме "Бухгалтерский учет" Дискуссия по теме «Глобализация» Экзамен Зачет
	У ₃ - Уметь строить монологическую и диалогическую речь с использованием наиболее употребительных лексико-грамматических	Уметь использовать основные лексико-грамматические средства в деловом общении	Неумение корректного использования основных лексико-грамматических средств в деловом общении	Фрагментарное умение использования основных лексико-грамматических средств в деловом общении	Достаточное умение использования основных лексико-грамматических средств в деловом общении	Высокая степень умения использования основных лексико-грамматических средств в деловом общении	Устный опрос по теме “Образование в России и за рубежом”, Дискуссия по теме «Инвестиции» Дискуссия по теме

	<p>средств в основных коммуникативных ситуациях неофициального, официального и профессионального общения</p>						<p>"Глобализация" Устный опрос по теме "Бухгалтерский учет" Дискуссия по теме «Глобализация» Экзамен Зачет</p>
	<p><i>V₁</i> – Владеть нормами устной и письменной коммуникации общения по основным темам специальности для решения задач межличностного и межкультурного взаимодействия.</p>	<p>Владеть различными способами устной и письменной коммуникации</p>	<p>Содержание выполненной работы не раскрывает или раскрывает лишь частично затронутую тему. Используются минимальное количество изученной лексики, используются слова родного языка вместо незнакомых иностранных слов.</p>	<p>Тема и проблематика выступления не раскрыты в полном объеме. Наблюдается многочисленные языковые ошибки, значительно нарушающие понимание. Нарушение последовательности высказывания. Речь эмоциональная</p>	<p>Высказывание связанное и последовательное. Использование большого объема языковых средств. Допускаются отдельные ошибки, не нарушившие коммуникацию и понимание. Темп речи несколько замедлен. Речь недостаточная</p>	<p>Содержание высказывания полностью соответствует поставленной коммуникативной задаче, полностью раскрывает затронутую тему. Высказывание выстроено в определенной логике, содержит не только факты, но и комментарии</p>	<p>Дискуссия по теме “Организации” Дискуссия по теме “Маркетинг” Дискуссия по теме «Глобализация» Зачет Экзамен</p>

			Отсутствие элементов собственной оценки, выражения своего отношения к затрагиваемой проблеме. Большое количество языковых (лексических, грамматических, фонетических, стилистических) ошибок, нарушающих понимание.	но не окрашена, произношение русифицировано, темп речи значительно замедленный.	эмоционально окрашена.	и по проблеме, личное отношение к излагаемым фактам и обоснование этого отношения. Высказывание связное и логически последовательное. Речь эмоционально окрашена.	
	<i>B₂</i> . навыками восприятия, обработки и передачи информации, полученной из предложенных печатных и электронных источников	Владеть навыками восприятия, обработки и передачи информации	Студент не ориентируется в тексте и не способен выполнять поставленную коммуникативную задачу.	Студент находит в данном тексте (или данных текстах) 1/2 заданной информации и способен выполнить работу в таком же объеме..	Студент способен достаточно быстро просмотреть текст или серию небольших текстов различного жанра, типа, стиля с целью	Студент способен просмотреть несложный оригинальный текст или серию небольших текстов различного жанра, типа, стиля с целью	Презентация по теме «Банки», Презентация по теме «Глобализация» Письменная работа по теме “Мой рабочий день”, Письменная работа по теме “Поиск

					<p>поиска конкретной информации . Он владеет навыками отбора значимой информации для решения задач. Однако объем выполненной работы составляет лишь 2/3 от нужного.</p>	<p>поиска конкретной информации , оценить выбранную информацию с точки зрения ее значимости для решения поставленной коммуникативной задачи.</p>	<p>работы” Презентация по теме “Образование в России” Презентация по теме “Образование в Великобритании и США” Презентация по теме “ Республика Татарстан” Презентация по теме “Россия” Экзамен Зачет</p>
--	--	--	--	--	---	--	---

ОЦЕНОЧНЫЕ СРЕДСТВА И ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ПРОВЕРКИ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ И (ИЛИ) ОПЫТА ДЕЯТЕЛЬНОСТИ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

1 семестр

Распределение баллов за формы текущего контроля:

- Контрольная работа по теме "Знакомство"(ОК-11) - 5
- Устный опрос по теме "Знакомство"(ОК-11) - 5
- Презентация №1, № 2 по теме "Мой родной край" (ОК-11) - 10
- Дискуссия по темам "Знакомство", "Мой родной край" (ОК-11) - 10
- Деловая игра № 1, № 2 по теме "Поиск работы"(ОК-11) -10
- Письменная работа №1, 2 по теме "Знакомство"(ОК-11) - 10
-

Итого: 5 + 5 + 10 + 10 +10 +10 = 50 баллов

Зачет – 50 баллов

50 + 50 = 100 баллов

2 семестр

Распределение баллов за формы текущего контроля:

- Контрольная работа №1 по теме "Страны изучаемого языка" (ОК-11) - 5
- Устный опрос №1 по теме "Образование в России и за рубежом"(ОК-11)- 5
- Презентация №1, 2 по теме "Образование в России и за рубежом (ОК-11) - 10
- Дискуссия № 1, 2 по теме "Образование в России и за рубежом", "Страны изучаемого языка" (ОК-11) - 10
- Деловая игра №1, 2 по теме "Образование в России и за рубежом", Страны изучаемого языка" (ОК-11) - 10
- Письменная работа №1, 2 по теме Страны изучаемого языка" (ОК-11) - 10

Итого: 5 + 5 + 10 + 10 +10 +10 = 50 баллов

Экзамен – 50 баллов

50 + 50 = 100 баллов

3 семестр

Распределение баллов за формы текущего контроля:

- Деловая игра по теме “Organizations” (О -11) - 5 баллов
- Деловая игра по теме “Marketing” – (ОК-11)-5 баллов
- Устный опрос по теме “Marketing” – (ОК-11)-5 баллов
- Устный опрос по теме “Organizations” (ОК-11) - 5 баллов
- Письменная работа по теме “Organizations” (ОК-11) - 5 баллов
- Письменная работа по теме “Marketing” (ОК-11) - 5 баллов
- Дискуссия по теме “Organizations” (ОК-11) - 5 баллов
- Дискуссия по теме “Marketing” (ОК-11) - 5 баллов
- Презентация по теме “Organizations” (ОК-11) - 5 баллов
- Презентация по теме “Marketing” (ОК-11) - 5 баллов
- Контрольная работа по теме “Organizations”(ОК-11) - 5 баллов

Итого: $5 + 5 + 10 + 10 + 10 + 10 = 50$ баллов

Зачет – 50 баллов

$50 + 50 = 100$ баллов

4 семестр

Распределение баллов за формы текущего контроля:

- Контрольная работа по теме «Банки» (ОК-11) - 5 баллов
- Устный опрос по теме «Бухгалтерский учет» (ОК-11) - 5 баллов
- Презентация по теме «Глобализация» (ОК-11) - 5 баллов
- Презентация по теме «Банки» (ОК-11) - 5 баллов
- Дискуссия по теме «Инвестиции» (ОК-11) - 5 баллов
- Дискуссия по теме «Глобализация» (ОК-11) - 5 баллов
- Деловая игра по теме «Бухгалтерский учет» (ОК-11) - 5 баллов
- Деловая игра по теме «Международная торговля» (ОК-11) - 5 баллов
- Письменная работа по теме «Деловая корреспонденция» (ОК-11) - 5 баллов
- Письменная работа по теме «Инвестиции» (ОК-11) - 5 баллов

Итого: $5 + 5 + 10 + 10 + 10 + 10 = 50$ баллов

Экзамен – 50 баллов

$50 + 50 = 100$ баллов

Соответствие баллов и оценок для зачета:

0-55 – незачтено

56–100 – зачтено

Соответствие баллов и оценок для экзамена:

0-55 – неудовлетворительно

56-70 – удовлетворительно

71-85 – хорошо

86-100 – отлично

ТЕКУЩИЙ КОНТРОЛЬ

1 семестр:

Темы:

1. Знакомство: «Семья», «Рабочий день», «Поиск работы».

2. Мой родной край: «Россия», «Республика Татарстан», «Казань».

Распределение баллов за формы текущего контроля:

- Контрольная работа по теме "Знакомство" (ОК-11) - 5
- Устный опрос по теме "Знакомство" (ОК-11)- 5
- Презентация №1, № 2 по теме "Мой родной край" (ОК-11) - 10
- Дискуссия по темам "Знакомство", "Мой родной край" (ОК-11) - 10
- Деловая игра № 1, № 2 по теме "Поиск работы" (ОК-11) - 10
- Письменная работа №1, 2 по теме "Знакомство" (ОК-11) - 10

Итого: $5 + 5 + 10 + 10 + 10 + 10 = 50$ баллов

Зачет – 50 баллов

$50 + 50 = 100$ баллов

КОНТРОЛЬНАЯ РАБОТА

1. Контрольная работа проводится по трем вариантам. Контрольная работа выполняется на занятии и на выполнение заданий дается 90 минут. За выполнение варианта студент может получить 5 баллов. Таким образом, за данную форму текущего контроля (контрольная работа) по дисциплине студент получает до 5 баллов.

2. Критерии оценивания

Оценка «отлично» (выполнено от 91% до 100%) – Правильно выполнены все задания. Продемонстрирован высокий уровень владения материалом. Лексика соответствует поставленной задаче и пройденному материалу. Грамматические ошибки отсутствуют. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий.

Оценка «хорошо» (выполнено от 70% до 90%) - Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Лексика соответствует поставленной задаче и пройденному материалу, но имеются незначительные ошибки. Грамматические ошибки незначительны. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.

Оценка «удовлетворительно» (выполнено от 51% до 69%) – Задания выполнены более чем наполовину. Присутствуют серьезные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Лексика не всегда соответствует поставленной задаче и пройденному материалу, имеются значительные ошибки. Допущены грубые грамматические ошибки. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.

Оценка «неудовлетворительно» (выполнено от 0% до 50%) - Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Большое количество лексических ошибок. Допущено большое количество грамматических ошибок. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.

3. Методические указания для преподавателя: студенты получают номер варианта, соответствующий списку заданий и выполняют контрольную работу по вариантам, письменно. По окончании – сдают работы на проверку.

4. Методические указания для студента: Do all the assignment in accordance with your variant.

Контрольная работа №1 по теме «Семья».

Вариант I:

I.

a. Read the text.

We are family...

(two sisters tell the truth about themselves – and each other)

WENDY, the younger sister says: I always thought Carnie was really cool. Especially when she was a teenager and had bright red hair. I desperately wanted to be with her and her friends, and sometimes I followed them, but she hated that. When we were kids we both had a lot of material things like toys and clothes, but even then we knew that Mom and dad weren't happy. Our

parents separated and we stayed with my Mom. And it was the thing that brought me and Carnie closer together. Nothing is going to stop us from being sisters. CARNIE, the older sister says: I sometimes think that poor Wendy has spent all her life competing with me. She was a very quite, shy child, while I was incredibly talkative – I was awful! I wasn't interested in studying, all I wanted to do was parties, and Wendy used to tell my parents. I was very jealous of Wendy also because she was more attractive than me. But she always defended me when other people criticized me. We were also very close and a lot of fun together.

b. If information refers to (Wendy) write W, if (Carnie) write C. Which of two sisters...

1. had a more eccentric hairstyle
2. didn't want to be with her sister
3. tried to compete with her sister
4. wasn't a good student
5. told her parents when her sister something wrong
6. was jealous of her sister
7. always defended the other sister

c. Choose and write down the meaning of these words.

1. cool

- a. boring
- b. fashionable

2. kids

- a. children
- b. adults

3. hate

- a. love
- b. not to love
4. shy

a. quiet

b. sociable

5. talkative

- a. talks a lot
- b. independent

6. to be close

- a. to get on very well
- b. to get on very badly

II. Open the brackets using verbs in Present Perfect, Past Simple, Past Continuous or Past Perfect.

1. Last summer we (to live) in the country and (to go) to the river every day. 2. My sister (to spend) a lot of money yesterday. 3. She is so upset: she (to lose) the key to the front door. 4. By the 1st of September all the children (to return) from the country. 5. Columbus (to discover) America 500 years ago. 6. Columbus (not to know) that he (to discover) America. 7. I already (to read) five English books. 8. He (to discuss) the problem with a lot of people before he (to take) a decision. 9. Mother (to bake) a delicious cake! Sit down at the table and let's eat it! 10. She (to read) an English book the whole evening yesterday. 11. I never (to be) to Greece. 12. They (to tell) me yesterday that you (to get) an excellent mark. 13. When you (to receive) a letter from your friend? 14. Our grandmother (to cook) dinner from twelve till three yesterday. 15. Look! What beautiful flowers she (to buy)! 16. They (to travel) along the coast of Africa last year. 17. We (not to see) each other for ages. 18. They (to eat) all the apples which I (to bring). 19. When the children (to have) dinner, they (to go) for a walk. 20. You ever (to be) to the Niagara Falls? 21. At this time yesterday they (to sit) on the sofa and (to listen) to their

grandmother who (to tell) them fairy tales.

III. Translate into English using prepositions on, in, at, to, into.

1. Летом они всегда ездят на юг.
2. Мой папа работает на заводе, а мама в библиотеке.
3. Где твой папа? — Он на работе.
4. Мой старший брат учится в университете, а я учусь в школе.
5. Наша бабушка обычно ходит в магазин утром.
6. В магазине она покупает продукты.
7. Мой друг живет на севере.
8. Вечером мы поехали в город.
9. Мы провели лето на юге.

Контрольная работа №1 по теме «Семья».

Вариант II:

I.

a. Read the text and translate the given abstract in italic type.

Do I really look like this?

Our passport (or identity card) photo is the photo we show to the largest number of different people during our lives. But how happy are we with our photo? Do we make an effort to get a good one? According to research by the US printer company Lexmark, the answer varies according to nationalities. It seems that the Italians are the most embarrassed about their passport photo (21% said they didn't like showing it to other people). On the other hand, 98% of Norwegians said they were happy with their photos. And the French spend most their time trying to get the perfect photo (sometimes spending an hour in the photo booth!). We asked three British media celebrities how they felt about their passport photos... MICHEL WINNER (film director) —I used to be very proud of my passport photo, said Michel Winner. —For more than forty years I looked like an elegant film director. But recently Michel renewed his passport and took a new photo in a photo booth. *Now I look like a drug dealer,* he says. RUTH ENGLAND (TV holiday show presenter) Ruth England spends her life travelling and showing her passport photo to passport officials around the world. She confessed, —Once I had a passport photo where I looked really hideous and so I deliberately —lost my passport and got a new one. For my latest passport, I took several photos and chose the best one. I quite like it. I've had much worse ones. TOBY YOUNG (author and journalist) Toby Young said, —I'm often stopped when I go through passport control because I don't look like my passport photo at all. In my photo I had a lot more hair but now I'm bald. No one believes it is me. So, now I have two possibilities: take a wig with me every time I travel or get a new passport photo.

b. Read the first passage of the text one more time and answer the questions.

1. Why is our passport photo important?
2. Which nationality are the least happy with their photo?
3. Which are the happiest?
4. Which nationality are the vainest?

c. Choose the right meaning to each word.

1. Research
 - a. a study
 - b. a book
2. Embarrassed
 - a. feeling uncomfortable

- b. feeling happy
- 3. Celebrities
 - a. journalists
 - b. famous people
- 4. Proud
 - a. feeling pleased with yourself
 - b. feeling unhappy with yourself
- 5. Hideous
 - a. very beautiful
 - b. very ugly
- 6. Bald
 - a. without hair
 - b. with a lot of hair
- 7. Wig
 - a. a kind of document
 - b. false hair

II. Open the brackets using verbs in Present Perfect, Past Simple, Past Continuous or Past Perfect.

1. He (to come) home late yesterday. 2. She is very glad: she (to finish) her composition at last. 3. He (to translate) the whole text by eleven o'clock. 4. I never (to be) to Rome. 5. Last year we (to work) very much. 6. When I (to have) breakfast, I went to school. 7. I (not to see) you for ages! I am very glad to see you. 8. When you (to see) the "Swan Lake"? 9. My sister already (to graduate) from the university. 10. He repaired the toy which his brother (to break) the day before. 11. I (to see) an interesting TV programme this week. 12. You ever (to be) to Trafalgar Square? 13. They (to cook) the whole day yesterday. 14. I just (to see) Jack. 15. She (to wash) the dishes from five till six. 16. Look! She (to draw) a very nice picture. 17. At this time yesterday I (to talk) to my friend. 18. The TV programme (to begin) before I (to come) home. 19. I (not to eat) ice cream since summer. 20. I understood that she (not to read) my letter. 21. It's all right: she (to find) the way out of the situation.

III. Translate into English using prepositions on, in, at, to, into.

1. Владивосток расположен на Дальнем Востоке.
2. Вчера мы были в театре.
3. Позавчера мы были в парке.
4. Завтра мы пойдем в кино или в музей.
5. Где твой брат? — Он в комнате, стоит у окна.
6. Утром папа идет на завод, мама идет в библиотеку, мой брат идет в университет, а я иду в школу.
7. Потом мы подошли к реке.
8. Где ребенок? — Он в постели. Мама уложила его в постель полчаса назад.
9. В городе было очень жарко, и мы решили поехать за город.

Контрольная работа №1 по теме «Семья».

Вариант III:

- I.**
- a. Read the text**

Families have a great-great future.

Twenty years ago, the typical extended family was 'wide'. It usually consisted of two or three generations, with many children in each 'nuclear family'. People had lots of aunts and uncles but often didn't know their grandparents. However, according to a new study by the British research group Mintel, the family is changing shape. Here are some of their predictions:

1. Most children will know their great-grandparents (and even great-great-grandparents) because people are living longer.
2. Very few children will have brothers or sisters, and it will be common to be an only child. As a result, future generations will not have many cousins either.
3. Many people will grow up isolated from other children and young adults. This will make them more selfish and introverted.
4. More couples will divorce and re-marry, some more than once. They may have children with their new partners, so many children will have a stepmother or stepfather and half-brothers or sisters.
5. There will be more single-parent families.

b. Match the underlined words with their definitions.

<u>1. extended family</u>	a) your grandparents' parents
<u>2. great-grandparents</u>	b) a child who doesn't have any brothers and sisters
<u>3. great-great-grandparents</u>	c) families where the mother or father is bringing up the children on his/her own
<u>4. cousins</u>	d) your uncle's or aunt's children
<u>5. an only child</u>	e) the family of your husband/wife
<u>6. couples</u>	f) all your relatives including your aunts, grandparents, etc.
<u>7. stepmother</u>	g) your grandparents
<u>8. half-brothers</u>	h) boys who have the same father as you but a different mother
<u>9. single-parent families</u>	i) the new wife of your father
	j) people who are having a relationship

c. Answer the questions.

1. Are you having dinner with your family tonight?
2. Are you getting married soon?
3. Are you going out with your brothers or sisters on Saturday night?
4. Are you going to have nephew or niece soon?
5. Are you going to leave home in the near future?
6. Are you going to go on holiday with your family this year?

II. Open the brackets using verbs in Present Perfect, Past Simple, Past Continuous or Past Perfect.

1. She is very happy: her son (to finish) school.
2. My brother (to train) at the stadium from six till eight yesterday.
3. My sister (to buy) a pair of nice model shoes this month.
4. I (not to dance) for ages.
5. When Nick (to come) from school, his friends (to play) in the yard.
6. When your sister (to go) to London?
7. My friend just (to recover) after a serious illness.
8. I never (to

be) to the Bahamas. 9. At this time yesterday we (to talk) about you. 10. I (to speak) to my friend yesterday. 11. Look! Kate (to wash) all the dishes. 12. Your mother (to return) from work? Can I speak to her? 13. She (to do) her flat the whole day on Saturday. 14. The cat (to drink) all the milk which I (to give) it. 15. You ever (to be) to Piccadilly Circus? 16. He (not to read) Turgenev since he was a pupil. 17. They (to reach) the river by sunset. 18. Only when she was going to bed, she remembered that she (to forget) to ring up her friend. 19. He (to spend) two weeks in Scotland two years ago. 20. I (to buy) a lovely fashionable dress. Now I shall look smart at the party. 21. When she (to spend) all her money, she (to go) home.

III. Translate into English using prepositions on, in, at, to, into.

1. После завтрака мы поехали на вокзал.
2. На вокзале было много народу.
3. Люди стояли на платформе и ждали поезда.
4. За городом было чудесно.
5. Сначала мы пошли в лес.
6. Где твоя сестра? — Она в школе.
7. Было жарко, но, когда мы вошли в лес, стало прохладно.
8. Мы плавали в реке, а бабушка сидела у реки на траве.
9. Где твой дедушка? — Он в парке.

УСТНЫЙ ОПРОС

1. Устный опрос проводится по трем вариантам. Студент получает одну из трех карточек, на которых указаны 5 вопросов для устного опроса. За правильный ответ на 1 вопрос, студент получает 1 балл, соответственно за выполнение одного варианта студент получает до 5 баллов. Таким образом, за данную форму текущего контроля (устный опрос) по дисциплине студент получает до 5 баллов.

2. Критерии оценивания

5 баллов - Задание полностью выполнено: цель общения успешно достигнута, тема раскрыта в заданном объеме. Демонстрирует способность логично и связно вести беседу: активно включается в беседу и поддерживает ее с соблюдением очередности при обмене репликами, при необходимости проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя. Демонстрирует словарный запас, адекватный поставленной задаче. Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок. Речь понятна: в целом соблюдает правильный интонационный рисунок; не допускает фонематических ошибок; все звуки в потоке речи произносит правильно.

4 балла - Задание выполнено: цель общения достигнута, однако тема раскрыта не в полном объеме. В целом демонстрирует способность логично и связно вести беседу: включается в беседу, и в большинстве случаев поддерживает ее с соблюдением очередности при обмене репликами, не всегда проявляет инициативу при необходимости смены темы, демонстрирует наличие проблемы в понимании собеседника. Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдается некоторое затруднение при подборе слов и отдельные неточности в их употреблении. Использует структуры, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания. В основном речь понятна: не допускает фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный.

3 балла - Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме. Демонстрирует неспособность логично и связно вести беседу: не сразу включается в беседу и не стремится поддерживать ее, не проявляет инициативы при необходимости смены темы, передает наиболее общие идеи в

ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника. Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи. Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание. В отдельных случаях понимание речи затруднено из-за наличия фонематических ошибок; неправильного произнесения отдельных звуков; неправильного интонационного рисунка; требуется напряженное внимание со стороны слушающего.

1 - 2 балла - Задание не выполнено: цель общения не достигнута. Не может поддерживать беседу. Словарный запас недостаточен для выполнения поставленной задачи. Неправильное использование грамматических структур делает невозможным выполнение поставленной задачи. Речь почти не воспринимается на слух из-за большого количества фонематических ошибок и неправильного произнесения многих звуков.

3. Методические указания для преподавателя. Устный опрос проводится по трем вариантам. Студент получает одну из трех карточек, на которых указаны 5 вопросов для устного опроса. В случае необходимости предоставляется время на подготовку.

4. Методические указания для студента. Answer all the questions on your card. You have 5 minutes for preparation.

Устный опрос по темам: «Семья», «Рабочий день», «Поиск работы».

Вариант I

1. What is a "traditional" family nowadays?
2. What is your daily routine?
3. When you bring up a child, what do you think is the most important thing to teach him/her?
4. As a child, who did you look up to?
5. How do people usually look for a job? What sources do they use?

Устный опрос по темам: «Семья», «Рабочий день», «Поиск работы».

Вариант II

1. Is your name a common name in your region?
2. Are you an only child?
3. Where did you grow up?
4. How do students usually spend their free time?
5. What working hours are distinguished in your country?

Устный опрос по темам: «Семья», «Рабочий день», «Поиск работы».

Вариант III

1. As a child, did anyone tell you off? Why? Did this make you stop or did you carry on anyway?
2. Which member of your family do you get on with best?
3. Who is the core of your family?
4. What leisure activities could people be involved into?
5. Speak about “dos” and “don’ts” of the 1st day at work.

ПРЕЗЕНТАЦИЯ

1. Презентация проводится по трем вариантам. Студентам дается ситуация и три варианта входных данных. За выполнение одного варианта студент получает до 5 баллов. В рамках семестра предусмотрено 2 презентации. Таким образом, за данную форму текущего контроля (презентация) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания.

Максимальное количество баллов за выступление и презентацию – 5баллов

Критерии оценки выступления и презентации:

- соответствие содержания теме;
- правильная структурированность информации;
- эстетичность оформления, его соответствие требованиям;
- набор лексических и грамматических единиц, их правильное использование;
- взаимодействие с аудиторией, умение отвечать на вопросы, соблюдение регламента.

Критерий № 1: 1 балл – содержание выступления соответствует теме, 0,5 балла – содержание выступления частично соответствует заявленной теме; 0 баллов – содержание не соответствует теме.

Критерий №2: 1 балл– выступление и презентация структурированы правильно, согласно требованиям; 0,5 балла – структура частично выдержана в рамках правил; 0 баллов – информация не структурирована.

Критерий №3: 1 балл – презентация оформлена согласно требованиям; 0,5 балла – презентация оформлена частично по требованиям; 0 баллов – оформление не соответствует требованиям.

Критерий №4: 1 балл – лексика и грамматика использованы правильно, выступающий владеет английским языком уверенно; 0,5 балла – лексические и грамматические явления использованы с ошибками, не влияющими на понимание, 0 баллов – лексика и грамматика используются не правильно, много ошибок.

Критерий №5: 1 балл – выступающий взаимодействует с аудиторией, уверенно и лаконично отвечает на вопросы, не вышел за рамки регламента; 0,5 баллов – выступающий слабо взаимодействует с аудиторией, плохо отвечает на вопросы, немного вышел за рамки регламента; 0 баллов – выступающий не взаимодействует с аудиторией, не может ответить на вопросы, не соблюдает регламент.

Методические рекомендации преподавателям по работе с презентациями и выступлениями

Мультимедийные презентации - это вид самостоятельной работы студентов по созданию наглядных информационных пособий, выполненных с помощью мультимедийной компьютерной программы PowerPoint. Этот вид работы требует координации навыков студента по сбору, систематизации, переработке информации, оформления её в виде подборки материалов, кратко отражающих основные вопросы изучаемой темы, в электронном виде. То есть создание материалов-презентаций расширяет методы и средства обработки и представления учебной информации, формирует у студентов навыки работы на компьютере.

Материалы-презентации готовятся студентом в виде слайдов с использованием программы Microsoft PowerPoint. В качестве материалов-презентаций могут быть представлены результаты любого вида внеаудиторной самостоятельной работы, по формату соответствующие режиму презентаций.

Затраты времени на создание презентаций зависят от степени трудности материала по теме, его объёма, уровня сложности создания презентации, индивидуальных особенностей студента и определяются преподавателем.

Требование к студентам по подготовке и презентации доклада на занятиях.

1. Доклад - это сообщение по заданной теме, с целью внести знания из дополнительной литературы, систематизировать материал, проиллюстрировать примерами, развивать навыки самостоятельной работы с научной литературой, познавательный интерес к научному познанию.
2. Тема доклада должна быть согласована с преподавателем и соответствовать теме занятия.
3. Материалы при его подготовке, должны соответствовать научно-методическим требованиям образовательной организации и быть указаны в докладе.
4. Необходимо соблюдать регламент, оговоренный при получении задания.
5. Иллюстрации должны быть достаточными, но не чрезмерными.
6. Работа студента над докладом-презентацией включает отработку навыков ораторства и умения организовать и проводить диспут.
7. Студент в ходе работы по презентации доклада, отрабатывает умение ориентироваться в материале и отвечать на дополнительные вопросы слушателей.
8. Студент в ходе работы по презентации доклада, отрабатывает умение самостоятельно обобщить материал и сделать выводы в заключении.
9. Докладом также может стать презентация реферата студента, соответствующая теме занятия.
10. Студент обязан подготовить и выступить с докладом в строго отведенное время преподавателем, и в срок.

Инструкция докладчикам и содокладчикам

Докладчики и содокладчики - основные действующие лица. Они во многом определяют содержание, стиль, активность данного занятия. Сложность в том, что докладчики и содокладчики должны знать и уметь очень многое:

- сообщать новую информацию;
- использовать технические средства;
- знать и хорошо ориентироваться в теме всей презентации (семинара);
- уметь дискутировать и быстро отвечать на вопросы;
- четко выполнять установленный регламент: докладчик - 10 мин.; содокладчик - 5 мин.; дискуссия - 10 мин.;
- иметь представление о композиционной структуре доклада.

Задачи преподавателя:

- помочь в выборе главных и дополнительных элементов темы;
- консультировать при затруднениях.

Задачи студента:

- изучить материалы темы, выделяя главное и второстепенное;
- установить логическую связь между элементами темы;
- представить характеристику элементов в краткой форме;
- выбрать опорные сигналы для акцентирования главной информации и отобразить в структуре работы;
- оформить работу и предоставить к установленному сроку.

Методические рекомендации для студента

Ваше выступление и презентация должны соответствовать следующим требованиям:

- Читаемость слайдов; незагруженность слайдов; использованный шрифт (должен быть без засечек, не злоупотреблять прописным, не мелкий).
- Соблюдение единого стиля оформления; Использование на одном слайде не более 3-х цветов;
- Лаконичность - размещение на слайде только необходимых, существенных информационных объектов в сжатом виде с сохранением максимальной информативности;
- Структурность - оформление структуры информационного объекта в четкой, легко запоминающейся форме, отражающей его характер;
- Текст носит тезисный характер;
- Используются короткие слова и предложения;
- Минимизировано количество предлогов, наречий, прилагательных;
- Заголовки привлекают внимание аудитории;
- Информация соответствует достоверным источникам;
- Логика построения презентации;
- Язык понятен аудитории;
- Техническая чистота (форматирование текста, отсутствие графических, стилистических, грамматических ошибок).
- Раскрытие темы;
- Форма представления (творческий подход);
- Умение отвечать на вопросы: лаконичность и аргументированность;
- Соответствие регламенту (10 минут).

Задание для студента. Study the topic of the presentation and the list of questions to be observed. Choose the variant of the task. Use the Internet and/or the teacher's resources, make a presentation.

Презентация №1 по теме: «Республика Татарстан», «Казань».

Вариант I:

Geographical position. Industrial regions

1. Location of the Republic.
2. Climate of the Republic.
3. The territory of the Republic.
4. Rivers of the Republic.
5. The main industries of the Republic.
6. The economic regions of the Republic.
7. The main industries of the new industrial Northeast region.
8. The main industries of the industrial Northwest region.
9. The rural agricultural regions of the Republic.
10. The main export products.

Презентация №1 по теме: «Республика Татарстан», «Казань».

Вариант II:

History. The government.

1. Ancient Bulgars.
2. Zolotaya Orda (Golden Hord) State.
3. Establishment of Tatar Autonomous Soviet Socialist Republic.

4. Declaration of State Sovereignty of the Republic.
5. The Republic of Tatarstan nowadays.
6. The capital of the Republic.
7. The head of the government.
8. Tatarstan's unicameral State Council
9. The official languages of the Republic.
10. The state emblem and national flag of the Republic.

Презентация №1 по теме: «Республика Татарстан», «Казань».

Вариант III:

Culture.

1. The historic heart of Kazan - the Kremlin.
2. Moslem mosques.
3. Mosque of Kul-Sharif.
4. Suyumbike tower.
5. The combination of Russian and Tatar cultures in the architectural appearance of Kazan.
6. The Kazan State University.
7. Tatar national cuisine.
8. Tatar famous poets.
9. Tatar famous composers.
10. Tatar famous singers.

Презентация №2 по теме: «Россия».

Вариант I:

Geographical position. Regions

1. Location of Russia.
2. Climate of Russia.
3. The territory of Russia.
4. Rivers and seas of Russia.
5. The capital of Russia.
6. Regions of Russia.
7. Population of Russia.
8. National flag and state symbol of Russia.
9. Traditional religions of Russia.
10. Mineral resources of Russia.

Презентация №2 по теме: «Россия».

Вариант II:

History. The government.

1. The first Russian dynasty.
2. Peter the Great.
3. Catherine the Great.
4. The second World War.
5. Collapse of the USSR.
6. Political status of Russia.
7. The head of state.
8. The head of the government.

9. The languages of Russia.
10. The state emblem and national flag of Russia.

Презентация №2 по теме: «Россия».

Вариант III:

Culture.

1. The heart of Moscow - the Kremlin.
2. The Red Square.
3. The Bolshoi Theatre.
4. The Moscow State University.
5. National traditions in Russia.
6. National holidays in Russia.
7. Russian national cuisine.
8. Russian famous poets.
9. Russian famous composers.
10. Russian famous singers.

ДИСКУССИЯ

1. Дискуссия проводится по трем вариантам. Студенты делятся на три группы, каждая группа получает свой вариант. Студенты готовят монологическое высказывание по каждому вопросу, ведут дискуссию в большой группе, задают вопросы. За выполнение одного варианта студент получает до 5 баллов. В рамках семестра предусмотрено 2 дискуссии. Таким образом, за данную форму текущего контроля (дискуссия) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания

5 баллов («отлично»)

Обучающийся сумел решить речевую задачу, правильно употребив при этом языковые средства, свободно выражал коммуникативное намерение, адекватно использовал компенсаторные языковые возможности. В ходе дискуссии умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

Высокий уровень владения материалом по теме дискуссии. Превосходное умение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Высокий уровень этики ведения дискуссии.

4 балла («хорошо»)

Обучающийся решил речевую задачу, но произносимые в ходе дискуссии реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

Средний уровень владения материалом по теме дискуссии. Хорошее умение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Средний уровень этики ведения дискуссии.

3 балла («удовлетворительно»)

Обучающийся решил речевую задачу не полностью. Некоторые реплики партнера вызывали у него затруднения. Наблюдались паузы, мешающие речевому общению.

Низкий уровень владения материалом по теме дискуссии. Слабое умение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Низкий уровень этики ведения дискуссии.

1-2 балла («неудовлетворительно»)

Обучающийся не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению реплики партнера, его участие в дискуссии было минимальным или молчал.

Недостаточный уровень владения материалом по теме дискуссии. Неумение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Отсутствие этики ведения дискуссии.

3. Методические указания для преподавателя. Студенты делятся на три группы, каждая группа получает своей вариант. Студенты готовят монологическое высказывание по каждому вопросу, ведут дискуссию в большой группе, задают вопросы.

4. Методические указания для студента. Makeup 3 groups. Pick up the card with the discussion questions and discuss them within the group. Each of you should make a short speech, and be ready to discuss your point of view.

Дискуссия №1 по теме: «Знакомство».

Вариант I:

Подготовьте недостающие статистические данные по вашей стране согласно условиям дискуссии. На основе полученных данных подготовьте аргументированные ответы на предложенные вопросы и затем обсудите их в группе.

<i>Families</i>	<i>in the USA</i>	<i>in the UK</i>	<i>in Russia</i>
Marriages that end in divorce	50%	33%	
Families with only parent	25%	25%	
Children who live in a single-parent home at some time	50%	33%	
Children whose parents aren't married	33%	40%	
Single parents who are men	10%	10%	

1. Discuss the statistics about families in the USA and the UK. How do you think the same statistics would be different in Russia?
2. What's your opinion of the current situation with the family life in our country?
3. Is it different from the situation twenty years ago? If yes, what are the possible reasons for that?
4. How could it be changed?

Дискуссия №1 по теме: «Знакомство».

Вариант II:

Read the following statements. Which do you think are true for your country? Discuss your ideas in groups.

- 1) People are working longer hours than in the past.
- 2) Watching TV is the most popular leisure time activity.
- 3) Most people read a newspaper regularly.
- 4) The majority of women work full-time.
- 5) Women do the main share of the housework.
- 6) People are eating more and more ready meals and takeaways.
- 7) The majority of young people have a full-time job by the time they are twenty.

- 8) Young people these days spend more time socializing than doing homework.
- 9) Pensioners are more physically active than teenagers are.
- 10) Regular Internet users are often keen on sport as well.
- 11) The majority of people take part in a sport at least once a week.
- 12) People waste a lot of time at work.

Дискуссия №1 по теме «Знакомство».

Вариант III:

Read the following tips for finding a job and discuss which ones you agree or don't agree with. Why?

1. Contact your friends and see how they can help.
2. Visit an employment agency and ask about available jobs.
3. Look for the job that gives the best salary.
4. Read the advertisements in the Business section of your local newspaper and try to find a job that matches your skills, qualifications and interests.
5. Ask your parents or their colleagues to get you a job in the companies where they work.
6. Discuss your goals and interests with your friends and make a plan for how to proceed.
7. Talk to a counselor at the place where you are studying and ask for some advice.

Дискуссия №2 по теме: «Мой родной край».

Вариант I:

Russia is a huge multinational country. The official language is Russian but there is a large number of big ethnic groups and national minorities living in the country. Today we see the real mix of cultures and languages. Discuss the questions:

1. How many languages can you speak?
2. Which languages are the most difficult to learn?
3. Does language make the personalities of each nationality different?
4. Should different languages be preserved? Why or why not?
5. What is the best way to preserve languages?
6. How do you think the world would be different if there was only one language?
7. What are your feelings towards your own language?

Дискуссия №2 по теме: «Мой родной край».

Вариант II:

Discuss the following questions. Use the phrases: I'd say that... If you ask me... Personally I think, that... Personally speaking, ... In my opinion, ... In my view... I feel that... My feeling is that... As far as I'm concerned... to emphasize that something is your own opinion.

1. What is the position of Russia in the modern world?
2. What role does Russia play in world economy and policy?
3. Is it important for Russia to be on good terms with the rest of the world?
4. Is it possible that Russia will become a superpower again?
5. Under what conditions do you think this can happen?
6. What images spring to mind when you hear the country Russia?

7. What things about Russia do you think Russians are proud of?
8. How different is Russia from other European countries?
9. What things can the world learn from Russia?
10. How has your country made you the person you are today?

Дискуссия №2 по теме: «Мой родной край».

Вариант III:

B: Read the following statistics about the demography of the Republic of Tatarstan and discuss the following questions:

The Republic of Tatarstan is a mix of different nationalities and religions. There are about 2 million ethnic Tatars and 1.5 ethnic Russians, along with significant numbers of Chuvashes, Maries, and Udmurts, Mordvins, Bashkirs and other nationalities.

Ethnic group	2016 Census	
Russians	1,501,369	39,7%
Tatars	2,012,571	53,2%
Chuvash	116,252	3,1%
Others	150,244	4,1%

1. Is nationality a problem in today's world?
2. Is nationality important?
3. What is necessary to preserve ethnic cultures?

ДЕЛОВАЯ ИГРА

1. Деловая игра проводится по трем вариантам. Студенты делятся на три группы, каждая группа получает свой вариант ситуации.

За работу в группе студент получает до 5 баллов. В рамках семестра предусмотрено 2 деловые игры. Таким образом, за данную форму текущего контроля (деловая игра) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания:

- лексическое разнообразие;
- корректное использование грамматических конструкций;
- аргументированность принятых решений;
- решение проблемы;
- беглость речи.

5 Баллов:

Задание полностью выполнено: цель общения успешно достигнута, тема раскрыта в заданном объеме. Демонстрирует способность логично и связно вести беседу: активно включается в беседу и поддерживает ее с соблюдением очередности при обмене репликами, при необходимости проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя. Демонстрирует словарный запас, адекватный поставленной задаче. Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок. Речь понятна: в целом соблюдает правильный интонационный рисунок; не допускает фонематических ошибок; все звуки в потоке речи произносит правильно.

4 Балла:

Задание выполнено: цель общения достигнута, однако тема раскрыта не в полном объеме. В целом демонстрирует способность логично и связно вести беседу: включается в беседу, и в большинстве случаев поддерживает ее с соблюдением очередности при обмене репликами, не всегда проявляет инициативу при необходимости смены темы, демонстрирует наличие проблемы в понимании собеседника. Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдается некоторое затруднение при подборе слов и отдельные неточности в их употреблении. Использует структуры, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания. В основном речь понятна: не допускает фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный.

3 Балла:

Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме. Демонстрирует неспособность логично и связно вести беседу: не сразу включается в беседу и не стремится поддерживать ее, не проявляет инициативы при необходимости смены темы, передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника. Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи. Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание. В отдельных случаях понимание речи затруднено из-за наличия фонематических ошибок; неправильного произнесения отдельных звуков; неправильного интонационного рисунка; требуется напряженное внимание со стороны слушающего.

2 балла:

Задание не выполнено: цель общения не достигнута. Не может поддерживать беседу. Словарный запас недостаточен для выполнения поставленной задачи. Неправильное использование грамматических структур делает невозможным выполнение поставленной задачи. Речь почти не воспринимается на слух из-за большого количества фонематических ошибок и неправильного произнесения многих звуков.

0 баллов:

Отказ от выполнения задания

3. Методические указания для преподавателя. Учитель заранее готовит материалы для проведения деловой игры, которые могут содержать описание ролей, справочную информацию. На занятии учитель знакомит студентов с ситуацией и раздает подготовленный материал, задача студентов – используя предложенный материал, решить ту или иную коммуникационную задачу, которая содержится в описании деловой игры.

4. Методические указания для студента. Listen to the description of the situation. Pick the card and use the information from the card in order to solve the task.

Деловая игра №1 по теме: «Поиск работы».

Вариант I:

Student A: You are a recruiter for a headhunting company. You'd like to recruit Student B, a senior accountant, for a position at another company. Call and ask if he/she is satisfied with his/her job. Try to get him/her to have lunch with you to discuss your offer.

Student B: You are a senior accountant. You have been with your company for 15 years. Soon your phone will ring.

Деловая игра №1 по теме: «Поиск работы».

Вариант II:

Student A: Interview candidate

You have applied for a holiday job as a waiter at a local fast food restaurant. You are well qualified for the job and have some experience of this kind of work. Soon after the interview has begun, you change your mind about the job. You decide you are no longer interested. Do and say whatever is necessary to make sure you do NOT get the job.

Student B: Interviewer

You are interviewing applicants for a job in your fast food restaurant. You have interviewed several people already, but found no one suitable. Soon after the beginning of the interview with A, you decide he/she is the right person for the job. Do everything possible to make the interview a success.

Деловая игра №1 по теме: «Поиск работы».

Вариант III:

Student A: Interview the candidate for the job they have chosen. Invent further information about the job as necessary. For each of your questions, note whether the answer is satisfactory or not. At the end of the interview, give the candidate feedback on how well they performed.

Student B: Let the interviewer lead the conversation initially, but try to develop an exchange by asking questions about the job and the organization.

Деловая игра №2 по теме: «Поиск работы».

Вариант I:

You have decided to resign from your company after working there for over five years. Your boss has asked to speak to you to find out why.

Student A: Explain to your boss why you have decided to resign.

Student B: You are the boss. You would like to ask the employee some questions to find out the reason for the resignation.

Деловая игра №2 по теме: «Поиск работы».

Вариант II:

Student A: You are a manager. You are in your office. Your best employee knocks on your door. He/she wants to talk with you.

Student B: You are at work. Please tell your boss that you have accepted a position at another company, so you will be leaving the company in 2 weeks.

Деловая игра №2 по теме: «Поиск работы».

Вариант III:

Student A: You are the manager of a busy company. One of your employees wants to talk with you.

Student B: Your boss has been forcing you to work more and more overtime every week. You have also been given many extra responsibilities that do not fall under your job description. You haven't been able to spend much time with your family, and your husband/wife is threatening to divorce you. Please tell your boss that you want to resign.

ПИСЬМЕННАЯ РАБОТА

1. Письменная работа проводится по трем вариантам заданий. За выполнение 1 варианта студент может получить 5 баллов. В рамках семестра предусмотрено 2 письменные работы. Таким образом, за данную форму текущего контроля (письменная работа) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания

5 баллов (выполнено от 91% до 100%)

Правильно выполнены все задания. Продемонстрирован высокий уровень владения материалом. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий.

Содержание: коммуникативная задача решена полностью.

Организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.

Лексика: лексика соответствует поставленной задаче и пройденному материалу.

Грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.

Орфография и пунктуация: орфографические ошибки отсутствуют, соблюдены правила пунктуации.

4 балла (выполнено от 70% до 90%)

Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.

Содержание: коммуникативная задача решена полностью.

Организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.

Лексика: лексика соответствует поставленной задаче и пройденному материалу, но имеются незначительные ошибки.

Грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки незначительно препятствуют решению коммуникативной задачи.

Орфография и пунктуация: незначительные орфографические ошибки, соблюдены правила пунктуации.

3 балла (выполнено от 51% до 69%)

Задания выполнены более чем наполовину. Присутствуют серьезные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.

Содержание: основная коммуникативная задача решена.

Организация работы: высказывание нелогично, средства логической связи использованы неадекватно содержанию текста, текст неправильно поделен на абзацы, но формат высказывания соблюден.

Лексика: лексика не всегда соответствует поставленной задаче и пройденному материалу, имеются ошибки.

Грамматика: имеются грубые грамматические ошибки.

Орфография и пунктуация: незначительные орфографические ошибки, не всегда соблюдены правила пунктуации.

1-2 балла (выполнено от 0% до 50%)

Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.

Содержание: коммуникативная задача не решена.

Организация работы: высказывание нелогично, не использованы средства логической связи, не соблюден формат высказывания, текст не поделен на абзацы.

Лексика: большое количество лексических ошибок.

Грамматика: большое количество грамматических ошибок.

Орфография и пунктуация: значительные орфографические ошибки, не соблюдены правила пунктуации.

0 баллов

Отказ от выполнения задания.

3. Методические указания для преподавателя. Студенты получают один из трех вариантов заданий и выполняют работу письменно.

4. Методические указания для студента. Read the task, write what is required. Check the requirements for writing an informal letter and essays. Make sure your informal letter is not shorter than 140 words and essay 250 words.

Письменная работа №1 по теме: «Знакомство».

Вариант I:

You have received a letter from your English pen friend Carol who writes:

... I went to a cafe with some friends after school yesterday and we had a long discussion about other people at school. What kind of things do you talk about with your friends? Do you ever have serious discussions, and, if so, what about? Do you gossip about other people like we do?

I'd love to know what you talk about when you're with your friends.

Write back to Carl. In your letter

- answer her questions
- ask 3 **questions** about her relationship with friends

Письменная работа №1 по теме: «Знакомство».

Вариант II:

Comment on the following statement.

“It is important to have someone who’s supportive, a person you can go to with your problem, but someone discreet, who doesn’t go around telling everyone your secrets. I think it’s also important if your friend shares some of your interests and hobbies, has a similar sense of humour, so that you can understand each other better.”

What is your opinion?

Write 200—250 words.

Use the following plan:

- make an introduction (state the problem);
- express your personal opinion and reasons for it;
- give arguments for the other point of view and explain why you don’t agree;
- draw a conclusion.

Письменная работа №1 по теме: «Знакомство».

Вариант III:

Comment on the following:

“Parents should spend more time with their kids. Some adults talk to their children only when they want to scold them for something. And often parents don’t even try to understand their children.”

What is your opinion?

Write 200—250 words.

Use the following plan:

- make an introduction (state the problem);
- express your personal opinion and reasons for it;
- give arguments for the other point of view and explain why you don’t agree;
- draw a conclusion.

Письменная работа №2 по теме: «Семья».

Вариант I:

You have received a letter from your English pen friend Tom who writes:

“In Great Britain young people want to become independent from their parents as soon as possible. Could you tell me what you and your friend think about not relying on your parents? Are you ready to leave your family? Is it easy to rent a room or a flat for the students?”

Write a letter to Tom.

- answer his questions
- ask 3 **questions** about his relationships with his family

Письменная работа №2 по теме: «Семья».

Вариант II:

Comment on the following:

“It’s not right to be strict with the children.”

What is your opinion?

Write 200—250 words.

Use the following plan:

- make an introduction (state the problem);
- express your personal opinion and reasons for it;
- give arguments for the other point of view and explain why you don’t agree;
- draw a conclusion.

Письменная работа №2 по теме: «Семья».

Вариант III:

You have received a letter from your English pen friend Bill who writes:

“... I don't think it will be a problem for me to choose a good job in the future as I'm really interested in foreign languages, cultures and countries and I hope I'll work as a translator or teacher of foreign languages someday. Have you already decided on your career? What job are you going to choose? Why?”

Write back to Bill. In your letter

- answer his questions
- ask 3 **questions** about his family

ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ

По дисциплине предусмотрен зачет в 1 семестре. Зачет проходит по билетам. В каждом билете по три вопроса. Максимум на зачете можно набрать 50 баллов. Студенту на зачете также могут задаваться дополнительные вопросы по смежным темам.

Критерии оценивания:

Зачтено

Обучающийся обнаружил знание основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по специальности, справился с выполнением заданий, предусмотренных программой дисциплины.

Не зачтено

Обучающийся обнаружил значительные пробелы в знаниях основного учебно-программного материала, допустил принципиальные ошибки в выполнении предусмотренных программой заданий и не способен продолжить обучение или приступить по окончании университета к профессиональной деятельности без дополнительных занятий по соответствующей дисциплине.

Критерии ответа на зачете:

- 41–50 баллов - содержание курса освоено полностью, без пробелов.
- 31–40 баллов - содержание курса освоено частично, но пробелы не носят существенного характера.
- 21–30 баллов - содержание курса освоено в недостаточной мере.
- 20 баллов и менее - содержание курса не освоено, в изложении материала имеются грубые ошибки.

Вопросы к зачету

1 семестр

1. Introduce yourself saying a few words about yourself. (occupation, age, place of birth, etc)
2. Speak about your family background (family history).
3. Which member of your family do you get on with best? Whom do you take after?
4. What is a "traditional" family nowadays?

5. What is your daily routine?
6. How do students usually spend their free time? What leisure activities could people be involved into?
7. How do people usually look for a job? What sources do they use?
8. What working hours are distinguished?
9. Speak about “dos” and “don’ts” of the 1st day at work.
10. What is a common structure of a CV.
11. Speak about Russia's main advantages
12. Speak about famous people in Russia?
13. Speak about the economy of Russia?
14. What's the history of Tatarstan?
15. What are Tatarstan's most important industrial regions?
16. What do you know about Tatarstan's rural sector?
17. What's the capital of Tatarstan? What are its peculiarities?
18. What places of interest is Kazan famous for?
19. Speak about famous people of Tatarstan
20. Speak about sport and entertainment facilities in Kazan.

Форма билета

Министерство науки и высшего образования РФ
ФГАОУ ВО «Казанский (Приволжский) федеральный университет»
 Институт управления, экономики и финансов
 Кафедра иностранных языков и профессиональной коммуникации
 Направление подготовки 38.05.01 Экономическая безопасность,
 профиль (Экономико-правовое обеспечение экономической безопасности)
 Учебный год 2019/2020
 Курс 1
 Дисциплина иностраннй язык

ЗАДАНИЕКЗАЧЕТУ № 1

1. Speak on the topic: "Introduce yourself saying a few words about yourself (occupation, age, place of birth, etc.)"
2. Speak about sport and entertainment facilities in Kazan.
3. Render the article.

Доцент кафедры иностранных языков
и профессиональной коммуникации

_____ Григорьева Е.В.

Зав. кафедрой иностранных языков
и профессиональной коммуникации

_____ Полякова О.В.

Примерные статьи на зачет:

Article #1

Hanukkah

Hanukkah is a Jewish festival that is celebrated for eight days, usually in December. It is also called the Festival of Lights. Find out why and learn about what people do to celebrate this special holiday.

Hanukkah, or the Festival of Lights, is a Jewish celebration. Its date changes from year to year, but it always takes place either in November or December. It lasts for eight days and is celebrated by Jews around the world.

The menorah

The most important part of Hanukkah is the lighting of the *menorah* (a special candleholder used in Jewish ceremonies). For Hanukkah, there is a special menorah with nine candles. Eight of the candles represent the eight days of the festival. The ninth candle is used to light the other eight. On the first day, only one candle is lit, on the second day, two candles, and so on, until all the candles are lit on the last day. The candles are lit at sunset and should burn for at least half an hour. They are usually put at a door or a window so that people can see them from outside.

The history behind the festival

The festival celebrates when a group of Jews won back a temple from the Greeks in the second century BC. They made a new *menorah* to replace the one that had been broken. But when they went to light it, they could only find one small bowl of the special oil they needed. There was only enough oil to last one night but they knew it would take them eight days to prepare more. They lit the lamps with the oil on that first night, thinking it would burn for just one night. But the oil lasted for another seven nights and this event gave birth to Hanukkah, the Festival of Lights.

Special Hanukkah food

Oil is an important part of the Hanukkah celebrations and all kinds of food made with oil are eaten on the eight days. In central and eastern Europe they make *latke*, fried potato pancakes, that they eat with apple sauce or sour cream. The favourite treat in Israel is *sufganiyot* (doughnuts filled with strawberry jam). Other popular festival foods include apple cakes and pretzels (bread made in the shape of a knot).

Celebrating with family and friends

Family and friends are very important during the festival. It's traditional to invite people to your home to have dinner and to play games together. The most traditional game is played with a *dreidel*, a wooden spinning top with four sides. There are four Hebrew letters on the four sides and, depending on which letter your top lands on, you win or lose. The game is usually played with nuts and dried fruit and sweets.

Hanukkah gifts

Lots of families give presents during the festival, especially to children. These are often games that the whole family can play together or books and other small gifts. It is also a tradition to give money to children (*Hanukkah gelt*) and to encourage them to donate some of their money to good causes.

Article #2

Modern slavery

December 2 is the United Nation's International Day for the Abolition of Slavery. Did you know that slavery still exists today and is probably much closer to you than you realise?

Blood and Earth

In his book *Blood and Earth*, Kevin Bales speaks with Ibrahim, a 23-year-old slave who has worked in a gold mine since he was nine. He is dying. His lungs are filled with liquid caused by the dust and bacteria in the mine. As their conversation ends, Ibrahim turns to Kevin Bales and says, 'I want to be remembered. When my story is written and your book is ready, will you send me a copy? I want to show it to others, to show them that I am not completely useless. I just want to show that something good can come out of my life.'

So what's the connection to you? As you read this article, you are probably using a smartphone, tablet, or laptop. Each device requires minerals – including gold. Perhaps the gold in your electronic device was mined by slaves.

Slavery today

According to the Global Slavery Index 2018, over 40 million people are victims of modern slavery, and of these, 15 million are in forced marriage. Slavery involves violence, physical or psychological, and control – often in the form of threats in order to generate profit. To quote Kevin Bales, 'Slavery is when one person controls another, uses violence to maintain that control and exploits them economically.' This violence may be physical and/or psychological, and the control may be verbal threats – but at the heart of slavery is exploitation and 'ownership' of another human being for profit. Forms of modern slavery include forced labour, human trafficking, commercial sexual exploitation, domestic servitude and forced marriage.

You might be surprised to see forced marriage included above. Sadly, forced marriage involves the same lack of choice, power imbalance, coercion and labour exploitation as other forms of slavery. This also includes forced child marriage – usually of girls, of 17 years or younger.

Slavery behind closed doors

Another form of slavery is domestic servitude. Across the globe, domestic workers, mostly women, migrate abroad to support their families back home. Employment agents in their country of origin promise a generous salary and good working conditions with a caring host family. This, however, may be far from reality. Domestic workers are sometimes forced to work long hours and their passports and mobile phones are taken away. In extreme cases, behind closed doors of private homes, they are locked up, starved, deprived of sleep and often physically and sexually abused. They are trapped, scared and unfamiliar with their new surroundings. Domestic servitude happens globally, including in the UK.

The power of consumer choice

Every item we buy has a back story. From electronics to textiles, from handmade carpets to coffee, tea and chocolate, each of these products might include child or adult slavery. Consider a product as innocent as chocolate. While the chocolate bar itself may have been produced in your country, the cocoa in the chocolate probably came from West Africa, where 60 per cent of the world's cocoa is produced. As you read this, thousands of children and adults live in slave-like conditions on cocoa farms. Unknowingly, your purchase might support slavery. However, consumer demand for ethically-sourced products and services can send a powerful message to producers. Imagine if we all refused to purchase goods that have a back story of slavery. Company sales, and therefore profits, would fall. Look around at items in your home and workplace and ask yourself the simple question, 'Where did this come from and who made it?'

Why didn't I learn about modern slavery at school?

Did you ever learn about modern slavery at school? History lessons may have included the horrific practice of slavery, however, it was probably considered something that was very much 'in the past'. But slavery still exists and it is the everyday reality for millions of people. It takes brave educators to raise awareness of the difficult, upsetting and invisible reality of modern slavery.

The good news is that thousands of individuals and anti-slavery organisations are taking action. One such organisation is The NO Project, which focuses specifically on the education of youth and young adults. 'Youth are the next generation of corporate leaders, policy makers and consumers,' says the founder of The NO Project. 'How we choose to spend our money says a lot about who we are. So, the question is – who are we? And remember, another time, in another place, that enslaved human being could be you.'

Article #3

Black Friday and Buy Nothing Day

Every year in November, people look for bargains on Black Friday. But did you know that the same day is also Buy Nothing Day?

What is Black Friday?

Black Friday is the day after the American holiday of Thanksgiving, which is celebrated on the fourth Thursday of November. Because it is a holiday in the United States, it has long been a popular day for consumers to start shopping for Christmas. Over the last 20 years big retailers have started to offer discounts and bargains on this day, and it has become more and more popular. Last year, people in the USA spent an estimated \$54.7 billion between Black Friday and Cyber Monday (the Monday after Thanksgiving, when people often buy more online). The idea of Black Friday has also spread around the world. For example, in 2017, people in the UK spent the equivalent of \$10.3 billion, in Germany \$7.6 billion and in France \$6.2 billion.

Is Black Friday out of control?

Many of us love to get a bargain, but some feel that events like Black Friday encourage people to buy things that they don't really need and can't afford. Many people seem to completely lose control of both their spending and their tempers. It is easy to find video online of customers physically fighting each other over bargains. It is also argued that Black Friday is bad for small shopkeepers, who cannot afford to offer the kinds of price cuts that the big companies can.

What's the alternative to Black Friday?

Instead of taking the opportunity to buy as much as possible on Black Friday, you could do the opposite and buy absolutely nothing. Since 1997, Buy Nothing Day has been held on the same day as Black Friday. The rules are simple. Just don't buy anything at all for 24 hours. Many people are surprised how difficult this actually is. The aim is to make people think more about their spending and to make better decisions about what they buy and where they buy it from.

Ethical spending

As well as spending less and not buying unnecessary items, Buy Nothing Day aims to raise awareness of how to be a more ethical consumer. For example, you can avoid buying 'fast fashion', that is, very cheap clothes that are worn a few times before being thrown away. Or you could decide not to automatically upgrade your mobile at the end of a contract. These kinds of decisions can help to protect the environment as well as saving you money.

What else can you do on Buy Nothing Day?

Some people carry out protests at shopping centres. Others avoid the shops completely and go for a walk in nature instead. Another alternative, the Buy Nothing Coat Exchange, is an idea which is spreading. People donate winter coats throughout November and anyone who needs one can come and take one on Buy Nothing Day.

Article #4

Thanksgiving

Every autumn, Canadian and American families gather for a day centred around community, food and giving thanks – the day of Thanksgiving. Where did this holiday come from and how is it celebrated today?

The history of Thanksgiving

Thanksgiving combines the traditions of different groups of people. Travellers and migrants brought different religious traditions from Europe to the United States and Canada. Several celebrations are claimed as the first Thanksgiving. The best known is the celebration held by the pilgrims in what is now Plymouth, Massachusetts after their journey across the Atlantic Ocean on the famous Mayflower ship. Like the pilgrims, many groups held days of prayer, fasting or feasting to give thanks for successfully making the long boat journey. Later, settlers celebrated their successful harvest in a new land by holding feasts with their Native American neighbours. Over time, the Canadian and American traditions have become similar and developed into the modern holiday of Thanksgiving.

Thanksgiving today

In Canada, Thanksgiving is celebrated on the second Monday in October. In the United States, it is on the fourth Thursday in November. Although its origins are religious, today, Thanksgiving is a largely secular holiday. For most Americans and Canadians, it is a day for coming together with family and

friends to share a large meal. It is an occasion to spend time with loved ones and express gratitude for the year that has passed. In many households there is a tradition of everyone seated at the table sharing what they are most grateful for.

Thanksgiving food

Thanksgiving is also about food. Thanksgiving dinner traditionally includes roast turkey, mashed potatoes, cranberry sauce and, for dessert, apple, pumpkin or pecan pies. Every family has its own recipes, sometimes secret recipes handed down through generations. Turkey, a bird native to North America, is the unofficial mascot of Thanksgiving, with roast turkey on the menu and turkey decorations on the wall. In the United States, a tradition of gifting turkeys to the President has more recently evolved into a humorous turkey ‘pardoning’. At this light-hearted ceremony, the President issues an official pardon for one or two turkeys, saving them from being cooked for supper.

More than food: football, parades and traffic jams!

Beyond food and gratitude, there are some unexpected sides to the American and Canadian holiday. One of these is football. This popular sport is an important part of the holiday, when families gather around to cheer on local or national teams. American football and Canadian football are both similar to rugby, played primarily not with the feet but with the hands.

Parades are another common part of the festivities. In the United States, the Macy’s Thanksgiving Day Parade takes place in New York City on the morning of Thanksgiving. It’s one of the world’s largest parades and is broadcast nationwide. A similar Thanksgiving parade happens in Canada as part of the Kitchener–Waterloo Oktoberfest, a multi-day autumn festival.

Unfortunately, heavy traffic is also common at Thanksgiving. In both countries, the week of Thanksgiving is one of the most popular travel times of the year, as everyone heads home to visit their extended family. So try to avoid any road trips if you’re visiting North America during this holiday!

Article #5

World Kindness Day

World Kindness Day is celebrated on 13 November. How can we become happier by doing kind things for others? And how can we help the world by doing kind things for ourselves?

Can you remember a time when somebody was kind to you? Perhaps a person allowed you to go in front of them in a queue. Maybe your sister phoned you to ask how your week was going. Or perhaps a stranger or a friend helped you in a much deeper way. There are a million ways to offer kindness. And at a time when the world seems to have so many problems, some people have started to take the issue of kindness very seriously indeed!

Why be kind?

Few people would disagree with the idea that a kind action is good for the soul. It is a win-win situation, leading to a sense of well-being both for the receiver of this kind gesture, as well as for the person who does the action. As a simple example, let’s imagine you have a workmate who always does a very good job. How about taking a moment to mention this to them, just in conversation or perhaps by email? The effects of this will probably be quite clear: your workmate will be happy to receive some praise and, in addition, you will probably feel good about yourself for having spread a little joy.

What are ‘random acts of kindness’?

Many organisations try to encourage people to do kind acts, wherever and whenever they can. The idea behind this is that it doesn’t take any major plan to be kind, just a little bit of effort. Perhaps the strongest supporters of this idea are the Random Acts of Kindness (RAK) Foundation, who work with schools and companies to teach people kindness skills. They operate under the beliefs that kindness can be taught and that it is contagious. Their activities range from suggesting kind acts to allowing their website-users to become ‘RAKtivists’ (people who officially register themselves as activists of kindness).

How can I be kind?

Apart from using your own common sense, the RAK website suggests some more imaginative ways to show kindness. Generally, these fall into three categories. The first is interpersonal kindness. Some

examples are donating old clothes to charity or writing a positive online comment about a restaurant that you like. The second is environmental kindness, which could mean simply recycling or organising a group event to clean a local park or beach. The third category is less obvious: personal kindness, which means treating yourself kindly. Some examples are taking a walk in nature or setting yourself an objective to complain less. The logic is that by being kind to yourself, you will automatically be kinder to the world around you.

What is World Kindness Day?

This is an annual celebration which takes place on 13 November each year. The day is marked in many countries, drawing attention to the amazing work of organisations and individuals in local communities. How do people celebrate this day? Well, by being kind ... and having lots of fun. One typical event is to use 'kindness cards'. These are small cards which you hand to somebody when you do a kind act for them – with the message that now it is the other person's turn to 'pass on' the card by doing a kind act for another person.

Most experts on kindness agree that it has a sort of ripple effect. This means that one kind action tends to lead to more and more. So don't wait for kindness to find you today, go and start a new ripple!

Article #6

Diwali

Diwali is a festival of light which originated in South Asia and is celebrated over five days. The dates change every year, but it is always celebrated in October or November and is now celebrated around the world.

Diwali comes from the word *deepavali*, which means 'rows of lighted lamps'. During the festival, these lamps, called *diyas*, are used everywhere. They symbolise the victory of light over darkness, or good over evil.

Diwali is celebrated differently in different regions and by different religions and is a bank holiday in many countries, including India, Sri Lanka, Nepal, Myanmar, Singapore, Malaysia, Mauritius, Fiji, Guyana, Suriname and Trinidad and Tobago. It is often considered a Hindu festival, but in fact it is also celebrated by Sikhs, Jains and Newari Buddhists.

Here are some of the things that happen during the five days of Diwali.

Day One – Dhanteras, or Day of Fortune

The first day has a focus on fortune, both good luck and money or valuables. People may wash money to show that they intend to use it to do good in the world. It is also a day for helping people who are not as well off.

It is a lucky day for buying gold and silver and other metals, so people often buy jewellery or cars, or anything made of metal. It is estimated that last year Indians spent about \$3.9 billion during Diwali.

People also make sure that their houses are clean, ready to welcome in Lakshmi, the Goddess of Wealth and Prosperity, in the evening.

Day Two – Naraka Chaturdashi

According to Hindu stories, the demon Narakasura was killed on this day. The day is all about getting rid of anything bad. People get up early and wash and put on clean or new clothes.

Afterwards, they will celebrate by having a special breakfast with their friends and family. This day, also known as Chhoti Diwali, is a day for visiting friends, business associates and relatives, and for exchanging gifts.

Day Three – Diwali

In most regions, this is the most important day of the festival. It is the last day of the year in many regions of India. The story goes that on this day, Lord Rama rescued his wife, Sita, from the demon Ravana. Candles are lit to celebrate his victory, and to light his way home after the battle. In the evening, people may set off fireworks.

Day Four – Annakut

Annakut means 'mountain of food'. Hindus prepare a great deal of food and take it to the temple to celebrate the beginning of the new year.

Food is important throughout the period of Diwali, especially traditional sweet treats such as *gulab jamun* (a very sweet deep-fried doughnut), *kheer* (a creamy dessert made with rice) or *barfi* (a sweet made with condensed milk and sugar).

Day Five – Bhai Dhoj

This is the last day of Diwali, and it also sometimes celebrates the relationship between brother and sister. Brothers may visit their married sisters' homes, and they will take gifts.

A universal symbol

Diwali is celebrated by millions of people in India and across the world. The festival marks different historical events and stories for each faith that celebrates it, but for all the faiths it symbolises the victory of good over evil, and darkness over light, which means something to all of us.

Article #7

Veganism

Vegans argue that animal farming is not only cruel but also bad for the environment. World Vegan Day, on 1 November, puts the focus on the vegan way of life.

‘All life deserves respect, dignity and compassion. All life’ – Anthony Douglas Williams

What is veganism and what do vegans do?

Vegans try to live, as much as possible, in a way that avoids exploiting and being cruel to animals. This means following a plant-based diet. Vegans do not eat animals or animal-based products like meat, fish, seafood, eggs, honey and dairy products such as cheese. For many vegans, living a committed vegan lifestyle means not wearing clothes made from animal skins and avoiding any products which have been tested on animals.

How are vegans different from vegetarians?

Vegetarians don't eat meat or fish but they can eat eggs, honey and dairy products, but vegans don't eat any animal-based food products. Vegans argue that suffering is caused in the production of these foods, for example they say that, on some dairy farms, male calves are killed because they are too expensive to keep, and on some farms, cows are killed when they get older and produce less milk. Similarly, on some egg farms, male chicks are killed because they do not produce eggs. As for honey, vegans say that bees make honey for bees, not for humans, and that bees' health can suffer when humans take the honey from them. Vegans believe that the products they use and consume should be free from not just cruelty but any exploitation of animals.

When did veganism start?

The Vegan Society was founded in 1944, but there is evidence of people deciding not to consume animal products over 2,000 years ago. The sixth-century BC Greek mathematician and philosopher Pythagoras was in favour of kindness to all species, and his diet could be described as vegetarian. There was a tradition of vegetarianism in the Indus Valley, Babylonian and ancient Egyptian civilisations even earlier. The Vegan Society points out that in 1806, the famous romantic poet Percy Bysshe Shelley was one of the first people to publicly object to eating eggs and dairy products on moral grounds.

Why do many people decide to become vegan?

For many people, the main reason for going vegan is probably that they believe that animals and all other sentient beings should have the right to life and freedom. However, there are other reasons. Vegans argue that the production of meat and other animal products is very bad for the environment. They point out that a huge quantity of water is needed to grow grain to feed animals in the meat industry. The enormous amount of grain which the meat industry needs often leads to forests being cut down and habitats being lost. In contrast, much lower quantities of grain and water are needed to sustain a vegan diet. In addition, many vegans say that all the nutrients our bodies need are contained in a carefully planned vegan diet and that this type of diet helps prevent some diseases.

What is World Vegan Day?

On 1 November every year, vegans all over the world celebrate their way of life. There are workshops, exhibitions and public debates on World Vegan Day, and it is a wonderful opportunity for anybody thinking of becoming a vegan to learn more about the subject.

Article #8

Mindfulness

‘Mindfulness’ is a word we hear a lot these days, but what exactly does it mean? Find out what it is, what the benefits of mindfulness are and how you can start to practise it.

Have you ever driven somewhere and realised when you arrived that you couldn’t really remember anything about the journey? Or have you ever eaten a whole packet of biscuits when you were planning to only have one? Or have you stayed up much later than you planned, or even all night, watching ‘just one more’ episode of a TV series? All of these are examples of mindlessness. When we live this way, we are not fully awake and not fully living our lives.

What exactly is mindfulness?

When we are mindful, we are more conscious of our thoughts, our actions and what is happening around us. We might notice a beautiful sunset or really listen carefully to what a friend is saying, rather than planning what we’re going to say next. We are also more aware of our own feelings and our thoughts. Jon Kabat Zinn, who has done a lot to make mindfulness popular, says mindfulness is: ‘Paying attention, on purpose, in the present moment, and without judging.’

So we are consciously deciding what to pay attention to, we are not worrying about the past or planning for the future and we are not trying to control or stop our thoughts or feelings – we’re just noticing them.

Why is mindfulness so popular now?

For most people life is getting busier and busier. Technology means that we always have something to do and there isn’t much opportunity to just ‘be’. People are often doing two or three things at the same time: texting while watching TV, or even looking at their phone while walking along the pavement. People are working longer hours and bringing work home. All this can make us stressed, and mindfulness can be a way of reducing this stress.

What are the benefits of mindfulness?

Research shows that mindfulness reduces stress and depression. It can help you to concentrate, have a better memory and to think more clearly. It can also help people to manage pain better and to improve their sleep, and it can even help you lose weight because you won’t eat that whole packet of biscuits without thinking!

How to become more mindful

Mindfulness Day is celebrated on 12 September, so maybe that would be a good day to try a few mindfulness techniques and see if they make a difference. But, of course, you can try these on any day of the year.

A very simple technique that you could try right now is to close your eyes for a couple of minutes and count how many sounds you can hear. This will help to focus you on what is happening right now.

Another technique is to focus on a piece of food, typically a raisin. Instead of eating it without thinking, slow down. Look carefully at it and notice how it feels in your fingers. Smell it. Then put it on your tongue and taste it. Only then start to eat it slowly, noticing how it feels and how it tastes.

Both of these techniques force you to slow down and focus on the present moment, and there are plenty of other ideas you can find online if you want to try mindfulness for yourself.

Article #9

Chocolate

What do you know about chocolate? Learn about the history of chocolate and the interesting journey from cocoa bean to chocolate bar.

World Chocolate Day

Did you know that there’s a World Chocolate Day? It takes place each year on 7 July. To celebrate it, read about the history of chocolate and the interesting journey from cocoa bean to chocolate bar.

A brief history of chocolate

Chocolate was first used as a drink over 3,500 years ago in Central America. It was very popular with the Mayans and the Aztecs, who mixed cocoa beans with vanilla or chilli peppers. In fact, cocoa beans

were so important to them that they were used as money. Cocoa was first grown in Ecuador, which was, for a long time, the world's number-one producer of cocoa beans. It is still one of the top ten producers of the beans, but nowadays more than 70 per cent of cocoa beans come from West Africa.

Cocoa beans

Cocoa beans come from cocoa trees. These trees grow in tropical forests around the world, from South America to Indonesia. The beans grow in colourful pods of red, yellow and purple. Inside the pods are the beans. Each tree grows around 50 pods a year, and each pod can contain between 20 and 60 beans. It takes around 100 beans to make 100 grams of chocolate. The pods are picked by hand to protect the trees.

Preparing the beans

Once the pods are picked from the tree, they are opened and the beans are taken out. The beans need to go through a number of different processes before they are ready to be turned into chocolate. First, the beans and the pulp are placed in special boxes, where they slowly ferment for up to five days. Here the beans turn brown and start to develop their special flavour. They are then put out in the sun to dry for approximately 14 days. After this, they are roasted for about 15 minutes in preparation for the final stage, when the beans are taken out of their shells. At the end of this process, we are left with the cocoa 'nibs' – chocolate in its purest form and the basic ingredient for all chocolate products.

From cocoa nibs to chocolate liquor

The first step is to grind the nibs by machine or between two large stones. This produces cocoa liquor, a semi-solid paste. This is then cooked and mixed continuously for hours or even days until it is just right. This is also the stage at which other ingredients are added: sugar, milk, various flavours. Interestingly, chocolate melts at 34°C. This is just below body temperature, which explains why it can be so sticky and messy, but also why it melts as soon as you put it in your mouth.

From liquid to solid

At this point the cocoa nibs are ready for the last stage in the journey. For the cocoa liquor to turn into solid chocolate, it needs to be heated and cooled and heated again until it forms a solid mass. And so, at last, the journey from bean to bar is complete.

So now you know all about how chocolate is made, you may want to celebrate the day by eating one of your favourite chocolate treats!

Article #10

Blue Jeans, the all-American fashion

Blue jeans are the most popular type of clothing in the world; but they are not modern! In fact, jeans have existed for over 140 years.

In 1996, someone found some very old clothes in an old mine in Nevada, USA; they included a pair of dirty old jeans. Today, those jeans are very valuable, and they are now in the Levi Strauss Archival Collection, in San Francisco. The jeans, which are over 120 years old, are the oldest pair of Levi's 501 jeans in the world.

They are almost the same as a modern pair of 501's; there are just some small differences in the detail. For instance, today's 501's have two back pockets, the old pair just has one.

The story of jeans

Jeans were the classic clothes of the American West. In 1853, a young tailor from Germany, called Levi Strauss, began working in San Francisco; Levi sold thick canvas to miners; the miners used the canvas to make tents. One day, a miner told Levi that he could not find trousers that were strong enough for work in the gold mines. Levi decided to make some trousers out of canvas. Very soon, he had sold all the canvas trousers he had made! They were just what miners wanted.

However, the canvas was rather heavy and stiff. Levi therefore began to look for a different textile; soon he found a heavy textile from France; it was called serge de Nimes. Americans just called this de Nimes, and this name soon got reduced to denim. Denim was a bit lighter than canvas, but it was very strong; it was ideal for miners. However, original denim was almost white, and miners did not like the color! Their denim trousers got dirty as soon as they began working!

Levi Strauss therefore decided to use colored denim, and he chose dark blue. In 1873, he began to make denim trousers with metal rivets to make them stronger. This was a radical new idea: "Blue jeans" had arrived!

Levi's jeans were so popular, that his company got bigger and bigger; soon, other firms were making blue jeans too. Miners liked them, but so did cowboys and other working men. Blue jeans became classic American working trousers.

After the Second World War, jeans became popular all over the world. Today, blue jeans are made over the world – most of them in Asia. Very few jeans are now made in the USA, because of the cost: but it is still possible to buy blue jeans that are made in San Francisco.... if you have a lot of money to spend.

Today there are hundreds of different brands of jeans. Many top fashion brands, like Armani or Benetton, make their own blue jeans. But for real authentic jeans, "Levi's" are still the most popular brand.

JEANS for EVERYONE?

In America, everyone wears jeans as leisure wear. Some people wear jeans all the time, even for work. But Americans are perhaps less formal than other nations.

At the "G7" summit in Denver, in 1997, American President Bill Clinton gave all his visitors jeans, for a "Western evening". Tony Blair, the British Prime Minister, put them on, but other European leaders, including Chancellor Kohl of Germany and Jacques Chirac, the President of France, refused. Some people still think that jeans are not respectable clothes!

Not the young! Jeans are now the international uniform worn by young people. Why? That is a good question!

ТЕКУЩИЙ КОНТРОЛЬ

2 семестр:

Темы:

1. Страны изучаемого языка: «Великобритания», «США», «Канада».

2. Образование в России и зарубежом: «Образование в России», «Образование в Великобритании», «Образование в США».

Распределение баллов за формы текущего контроля:

- Контрольная работа №1 по теме "Страны изучаемого языка" (ОК-11) - 5
- Устный опрос №1 по теме "Образование в России и за рубежом" (ОК-11) - 5
- Презентация №1, 2 по теме "Образование в России и за рубежом", Страны изучаемого языка" (ОК-11) - 10
- Дискуссия № 1, 2 по теме "Образование в России и за рубежом", "Страны изучаемого языка" (ОК-11) - 10
- Деловая игра №1, 2 по теме "Образование в России и за рубежом", Страны изучаемого языка" (ОК-11) – 10
- Письменная работа №1, 2 по теме "Образование в России и за рубежом", Страны изучаемого языка" (ОК-11) - 10

Итого: 5 + 5 + 10 + 10 + 10 + 10 = 50 баллов

Экзамен – 50 баллов

50 + 50 = 100 баллов

КОНТРОЛЬНАЯ РАБОТА

1. Контрольная работа проводится по трем вариантам. Контрольная работа выполняется на занятии и на выполнение заданий дается 90 минут. За выполнение варианта студент может получить 5 баллов. Таким образом, за данную форму текущего контроля (контрольная работа) по дисциплине студент получает до 5 баллов.

2. Критерии оценивания

Оценка «отлично» (выполнено от 91% до 100%) – Правильно выполнены все задания. Продемонстрирован высокий уровень владения материалом. Лексика соответствует поставленной задаче и пройденному материалу. Грамматические ошибки отсутствуют. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий.

Оценка «хорошо» (выполнено от 70% до 90%) - Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Лексика соответствует поставленной задаче и пройденному материалу, но имеются незначительные ошибки. Грамматические ошибки незначительны. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.

Оценка «удовлетворительно» (выполнено от 51% до 69%) – Задания выполнены более чем наполовину. Присутствуют серьезные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Лексика не всегда соответствует поставленной задаче и пройденному материалу, имеются значительные ошибки. Допущены грубые грамматические ошибки. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.

Оценка «неудовлетворительно» (выполнено от 0% до 50%) - Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Большое количество лексических ошибок. Допущено большое количество грамматических ошибок. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.

3. Методические указания для преподавателя: студенты получают номер варианта, соответствующий списку заданий и выполняют контрольную работу по вариантам, письменно. По окончании – сдают работы на проверку.

4. Методические указания для студента: Do all the assignment in accordance with your variant.

Контрольная работа №1 по теме: "Страны изучаемого языка"

Вариант I:

A. VOCABULARY

I. a) Give Russian equivalents.

1. peninsular
2. accessible
3. to face strong competition

b) Match the following definitions with the words from part A.

- a) easy to get or to reach or to use;
- b) having rivals in the same sector of activity;
- c) a piece of land almost completely surrounded by water but joined to a large mass of land

II. Say true or false. If false – correct the sentences:

1. Vice-Chancellor is a nominative figure.
2. Academic year is divided into 4 terms, each of 9 weeks duration.
3. Normally course of studies lasts 5 years.
4. Vice Chancellor has got 6 faculties under him: General Economics, Faculty of Distance learning, Arts, Science, Medicine and Law.
5. Academic year in the UK lasts from November to August.
6. All HEIs are governmental organizations, i.e. they depend on a government.

III. Match the words (1–6) with their meanings (a–f)

1. overseas students	a. поощрять студентов
2. continuous assessment	b. экзамен повышенного уровня сложности
3. encourage students	c. частный ВУЗ
4. private higher educational institution	d. учиться заочно
5. studies by correspondence	e. иностранные студенты
6. A-level exam	f. текущая успеваемость

B. Grammar**I. Complete the sentences (Active or Passive Voice).****The Statue of Liberty**

The Statue of Liberty (give)_____ to the United States by France. It (be) _____ a present on the 100th anniversary of the United States. The Statue of Liberty (design)_____ by Frederic Auguste Bartholdi. It (complete)_____ in France in July 1884. In 350 pieces, the statue then (ship)_____ to New York, where it (arrive) _____ on 17 June 1885. The pieces (put) _____ together and the opening ceremony (take) _____ place on 28 October 1886. The Statue of Liberty (be) _____ 46 m high (93 m including the base). The statue (represent)_____ the goddess of liberty. She (hold)_____ a torch in her right hand and a tablet in her left hand. On the tablet you (see / can)_____ the date of the Declaration of Independence (July 4, 1776). Every year, the Statue of Liberty (visit)_____ by many people from all over the world.

II. Use the definite article where necessary:

1. ... France is to north of Italy.
2. This winter we are going to ski in Urals.
3. ... Red Sea is between Africa and Asia.
4. There are many popular skiing resorts in Alps.
5. ...Lake Baikal is the deepest lake in the world.

III. Open the brackets. Mind degrees of comparison.

1. A Mercedes is _____ (expensive) a Fiat.
2. Maradona is _____ (good) football player ever.
3. A swordfish is _____ (fast) a jellyfish.
4. Julio is _____ (friendly) Carlos.
5. Irene is _____ (clever) Silvia.
6. Comedies are _____ (funny) police dramas.
7. Jeremy is 10 years old. Julie is 8 years old. Jeremy is (old) _____ Julie
8. The Alps are very high. They are (high) _____ mountains in Europe.
9. An ocean is (large) _____ a sea.

IV. Fill the gaps with the verb in brackets in the appropriate form of Gerund or Infinitive.

1. I can't stand _____ in queues. (to wait)
2. I wouldn't like _____ in his shoes. (to be)
3. Jim loves _____ in Thailand. (to work)

4. I hate _____ the shopping on Saturday. (to do)
5. Blast! I forgot _____ milk. (to buy)
6. In the end we decided _____ in. (to stay)
7. I need _____ some information about Portugal. (to find)
8. My parents like _____ for long walks at the weekend (to go).

V. Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question and whether you have to change the tenses or not.

1. "I was very tired," she said.
→ She said
2. "Be careful, Ben," she said.
→ She told Ben
3. "I will get myself a drink," she says.
→ She says
4. "Why haven't you phoned me?" he asked me.
→ He wondered
5. "I cannot drive them home," he said.
→ He said
6. "Peter, do you prefer tea or coffee?" she says.
→ She asks Peter

Контрольная работа №1 по теме: "Страны изучаемого языка"

Вариант II:

A. VOCABULARY

I. a) Give Russian equivalents.

1. density of the population
2. valuable deposits
3. self-sufficient

b) Match the following definitions with the words from part A.

- a) providing all the things you need without help from outside;
- b) a layer of a mineral, metal that is left in soil through a natural process;
- c) the degree to which an area is filled with people;

II. Say true or false. If false – correct the sentences:

1. After 3 years at a college a student may proceed to a Master's Degree.
2. Dean is a nominative figure.
3. The poorer parents the less is the amount of grant.
4. It's not necessary to undertake a project in the final year of studying.
5. Only European students are guaranteed on campus accommodation.
6. The Modular Course is an English Style continuous assessment system.

III. Match the words (1–6) with their meanings (a–f)

1. nominative figure	a. курсы заочного обучения
2. credit accumulation system	b. условия приема
3. entry requirements	c. назначенное лицо
4. teaching staff	d. занимать больше времени

5. take longer	e. система, основанная на наборе кредитов
6. part-time education	f. преподавательский состав

B. Grammar

I. Complete the sentences (Active or Passive Voice).

The Statue of Liberty

The Statue of Liberty (give)_____ to the United States by France. It (be) _____ a present on the 100th anniversary of the United States. The Statue of Liberty (design)_____ by Frederic Auguste Bartholdi. It (complete)_____ in France in July 1884. In 350 pieces, the statue then (ship)_____ to New York, where it (arrive) _____ on 17 June 1885. The pieces (put) _____ together and the opening ceremony (take) _____ place on 28 October 1886. The Statue of Liberty (be) _____ 46 m high (93 m including the base). The statue (represent)_____ the goddess of liberty. She (hold)_____ a torch in her right hand and a tablet in her left hand. On the tablet you (see / can)_____ the date of the Declaration of Independence (July 4, 1776). Every year, the Statue of Liberty (visit)_____ by many people from all over the world.

II. Use the definite article where necessary:

1. It is warm in Caucasus and cold in Kamchatka.
2. Is there life in Dead sea?
3. Last year I was in USA and saw Niagara Fall.
4. ...Philippines are situated to southeast of Asia.
5. Some of my old friends live in ... UK.

III. Open the brackets. Mind degrees of comparison.

1. Pablo is _____ (big) Juanma.
2. Max is _____ (old) John.
3. Adriano is _____ (fast) Ronaldo.
4. My hair is _____ (long) yours.
5. A dolphin is _____ (intelligent) a shark.
6. Elaine is _____ (wise) her sister.
7. A Rolls Royce costs a lot of money. A Twingo costs less money. A Rolls Royce is (expensive) _____ a Twingo.
8. William's results were bad. Fred's results were very poor. Fred's results were (bad) _____ William's.
9. This exercise is not difficult. It's (easy) _____ I expected.

IV. Fill the gaps with the verb in brackets in the appropriate form of Gerund or Infinitive.

1. Tony gave up _____ years ago. (to smoke)
2. I wanted _____ and see Troy but no one else was interested. (to go)
3. Mrs Leith offered _____ us to the airport. (to take)
4. Clare refused _____ clean up after the party. (to help)
5. I tried _____ him to come but it was no use. (to persuade)
6. Do you mind not _____ ? (to smoke)
7. Everybody really enjoyed _____ the cha-cha-cha. (to dance)
8. Lionel admitted _____ my chocolate mousse. (to eat)

V. Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question and whether you have to change the tenses or not.

1. "Where did you spend your holidays last year?" she asked me.
→ She asked me
2. He said, "Don't go too far."

- He advised her
3. "Have you been shopping?" he asked us.
→ He wanted to know
4. "Don't make so much noise," he says.
→ He asks us
5. He said, "I like this song."
→ He said
6. "Where is your sister?" she asked me.
→ She asked me

Контрольная работа №1 по теме: "Страны изучаемого языка"

Вариант III:

A. VOCABULARY

I. a) Give Russian equivalents.

1. an appointment
2. to exhaust
3. the bulk of

b) Match the following definitions with the words from part A.

- a) to use all of something;
- b) the choosing of someone for a position or a job;
- c) the main or largest part of something

II. Say true or false. If false – correct the sentences:

1. To be admitted to HEIs you should pass entrance exams.
2. Hostel accommodation in the UK is provided to all students.
3. One out of 3 young people in the UK goes into higher education.
4. There is a special distance learning institute in the UK which is called Cambridge.
5. All colleges have exams.
6. Chancellor is the head of a department.

III. Match the words (1–6) with their meanings (a–f)

1. Honours Degree	a. прослушать курс для получения степени
2. establish a university	b. просить о студенческом займе
3. apply for some loan	c. частичная поддержка
4. partial support	d. студент
5. an undergraduate	e. основать институт
6. to follow a degree course	f. степень с отличием

B. Grammar

I. Complete the sentences (Active or Passive Voice).

The Statue of Liberty

The Statue of Liberty (give) _____ to the United States by France. It (be) _____ a present on the 100th anniversary of the United States. The Statue of Liberty (design) _____ by Frederic Auguste Bartholdi. It (complete) _____ in France in July 1884. In 350 pieces, the statue then (ship) _____ to New York, where it (arrive) _____ on 17 June 1885. The pieces (put) _____ together and the opening ceremony (take) _____ place on 28 October 1886. The Statue of Liberty (be) _____ 46 m high (93 m including the base). The statue (represent) _____ the goddess of liberty. She (hold) _____ a torch in her right hand and a

tablet in her left hand. On the tablet you (see / can)_____ the date of the Declaration of Independence (July 4, 1776). Every year, the Statue of Liberty (visit)_____ by many people from all over the world.

II. Use the definite article where necessary:

1. I want to go to New York some day.
2. ... Russia occupies ... eastern half of ... Europe and ... northern third of ... Asia.
3. ... Kilimanjaro is a sacred place for many African tribes.
4. ... Shetland Islands are situated to north of Great Britain.
5. My boss prefers to spend winter on Bahamas.

III. Open the brackets. Mind degrees of comparison.

1. My house is _____ (clean) her house.
2. Jack is _____ (tall) boy in his class.
3. Steven Spielberg is _____ (good) film director in the world.
4. This dress is _____ (old) that one.
5. A sea lion is _____ (heavy) a lobster.
6. A sports car is _____ (fast) a motorbike.
7. The weather is not good today - it's raining. I hope the weather will be (good) _____ next week.
8. People are not friendly in big cities. They are usually (friendly) _____ in small towns.
9. People say that Chinese is (difficult) _____ to learn than English.

IV. Fill the gaps with the verb in brackets in the appropriate form of Gerund or Infinitive.

1. We arranged _____ under the station clock at half nine. (to meet)
2. I always try to avoid _____ him whenever I can. (to see)
3. I long _____ in Scotland again. (to be)
4. My Mum demanded _____ the manager. (to see)
5. My brother denied _____ my chocolate mousse. Maybe his hamster ate it. (to eat)
6. I tried _____ but I just couldn't. (to understand)
7. In the end I gave up _____ to persuade her. (to try)
8. Charlie was pretending _____ a chicken. (to be)

V. Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question and whether you have to change the tenses or not.

1. "I don't speak Italian," she said.
→ She said
2. "Say hello to Jim," they said.
→ They asked me
3. "The film began at seven o'clock," he said.
→ He said
4. "Don't play on the grass, boys," she said.
→ She told the boys
5. "Where have you spent your money?" she asked him.
→ She asked him
6. "I never make mistakes," he said.
→ He said

V. 1. She asked me where I had spent my holidays the previous year. 2. He advised her not to go too far. 3. He wanted to know if we had been shopping. 4. He asks us not to make so much noise. 5. He said he liked that song. 6. She asked me where my sister was.

УСТНЫЙ ОПРОС

1. Устный опрос проводится по трем вариантам. Студент получает одну из трех карточек, на которых указаны 5 вопросов для устного опроса. За правильный ответ на 1 вопрос, студент получает 1 балл, соответственно за выполнение одного варианта студент получает до 5 баллов. Таким образом, за данную форму текущего контроля (устный опрос) по дисциплине студент получает до 5 баллов.

2. Критерии оценивания

5 баллов - Задание полностью выполнено: цель общения успешно достигнута, тема раскрыта в заданном объеме. Демонстрирует способность логично и связно вести беседу: активно включается в беседу и поддерживает ее с соблюдением очередности при обмене репликами, при необходимости проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя. Демонстрирует словарный запас, адекватный поставленной задаче. Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок. Речь понятна: в целом соблюдает правильный интонационный рисунок; не допускает фонематических ошибок; все звуки в потоке речи произносит правильно.

4 балла - Задание выполнено: цель общения достигнута, однако тема раскрыта не в полном объеме. В целом демонстрирует способность логично и связно вести беседу: включается в беседу, и в большинстве случаев поддерживает ее с соблюдением очередности при обмене репликами, не всегда проявляет инициативу при необходимости смены темы, демонстрирует наличие проблемы в понимании собеседника. Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдается некоторое затруднение при подборе слов и отдельные неточности в их употреблении. Использует структуры, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания. В основном речь понятна: не допускает фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный.

3 балла - Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме. Демонстрирует неспособность логично и связно вести беседу: не сразу включается в беседу и не стремится поддерживать ее, не проявляет инициативы при необходимости смены темы, передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника. Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи. Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание. В отдельных случаях понимание речи затруднено из-за наличия фонематических ошибок; неправильного произнесения отдельных звуков; неправильного интонационного рисунка; требуется напряженное внимание со стороны слушающего.

1 - 2 балла - Задание не выполнено: цель общения не достигнута. Не может поддерживать беседу. Словарный запас недостаточен для выполнения поставленной задачи. Неправильное использование грамматических структур делает невозможным выполнение поставленной задачи. Речь почти не воспринимается на слух из-за большого количества фонематических ошибок и неправильного произнесения многих звуков.

3. Методические указания для преподавателя. Устный опрос проводится по трем вариантам. Студент получает одну из трех карточек, на которых указаны 5 вопросов для устного опроса. В случае необходимости предоставляется время на подготовку.

4. Методические указания для студента. Answer all the questions on your card. You have 5 minutes for preparation.

**Устный опрос № 1 по теме: "Образование в России и за рубежом"
Вариант I:**

1. What are the differences between the system of higher education in Russia and in Britain?
2. What are the advantages of each system?
3. What are the disadvantages of each system?
4. What are the sectors of American economy that bring the least part to GDP?
5. What economic changes did Britain overcome in the last 20 years?

**Устный опрос № 1 по теме: "Образование в России и за рубежом"
Вариант II:**

1. How are progresses assessed in Russian HEIs?
2. When could students be dismissed from HEI in Russia/Britain?
3. What do you know about A-level exam?
4. What can you say about USE in Russia?
5. Compare students' life in Russia and Britain.

**Устный опрос № 1 по теме: "Образование в России и за рубежом"
Вариант III**

1. What are the main types of businesses in the USA?
2. Who regulates economic system of the USA?
3. What are the key sectors of Canadian economy?
4. What are the potential benefits for the graduates of British and Russian systems of education?
5. What are the competitive advantages of each system for graduates?

ПРЕЗЕНТАЦИЯ

1. Презентация проводится по трем вариантам. Студентам дается ситуация и три варианта входных данных. За выполнение одного варианта студент получает до 5 баллов. В рамках семестра предусмотрено 2 презентации. Таким образом, за данную форму текущего контроля (презентация) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания.

Максимальное количество баллов за выступление и презентацию – 5баллов

Критерии оценки выступления и презентации:

- соответствие содержания теме;
- правильная структурированность информации;
- эстетичность оформления, его соответствие требованиям;
- набор лексических и грамматических единиц, их правильное использование;
- взаимодействие с аудиторией, умение отвечать на вопросы, соблюдение регламента.

Критерий № 1: 1 балл – содержание выступления соответствует теме, 0,5 балла – содержание выступления частично соответствует заявленной теме; 0 баллов – содержание не соответствует теме.

Критерий №2: 1 балл– выступление и презентация структурированы правильно, согласно требованиям; 0,5 балла – структура частично выдержана в рамках правил; 0 баллов – информация не структурирована.

Критерий №3: 1 балл – презентация оформлена согласно требованиям; 0,5 балла – презентация оформлена частично по требованиям; 0 баллов – оформление не соответствует требованиям.

Критерий №4: 1 балл – лексика и грамматика использованы правильно, выступающий владеет английским языком уверенно; 0,5 балла – лексические и грамматические явления использованы с ошибками, не влияющими на понимание, 0 баллов – лексика и грамматика используются не правильно, много ошибок.

Критерий №5: 1 балл – выступающий взаимодействует с аудиторией, уверенно и лаконично отвечает на вопросы, не вышел за рамки регламента; 0,5 баллов – выступающий слабо взаимодействует с аудиторией, плохо отвечает на вопросы, немного вышел за рамки регламента; 0 баллов – выступающий не взаимодействует с аудиторией, не может ответить на вопросы, не соблюдает регламент.

Методические рекомендации преподавателям по работе с презентациями и выступлениями

Мультимедийные презентации - это вид самостоятельной работы студентов по созданию наглядных информационных пособий, выполненных с помощью мультимедийной компьютерной программы PowerPoint. Этот вид работы требует координации навыков студента по сбору, систематизации, переработке информации, оформления её в виде подборки материалов, кратко отражающих основные вопросы изучаемой темы, в электронном виде. То есть создание материалов-презентаций расширяет методы и средства обработки и представления учебной информации, формирует у студентов навыки работы на компьютере.

Материалы-презентации готовятся студентом в виде слайдов с использованием программы Microsoft PowerPoint. В качестве материалов-презентаций могут быть представлены результаты любого вида внеаудиторной самостоятельной работы, по формату соответствующие режиму презентаций.

Затраты времени на создание презентаций зависят от степени трудности материала по теме, его объёма, уровня сложности создания презентации, индивидуальных особенностей студента и определяются преподавателем.

Требование к студентам по подготовке и презентации доклада на занятиях.

1. Доклад - это сообщение по заданной теме, с целью внести знания из дополнительной литературы, систематизировать материал, проиллюстрировать примерами, развивать навыки самостоятельной работы с научной литературой, познавательный интерес к научному познанию.
2. Тема доклада должна быть согласована с преподавателем и соответствовать теме занятия.
3. Материалы при его подготовке, должны соответствовать научно-методическим требованиям образовательной организации и быть указаны в докладе.
4. Необходимо соблюдать регламент, оговоренный при получении задания.
5. Иллюстрации должны быть достаточными, но не чрезмерными.

6. Работа студента над докладом-презентацией включает отработку навыков ораторства и умения организовать и проводить диспут.
7. Студент в ходе работы по презентации доклада, отрабатывает умение ориентироваться в материале и отвечать на дополнительные вопросы слушателей.
8. Студент в ходе работы по презентации доклада, отрабатывает умение самостоятельно обобщить материал и сделать выводы в заключении.
9. Докладом также может стать презентация реферата студента, соответствующая теме занятия.
10. Студент обязан подготовить и выступить с докладом в строго отведенное время преподавателем, и в срок.

Инструкция докладчикам и содокладчикам

Докладчики и содокладчики - основные действующие лица. Они во многом определяют содержание, стиль, активность данного занятия. Сложность в том, что докладчики и содокладчики должны знать и уметь очень многое:

- сообщать новую информацию;
- использовать технические средства;
- знать и хорошо ориентироваться в теме всей презентации (семинара);
- уметь дискутировать и быстро отвечать на вопросы;
- четко выполнять установленный регламент: докладчик - 10 мин.; содокладчик - 5 мин.; дискуссия - 10 мин.;
- иметь представление о композиционной структуре доклада.

Задачи преподавателя:

- помочь в выборе главных и дополнительных элементов темы;
- консультировать при затруднениях.

Задачи студента:

- изучить материалы темы, выделяя главное и второстепенное;
- установить логическую связь между элементами темы;
- представить характеристику элементов в краткой форме;
- выбрать опорные сигналы для акцентирования главной информации и отобразить в структуре работы;
- оформить работу и предоставить к установленному сроку.

Методические рекомендации для студента

Ваше выступление и презентация должны соответствовать следующим требованиям:

- Читаемость слайдов; незагруженность слайдов; использованный шрифт (должен быть без засечек, не злоупотреблять прописным, не мелкий).
- Соблюдение единого стиля оформления; Использование на одном слайде не более 3-х цветов;
- Лаконичность - размещение на слайде только необходимых, существенных информационных объектов в сжатом виде с сохранением максимальной информативности;
- Структурность - оформление структуры информационного объекта в четкой, легко запоминающейся форме, отражающей его характер;
- Текст носит тезисный характер;
- Используются короткие слова и предложения;
- Минимизировано количество предлогов, наречий, прилагательных;
- Заголовки привлекают внимание аудитории;

- Информация соответствует достоверным источникам;
- Логика построения презентации;
- Язык понятен аудитории;
- Техническая чистота (форматирование текста, отсутствие графических, стилистических, грамматических ошибок).
- Раскрытие темы;
- Форма представления (творческий подход);
- Умение отвечать на вопросы: лаконичность и аргументированность;
- Соответствие регламенту (10 минут).

Задание для студента. Study the topic of the presentation and the list of questions to be observed. Choose the variant of the task. Use the Internet and/or the teacher's resources, make a presentation.

Презентация № 1 по теме: " Образование в России и за рубежом: «Образование в России»"
Вариант I:

1. The system of Higher education in Russia.
2. St Petersburg State University.
3. Famous professors of the Kazan Federal University.

Презентация № 1 по теме: Образование в России и за рубежом: «Образование в России»
Вариант II:

1. The foundation of the first Russian Universities.
2. Michail Lomonosov and his contribution to the system of Higher Education in Russia.
3. Moscow State University.

Презентация № 1 по теме: Образование в России и за рубежом: «Образование в России»
Вариант III:

1. The basic types of Higher Education Institutions in Russia.
2. Kazan Federal University.
3. Education possibilities in Kazan.

Презентация № 2 по теме: "Образование в России и за рубежом": «Образование в Великобритании», «Образование в США».
Вариант I:

1. Cambridge university and its history.
2. Yale university today.
3. Ivy league universities.

Презентация № 2 по теме: "Образование в России и за рубежом": «Образование в Великобритании», «Образование в США».
Вариант II:

1. Oxford university and its traditions.
2. Oldest universities in the USA.
3. Most attractive universities for foreign students.

Презентация № 2 по теме: "Образование в России и за рубежом": «Образование в Великобритании», «Образование в США».

Вариант III:

1. Exchange programs I'd rather go.
2. Students life and traditional holidays in the UK.
3. The peculiarities of American universities.

ДИСКУССИЯ

1. Дискуссия проводится по трем вариантам. Студенты делятся на три группы, каждая группа получает свой вариант. Студенты готовят монологическое высказывание по каждому вопросу, ведут дискуссию в большой группе, задают вопросы. За выполнение одного варианта студент получает до 5 баллов. В рамках семестра предусмотрено 2 дискуссии. Таким образом, за данную форму текущего контроля (дискуссия) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания

5 баллов («отлично»)

Обучающийся сумел решить речевую задачу, правильно употребив при этом языковые средства, свободно выразил коммуникативное намерение, адекватно использовал компенсаторные языковые возможности. В ходе дискуссии умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

Высокий уровень владения материалом по теме дискуссии. Превосходное умение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Высокий уровень этики ведения дискуссии.

4 балла («хорошо»)

Обучающийся решил речевую задачу, но произносимые в ходе дискуссии реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

Средний уровень владения материалом по теме дискуссии. Хорошее умение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Средний уровень этики ведения дискуссии.

3 балла («удовлетворительно»)

Обучающийся решил речевую задачу не полностью. Некоторые реплики партнера вызвали у него затруднения. Наблюдались паузы, мешающие речевому общению.

Низкий уровень владения материалом по теме дискуссии. Слабое умение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Низкий уровень этики ведения дискуссии.

1-2 балла («неудовлетворительно»)

Обучающийся не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению реплики партнера, его участие в дискуссии было минимальным или молчал.

Недостаточный уровень владения материалом по теме дискуссии. Неумение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Отсутствие этики ведения дискуссии.

3. Методические указания для преподавателя. Студенты делятся на три группы, каждая группа получает свой вариант. Студенты готовят монологическое высказывание по каждому вопросу, ведут дискуссию в большой группе, задают вопросы.

4. Методические указания для студента. Makeup 3 groups. Pick up the card with the discussion questions and discuss them within the group. Each of you should make a short speech, and be ready to discuss your point of view.

Дискуссия № 1 по теме: "Страны изучаемого языка"

Вариант I:

1. Great Britain has exhausted the deposits of natural resources.
2. What are the most important ingredients of British economic system?
3. What sectors are important for British economy?

Дискуссия № 1 по теме: "Страны изучаемого языка"

Вариант II:

1. Why are Americans proud to be Americans?
2. Why do you think entrepreneurship is the core of American capitalism?
3. What makes the US a strong country?

Дискуссия № 1 по теме: "Страны изучаемого языка"

Вариант III:

1. What can Canada be proud of?
2. Why are some regions in Canada uninhabited?
3. What are the main sectors of Canadian economy?

Дискуссия № 2 по теме: "Образование в России и за рубежом"

Вариант I:

1. Why was Russian system of higher education constructed similar to that of German?
2. Why were there only three faculties in Moscow's university?
3. Why do you think Russian universities began transitioning to a system similar to that of Britain and the USA ?

Дискуссия № 2 по теме: "Образование в России и за рубежом"

Вариант II:

1. What are the potential benefits for the graduates of British universities?
2. What do you know about system of loans for students in Russia and abroad?
3. How should students progresses be assessed and why?

Дискуссия № 2 по теме: "Образование в России и за рубежом"

Вариант III:

1. When could students be dismissed from HEI in Russia/Britain/USA?
2. What are entry requirements to British, American, Russian HEIs? What is close to you.
3. Where do you think students have easier and funnier life?

ДЕЛОВАЯ ИГРА

1. Деловая игра проводится по трем вариантам. Студенты делятся на три группы, каждая группа получает свой вариант ситуации.

За работу в группе студент получает до 5 баллов. В рамках семестра предусмотрено 2 деловые игры. Таким образом, за данную форму текущего контроля (деловая игра) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания:

- лексическое разнообразие;
- корректное использование грамматических конструкций;
- аргументированность принятых решений;
- решение проблемы;
- беглость речи.

5 Баллов:

Задание полностью выполнено: цель общения успешно достигнута, тема раскрыта в заданном объеме. Демонстрирует способность логично и связно вести беседу: активно включается в беседу и поддерживает ее с соблюдением очередности при обмене репликами, при необходимости проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя. Демонстрирует словарный запас, адекватный поставленной задаче. Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок. Речь понятна: в целом соблюдает правильный интонационный рисунок; не допускает фонематических ошибок; все звуки в потоке речи произносит правильно.

4 Балла:

Задание выполнено: цель общения достигнута, однако тема раскрыта не в полном объеме. В целом демонстрирует способность логично и связно вести беседу: включается в беседу, и в большинстве случаев поддерживает ее с соблюдением очередности при обмене репликами, не всегда проявляет инициативу при необходимости смены темы, демонстрирует наличие проблемы в понимании собеседника. Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдается некоторое затруднение при подборе слов и отдельные неточности в их употреблении. Использует структуры, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания. В основном речь понятна: не допускает фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный.

3 Балла:

Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме. Демонстрирует неспособность логично и связно вести беседу: не сразу включается в беседу и не стремится поддерживать ее, не проявляет инициативы при необходимости смены темы, передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника. Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи. Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание. В отдельных случаях понимание речи затруднено из-за наличия фонематических ошибок; неправильного произнесения отдельных звуков; неправильного интонационного рисунка; требуется напряженное внимание со стороны слушающего.

2 балла:

Задание не выполнено: цель общения не достигнута. Не может поддерживать беседу. Словарный запас недостаточен для выполнения поставленной задачи. Неправильное использование грамматических структур делает невозможным выполнение поставленной задачи. Речь почти не воспринимается на слух из-за большого количества фонематических ошибок и неправильного произнесения многих звуков.

0 баллов:

Отказ от выполнения задания

3. Методические указания для преподавателя. Учитель заранее готовит материалы для проведения деловой игры, которые могут содержать описание ролей, справочную информацию. На занятии учитель знакомит студентов с ситуацией и раздает подготовленный материал, задача студентов – используя предложенный материал, решить ту или иную коммуникационную задачу, которая содержится в описании деловой игры.

4. Методические указания для студента. Listen to the description of the situation. Pick the card and use the information from the card in order to solve the task.

**Деловая игра № I по теме: "Страны изучаемого языка"
Вариант 1: «Travel services in Heathrow Airport (London)».**

Группа делится по парам. Каждому студенту достается роль: «Student A» или «Student B». Ваша цель – разыграть коммуникативную ситуацию, для этого вам нужно изучить свои роли и составить наводящие вопросы.

Student A	<p>You are a customer service representative at Heathrow Airport in London. You answer the phone and help customers purchase / return plane tickets and book / rent a hotel.</p> <p>You should know the following information:</p> <ul style="list-style-type: none"> - name and telephone number; - day and time to travel; - travel by first/ business/ economy class; - type of hotel: BB (bed & breakfast)/ all-inclusive.
Student B	<p>You are on a business trip to London for two weeks. You still have unfinished business and you need to stay in London for another 1 day. Your hotel is full for the next 10 days. Call Customer Support Office in Heathrow Airport, Student A, and arrange for a new flight ticket and hotel reservation.</p> <p>You should know the following information:</p> <ul style="list-style-type: none"> -opportunity to change the flying ticket? -day and time to fly from London, according to your timetable; -booking a hotel for 1 night; - the price.

**Деловая игра № 1 по теме: "Страны изучаемого языка"
Вариант II: «Summer trip to the USA».**

Группа делится по парам. Каждому студенту достается роль: «Student A» или «Student B». Ваша цель – разыграть коммуникативную ситуацию, для этого вам нужно изучить свои роли и составить наводящие вопросы.

Student A	You are a representative of the travel agency "Around the World". You work
-----------	--

	<p>with clients who would like to visit the USA. Your responsibilities: make travel tours, focus on customer preferences (region / state, price, time, attractions). Your advertising sounds:</p> <p><i>“Isn’t it wonderful to discover new places? Traveling all over the world helps you to see all famous sights with your own eyes, to feel the spirit of the country you’ll travel, to make new friends, to improve your knowledge of history! We offer European countries and some countries such as the USA, Australia and Canada! You’ll be nuts to miss a chance to work with our agency!”</i></p> <p>You need to prepare a tour in the USA - choose 2-3 states, tell us about the sights, dates and cost of the trip.</p> <p><i>Sample questions:</i> Do your clients have the USA visa? Have they ever been to the USA? What places of interest do they want to visit? What type of accommodation do they prefer?</p>
Student B	<p>You want to go on holiday in the USA in the summer with your husband / wife/ boyfriend / girlfriend / brother / sister. You would definitely like to visit the state of New York, but you also will not refuse to travel to other regions proposed by the agency and meeting your requirements:</p> <ul style="list-style-type: none"> - you have 3000\$ for the trip; - you take your dog Jack with you; - you want to visit New York and Florida; - you want morning flights. <p><i>Sample questions:</i> Can we visit only big cities? What places in the USA do you offer? Do you have package holiday? Can we buy your package holiday in advance? Do you have Russian-speaking stuff? Can we take our pets with us? What season is the best for traveling in your country?</p>

Деловая игра № 1 по теме: "Страны изучаемого языка"
Вариант III: «Business Travel Services».

Группа делится по парам. Каждому студенту достается роль: «Student A» или «Student B». Ваша цель – разыграть коммуникативную ситуацию, для этого вам нужно изучить свои роли и составить наводящие вопросы.

Read the information about BTS (Business Travel Services).

***Business Travel Services** is based in Philadelphia, USA. One of its most important clients is the large multinational corporation NeoTech, whose head office is also in Philadelphia. Recently, NeoTech's senior executives have had problems when they have been on business trips organised by BTS.*

Who we are

BTS provides a full range of corporate travel services. We are highly experienced in handling the requirements of today's business traveller. Among our many clients are multinational companies which are household names.

What we do

Our travel consultants work to produce top-value fares and the best itineraries to suit the needs of your staff. We will minimise your expenses by arranging your staffs travel at the right price, getting additional discounts for you and establishing direct contact with the best service providers. All our overseas partners are selected because of their high standard of service, attention to detail and quality of product.

We offer: *Flights, Hotel bookings, Car rental, Conference bookings, Insurance.*

1. The Head of Travel at NeoTech phones the Account Manager of BTS to set up a meeting, so that they can discuss the problems that executives have had while on business trips. In pairs, role-play the telephone conversation to set up the meeting. Choose your role: Student A or Student B.

Student A	<p>You are Head of Travel at NeoTech. Read the information in your diary and check when you are available for a meeting.</p> <p>You want to arrange a suitable time for a meeting with the Account Manger of BTS. Here is your diary for the week:</p> <table border="1" data-bbox="448 848 1350 1115"><thead><tr><th></th><th>Morning</th><th>Afternoon</th></tr></thead><tbody><tr><td>Monday</td><td colspan="2">All day at exhibition</td></tr><tr><td>Tuesday</td><td>Free</td><td>Appointment at dentist 2 p.m.</td></tr><tr><td>Wednesday</td><td>Meeting</td><td>Free after 1 p.m.</td></tr><tr><td>Thursday</td><td colspan="2">Training session all day and early evening</td></tr><tr><td>Friday</td><td>Correspondence + interviews</td><td>Free after 2 p.m.</td></tr></tbody></table>		Morning	Afternoon	Monday	All day at exhibition		Tuesday	Free	Appointment at dentist 2 p.m.	Wednesday	Meeting	Free after 1 p.m.	Thursday	Training session all day and early evening		Friday	Correspondence + interviews	Free after 2 p.m.
	Morning	Afternoon																	
Monday	All day at exhibition																		
Tuesday	Free	Appointment at dentist 2 p.m.																	
Wednesday	Meeting	Free after 1 p.m.																	
Thursday	Training session all day and early evening																		
Friday	Correspondence + interviews	Free after 2 p.m.																	
Student B	<p>You are the Account Manager for BTS. Read the information in your diary and check when you are available for a meeting.</p> <p>You agree to a meeting with NeoTech's Head ofTravel. Suggest that you meet at NeoTech's head office. Here is your diary for next week.</p> <table border="1" data-bbox="448 1373 1350 1756"><thead><tr><th></th><th>Morning</th><th>Afternoon</th></tr></thead><tbody><tr><td>Monday</td><td colspan="2">All-day meeting to discuss new business developments</td></tr><tr><td>Tuesday</td><td colspan="2">Presentation to the Board of Directors. You may be available late in the afternoon, after 5 p.m.</td></tr><tr><td>Wednesday</td><td colspan="2">All-day meetings with clients</td></tr><tr><td>Thursday</td><td>Medical check-up</td><td>Free</td></tr><tr><td>Friday</td><td>Writing a report</td><td>Flight to New York 6 p.m.</td></tr></tbody></table>		Morning	Afternoon	Monday	All-day meeting to discuss new business developments		Tuesday	Presentation to the Board of Directors. You may be available late in the afternoon, after 5 p.m.		Wednesday	All-day meetings with clients		Thursday	Medical check-up	Free	Friday	Writing a report	Flight to New York 6 p.m.
	Morning	Afternoon																	
Monday	All-day meeting to discuss new business developments																		
Tuesday	Presentation to the Board of Directors. You may be available late in the afternoon, after 5 p.m.																		
Wednesday	All-day meetings with clients																		
Thursday	Medical check-up	Free																	
Friday	Writing a report	Flight to New York 6 p.m.																	

Деловая игра № 2 по теме: "Образование в России и за рубежом" Вариант I: "Studying Abroad"

Группа делится по парам. Каждому студенту достается роль: «Student A» или «Student B». Ваша цель – разыграть коммуникативную ситуацию, для этого вам нужно изучить свои роли и составить наводящие вопросы.

Work in groups of two. You are participating in a Role play. Read the task in your cards. Note, your answer will be assessed on the following criteria:

- vocabulary knowledge;
- grammar knowledge;
- the way you state your decisions;
- speech fluency.

Student A is an American student. Student A goes to talk to the professor about opportunities for studying abroad (in your student's country) and asks for help.

You should find out the information regarding:

- exchange programs;
- scholarships
- costs;
- calculating grades;
- work-study information.

Student B is Student A's professor. You hold lectures in economy and are responsible for international students of the university you work for. You have a lot of information about studying abroad but unfortunately you are in a hurry. Make a note of the problems and clarify any information that isn't clear for Student A.

Деловая игра № 2 по теме: "Образование в России и за рубежом" Вариант II: "Failing a Test"

Группа делится по парам. Каждому студенту достается роль: «Student A» или «Student B». Ваша цель – разыграть коммуникативную ситуацию, для этого вам нужно изучить свои роли и составить наводящие вопросы.

Work in groups of two. You are participating in a Role play. Read the task in your cards. Note, your answer will be assessed on the following criteria:

- vocabulary knowledge;
- grammar knowledge;
- the way you state your decisions;
- speech fluency.

Student A is the Russian student. You are reading a newspaper in a dorm room when Student B returns the room. You ask Student B why he is angry. You give advice to Student B about how to do better on test including:

- discussing the subject with other students;
- asking professors for help;
- going to the library to research information, etc.

Student A can end the scene by telling B not to slam the door next time.

Student B is the international student. You have just returned to the dorm room and are angry about not doing well on the test you just finished. The scene begins with Student B slamming the door shut. You should explain the situation.

Деловая игра № 2 по теме: "Образование в России и за рубежом" Вариант III: "Student-Teacher Conversation"

Группа делится по парам. Каждому студенту достается роль: «Student A» или «Student B». Ваша цель – разыграть коммуникативную ситуацию, для этого вам нужно изучить свои роли и составить наводящие вопросы.

Work in groups of three. You are participating in a Role play. Read the task in your cards. Note, your answer will be assessed on the following criteria:

- vocabulary knowledge;
- grammar knowledge;
- the way you state your decisions;
- speech fluency.

Student A will act as a teacher.

Student B will play the role of the student who passed a recent exam with the highest score in the group.

Student C is a groupmate who accuses the Student B of cheating on his exam.

Some useful supplementary words include: to cheat on an exam, answer, to insult, humiliate, and to be jealous of.

Students A,B,C should prepare some of the things they would talk about to resolve this difficult and lively situation

ПИСЬМЕННАЯ РАБОТА

1. Письменная работа проводится по трем вариантам заданий. За выполнение 1 варианта студент может получить 5 баллов. В рамках семестра предусмотрено 2 письменные работы. Таким образом, за данную форму текущего контроля (письменная работа) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания

5 баллов (выполнено от 91% до 100%)

Правильно выполнены все задания. Продемонстрирован высокий уровень владения материалом. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий.

Содержание: коммуникативная задача решена полностью.

Организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.

Лексика: лексика соответствует поставленной задаче и пройденному материалу.

Грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.

Орфография и пунктуация: орфографические ошибки отсутствуют, соблюдены правила пунктуации.

4 балла (выполнено от 70% до 90%)

Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.

Содержание: коммуникативная задача решена полностью.

Организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.

Лексика: лексика соответствует поставленной задаче и пройденному материалу, но имеются незначительные ошибки.

Грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки незначительно препятствуют решению коммуникативной задачи.

Орфография и пунктуация: незначительные орфографические ошибки, соблюдены правила пунктуации.

3 балла (выполнено от 51% до 69%)

Задания выполнены более чем наполовину. Присутствуют серьёзные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.

Содержание: основная коммуникативная задача решена.

Организация работы: высказывание нелогично, средства логической связи использованы неадекватно содержанию текста, текст неправильно поделен на абзацы, но формат высказывания соблюден.

Лексика: лексика не всегда соответствует поставленной задаче и пройденному материалу, имеются ошибки.

Грамматика: имеются грубые грамматические ошибки.

Орфография и пунктуация: незначительные орфографические ошибки, не всегда соблюдены правила пунктуации.

1-2 балла (выполнено от 0% до 50%)

Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.

Содержание: коммуникативная задача не решена.

Организация работы: высказывание нелогично, не использованы средства логической связи, не соблюден формат высказывания, текст не поделен на абзацы.

Лексика: большое количество лексических ошибок.

Грамматика: большое количество грамматических ошибок.

Орфография и пунктуация: значительные орфографические ошибки, не соблюдены правила пунктуации.

0 баллов

Отказ от выполнения задания.

3. Методические указания для преподавателя. Студенты получают один из трех вариантов заданий и выполняют работу письменно.

4. Методические указания для студента. Read the task, write what is required. Check the requirements for writing an informal letter and essays. Make sure your informal letter is not shorter than 140 words and essay 250 words.

Письменная работа № 1 по теме: "Страны изучаемого языка"

Вариант I:

Напишите неофициальное письмо своему другу, живущему в англоязычной стране. Внимательно изучите задание. Объем письма 140-190 слов.

You are going to England for holiday. You would like to stay for a few days at your English friends. Write a letter and ask if it is possible.

1. Describe briefly your holiday plans.
2. Present your request.
3. Say how long you would like to stay.
4. What places of interest you would like to visit.
5. Express hope for her/his return visit to Russia.

Письменная работа № 1 по теме: "Страны изучаемого языка"

Вариант II:

Напишите неофициальное письмо своему другу, живущему в англоязычной стране. Внимательно изучите задание. Объем письма 140-190 слов.

A friend you met last year has invited you to visit them in their country. You have never been there before.

Write a letter to your friend. In the letter:

- request advice about a gift for his/her family
- ask about activities
- find out about clothing
- find out about the food

Письменная работа №1 по теме: "Страны изучаемого языка"

Вариант III:

Напишите неофициальное письмо своему другу, живущему в англоязычной стране. Внимательно изучите задание. Объем письма 140-190 слов.

You have received the following letter from your English-speaking friend. Write your informal letter of reply to your friend.

..... Thanks for inviting me to stay with you when I visit your country next month. I'm not sure how to get to your apartment from the airport. Could you write back giving me some basic instructions? What would be the best method of transport for me? I'd prefer one that isn't too expensive! Just one other thing – what will the weather be like when I get there? (Just so I'll know what clothes to pack!)

.....

Письменная работа (эссе) № 2 по теме: "Страны изучаемого языка"

Вариант I:

You should spend about 40 minutes on this task. Give reasons for your answer and include any relevant examples from your own knowledge or experience. You should write at least 250 words.

The topic to write an essay: *Today more people are travelling than ever before. Why is this the case? What are the benefits of travelling for the traveller?*

Письменная работа (эссе) № 2 по теме: "Страны изучаемого языка"

Вариант II:

You should spend about 40 minutes on this task. Give reasons for your answer and include any relevant examples from your own knowledge or experience. You should write at least 250 words.

The topic to write an essay: *A lot of places in the world rely on tourism as a main source of income. Unfortunately, tourism can also be a source of problems if it is not managed correctly. Describe the advantages and disadvantages of tourism in the modern world. Do you think that benefits of tourism outweigh its drawbacks?*

Письменная работа (эссе) № 2 по теме: "Страны изучаемого языка"

Вариант III:

You should spend about 40 minutes on this task. Give reasons for your answer and include any relevant examples from your own knowledge or experience. You should write at least 250 words.

The topic to write an essay: *Some people claim that immigrants should adopt the local culture when immigrating to a new country. While others think that they can establish a minority community instead. Discuss both views and give your opinion.*

ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ

По дисциплине предусмотрен экзамен во 2 семестре. Экзамен проходит по билетам. В каждом билете по три вопроса. Максимум на экзамене можно набрать 50 баллов.

Студенту на экзамене также могут задаваться дополнительные вопросы по смежным темам.

Соответствие баллов и оценок для экзамена:

0-55 – неудовлетворительно

56-70 – удовлетворительно

71-85 – хорошо

86-100 – отлично

2. Критерии оценивания:

Оценка "**Отлично**" ставится, если студент продемонстрировал всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять задания, предусмотренные программой, усвоил основную литературу и знаком с дополнительной литературой, рекомендованной программой дисциплины, усвоил взаимосвязь основных понятий дисциплины в их значении для приобретаемой профессии, проявил творческие способности в понимании, изложении и использовании учебно-программного материала.

Оценка "**Хорошо**" ставится, если обучающийся продемонстрировал полное знание учебно-программного материала, успешно выполнил предусмотренные программой задания, усвоил основную литературу, рекомендованную программой дисциплины, показал систематический характер знаний по дисциплине и способен к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

Оценка "**Удовлетворительно**" ставится, если обучающийся обнаружил знание основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по профессии, справился с выполнением заданий, предусмотренных программой, знаком с основной литературой, рекомендованной программой дисциплины, допустил погрешности в ответе на экзамене и при выполнении экзаменационных заданий, но обладает необходимыми знаниями для их устранения под руководством преподавателя.

Оценка "**Неудовлетворительно**" ставится, если обучающийся обнаружил значительные пробелы в знаниях основного учебно-программного материала, допустил принципиальные ошибки в выполнении предусмотренных программой заданий и не способен продолжить обучение или приступить по окончании университета к

профессиональной деятельности без дополнительных занятий по соответствующей дисциплине.

3. Методические указания для преподавателя: студенты выбирают билет и готовят ответ на своем месте, отведенное время. После чего представляют готовый ответ устно преподавателю.

4. Методические указания для студента: Choose the card with questions, prepare your oral answer, then present your answer to the teacher.

Вопросы к экзамену

2 семестр

1. What does the term "British isles" denote?
2. Characterize the countries included into the UK?
3. Describe the economy of Britain? What statistics is used to measure it?
4. What are the key sectors of Britain's economy?
5. How was American economy developing?
6. What are the ingredients of the American economy?
7. State the main sectors that contribute to American GDP?
8. What are the dominant sectors of the Canadian economy?
9. How was Canadian economy developing?
10. Speak about the foundation of Russian system of higher education?
11. What types of assessments are used at HEE in Russia? What do they involve?
12. What is the structure of the academic year in Russia?
13. What are the basic types of higher education institutions in Russia? what are they responsible for?
14. How do most British students acquire the breadth of academic knowledge?
15. What exam is it necessary to take in order to get a place at a British University?
16. Speak about the financial help students may get from LEA in Britain
17. What are the most well-known and the oldest universities in Britain?
18. What kind of tests do American applicants take to enter the university?
19. What are the basic types of HEIs in the USA?
20. What are the oldest and the most famous universities in the USA?

Форма экзаменационного билета

Министерство науки и высшего образования РФ
ФГАОУ ВО «Казанский (Приволжский) федеральный университет»
Институт управления, экономики и финансов
Кафедра иностранных языков и профессиональной коммуникации
Направление подготовки: 38.05.01 Экономическая безопасность,
профиль (Экономико-правовое обеспечение экономической безопасности)
Учебный год 2019/2020
Курс 1
Дисциплина «Иностранный язык»

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. Speak on the topic: "What does the term "British isles" denote?"
2. What are the oldest and the most famous universities in the USA?

3. Render the article.

Доцент кафедры иностранных языков
и профессиональной коммуникации

_____ Григорьева Е.В.

Зав. кафедрой иностранных языков
и профессиональной коммуникации

_____ Полякова О.В.

Примерные статьи на экзамен:

Article #1

How to Start a Business in a Competitive Industry

By Bennett Conlin

- To break into a competitive industry, entrepreneurs should start at the local level.
- Partnering with local organizations can help your small business build a better brand.
- Succeeding in a competitive industry requires industry knowledge.

Breaking into the food industry isn't an easy task for a small business. While specialty restaurants and food trucks may find ways to captivate a local audience, creating a packaged dish and trying to put that on shelves at local stores can be an even tougher challenge. Pozole to the People successfully broke into a competitive industry by committing to its mission and focusing on local efforts.

By starting local, building connections and knowing the food industry, the company has put its pozole in local stores and built a loyal following. Breaking into a competitive industry isn't easy, but Pozole to the People found the recipe for success.

1. Find a market need.

Born and raised in Hawaii, Pozole to the People founder Chris Bailey grew up with pozole in his diet. Pozole means "hominy" and is made from hominy to create a soup or stew, traditionally with a variety of vegetables. Many people also add meat to the dish.

As Bailey saw some of his vegan and vegetarian friends avoid pozole at Mexican restaurants because of the regularity of meat in the dish, he saw a need in the market. A business idea was born. He decided to make a pozole base that didn't require consumers to eat the dish with meat. He created a meal starter base that is gluten-free and doesn't include meat. Customers can certainly add meat, but anyone can use this pozole, regardless of dietary restrictions.

If you want to break into a competitive industry, you must find a need in that market. Bailey saw that certain customers were being excluded from eating pozole due to dietary preferences and regulations. He was also knowledgeable about the product. It's incredibly difficult, if not impossible, to create a successful product or service in a competitive industry if you lack knowledge of that industry. Bailey grew up eating pozole and understood what it took to create a delicious product that would serve the needs of his client base.

Some entrepreneurs fall into the trap of jumping into an industry without knowing much about it. This can work in some cases, but trying to join a competitive industry without experience in that field is often a failure waiting to happen. If you lack knowledge of an industry but still want to enter that field, take the time to research the industry and build your knowledge base before launching your business.

2. Start local.

Pozole to the People, which is based in Oregon, chose its location based on the many people on the West Coast who are familiar with pozole. Bailey wanted to choose a health-conscious region where his product could build a name for itself in the market. For consumers who aren't familiar with pozole, the company offers live demos and several recipes on its website to educate local consumers.

Bailey also focuses his efforts on local stores. He wants to build his brand before making a national push. If you enter a competitive industry, focus on the niche areas first. Whether that's a region or customer base, you will have a better chance of success if you narrow down your target market and focus locally.

"We're a very community-minded company," Bailey said. "We want this to be a product that serves the community. I believe there will be a day where it expands throughout the country and beyond, but I think, for now, I'm definitely enjoying the ride that we're on."

Building a community-focused company is a tremendous way to start out a competitive industry. Bailey holds live demos and uses local ingredients to help engage the local community on multiple levels. Small businesses need to get community support to succeed and eventually grow. Starting a business in a competitive industry and expecting to immediately compete with major brands is unrealistic. Start small to eventually become big.

3. Partner with other local organizations.

An area where Pozole to the People excels is connecting with other local businesses in the Northwest. Instead of viewing other businesses in the area as potential competitors, Bailey's company embraces other local businesses and tries to connect with them whenever possible.

He also mentioned the importance of connecting with businesses that hold similar values. In Bailey's case, he wants his company to work with businesses that value the community and are committed to using the healthiest ingredients on the market. This helps him play to his company's competitive advantage, which is offering a healthy pozole base for all consumers. His fresh, locally sourced ingredients are a key competitive advantage.

"It's incredibly important, especially in Portland and in the Northwest," Bailey said. "I think people are really conscious of what's being made locally. I think it just adds to the credibility."

Bailey's strategy of using local businesses to help his business, rather than viewing them as competition, improves his company. Don't shy away from connecting with other small business owners in your local area just because others might view them as your competition. As Pozole to the People shows, some businesses thrive when utilizing the help of other small business owners.

4. Live in your industry.

Bailey works at Portland Mercado, helping with microenterprise development of small food businesses in Portland, as his day job. This means Bailey is living and breathing the food industry. He's constantly immersed in local food businesses, which helps him find some of the best companies to partner with in the market.

"From that, I just happen to find myself in conversation with the greater food scene locally," Bailey said. "It just leads to being able to meet and network."

While you don't need to work a different job in your field, you should find ways to remain immersed in your industry. If you're creating a sports gambling startup, you should be aware of the state-by-state legislation changes regarding sports betting. If you work in the cannabis industry, regulations and consumer guidelines are critical to follow. Regardless of what industry you're in, it's vital to know the trends of the field. Your awareness of what's happening in your industry will set your business up for success.

It's also important to monitor local trends and changes. The food industry in Portland differs from the food industry in Oklahoma. A product that finds tremendous success in rural towns in the Midwest might struggle in New York City. Be aware of the differences in local markets.

5. Cover business basics.

When starting a business in a competitive industry, you need to focus on the business basics as well. That means writing a business plan, creating financial projections, performing a competitor

analysis and understanding your target market. Craft a marketing strategy, consider which social media channels you'll use and how you'll engage potential customers in your area.

While connecting with local businesses and other small business owners is an important part of succeeding in a competitive industry, it's also crucial to cover the basics of starting a business. The best entrepreneurs create solid plans of attack and then adjust to the many challenges they face.

Starting a business in a competitive industry requires solid strategy before, during and after the business's launch. If you cover the basics like a business plan, your small business will be better equipped to follow the road map Pozole to the People has shown to work.

Article #2

Going Global: How to Expand Your Business Internationally

By Chad Brooks

- Evaluate if you have the funds and customer base you'll need.
- Find the right partners and team members.
- Structure your infrastructure properly.
- Consider new ideas and rely on the experts.
- Do your due diligence.
- Be willing to change direction and adjust your customer support.

Taking your brand overseas can be appealing, and many entrepreneurs would jump at the chance. However, the international expansion journey can be treacherous. Between establishing a fresh customer base, learning new laws and regulations, finding trustworthy partners, and becoming familiar with the local customs, the road to becoming a global company is difficult to navigate. While not every business is fit for such a challenge, some are. Before you decide to make the leap overseas, you need to consider these factors.

Are you ready for international expansion?

One of the first questions you must answer is whether your business is actually suited to succeed in international markets. Just because you think your product or service will thrive in a new country doesn't mean it actually will.

Diego Caicedo, co-founder and CEO of OmniBnk, which operates in multiple Latin American countries, said scaling across borders is complicated and expensive regardless of a company's size, and the process can take time and resources away from other opportunities.

"Companies should evaluate whether or not expansion is indeed beneficial, or if it will only take away from their core business," Caicedo said. "It may be better to serve one country well than several countries poorly."

Zoe Morris, president of the Frank Recruitment Group, would encourage entrepreneurs to evaluate whether their business is truly ready to grow before developing an international strategy. She said to plan ahead, monitor your market share, and try to figure out if it will support a move into new foreign markets and create more long-term business opportunities.

"Take a look at finances and honestly ask yourself if you have the funds to support the initial investment and sustain the growth you're forecasting," Morris said. "If the answer to both is yes, then it may be the right time to grow. Remember, success won't be immediate, so you'll need to factor that into your plans."

One of the biggest considerations has to be whether your business can actually build a strong customer base internationally. A product that sells well in your home country may not have the same appeal in international target markets.

"First, make sure your customers exist," said Joseph Paris Jr., chairman of business consulting firm Xonitek and founder of the Operational Excellence Society. "Is there a need for your offering? Are they inclined to purchase? Don't think that they might – know that they will."

Jethro Lloyd, CEO of iLAB – a software quality assurance company with offices in Indianapolis, London, Johannesburg, Cape Town, Rio de Janeiro and Sydney – says another initial step is to conduct some significant research into the country you want to expand to.

"Don't discount the importance of education on both sides, in both your new market and your homeland," Lloyd said. "You must understand the direction your new city is going in and leverage that momentum to support your expansion, whether it's logistics, banking or a talent base."

What are the challenges of international business?

No major business decision is without its hurdles, but global expansion comes with its own unique set of obstacles. Here are some challenges you should prepare for before expanding internationally.

Language and cultural differences

Taki Skouras, co-founder and CEO of international wireless accessories retailer Cellairis, suggests hiring bilingual staff members who can translate for your company.

"If you don't have the budget for full-time translators, outsource tasks like overseas customer service," he said.

Josh Robinson, vice president of franchising and development for Pearle Vision – an optical franchise that has 500 locations throughout North America, including about 60 in Canada – said it is important to understand that there may be cultural and language differences within a country.

"Just as you expect differences in residents of California, the Midwest and New York, you need to understand the nuances between Vancouver and Calgary [for example]," Robinson said. "You probably expect differences in laws and languages, so you would hire a lawyer and translator from the country you are moving into. But you also might need a local person's perspective to understand how the culture and even taste could affect the market for some consumer goods and services outside the U.S."

International compliance and regulatory issues

Learning the different tax codes, business regulations and packaging standards in different countries can be challenging. Trevor Cox, chief financial officer for DataCloud International Inc. – which has offices in the U.S., Canada and Australia – said compliance was the biggest challenge DataCloud faced when expanding overseas.

"In Australia, compliance was a major headache," he said. "It took months to complete the necessary paperwork for compliance and setting up a corporation."

Foreign banks may also be hesitant to deal with the administrative burden of a U.S.-based account, so you may have to set up a separate foreign business entity and bank account to make handling transactions worthwhile for the banks.

"It took just as long to set up a local bank account, with many banks declining to work with us because we were too small," Cox said. "We had to switch to an international bank, which had offices in Australia."

Packaging

Stanley Chao, president of All In Consulting and author of *Selling to China: A Guide for Small and Medium-Sized Businesses*, said products have to be localized. This means different packaging, foreign language instructions, different voltages, etc.

"The issue here is that you need a local person familiar with your product to suggest these changes," Chao said. "Don't think you can just resell your U.S.-targeted product in a foreign country."

Paris said packaging standards are different from country to country. In the U.S., companies only need to include directions in English and maybe Spanish. "But in Europe, your instructions, even for the simplest product, will be in multiple languages, sometimes up to 24 languages. If your product is sold more regionally, you will have to consider the increase in packaging cost associated with labeling."

Local competition

It's not easy to persuade a foreign customer to trust your brand when a similar product is made in their home country. While some big-name U.S. chains have clout overseas, small and midsize companies need to work harder to convince the international market that their brands are trustworthy and better than the competition.

"Why would [customers] buy from you over the local champion?" Paris said. "Can you penetrate the market? If you do, can you be profitable under the circumstances?"

Article #3

International expansion advice and best practices

By Chad Brooks

If you feel you're ready to tackle the challenges of international business, follow this advice from business leaders who have been in your shoes.

1. Find the right partners and team.

If you plan on expanding globally, you'll want a great team or partner. Even if your "partner" takes the form of a mentor, you'll want someone you trust and who can vouch for you.

Caicedo said it's crucial to establish a local office and team that understand the market and language to comply with local regulations.

"Having a local country manager can go a long way in not only ensuring that the company is compliant in each new market, but that it is handling its expenses efficiently as well," he said.

"Working with a local partner can also help communicate your company's unique selling point in a way that is meaningful to the local market."

The people you hire to deal with your overseas business partners and customers must be immersed in the local environment, but they should also be looking out for your interests.

"The foreign companies that you may deal with probably have more experience doing business in the U.S. than you have in their country," Bardosh said. "Without a core team on your side with the necessary cultural, language and local business contacts, you'll be competitively disadvantaged."

Biolife LLC, developer of bio urn and planting system The Living Urn, launched in the U.S. in 2014 and has since expanded to 17 countries worldwide. Biolife President Mark Brewer said those expanding internationally shouldn't rush the process of finding trusted and reliable strategic alliances.

"While the potential partner may seem like a great choice today, a better option may be available tomorrow," he said.

When you're looking specifically for a distributor, Brewer said, don't assume the largest one is automatically the best.

"Some of our best and most successful distributors are entrepreneurs like us who are focused on the product and driven to make it successful in their market," he said. "Larger distributors, having many products, may not devote the same amount of time and attention to our product in the market."

2. Have the right infrastructure.

Morris said it is vital to make sure that when you do expand, you have the right infrastructure in place to ensure a smooth launch.

These are some questions she said you should have answered beforehand:

Do you have a management team that can deliver your strategy from a satellite office?

Have you decided which business decisions can be made on a local level and which need to be made centrally?

Do you have the capabilities to set up IT and telephone systems?

How will employees share data securely, and does the data you're capturing follow the law and best practices?

3. Consider the impact of any new ideas.

Instead of only thinking about how your own country's customers might receive your new ideas, you'll need to think about how foreign customers will receive your ideas.

"As you spitball new ideas, someone definitely needs to think about scalability to your international territories – usually you," said Mike Zani, CEO of business consulting firm The Predictive Index. "Time zones, language and cultural appropriateness all need to be considered when you branch out internationally. If you don't do this ahead of time, you run the risk of offending your international partners by appearing to be more concerned about yourself [than] them."

4. Always do your due diligence.

Before making major business decisions, you should think through all possible scenarios – especially during global expansion. Chao advises those expanding their business internationally to spend time in the country they want to break into. An information-gathering trip can be a focal point to develop a plan for moving forward.

"Visit potential customers, distributors, OEM partners, and even competitors who are making either complementary or competing products," Chao said. "After a visit, you'll find out all the hard facts on whether your product can sell, who the competitors are, what price to sell at, and how to sell (directly, distributor, etc.)."

5. Rely on experts.

It is important for businesses looking for international growth to understand that they will need help. Chao said this can be particularly tough for smaller businesses, because they have likely been doing everything on their own up to this point.

"Realize you can't do everything, and rely on some experts to at least guide you through the beginning phases," he said. "You don't have to reinvent the wheel. Rely on experts."

6. Be willing to change direction.

Once you do expand, be prepared for some bumps in the road. That may mean changing how you operate in some ways. Adrian Fisher, founder and CEO of PropertySimple – a real estate technology company with locations in the U.S., Argentina and Chile – said you can't be afraid to pivot.

"With each new country comes new challenges, and businesses must adapt their product," Fisher said. "It's OK if the product shifts; it's more important to meet consumer demand."

7. Alter your customer support.

Once you launch overseas, you will have a whole new customer base to support. Roger Sholanki, CEO and founder of Book4Time, a provider of next-generation wellness management software that operates in 70 countries, said your current system of customer support will need significant changes when you expand internationally.

"The immediate challenge is servicing customers in different time zones, which could mean a 12-hour time difference," he said. "Your customers will want immediate support and access."

Article #4

3 Brothers Work Together to Create and Sell 'Super Coffee'

By Saige Driver

Jordan DeCicco, then a basketball freshman at Philadelphia University, couldn't stay awake in his 8 a.m. accounting class after early morning practice. He went looking for bottled coffee to bring to practice, but he couldn't find any that wasn't packed with sugar and artificial ingredients.

"It was loaded with sugar and cream and milk," said Jordan. "It was a big issue." On Sundays, Jordan brewed his own "super coffee" that traded in sugar with healthy fats, such as coconut oil.

He'd bring his coffee to practice and class. Soon his friends, teammates and classmates were asking for some of his "Super Coffee." Once Jordan realized he had a potential business on his hands, he called the two people he knew shared the same values as him and could take the business to the next level – his two older brothers, Jake and Jimmy.

Now Super Coffee is sold in most college cafeterias and stores such as Wawa, Wegmans and Whole Foods. Business News Daily chatted with Jordan, Jake, and Jimmy about starting a business in a dorm room, and how they make working with family a benefit.

Advantages of working with family

Working with family comes with a unique set of advantages and disadvantages. One major advantage is trusting and really knowing your business partners. Instead of asking his friends or teammates, Jordan, the youngest brother and founder of Kitu Life, decided to ask his brothers for help.

"We are really close in age and have a really good relationship," Jordan told Business News Daily. He knew they all shared the same values and would never risk compromising their values to get ahead.

The brothers came together and started to work toward a common goal – to create better coffee.

"We are about positive energy for a positive life," said Jordan. "We wanted to make something that would make everyone's day a little better while making them a little better."

"The best part [of working together] is that it's a value-based system, and we are committed to the bigger picture," said Jake, the middle brother and COO. "We are able to stay pretty even-keeled and keep our eye on the prize."

Another major plus for the three is that they all live in the same apartment and are continually bouncing ideas off each other and improving their products.

"We live together, and it allows us to work seven days a week," said Jake. "There is no unplugging, and we keep the positive energy flowing."

Disadvantages of working with family and finding work-life balance

One of the biggest challenges for family businesses is managing a working and personal relationship. Individuals who work with family may have problems setting boundaries so the business doesn't take away from family time. The three DeCiccis sometimes struggle with this.

"I think the biggest con for us is never being able to unplug, which is good but definitely a con," Jake told Business News Daily. The brothers recently took their first vacation since starting their company in 2015. While they were in Italy celebrating their dad's 50th birthday, they found themselves talking about coffee and forced themselves to stop.

Jim, the oldest brother and CEO, says he thinks one disadvantage is their lack of business experience. "When it comes to things like organization, communication, we are learning on the go. It's complicated."

Make the most out of every experience

It's important to make the most of every experience. When you're just starting your business, there are likely going to be a lot of bumps in the road. But how you react to the bumps is what dictates your success.

In June 2017, the three brothers went on "Shark Tank" to pitch Kitu Life. While they walked away without a deal, they made the most of the experience.

"We truly believe in creating your own luck," said Jim. "'Shark Tank' is what you make it. We made the most of it, and it worked to tell our story."

When they filmed the episode, some of the sharks didn't like the aftertaste of the coffee. Instead of being frustrated with the lack of a deal, they altered their coffee recipe. "We are always changing it to make it as good as it can be," said Jim.

Now when they introduce their products to new stores, they promote it with "Seen on 'Shark Tank.'" This way, consumers know there is a story behind their product.

Be competitive and take risks

Some of the best business owners are competitive and risk-takers. All three brothers were college athletes, so they're not strangers to competition. While they'd get into arguments on the field growing up, they're on the same team now, and it's less internal competition and more external competition.

They still have some arguments like most business partners and brothers do, but they're productive and are about improving the business. "The most heated conversations we have are

subjective, like what should the bottle look like or what should the new products be called," said Jim.

When they decided to focus on the business, they went all in. Jordan quit college, and Jim left his job on Wall Street. When they told their parents about their plan, they weren't happy.

"I had to convince them with my passion and vision," said Jordan.

Article #5

How to Stay Competitive in Tech Recruiting

By Derek Walter

- Digital transformation and continually changing skill sets require organizations to be savvy and forward-thinking in who they hire.
- Finding tech talent requires a strong, focused recruitment strategy.
- Develop an interview process that reflects your company vision and brings out interviewees' true skill sets.
- Look outside the traditional recruiting bubble and reach out to individuals who can add a diverse skill set and background to your company.
- Don't ignore soft skills when determining the ideal candidate.

Today's companies must fight for tech talent. In a strong economy, they must continue to find a way to fill roles with a landscape where many potential employees have several choices for where to work and are picky about what those assignments should look like.

Companies use a wide range of options for tackling this dilemma, with increased focus on hiring managers who focus on attracting talent with the right skills. For other organizations, the answer is turning to tech recruiters who claim to know the magic that will lure the right candidates their way. Others develop elaborate in-house strategies and dedicated recruiting teams to fill the roles they need.

Recruiting tech talent is a concern that goes all the way to the top of companies. A PricewaterhouseCoopers survey identified finding talent as a top concern among CEOs. From recruiting to interviewing and finding the right skill sets, there is an ongoing challenge to find the right fit. As companies compete in tight markets, ensuring you have the best employee roster should be a priority.

Many look at the issue as a lack of available talent, given the strong competition among tech companies and the changing nature of the hiring process.

Tony Martin, executive vice president of recruitment process outsourcing and talent management at Hudson RPO, said that no matter the specifics behind any perceived shortage, it's up to companies to get the ones they want in the door.

"Many companies are not doing the best job at attracting the talent that's out there," he said.

"Finding the best person for a position goes beyond matching a skill set to a list of job requirements. In fact, smart companies are taking a look at what skills are available in the market and figuring how those skills can be applied to their particular needs."

How to successfully recruit tech talent

The key is being transparent about the role itself. If you peruse enough job descriptions, you'll find lots of specifications that the candidate will need to be "hardworking" and "impactful." However, a strong sense of purpose and work-life balance can be equally or even more important.

"Candidates today want to understand the totality of a role – what their experience will be at an organization and what it has to offer them," Martin said. "That's why it's so important for organizations to convey what they can offer these candidates beyond a simple job description. It also goes back to companies understanding what their target market is looking for and what's important to them. For example, younger generations – and, in particular, women with a STEM education – are looking for more meaning and flexibility from their work life."

A Harvard Business Review report indicates that companies might not be taking the right approach. For example, it recommends that companies refine the interview process.

The time spent on interviews has nearly doubled since 2009, according to the report. Companies would get better results with fewer, more consistent interviews as part of a carefully refined process. When managers ask questions on the fly that they think will be a good gauge of fitness for the role, they often tend to seek information out of their own bias.

"Tech companies should also consider training people with transferable skills, who can, for instance, learn a new computer language to meet the job requirement," said Darlene Gillard, partnership director of community and events at social enterprise DigitalUndivided. "The talent is out there, but they need to be given access to jobs and opportunities. The folks in HR at these newer tech companies must do their due diligence in recruiting talent."

They should also be wary of their outsourcing, as outsourced recruiting may be further subcontracted to other agencies that may not give the matter the attention it needs.

The success of the recruiting process may come down to the way an employer brands itself.

"Tech has a marketing problem," said Gillard, whose company develops programs to increase active participation of urban communities in the digital space. "When people think of tech, they think of a 25-year-old Mark Zuckerberg-type guy. That's a very narrow point of view and could be a deterrent for anyone looking to work for a tech company. In order to stand out, companies need to change the face of their brand."

How to compete for the tech talent you need

There are many good strategies for recruiting the best talent. Companies can shout about the advantages they offer – the total compensation package, additional benefits, flexible working capabilities, and other perks before they even talk about salary. Many workers are also moved by philanthropic ideas and the opportunity to contribute to an organization that has a higher purpose.

Even with a good strategy, it can be challenging to find good tech talent. A digital skills gap, according to the Capgemini Digital Transformation Institute, is still something to tackle. However, it's not just in the technical skills – 59% of employers in the survey said their organizations don't have employees with the right soft skills, while 51% said the same about the traditional hard skills.

The report indicates that customer centricity, passion for learning, and cybersecurity and cloud computing are the most in-demand skills from both sides of the spectrum. It's important to keep both sides of an individual's skill set in mind while evaluating a candidate pool.

Much attention is paid to coding skills and other specifics that are necessary to do the job well and fit in with the team's goals. However, there is also much attention being paid to the other aspects that make an individual employee effective.

According to the LinkedIn Learning 2019 Workplace Learning Report, creativity is the most in-demand soft skill in 2019, with persuasion, collaboration, adaptability and time management also considered critical. When it comes to those sought-after hard skills, cloud computing, artificial intelligence, analytical reasoning, people management and UX design round out the list of top needs.

It's popular for companies to use technical recruiters for finding the next talented hires. As with many aspects of a company, outsourcing work to the perceived specialists seems like a timesaver.

How recruiters get paid varies by organization and several other factors. Internal recruiters are part of an organization, where finding new talent is their focused job. With an agency, recruiters can be compensated based on the number of leads or successful conversions. In some cases, the compensation is a percentage of the recruit's salary, or a hybrid of an upfront fee and money paid out for a successful placement.

The key is to understand how a particular agency operates, and if its methods are the right mix with how your company wants to fill roles. This ethos also applies to building up your in-house

team of recruiters. Many recruiters also offer a CRM system to track the recruiting and hiring process internally.

How to be a good tech recruiter

"The demand for tech professionals continues to increase as companies continue to invest in tech, but [the number of] people choosing that field is not increasing," said John Reed, senior executive director of IT staffing firm Robert Half Technology. "There's a supply-demand imbalance."

One of the best ways to recruit is to look internally and develop systems so current employees look for those new opportunities. That's why Reed recommends considering current employees when tech positions open up.

"Always start with re-recruiting your existing staff," he said. "They're probably getting calls [from other recruiters] and the problem gets compounded – you need more talent, but your current staff is getting recruited away."

Being open to promoting from within, or switching someone's role based on their strengths, is beneficial for everyone involved: The company doesn't have to "sell" itself to an employee who already works there, and the promoted employee will be satisfied, which could prove to be useful when you do need an outside hire.

"Your employees are your best brand ambassadors in the marketplace," Reed said.

The process of finding and keeping tech talent is going to be a challenge for companies no matter the state of the economy. There are some solid steps for recruiting the best talent, such as helping your company better market itself and helping your employees feel good about where they work. Teams that are happy with their job and feel positive about their shared sense of purpose are likely to be enthusiastic spokespersons for your organization.

These are some of the strategies that can make the tech recruiting process more manageable. In a quickly evolving tech landscape, what works may change over time. However, sticking to key, forward-thinking principles can set your company on the foundation for recruiting success.

Article #6

How to Create a Successful Internship Program

By Matt D'Angelo

Internships aren't just about grunt work anymore. With the right program, you can develop young talent and lay a foundation for recruiting brilliant young minds to work for your company. Smaller companies especially have an opportunity to edge out larger competitors by providing interns with opportunities to develop and staying in touch after graduation.

"We've hired former interns to become full-time employees multiple times," said Liz Wessel, co-founder and CEO of WayUp. "I like to think of it as a two- to three-month interview."

WayUp matches employers and job candidates seeking full-time roles and internships, which has allowed Wessel to get a glimpse into the internship programs of several companies. WayUp hired (and will be paying) interns for this coming summer as part of a development program that includes guest speakers and lunch with Wessel.

Small businesses have a big opportunity when it comes to interns. By developing and working with interns, you can foster growth in an inexperienced individual who could one day become a major player for your company.

The first step is establishing the right kind of program and paying your interns to ensure you're attracting talent that can contribute to your organization. Here's how to do it.

1. Establish an intern program coordinator.

Having a person in charge of your interns is crucial to building a program that pushes candidates and ensures they're getting the most out of their experience. The best part is, for small businesses, this position doesn't need to be a separate full-time position. Wessel said that WayUp's internship program is run by two coordinators who work in full-time roles for the

company. She said these individuals contribute about five hours a week to the program, and the responsibilities don't impede their full-time obligations.

Internship coordinators can build a program that ensures your interns are having a collective learning experience. Steven Benson, founder and CEO of Badger Maps, is an example of someone who puts in extra effort to develop interns.

"During the internship, I teach classes on various business topics, give career advice, do trainings to make them successful at their job role and help them develop valuable skills," Benson wrote in an email. "Interns at Badger are executing on major projects from beginning to end, and thereby get meaningful work experience."

2. Give each intern a mentor or "buddy."

Providing a mentor means giving interns an avenue for personalized feedback on matters that extend beyond their work. You want to provide a dynamic feedback experience for the intern, so assigning them mentors from upper-level management may not be the best idea, since they'll likely already be receiving feedback from their direct supervisor.

Instead, provide your interns with junior-level employees to create a relaxed relationship that promotes professional growth and development. After all, if this is an intern's first corporate experience, they may have questions that they don't feel comfortable asking their manager.

3. Set goals and workloads.

Setting goals for your interns and revisiting their progress throughout their tenure is another important step in development. Wessel said that often, interns will work on two or three major projects, depending on the length of their internship. The key is tracking their progress and making sure there's a defined beginning, middle, and end to their work.

"It's really nice for an intern to feel like they've come in, they've started something, and they've completed that, as opposed to them feeling like they've ... been working on something and they never get to see it through to the end," Wessel said.

4. Make intern development a daily commitment.

As your interns get into the swing of things, make sure you have some structure set up so they are constantly receiving feedback and are on track with your goals. This is an important step in providing a personalized experience, but it's also crucial for you as a business owner – with the right feedback, you'll get the right kind of work from your intern.

Josh Skalniak, a public relations manager with Fingerpaint Marketing, said that each week, managers meet to review what each intern is working on and develop detailed to-do lists for the coming week. These meetings are for the managers only and provide a basic framework so that interns don't get lost in an abstract corporate environment.

"We all get to learn who is assigning [interns] work and how much," said Skalniak. "While we could simply ask the intern how their workload is going, we often find that interns are eager to please and don't speak up when they are overworked. The meeting gives us a broad picture of their workload and keeps us from overloading them."

Wessel said that managers should also have weekly one-on-one meetings with interns to make sure that everyone is on the same page.

How you structure your internship program depends on your business's needs. However, one key insight is to ensure you're constantly communicating with the interns. Otherwise, they may drift from their responsibilities and lose sight of their role within the company.

"[If they] have never worked in a corporate environment before ... they might not realize they should speak up about the fact that they are lost," Wessel said. "They might not even realize that they're lost – it's part of being so junior."

5. Stay in touch.

Once your internship comes to a close, try to maintain at least a tenuous connection with your former interns. There's no telling what opportunities they could move on to and what doors they could open for you in the future. Staying in touch with interns acts as proactive networking – by keeping in contact, you provide the opportunity to reconnect in the future.

Of course, another great reason to keep in contact with good interns is if you want to offer them a full-time role once they graduate. A good internship program acts as a training ground for young talent. You can filter out interns who aren't a good fit for your company and discover new talent that could one day serve your company on a full-time basis.

What not to do

Running a great internship program is as much about avoiding bad practices as it is about implementing great ones. Besides obvious bad practices, like giving your interns menial tasks that don't offer any chance for development, there are some other practices that Wessel and Skalniak outlined.

Avoid alcohol: Your intern may be under 21. Don't put them in a position where they could feel pressured to drink. It could also be an uncomfortable situation for an intern who may think they could get fired for drinking with co-workers.

Don't overlook an intern: Interns need guidance. You can't expect them to speak up like a full-time employee would when there's a problem or they're confused about what they need to do. Providing too much flexibility can result in interns who aren't working toward the goals you've set for them.

Structuring your internship program

These tips and best practices are a starting point. How you set up your internship program will be specific to your business and reflective of your organization's values. It's important to foster strong communication between your intern and multiple sources, like mentors, managers, and other interns, and create a collective experience where an intern can feel like their work contributed to your overall organization. By developing bright young minds and fostering talent in your interns, your company can retain great people and be the starting point of illustrious, successful careers.

"We've created a program and environment that enables [interns] to be successful and thrive at Badger as well as in their future jobs," Benson said. "This is obviously a big investment on our part, but that is how many of our former interns got jobs at Google, Apple, LinkedIn, Square, Salesforce and a bunch of other cool companies."

The other aspect that should never be overlooked is that you should pay your interns. Paying your interns will allow you to access talented candidates who may otherwise have never applied. Plus, it may be illegal not to pay them minimum wage. Federal labor laws, as well as some state's laws, may require it.

The Fair Labor Standards Act (FLSA) offers a six-part test to see if your intern can go unpaid:

- The internship is similar to training that would be given in an educational environment.
- The full experience is purely for the benefit of the intern.
- The intern doesn't replace regular employees but still works closely with existing staff.
- The employer receives no immediate advantage from the work the intern does; in fact, operations may be impeded.
- There is no job guaranteed at the end of the internship.
- Both the intern and employer know there are no expectations for wages

Paying interns "makes them feel appreciated; it makes them work harder," Wessel said. "It will allow for greater diversity when it comes to you hiring, because if you're not paying your interns, it probably means you're only going to attract people whose parents ... can [financially] support their kids. If they're doing real work for you, you should pay them."

Article #7

Build a Culture That Increases Employee Retention

By Matt D'Angelo

Three million Americans quit their job each month, and more than 50 percent of all organizations globally struggle to retain their most valuable employees. Jumping from company

to company has become the norm for U.S. employees, so how can small businesses combat employee turnover?

"Many leaders look first to throwing money at the problem and either try to compete on pay or by offering cool perks they think will improve the culture, like foosball and beer," said Heidi Mausbach, CEO of Omaha-based digital marketing agency Ervin & Smith. "Neither really get at the root of the problem, which is making sure you have a strong employer brand and employment value proposition."

An employment value proposition is the intangible benefits and experiences your workers gain from the skills and services they offer your business. It moves beyond monetary compensation and into experience and knowledge that will follow them throughout their career. Mausbach argues that engaging employees starts with recruiting the right workers and providing an EVP that's in line with your brand's overall identity.

Regardless, if you have a worker retention problem, providing more compelling compensation packages and financial benefits isn't the most effective way to fix the problem. It's an important aspect of worker retention, but it's only one dimension. Worker retention is as much a problem of culture as it is of compensation. If your business is experiencing high turnover, analyze your business culture and consider the opportunities you can provide employees for career growth and development.

Building better culture

Ervin & Smith was named one of the best places to work in 2017 by AdAge. Mausbach said that building a better business culture is key to keeping employees engaged. By increasing engagement, you can drive worker retention. A Gallup study found that employees who are engaged at work are 59 percent less likely to look for a different job in the next 12 months.

"Evaluate your employee experience," Mausbach said. "Intentionally build every aspect of the employee experience – leadership, environment, operations, technology and tools, and culture – to tie back your employer brand and EVP."

Building a better business culture doesn't mean providing employee perks, like ping pong tables. It means recruiting workers who fit your organization's vision and providing employees with autonomy. Large companies like Netflix provide employees with unlimited PTO and other benefits. This stems from an inherent trust in their workers, which is a lesson that can apply in small business situations as well.

By trusting your workers and treating them like adults, you promote engagement and push them into situations where they can go the extra mile and reap the benefits. Providing responsibility, and aligning business practices with core values, can push your business toward a better culture.

Providing clear paths for advancement and other leadership benefits can also help with worker retention. Nick Crouch is a Tropical Smoothie Cafe franchise owner, alongside partner Glen Johnson, in Florida, Georgia, Texas and Arkansas. Crouch's employees at his smoothie shops are younger and paid hourly, but he has implemented several incentives and practices to drive retention. He likes to prioritize advancement so workers feel they are working toward a promotion.

"We always look to promote from within whenever we can," he said. "I think a constant communication around that and [keeping] our culture top of mind at all times has been successful for us. We retain great employees by providing advancement opportunities with continued growth and development, and communicate that with our team members on a regular basis."

Other tips for increasing engagement

Besides analyzing and revamping your business culture, there are several other ways you can keep employees engaged and decrease turnover.

Anne Brackett, chief engagement officer with Strengths University, is a certified Gallup Engagement Champion who has worked with hundreds of employees on engagement throughout her career. She said it's important for small business owners to remember that managing employees is part of the job.

"It seems easier to put supervision on the back burner, but in the long run it's not," she said. "Early in my career, if I thought there was a staff issue brewing, I'd do my best to ignore it ... This rarely worked and caused me way more problems than being on top of the issue. Delegate all the tasks you can, and spend a good portion on managing what is most likely one of the biggest expenses in your business – your staff."

It may seem like an obvious concept, but it can be easy to get caught up in day-to-day tasks, making employee problems just another headache to tackle. Brackett said it can be helpful for small business owners to discuss employee progress regularly.

"Even if an employee is doing well, the annual review is frequently the only time that person is told so," she said. "Meet with your employees regularly to discuss their successes, what they need to improve on, ideas they may have to improve the company, and even ideas they have for building their skills."

Providing the right incentives

While building a solid business culture and promoting employee engagement is important, other incentives can help keep employees at your company. Keep in mind that this is an important aspect, but not the magic solution to a systemic employee retention problem. Employee salaries should be competitive, and introducing supplemental awards and contests can help with retention.

Crouch said that he provides various incentive programs, like a Standout Team Member of the Month award. This award includes a cash prize as well as Tropical Smoothie branded items, like bags or coolers. He also gives away concert and sporting event tickets to top performers. Small perks like these can help remind employees that they work for a company that cares about them.

Article #8

How to Best Lead a Multicultural or International Team

By Adam C. Uzialko

There are many benefits to having a diverse team. Different perspectives boost creativity and wisdom, enabling your team to attack problems from multiple angles and come up with unique solutions.

However, when it comes to a multicultural team spread across the globe, managing such a diverse squad can sometimes be difficult. Kristin Behfar, a professor at the University of Virginia Darden School Foundation, determined that in addition to the usual problems teams face – such as how to expend resources, how to solve problems, and confrontation – multicultural teams face a unique set of challenges. Among them are varying expectations toward respecting hierarchy and status; prejudice and stigma spilling into the workplace; cultural and language barriers; and varying interpretations of commitment or agreement to a decision.

Behfar and her co-authors, Mary Kern of the Zicklin School of Business at Baruch College and Jeanne Brett of the Kellogg School of Management at Northwestern University, interviewed people worldwide who had experience leading multicultural teams. Using their responses, the researchers developed a few tips for getting the most out of a diverse team.

1. Break down cultural differences.

Think about how your team members might view you. Ask if your behaviors uphold cultural stereotypes and acknowledge it with good humor – but avoid self-deprecation. It can be disarming but will often backfire, said the researchers.

It's also important to recognize that communication styles are not indicative of intelligence. For example, some cultures are more inclined toward open-ended questions than others.

2. Minimize the language barrier.

Native speakers should be the mediator to ensure a mutual understanding. Create the norm that asking someone to repeat themselves is not offensive, especially when it comes to a heavy

accent. Use pictures, stories and data to help illuminate the conversation. Avoid colloquialisms and slang, or words with two meanings or confusing context.

When it comes to business decisions, the researchers advised asking for agreement in multiple ways. For example, offer extra time to proofread material and to revisit a "final" decision multiple times.

3. Work around cultural customs.

Companies with multicultural teams should proactively accommodate different work schedules (e.g., time off for siestas) and vacation norms (five to six weeks in Europe). Be sensitive to dietary and religious restrictions in planning days off, choosing restaurants, and selecting food in the break room.

You should also work to understand values and motivations. Is a deal in time for quarterly postings a key objective, or do they find it most important to not look bad in front of superiors?

4. Avoid creating artificial divisions.

The researchers cautioned against speaking a certain language in the office unless everyone is fluent in it. It's also wise to remain current on political issues in co-workers' countries of origin, especially in regards to war, ethnic conflict, foreign intervention and regime change. Use caution when discussing world politics.

Finally, be sensitive to the perceived "status" of a country – the U.S. has a dominant pop culture, for example, but it likely offends others.

For more advice on leading a multicultural or international team, visit the full report on the University of Virginia Darden School Foundation's website.

Article #9

How to Manage a Multigenerational Workforce

By Rebecka Green

As Generation Z (those born in 1995 and onward) enter the workforce, businesses may soon have employees from four to five different generations working for them. Members of each generation have their own work styles, values and communication preferences. Resulting conflict from these differences stresses the need for intergenerational harmony in promoting an efficient work environment.

Austyn Rask is a millennial and the director of content and research at BridgeWorks, a consulting company and speakers bureau that educates businesses on the dynamics of a multigenerational workforce. For her, educating workers about the different generations is critical. BridgeWorks recognizes that each company will have a different approach to bridging the generational divides. A hip startup, for example, will have different problems than a centuries old, family-owned corporation. Rask emphasizes the importance of understanding how – and why – each generation communicates in the distinct ways that they do. By understanding the cultural, political and social dynamics that shape each generation, employers are able to have a diverse workforce that works together cohesively while carrying out the mission of the company.

Generations in the workforce

Today, you will find the following generations in the workforce, according to BridgeWorks:

Silent Generation/Traditionalists

Born 1900-1945

Traits: fiscally conservative, respects authority, self-sacrificing, loyal

Values: family, sacrifice, waste not/want not, respect for authority

Baby Boomers/Generation Y

Born 1946-1964

Traits: competitive, idealistic, polished, disciplined

Values: work ethic, professionalism, youthfulness, individualism, luxury

Generation X

Born 1965-1976

Traits: Resourceful, independent, skeptical, efficient

Values: transparency, independence, work-life balance, growth

Millennials

Born 1977-1995

Traits: collaborative, innovative, adaptable, experience-driven

Values: integrity, innovation, efficiency, speed

Generation Z

Born 1996-TBD

Traits: inquisitive, risk-averse, industrious, pragmatic

Values: stability, personalization, equality, resourceful

Cuspers

"Cuspers" are an additional category worthy of note. These are individuals born on the "cusp" of two generations, and they are known for being good at coordinating, translating, and resolving conflicts. All generations, not just cuspers, are shaped by the cultural, economic, political and global forces that surrounded them in their formative years. For example, a generation raised in one global region is characteristically different than members of the same generation located in a different part of the world. In a similar vein, an individual's generational characteristics might differ depending on the generations they were influenced by. For example, it was assumed Generation Z and millennials would be similar because both generations came of age in a time of intense digital revolution and upgrade. However, research shows these two generations are different, as Generation Z has a strong influence on Generation X parents who value growth and independence, while millennials focus on innovation and collaboration.

How multigenerational traits dictate thinking

Rask tells the story of two Generation Z interns at BridgeWorks. Both were given money and complete freedom to plan a dinner for the organization, and there was an emphasis on including dessert with the dinner. Their millennial supervisors felt both employees were providing a welcome, fun opportunity for the interns. The interns, however, were overwhelmed by the freedom and lack of direction. They floundered and skipped over the dessert portion of the meal altogether because they were nervous about choosing the "wrong" item. The moral of the story is that where one generation might welcome an experience, another might feel fear at the same opportunity. Those in managerial positions should be mindful that just because you like to be managed a certain way does not mean your employees will appreciate the same style.

At times, even small interactions can contribute to multigenerational workplace conflict. Workers might ask "Why is this millennial/Gen Z'er texting me?" "Why is my baby boomer boss so snappy and rude in emails?" Of course, millennials and Generation Z are used to communicating digitally and have honed their communication skills through these mediums. Baby boomers, on the other hand, did not grow up with email or text message and opt to communicate in a style that feels efficient, taking on a "short and snappy" style.

Why age diversity matters

Age diversity is crucial in running a successful business, and managing expectations is a priority. As a business owner or manager, look at the strengths and values each generation brings to your workplace. Baby boomers helped set up systems and processes so businesses could be more orderly and prioritize documentation. Generation X employees value independence. Millennials want to highlight diverse voices in collaborative settings. Generation Z, though they are on the cusp of entering the workforce, are likely to strive to find a balance between creativity, order, collaboration and individualization. Put all of these generations together, and you have a well-rounded employee base that can understand and resolve the issues and challenges your business is facing. Achieving harmony, however, among your multigenerational workforce can be tricky. Rask stresses the need to understand the generations. BridgeWork consultants usually start with

senior management but also work with human resources teams, talent acquisition, diversity and inclusion departments, and other relevant workforce management teams.

How to build your team

When it comes to team-building activities, Rask recommends inducing nostalgia. Her company created decks of cards that featured Western-based cultural references spanning several years. The cards depicted movies, music, politics and war. In the game, individuals select cards that remind them of their childhood, then sit with co-workers and share memories and thoughts before diving into the difficult conversation of generational differences. This is an activity that can be incorporated into your company's social and development events throughout the year.

Once the initial conversation is started, businesses can move into strategies like mentorship and reverse-mentorship programs. Reverse mentoring is when older workers work with younger worker mentors for the purpose of stimulating digital knowledge and challenging hierarchical norms, all the while nurturing a professional relationship. The more "traditional" mentorship style, an older worker mentoring a younger one, is still an ever-growing, effective practice across professional fields.

This relationship building breeds understanding and empathy between the different generations. An "on-paper" knowledge of generational differences can only take a business so far if they do not implement educational and professional growth initiatives into their workforce management. This will prevent disdain and ageism between colleagues.

Bottom line

As Generation Z enters the workforce, remember that all new generations face backlash. Millennials, in particular, have faced criticism in the media in recent years. Why? On the surface, it's easy to dismiss the complaints as jealousy over digital fluency, or a lack of understanding about their "overly" inclusive worldview.

These attacks seem intensified by the rapid-fire nature of today's news cycle, but Rask recalls stumbling upon a New York Times article from 1951 bemoaning the silent generation (those born between 1925 and 1945) for being too apathetic. At that time, the greater public had yet to recognize the extent to which World War II affected this new generation.

Whether it is age (or another identifier), an atmosphere of acceptance in the workforce is necessary for a harmonious and productive working environment.

Article #10

What is Your Body Language Telling Colleagues About You?

By Shannon Gausepohl

Have you ever thought about what you're saying to your colleagues when you're not speaking or typing an email to them? Your body language can nonverbally communicate your feelings, whether that is positive or negative, and can affect how your co-workers perceive you.

Psychology Today reports that people's needs, feelings, thoughts and intentions are processed by the limbic brain and expressed in our body language. For example, whether a baby lives in Boston or Borneo, she'll purse or pucker her lips if she doesn't like a certain food, and her eyes will dilate when she sees her mother. These expressions are very simple and binary, displaying either comfort or discomfort. From the time we are born, we show through our facial and body gestures whether we are warm or cold, contented or displeased, happy or sad — even if we don't say it in words.

"Through our body language, we alter the perception of a word," said body language expert and author Greg Williams. "For instance, we can say the same thing multiple ways and project a different meaning with each of those pronouncements based on the body language gestures that accompany our sentiments."

Examples of body language in action

Most people are oblivious to the subtle signals they send and receive via nonverbal cues, Williams said.

"It's unfortunate because if they were more aware of such signals, they'd uncover undisclosed meanings that they might use to benefit their plight in life," he added.

Williams gave examples of simple everyday signals that affect how people perceive what we say:

Forehead. When someone wrinkles their forehead, it's a sign of stress. Thus, the absence of wrinkles is a sign of calm and easygoingness.

Eyes (wide open versus closed and narrow). Wide-eyes indicate someone's attentiveness, interest and open-mindedness. A narrowing of the eyes signals a higher degree of focus on the subject, which is usually accompanied with a furled brow/forehead.

Smile. A genuine smile is denoted by turned up corners of the lips.

Hand placement. When hands are held close to the body, they tend to convey a need to protect the body. When hands are held away from the body, they convey more of a sense of openness, trust and approachability.

Foot placement. When the feet of two people engaged in a conversation are facing one another, the individuals are mentally engaged in their conversation. When one person turns a foot away, that usually means that individual has mentally begun to disengage in the conversation and soon he or she will exit in that direction.

Body language in the workplace

The above examples can also be found in an office setting, though there are certain cues to keep in mind when in the workplace.

"When you're in a business environment ... there tends to be a more serious mindset that one has about him or herself, along with a heightened sense of body language gestures," Williams said.

He added that co-workers are often "looking for certain things" to denote what hidden meaning might be associated with the way something is stated. A person's inflection might disclose a different meaning than the word conveyed, or there may be a sense of trepidation that is perceived based on a body language gesture.

According to Psych Central, these body language gestures can be detrimental at work:

Seeming uninterested. When we're feeling friendly and comfortable with the people we're interacting with, we tend to angle our bodies toward them and subtly match their movements. Be cognizant of where your body is positioned and that you're not angled toward the door when engaged in conversation with people. This shows a lack of interest and distraction. Instead, subtly mirror or mimic their gestures. For example, without being too obvious, place your hands on the table if theirs are, or lean slightly back in your chair if they are doing the same. This expresses harmoniousness and alignment.

Nervous gestures. Leg jiggling, hair twirling, face touching — any motion you do when nervous or bored — indicates insecurity. These gestures can cost you the trust you've built with your supervisors. If you're prone to hand movements, find a place for them to rest instead.

Eye contact. Your boss can tell a lot about your emotional intelligence just by the way you look at people, including how much you respect, appreciate and are interested in them and your work. A good formula for maintaining eye contact that's confident and certain (read: not creepy) is to hold a person's gaze for approximately 50 to 60 percent of the time you're interacting with him or her.

Williams reminded workers to take the time to recognize what your body is doing in day-to-day interactions in the office. It may change the way you perceive what others are saying to you and vice versa.

ТЕКУЩИЙ КОНТРОЛЬ

3 семестр

Темы:

1. Организации: «Культура организации», «Развитие компании», «Менеджмент»

2. Маркетинг: «Составляющие маркетинга», «Бренды», «Реклама»

Распределение баллов за формы текущего контроля:

- Деловая игра по теме “Organizations” (ОК-11)- 5 баллов
- Деловая игра по теме “Marketing” (ОК-11) - 5 баллов
- Устный опрос по теме “Marketing” (ОК-11)- 5 баллов
- Устный опрос по теме “Organizations” (ОК-11)- 5 баллов
- Письменная работа по теме “Organizations” (ОК-11) - 5 баллов
- Письменная работа по теме “Marketing” (ОК-11) - 5 баллов
- Дискуссия по теме “Organizations” (ОК-11) - 5 баллов
- Дискуссия по теме “Marketing” (ОК-11) - 5 баллов
- Презентация по теме “Organizations” (ОК-11) - 5 баллов
- Презентация по теме “Marketing” (ОК-11) - 5 баллов
- Контрольная работа по теме “Organizations” (ОК-11)- 5 баллов

Итого: 50 баллов

Зачет – 50 баллов

50 + 50 = 100 баллов

Соответствие баллов и оценок для зачета:

0-55 – незачтено

56–100 – зачтено

КОНТРОЛЬНАЯ РАБОТА

1. Контрольная работа проводится по трем вариантам. Контрольная работа выполняется на занятии и на выполнение заданий дается 90 минут. За выполнение варианта студент может получить 5 баллов. Таким образом, за данную форму текущего контроля (контрольная работа) по дисциплине студент получает до 5 баллов.

2. Критерии оценивания

Оценка «отлично» (выполнено от 91% до 100%) – Правильно выполнены все задания. Продемонстрирован высокий уровень владения материалом. Лексика соответствует поставленной задаче и пройденному материалу. Грамматические ошибки отсутствуют. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий.

Оценка «хорошо» (выполнено от 70% до 90%) - Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Лексика соответствует поставленной задаче и пройденному материалу, но имеются незначительные ошибки. Грамматические ошибки незначительны. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.

Оценка «удовлетворительно» (выполнено от 51% до 69%) – Задания выполнены более чем наполовину. Присутствуют серьезные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Лексика не всегда соответствует поставленной задаче и пройденному материалу, имеются значительные ошибки. Допущены грубые

грамматические ошибки. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.

Оценка «неудовлетворительно» (выполнено от 0% до 50%) - Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Большое количество лексических ошибок. Допущено большое количество грамматических ошибок. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.

3. Методические указания для преподавателя: студенты получают номер варианта, соответствующий списку заданий и выполняют контрольную работу по вариантам, письменно. По окончании – сдают работы на проверку.

4. Методические указания для студента: Do all the assignment in accordance with your variant.

Контрольная работа №1 по теме: “Организации”

Вариант I:

I. Read the text and translate it into Russian.

Entrepreneurship, value chains and market linkages are terms that are being used more and more when talking about agriculture and farming. Many small-scale farmers and extension organisations understand that there is little future for farmers unless they become more entrepreneurial in the way they run their farms. They must increasingly produce for markets and for profits.

Becoming more entrepreneurial can be a challenge for small-scale farmers. They will need help from extension workers and other institutions.

What is an entrepreneur? An entrepreneur is someone who produces for the market. An entrepreneur is a determined and creative leader, always looking for opportunities to improve and expand his business.

An entrepreneur likes to take calculated risks, and assumes responsibility for both profits and losses. An entrepreneur is passionate about growing his business and is constantly looking for new opportunities.

Entrepreneurs are also innovators. They always look for better and more efficient and profitable ways to do things. Being innovative is an important quality for a farmer-entrepreneur, especially when the business faces strong competition or operates in a rapidly changing environment

II. Complete the sentences with words from the list

gap backing goods loss market guidance plan small-scale investment capital reserve
leader variety proper

- 1) In a competitive business you can only succeed if you see a new ___ in the _____.
- 2) I think you'll need \$50,000 as _____ to launch your new company.
- 3) The _____ fund is not created to develop production.
- 4) An amount of money put by an individual or a company is called _____.
- 5) For many _____ farmers, producing for a local market, rather than producing riskier export crops, is a rational, entrepreneurial choice.
- 6) A _____ is a product sold very cheaply to encourage customers to come into a shop.
- 7) Look at the _____ of _____ this department store has

8) I wanted to work under her _____ .

III. Give the synonyms to the following words and phrases.

- 1) do business
- 2) start a business
- 3) stop one's business
- 4) go bankrupt
- 5) domestic
- 6) participate
- 7) transactions
- 8) staff
- 9) to do the job
- 10) to promote

Контрольная работа №1 по теме: “Организации”

Вариант II:

I. Read the text and translate it into Russian.

One of the ways to change production systems is by developing or adopting new technologies and practices. New technologies are being developed all the time. Some are developed by government researchers, others by private agricultural companies, and others by farmers. All these ideas and technologies need to be shared so that more farmers can benefit from them. Farmers need to be encouraged to develop and adapt new technologies and share them with other farmers. Extension workers can facilitate partnerships among farmers and between farmers and researchers to work together to identify, develop and test new technologies and practices to improve productivity and profitability.

Where Information Technology is available and accessible, it is a very powerful way for extension workers to educate and inform farmers about new ideas, technologies and other information. Physical distances and the lack of transportation facilities often limit the ability of extension workers to share information with farmers. Mobile phones, tablets, and computer-based systems can be used to overcome these physical barriers. The challenge is how information technology can be harnessed for the benefit of both extension agents and farmers without compromising the importance of human and unique local factors.

II. Complete the sentences with words from the list

Return research synergy business venture capital capitalist plan merger shareholder
authorized compelling market

- 1) If you look at our _____ you 'll see it contains our financial estimates.
- 2) I'd rather borrow the money from my parents than have to share my profits with _____.
- 3) If I lend you \$30,000 to set up the business, what do you expect will be the _____ on my _____?

- 4) _____, or the potential financial benefit achieved through the combining of companies, is often a driving force behind a _____.
- 5) Contributions to _____ fund are tax-free.
- 6) _____ value is the value enjoyed by a shareholder by possessing shares of a company.
- 7) Bright product is a _____ product.
- 8) The goods of this company are not sold very well. They should think about _____
_____.

III. Give antonyms to the following words and phrases:

- 1) advantage
- 2) to hire
- 3) limited
- 4) profitable
- 5) non-profit corporation
- 6) foreign
- 7) to establish
- 8) to expand
- 9) to be taxed
- 10) hostile

Контрольная работа №1 по теме: “Организации”

Вариант III:

I. Read the text and translate it into Russian.

It is possible to cultivate an entrepreneurial spirit among a group of willing participants. It starts with finding a group of farmers who show interest in being self-employed, taking calculated risks and the willingness to work together on a joint production activity.

Forming group business enterprises often has to be initiated from outside the group, for example by extension workers. Until a group becomes united, its members are likely to put their individual interests first. Group enterprises are often vulnerable in terms of the education, literacy and managerial experience of its members. Such groups need to be supported more deeply over a longer period than would individual farmer-entrepreneurs.

Extension workers are also needed to create linkages with input suppliers and markets while developing the management and entrepreneurial skills of the group and its members. The relationship between the extension worker and the group is critical. Trustworthy support builds trust. This builds enthusiasm and a greater spirit of unity among group members. The extension worker needs to know when to stop supporting the group. This should happen when the group takes full responsibility for the management of its business, but only after training has also been completed. This is a challenge to extension workers and extension organizations.

II. Complete the sentences with words from the list

juridical demand parent position network debt venture capital market contacts merger
authorized supply companies approach

- 1) A business angel can give you some extra _____, until you start making a profit.
- 2) We made use of our large _____ of _____ and found people who could help us.
- 3) After the procedure of registration the joint venture can be named as a _____ person.
- 4) _____ is used by many corporations and individuals as a method of making large purchases that they could not afford under normal circumstances.
- 5) In microeconomics, _____ and _____ is an economic model of price determination in a market.
- 6) _____ can be conglomerates, made up of a number of different, seemingly unrelated businesses, like General Electric, whose diverse business units are able to benefit from cross-branding.
- 7) He decided to adopt a different in teaching marketing.
- 8) She has held the of Chief Financial Officer since 1992.

III. Give either an antonym or a synonym to the following words and phrases:

- 1) advantage
- 2) to hire
- 3) limited
- 4) profitable
- 5) non-profit corporation
- 6) participate
- 7) transactions
- 8) objectives
- 9) responsible
- 10) disadvantage

УСТНЫЙ ОПРОС

1. Устный опрос проводится по трем вариантам. Студент получает одну из трех карточек, на которых указаны 5 вопросов для устного опроса. За правильный ответ на 1 вопрос, студент получает 1 балл, соответственно за выполнение одного варианта студент получает до 5 баллов. Таким образом, за данную форму текущего контроля (устный опрос) по дисциплине студент получает до 5 баллов.

2. Критерии оценивания

5 баллов - Задание полностью выполнено: цель общения успешно достигнута, тема раскрыта в заданном объеме. Демонстрирует способность логично и связно вести беседу: активно включается в беседу и поддерживает ее с соблюдением очередности при обмене репликами, при необходимости проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя. Демонстрирует словарный запас, адекватный поставленной задаче. Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок. Речь понятна: в целом соблюдает правильный интонационный рисунок; не допускает фонематических ошибок; все звуки в потоке речи произносит правильно.

4 балла - Задание выполнено: цель общения достигнута, однако тема раскрыта не в полном объеме. В целом демонстрирует способность логично и связно вести беседу:

включается в беседу, и в большинстве случаев поддерживает ее с соблюдением очередности при обмене репликами, не всегда проявляет инициативу при необходимости смены темы, демонстрирует наличие проблемы в понимании собеседника. Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдается некоторое затруднение при подборе слов и отдельные неточности в их употреблении. Использует структуры, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания. В основном речь понятна: не допускает фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный.

3 балла - Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме. Демонстрирует неспособность логично и связно вести беседу: не сразу включается в беседу и не стремится поддерживать ее, не проявляет инициативы при необходимости смены темы, передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника. Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи. Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание. В отдельных случаях понимание речи затруднено из-за наличия фонематических ошибок; неправильного произнесения отдельных звуков; неправильного интонационного рисунка; требуется напряженное внимание со стороны слушающего.

1 - 2 балла - Задание не выполнено: цель общения не достигнута. Не может поддерживать беседу. Словарный запас недостаточен для выполнения поставленной задачи. Неправильное использование грамматических структур делает невозможным выполнение поставленной задачи. Речь почти не воспринимается на слух из-за большого количества фонематических ошибок и неправильного произнесения многих звуков.

3. Методические указания для преподавателя. Устный опрос проводится по трем вариантам. Студент получает одну из трех карточек, на которых указаны 5 вопросов для устного опроса. В случае необходимости предоставляется время на подготовку.

4. Методические указания для студента. Answer all the questions on your card. You have 5 minutes for preparation.

Устный опрос № 1 по теме: "Organizations"

Вариант I:

1. What are the factors people need to consider if they set up their own business?
2. What are the benefits for Russian participants in a joint venture?
3. What are the three types of organizational structure?
4. Talk about the procedure of setting up a corporation.
5. What are the advantages of an alliance?

Устный опрос № 1 по теме: "Organizations"

Вариант II:

1. What is the difference between a merger and an acquisition?
2. What famous public limited companies do you know? How did they start their businesses?
3. Name the ways of raising finance for a start-up.
4. What three types of funds do exist in a joint venture?
5. Why do companies form an alliance?

**Устный опрос № 1 по теме: "Organizations"
Вариант III:**

1. What do we mean by alliances?
2. What is the difference between ltd. and plc.?
3. Why do companies merge?
4. Talk about flat organizational structure.
5. What are the advantages of a partnership?

ПРЕЗЕНТАЦИЯ

1. Презентация проводится по трем вариантам. Студентам дается ситуация и три варианта входных данных. За выполнение одного варианта студент получает до 5 баллов. В рамках семестра предусмотрено 2 презентации. Таким образом, за данную форму текущего контроля (презентация) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания.

Максимальное количество баллов за выступление и презентацию – 5баллов

Критерии оценки выступления и презентации:

- соответствие содержания теме;
- правильная структурированность информации;
- эстетичность оформления, его соответствие требованиям;
- набор лексических и грамматических единиц, их правильное использование;
- взаимодействие с аудиторией, умение отвечать на вопросы, соблюдение регламента.

Критерий № 1: 1 балл – содержание выступления соответствует теме, 0,5 балла – содержание выступления частично соответствует заявленной теме; 0 баллов – содержание не соответствует теме.

Критерий №2: 1 балл– выступление и презентация структурированы правильно, согласно требованиям; 0,5 балла – структура частично выдержана в рамках правил; 0 баллов – информация не структурирована.

Критерий №3: 1 балл – презентация оформлена согласно требованиям; 0,5 балла – презентация оформлена частично по требованиям; 0 баллов – оформление не соответствует требованиям.

Критерий №4: 1 балл – лексика и грамматика использованы правильно, выступающий владеет английским языком уверенно; 0,5 балла – лексические и грамматические явления использованы с ошибками, не влияющими на понимание, 0 баллов – лексика и грамматика используются не правильно, много ошибок.

Критерий №5: 1 балл – выступающий взаимодействует с аудиторией, уверенно и лаконично отвечает на вопросы, не вышел за рамки регламента; 0,5 баллов – выступающий слабо взаимодействует с аудиторией, плохо отвечает на вопросы, немного вышел за рамки регламента; 0 баллов – выступающий не взаимодействует с аудиторией, не может ответить на вопросы, не соблюдает регламент.

Методические рекомендации преподавателям по работе с презентациями и выступлениями

Мультимедийные презентации - это вид самостоятельной работы студентов по созданию наглядных информационных пособий, выполненных с помощью мультимедийной компьютерной программы PowerPoint. Этот вид работы требует координации навыков студента по сбору, систематизации, переработке информации, оформления её в виде подборки материалов, кратко отражающих основные вопросы изучаемой темы, в электронном виде. То есть создание материалов-презентаций расширяет методы и средства обработки и представления учебной информации, формирует у студентов навыки работы на компьютере.

Материалы-презентации готовятся студентом в виде слайдов с использованием программы Microsoft PowerPoint. В качестве материалов-презентаций могут быть представлены результаты любого вида внеаудиторной самостоятельной работы, по формату соответствующие режиму презентаций.

Затраты времени на создание презентаций зависят от степени трудности материала по теме, его объёма, уровня сложности создания презентации, индивидуальных особенностей студента и определяются преподавателем.

Требование к студентам по подготовке и презентации доклада на занятиях.

1. Доклад - это сообщение по заданной теме, с целью внести знания из дополнительной литературы, систематизировать материал, проиллюстрировать примерами, развивать навыки самостоятельной работы с научной литературой, познавательный интерес к научному познанию.
2. Тема доклада должна быть согласована с преподавателем и соответствовать теме занятия.
3. Материалы при его подготовке, должны соответствовать научно-методическим требованиям образовательной организации и быть указаны в докладе.
4. Необходимо соблюдать регламент, оговоренный при получении задания.
5. Иллюстрации должны быть достаточными, но не чрезмерными.
6. Работа студента над докладом-презентацией включает отработку навыков ораторства и умения организовать и проводить диспут.
7. Студент в ходе работы по презентации доклада, отрабатывает умение ориентироваться в материале и отвечать на дополнительные вопросы слушателей.
8. Студент в ходе работы по презентации доклада, отрабатывает умение самостоятельно обобщить материал и сделать выводы в заключении.
9. Докладом также может стать презентация реферата студента, соответствующая теме занятия.
10. Студент обязан подготовить и выступить с докладом в строго отведенное время преподавателем, и в срок.

Инструкция докладчикам и содокладчикам

Докладчики и содокладчики - основные действующие лица. Они во многом определяют содержание, стиль, активность данного занятия. Сложность в том, что докладчики и содокладчики должны знать и уметь очень многое:

- сообщать новую информацию;
- использовать технические средства;
- знать и хорошо ориентироваться в теме всей презентации (семинара);
- уметь дискутировать и быстро отвечать на вопросы;
- четко выполнять установленный регламент: докладчик - 10 мин.; содокладчик - 5 мин.; дискуссия - 10 мин.;
- иметь представление о композиционной структуре доклада.

Задачи преподавателя:

- помочь в выборе главных и дополнительных элементов темы;

• консультировать при затруднениях.

Задачи студента:

- изучить материалы темы, выделяя главное и второстепенное;
- установить логическую связь между элементами темы;
- представить характеристику элементов в краткой форме;
- выбрать опорные сигналы для акцентирования главной информации и отобразить в структуре работы;
- оформить работу и предоставить к установленному сроку.

Методические рекомендации для студента

Ваше выступление и презентация должны соответствовать следующим требованиям:

- Читаемость слайдов; незагруженность слайдов; использованный шрифт (должен быть без засечек, не злоупотреблять прописным, не мелкий).
- Соблюдение единого стиля оформления; Использование на одном слайде не более 3-х цветов;
- Лаконичность - размещение на слайде только необходимых, существенных информационных объектов в сжатом виде с сохранением максимальной информативности;
- Структурность - оформление структуры информационного объекта в четкой, легко запоминающейся форме, отражающей его характер;
- Текст носит тезисный характер;
- Используются короткие слова и предложения;
- Минимизировано количество предлогов, наречий, прилагательных;
- Заголовки привлекают внимание аудитории;
- Информация соответствует достоверным источникам;
- Логика построения презентации;
- Язык понятен аудитории;
- Техническая чистота (форматирование текста, отсутствие графических, стилистических, грамматических ошибок).
- Раскрытие темы;
- Форма представления (творческий подход);
- Умение отвечать на вопросы: лаконичность и аргументированность;
- Соответствие регламенту (10 минут).

Задание для студента. Study the topic of the presentation and the list of questions to be observed. Choose the variant of the task. Use the Internet and/or the teacher's resources, make a presentation.

Презентация № 1 по теме: "Organizations" Вариант I: "The biggest international company/ies"

The presentation should contain the following information:

- 1) Some history
- 2) Info about the owners
- 3) Company's performance

Презентация № 1 по теме: "Organizations" Вариант II: "The successful takeover or merger"

The presentation should contain the following information:

- 1) Some history
- 2) What were the reasons for an takeover or a merger?
- 3) Were there any culture clashes?
- 4) What benefits were claimed for it at the time of its announcement? Have they materialized?
- 5) Your opinion about the future of the company

**Презентация № 1 по теме: "Organizations"
Вариант III: "The leader whom I admire"**

The presentation should contain the following information:

- 1) Some information about the person you have chosen
- 2) What makes him/her a leader?
- 3) Do you think he/she is a born or made leader?
- 4) His/her management style
- 5) Why do you admire this person?

**Презентация №2 по теме: "Marketing".
Вариант I: "The marketing mix for a product of your choice"**

The presentation should contain the following information:

- 1) Product
- 2) Price
- 3) Place
- 4) Promotion

**Презентация №2 по теме: "Marketing".
Вариант II: "A strategy for marketing your own new product"**

The presentation should contain the following information:

- 1) The Unique Selling Proposition (USP) of the product, its future benefit
- 2) Marketing mix
- 3) Target market
- 4) Advertising

**Презентация №2 по теме: "Marketing".
Вариант III: "Advertising medium/method I'd prefer as a producer"**

The presentation should contain the following information:

- 1) Types of advertising media/media
- 2) Your preferred advertising medium/method
- 3) Benefits and shortfalls of this media

ДИСКУССИЯ

1. Дискуссия проводится по трем вариантам. Студенты делятся на три группы, каждая группа получает свой вариант. Студенты готовят монологическое высказывание по каждому вопросу, ведут дискуссию в большой группе, задают вопросы. За выполнение одного варианта студент получает до 5 баллов. В рамках семестра предусмотрено 2

дискуссии. Таким образом, за данную форму текущего контроля (дискуссия) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания

5 баллов («отлично»)

Обучающийся сумел решить речевую задачу, правильно употребив при этом языковые средства, свободно выражал коммуникативное намерение, адекватно использовал компенсаторные языковые возможности. В ходе дискуссии умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

Высокий уровень владения материалом по теме дискуссии. Превосходное умение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Высокий уровень этики ведения дискуссии.

4 балла («хорошо»)

Обучающийся решил речевую задачу, но произносимые в ходе дискуссии реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

Средний уровень владения материалом по теме дискуссии. Хорошее умение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Средний уровень этики ведения дискуссии.

3 балла («удовлетворительно»)

Обучающийся решил речевую задачу не полностью. Некоторые реплики партнера вызывали у него затруднения. Наблюдались паузы, мешающие речевому общению.

Низкий уровень владения материалом по теме дискуссии. Слабое умение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Низкий уровень этики ведения дискуссии.

1-2 балла («неудовлетворительно»)

Обучающийся не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению реплики партнера, его участие в дискуссии было минимальным или молчал.

Недостаточный уровень владения материалом по теме дискуссии. Неумение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Отсутствие этики ведения дискуссии.

3. Методические указания для преподавателя. Студенты делятся на три группы, каждая группа получает своей вариант. Студенты готовят монологическое высказывание по каждому вопросу, ведут дискуссию в большой группе, задают вопросы.

4. Методические указания для студента. Makeup 3 groups. Pick up the card with the discussion questions and discuss them within the group. Each of you should make a short speech, and be ready to discuss your point of view.

Дискуссия № 1 по теме: "Organizations"

Вариант I:

Companies should provide sports and social facilities for local communities.

To what extent do you agree?

Make two groups; choose a moderator for each group. Read the statement and make some notes with your own ideas, answer the question. Discuss the statement within your own group, using the examples from your own knowledge and experience; make an overall conclusion within your group. Compare your conclusion with the other group's conclusion.

Дискуссия № 1 по теме: "Organizations"

Вариант II:

The performance of staff can have a significant impact on the success of a company. What can companies do to increase staff productivity? Make two groups; choose a moderator for each group. Read the statement and make some notes with your own ideas, answer the question. Discuss the statement within your own group, using the examples from your own knowledge and experience; make an overall conclusion within your group. Compare your conclusion with the other group's conclusion.

Дискуссия № 1 по теме: "Organizations"

Вариант III:

Some companies have uniforms for their staff which must be worn at all times. What are the advantages for a company of having a uniform? Are there any benefits of having a uniform for the staff? Make two groups; choose a moderator for each group. Read the statement and make some notes with your own ideas, answer the questions. Discuss the statement within your own group, using the examples from your own knowledge and experience; make an overall conclusion within your group. Compare your conclusion with the other group's conclusion.

Дискуссия № 1 по теме: "Marketing"

Вариант I:

Some companies sponsor sports as a way to advertise themselves. Some people think it is good, while others think there are disadvantages to this. In pairs, discuss both sides and give your own opinion using examples from your own knowledge and experience.

Дискуссия № 1 по теме: "Marketing"

Вариант II:

Some people believe that what children watch on TV influences their behaviour. Others say that amount of time spent watching TV influences their behaviour. In pairs, discuss both sides and give your own opinion using examples from your own knowledge and experience.

Дискуссия № 1 по теме: "Marketing"

Вариант III:

Many people think that fast food companies should not be allowed to advertise while others believe that all companies should have the right to advertise. In pairs, discuss both sides and give your own opinion using examples from your own knowledge and experience.

ДЕЛОВАЯ ИГРА

Критерии оценивания участия студента в деловой игре

Максимальное количество баллов за участие в деловой игре – 5 баллов.

Критерии оценивания:

- лексическое разнообразие;
- корректное использование грамматических конструкций;

- аргументированность принятых решений;
- решение проблемы;
- беглость речи.

5 Баллов:

- Задание полностью выполнено: цель общения успешно достигнута, тема раскрыта в заданном объеме.
- Демонстрирует способность логично и связно вести беседу: активно включается в беседу и поддерживает ее с соблюдением очередности при обмене репликами, при необходимости проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя.
- Демонстрирует словарный запас, адекватный поставленной задаче.
- Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок.
- Речь понятна: в целом соблюдает правильный интонационный рисунок; не допускает фонематических ошибок; все звуки в потоке речи произносит правильно.

4 Балла:

- Задание выполнено: цель общения достигнута, однако тема раскрыта не в полном объеме.
- В целом демонстрирует способность логично и связно вести беседу: включается в беседу, и в большинстве случаев поддерживает ее с соблюдением очередности при обмене репликами, не всегда проявляет инициативу при необходимости смены темы, демонстрирует наличие проблемы в понимании собеседника.
- Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдается некоторое затруднение при подборе слов и отдельные неточности в их употреблении.
- Использует структуры, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания.
- В основном речь понятна: не допускает фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный.

3 Балла:

- Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме.
- Демонстрирует неспособность логично и связно вести беседу: не сразу включается в беседу и не стремится поддерживать ее, не проявляет инициативы при необходимости смены темы, передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника.
- Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи.
- Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание.
- В отдельных случаях понимание речи затруднено из-за наличия фонематических ошибок; неправильного произнесения отдельных звуков; неправильного интонационного рисунка; требуется напряженное внимание со стороны слушающего.

2 балла:

- Задание не выполнено: цель общения не достигнута.
- Не может поддерживать беседу.
- Словарный запас недостаточен для выполнения поставленной задачи.
- Неправильное использование грамматических структур делает невозможным выполнение поставленной задачи.
- Речь почти не воспринимается на слух из-за большого количества фонематических ошибок и неправильного произнесения многих звуков.

0 баллов:

- Отказ от выполнения задания

2. Методические рекомендации для преподавателя. Отработка профессиональных коммуникативных компетенций, профессионального лексического минимума, понятийно-терминологического аппарата. Группа делится на мини-группы по 4 человека и читает задание на карточках. Перед началом еще раз акцентируйте внимание студентов на правилах проведения деловой игры. Объясните студентам, что есть список просьб, на которые они должны ответить отказом. При необходимости озвучьте дополнительные задания и вопросы, корректируйте действия участников, если их действия не соответствуют целям и сценарию игры, при этом, не помогая им принимать решения. В процессе коммуникации студенты могут передвигаться по аудитории. Следует также напомнить студентам, что любой разговор принято начинать с отвлеченной темы, например, с небольшой беседы про семью, погоду, работу, а уже после переходить к основной цели коммуникации.

3. Методические рекомендации для студента. Workinggroupsoffour. You are participating in a Role play. Read the task in your cards. Note, your answer will be assessed on the following criteria:

- vocabulary knowledge;
- grammar knowledge;
- the way you state your decisions;
- speech fluency.

Деловая игра № 1 по теме: “Organization”

Вариант I: “New Business”.

Situation:

You and your colleagues have been chosen to help set up a new division of a company. You have been asked to set up the new division as fast as possible. You need to work together. However, you all have a lot of individual tasks to do to get things up and running. Unfortunately, money, time and resources are tight. You each have three favours you'd like to ask of each other. Read the rules below and try to get the favours granted by your colleagues as fast as you can. The person with all three favours granted first is the winner.

Rules:

1. Read your card. You have three favours to ask.
2. Ask one favour per person then move on. If someone agrees to do the favour, write the name of that colleague in the grid.
3. You must say 'yes' to two favours.
4. There are three favours listed on your card which you must refuse to do. With any other favours asked, you can decide if you want to do the favour or not.

Student A

Favour	Name of person agreeing to favour
<ul style="list-style-type: none">• Lend me one person from your department for my team - temporary measure.	

<ul style="list-style-type: none"> • Give me some contact names to add to my client mailing list. • Share a data projector - my finances are too tight to buy one. 	
<p>Favours you must refuse to do:</p> <ul style="list-style-type: none"> • Help with next year's budget. • Help organize an 'office warming' party. • Substitute colleague at meeting in Brussels. 	

Student B

Favour	Name of person agreeing to favour
<ul style="list-style-type: none"> • Help me with next year's budget - I don't have much time. • Contact the IT company to set up the internal network -I don't have time. • Borrow your secretary until I've appointed a new one for myself. 	
<p>Favours you must refuse to do:</p> <ul style="list-style-type: none"> • Lend one person from team to move to another department - on a temporary basis. • Give two of your offices to your colleague. • Buy a pool of software licences. 	

Student C

Favour	Name of person agreeing to favour
<ul style="list-style-type: none"> • Help me organize 'office warming' party for new division — I'm not very interested in doing this. • Give me two of your offices as we don't have enough space in our department. • Give me the name of a good, reliable. financial controller. 	
<p>Favours you must refuse to do:</p> <ul style="list-style-type: none"> • Give contact names for mailing list. • Contact IT company for internal network. • Use / share your department's coffee machine. 	

Student D

Favour	Name of person agreeing to favour
<ul style="list-style-type: none"> • Fly to Brussels and take part in kick-off meeting instead of me. • Buy a pool of software licences — to save money. • Share your department's coffee machine — budget is empty. 	

Favours you must refuse to do: <ul style="list-style-type: none"> • Share your department's data projector • Lend your secretary to your colleague. • Give a name of a financial controller. 	
---	--

Деловая игра №1 по теме: “Organization”

Вариант II: “Find the colleague who...”.

You work for a big international company. Read the information on your card and get acquainted with your position. You attend a very important meeting where you need to identify your colleagues and their position in the company. To know this you need to ask some information about them and introduce yourself in turn. Mix and mingle around the class to complete the questionnaire as fast as possible.

Карточки с ролями

<p>You are the Managing Director of the company and are in charge of running it. You've been with the company for 20 years. Your hobby is playing golf. You often play with business clients.</p>	<p>You are an executive secretary. You are the 'right hand' of the Managing Director. You've been with the company for 5 years. Your hobby is Italian cooking and in your free time you like to give dinner parties.</p>
<p>You are the Personnel Manager. You are in charge of staff matters, such as training programmes and hiring. You've been with the company for one year. Your hobby is gardening.</p>	<p>You are a sales representative. Your job is selling the company's product to customers. You've been with the company for 2 years. In your free time you take evening classes to learn Japanese.</p>
<p>You are the Sales and Marketing Manager. You are in charge of your company's sales and marketing strategy. You've been with the company for 7 years. In your free time you like to go hiking.</p>	<p>You are the company's Production Manager. You head the department that makes the product. You are a newcomer to the company. In your free time you like listening to classical music.</p>
<p>You are the Finance Director and are in charge of the company's financial affairs. You've been with the company for 10 years. In your free time you take ballroom dancing lessons with your partner.</p>	<p>You are an accountant in the finance department. Your job is keeping the company's books and accounts. You've been with the company for 9 years and are hoping for a promotion soon! In your free time you like to read detective stories.</p>
<p>You are the R & D Manager and are in charge of scientific research and the development of new products. You've been with the company for 9 years. In your free time you like to collect</p>	<p>You are a technician in the production department and work on technical aspects of production. You've been with the company for 8 years. Your hobby</p>

butterflies.	is building and flying model planes. You spend every free minute on this hobby with your partner!
You are the company's receptionist. You take all the incoming calls and greet and screen visitors. You've been with the company for 3 years. Your hobby is watching old movies on your home video. Your favourite is Casablanca.	You are the company's driver. You are in charge of taking company executives and important visitors to appointments and to the airport in the company limousine. You've been with the company for 6 years. In your free time you play cards with your Mends.
You are a software expert. You are in charge of developing software programmes for your company. You've been with the company for 18 months. Your hobby is disco dancing.	You are a security guard for the company and work the night shift. You've been with the company for 5 years. In your free time you like to watch wrestling on TV.
You are the company's head cook. You are in charge of planning and preparing the staff restaurant lunches. You've been with the company for 17 years. Your hobby is entering recipe competitions.	You are on the company's maintenance staff. Your job is keeping the building and grounds in good shape. You've been with the company only 6 months. In your free time you like to go hang-gliding.

Анкета

	name	position
<i>collects butterflies</i>		
<i>is in charge of hiring</i>		
<i>is a newcomer to the company</i>		
<i>takes evening classes in Japanese</i>		
<i>loves cooking Italian food</i>		
<i>is in charge of marketing strategy</i>		
<i>is hoping for a promotion soon</i>		
<i>has been with the company for 18 months</i>		
<i>takes ballroom dancing lessons</i>		
<i>greet and screens visitors</i>		
<i>builds and flies model airplanes</i>		
<i>drives the executives to appointments</i>		
<i>works at night</i>		
<i>cooks your staff restaurant meals</i>		
<i>goes hang-gliding</i>		
<i>plays golf with clients</i>		

Деловая игра №1 по теме: “Organization”

Вариант III: “Working hours”

You work for a big Polish company. Read the information on your card and get acquainted with your position and viewpoint to the problem. You attend a very important meeting where you need to decide the issue of working hours. Read *In Brief* section to get acquainted with the problem more deeply.

In brief

7.30 a.m. – work starts

9.30 a.m. – 20 minute tea break

12 noon to 12.30 p.m. - lunch break

2.30 p.m. - 20-minute tea break

4 p.m. - work finishes

You work a 5 day week, so total working time per week amounts to 36 hours and 40 minutes. Many employees, particularly working parents, find these times convenient, as it avoids leaving children alone at home after school for too long: in Poland, some younger children go to school only in the morning, and others only in the afternoon, and many older children finish their school day as early as 2 or 3 p.m.

Today you are meeting to discuss this communication problem.

The introduction of a system of flexible working time is being proposed as a solution. As the parent company thinks you do not work long enough hours in Poland, they also wish to incorporate an increase in total working time into the new arrangements. (These problems do not concern the factory, which has a completely different work system.)

You must decide:

- whether the introduction of flexible working time will solve the communication problem;
- if it could, exactly what system should be used;
- if it is acceptable to increase the total number of hours worked.

Role: The Managing Director

Chairing the meeting: You chair the meeting. You ensure that everyone participates, and that decisions are reached today. Organize the meeting in the following way:

1. First, discuss exactly what the communication problems with Turin are.
2. Could the introduction of a flexible system solve them? Ask each participant to make specific proposals for a time schedule for this new system, and write them on the board.
3. Then discuss the positive and negative points of each proposal, again noting the main arguments on the board.

Your point of view: You are an Italian, and only recently took over management of the Polish subsidiary. You are very surprised by work practices in the head office in Poznan, and are determined to change them. The main thing you want to change is the total number of hours worked. This is eight hours a day at the moment, and includes tea breaks. You feel that either the breaks should be abolished or forty minutes should be added to the working day, so that the staff actually work eight hours.

Because of the communication problems with the Turin office, you think that a system of flexible working time is essential. You don't really mind what time schedule is adopted, and are quite ready to listen to your colleagues' arguments and be flexible.

Role: The Trade Union Representative

Your aim is to ensure that the interests of the workers are really taken into account.

You know that they will be very unhappy about the introduction of any new scheme if the real aim is simply to increase the number of hours worked, without any increase in pay. They will be especially unhappy if they lose their tea breaks, which are important to them.

You feel that it is vital that if a new system is brought in, it will still be possible for people to leave work early if they want. It must be remembered that many children finish school at 2 or 3 p.m., and parents need to get home to look after them.

Role: The Personnel Manager

You strongly support a flexible working time arrangement. This is what you would suggest:

- work starts - between 7.30 a.m. and 9 a.m.
- tea break - free tea between 10 a.m. and 11 a.m., work continues without break
- lunch break - minimum of 45 minutes, taken between 11.45 a.m. and 1.15 p.m.
- tea break - free tea between 3 p.m. and 4 p.m., work continues without break
- work ends - between 4 p.m. and 6 p.m.
- standard number of hours to be worked per week - 37.5 one day off per month for 7.5 hours overtime worked in previous month

The advantages of this system would be:

- employees wouldn't have to work more hours, despite losing their tea breaks
- they could if they so wished continue to work about the same times as at present; they could also arrive much later in the morning, take a longer lunch break, and leave later in the evening
- the day off every month would be very motivating.

Role: The Personal Assistant (PA) to the Managing Director

You are in charge of all the secretarial staff in head office and want their needs and desires to be taken into account.

You are ready to consider change, as a flexible system might help parents to be at home more often to look after their children when they are not at school, or to be more available for taking their children to school or collecting them from school. The new system will therefore need to be very flexible if it is to be an improvement for employees: for example, some employees might wish to be needed as early as 1 or 3 p.m. some days.

Point out to the meeting that at present, if an employee arrives late because the train was late or a child is ill, they do not have to make up the loss time. A flexible time system would force people to work the full week in all circumstances.

Try to convince your colleagues that flexible working time will only be welcomed by the staff if it can be seen to make life easier for them. It must not be an excuse for working harder or longer.

Role: The Marketing Manager

You support a change to flexi time. You have one of the most important jobs in the company, and always work late. Unfortunately, with present working times, all your assistants and secretaries disappear at four o'clock sharp. You would be delighted if some of them were able to choose to arrive later in the morning, or take a longer lunch break. and then be around to help at five or so in the evening. Having such a short lunch break doesn't suit you either.

You often have to take customers out to lunch, and don't get back until two-thirty or three o'clock - so why not let your employees take a long break as well?

Role: The Communication Manager

Your wish is naturally to improve internal communications with the factories and the Italians, and external communications with suppliers, distributors and customers.

The factories work three shifts, and only the morning shift has easy contact with head office. There's not much you can do to help communications with the night shift, but if some head office workers worked later in the afternoon and evening it would help communications with the evening shift.

You find it is hard to get in touch with your Italian counterparts at lunchtime, and you know they are often irritated by the absence of head office staff in Poznan after 4 p.m. In fact, your rather rigid working times cause communication problems with practically all your international contacts. It is only convenient within Poland, where everyone tends to work to similar schedules and similar constraints.

Деловая игра № 2 по теме: "Marketing"**Вариант I: "Customer Service".**

Read the information on your cards. You need to make to telephone calls to solve the problem. You can choose the solution from the options listed below. After you've made your calls you need to discuss your solution with other students (Student A, Student B) in accordance with the role you had.

Student A

You work in Marketing and recently ordered a print advert to be placed in an international magazine. You have noticed some errors which must be corrected before the ad goes to print. Your superior is angry and wants confirmation that things can be amended asap. Call your advertising agency about the changes.

Problem: misspelled name: not Katherine but Katerina / wording - change contact information to: chocorollo@dandp.com / ad to appear twice monthly, not weekly

Deadline: by Thursday (today is Tuesday)

Student B

You work in Graphics in an advertising agency. There are a lot of campaigns starting at the moment. You receive a call from a customer. Make a note of the problems and clarify any information that isn't clear.

Action: decide which course of action you can promise.

- a. You promise all changes can be made in time for the deadline.
- b. You need to check details with the magazine publishers and try to change things with them - ad has already been sent! Will get back to customer by the end of the week.
- c. It's too late to make any changes as the ad has been sent: the ad was sent for proofreading to your client weeks ago so it isn't really your fault.

Деловая игра № 2 по теме: "Marketing"**Вариант II: "Customer Service".**

Read the information on your cards. You need to make to telephone calls to solve the problem. You can choose the solution from the options listed below. After you've made your calls you need to discuss your solution with other students (Student A, Student B) in accordance with the role you had.

Student A

You work in Marketing in the Lisbon office. Your company is decentralized - departments are responsible for own office area and finances. You are holding an international meeting in the Barcelona office and need to reserve two meeting rooms and equipment. Call to discuss your needs.

Problem: two weeks ago, you were quoted €1,000 for the rooms - is this correct? / need a quote for the use of two data projectors and videoconferencing equipment / must have room rental agreement forms and confirmation for your procurement department asap

Deadline: next Wednesday (today is Thursday)

Student B

Your company is decentralized, so every department is responsible for its own office area and finances. You are the PA for Marketing and you coordinate the booking of meeting rooms, equipment, etc. and issue offers and invoices for use of the rooms by other departments. It's a busy time of year. You receive a call from a colleague in Lisbon. Make a note of the problems and clarify any information that isn't clear.

Action: decide which course of action you can promise.

- a. Check everything's free, but also check options from other departments and send new quote by the end of the week.
- b. Deny giving the original quote and ask for the information again in writing. You'll reply some time next week.
- c. Check all rooms and equipment are free and send a new quote by this afternoon.

Деловая игра № 2 по теме: "Marketing"

Вариант III: "Customer Service".

Read the information on your cards. You need to make to telephone calls to solve the problem. You can choose the solution from the options listed below. After you've made your calls you need to discuss your solution with other students (Student A, Student B) in accordance with the role you had.

Student A

You work in Marketing in a French confectionery company. You're responsible for marketing events and ensuring the necessary promotion material is available for the region Europe West. You have a lot of events currently taking place so some of your material is out of stock. You receive a call from a colleague from PR in Denmark. Make a note of the problems and clarify any information that isn't clear.

Action: decide which course of action you can promise.

- a. Call back later today after checking what's in stock.
- b. You need time to calculate stock and see if you can get any material back from neighbouring countries. Call back next week.
- c. You're expecting a delivery of merchandise at the end of next week. You could send some material when it arrives -it'll reach Denmark in 10-12 days and is only merchandise.

Student B

You work in Denmark in the PR department of a confectionery company. You've been invited to a local school to talk about nutrition. Call Marketing in France.

Problem: none of your PR literature is suitable for children.

You need

- 350 free merchandise, e.g. hats, pens, badges

- 400 free sample products - chocolate / biscuits, etc.
- 450 information folders with recipes, quizzes, etc.

Deadline: talk in two weeks' time

ПИСЬМЕННАЯ РАБОТА

1. Письменная работа проводится по трем вариантам заданий. За выполнение 1 варианта студент может получить 5 баллов. В рамках семестра предусмотрено 2 письменные работы. Таким образом, за данную форму текущего контроля (письменная работа) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания

5 баллов (выполнено от 91% до 100%)

Правильно выполнены все задания. Продемонстрирован высокий уровень владения материалом. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий.

Содержание: коммуникативная задача решена полностью.

Организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.

Лексика: лексика соответствует поставленной задаче и пройденному материалу.

Грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.

Орфография и пунктуация: орфографические ошибки отсутствуют, соблюдены правила пунктуации.

4 балла (выполнено от 70% до 90%)

Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.

Содержание: коммуникативная задача решена полностью.

Организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.

Лексика: лексика соответствует поставленной задаче и пройденному материалу, но имеются незначительные ошибки.

Грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки незначительно препятствуют решению коммуникативной задачи.

Орфография и пунктуация: незначительные орфографические ошибки, соблюдены правила пунктуации.

3 балла (выполнено от 51% до 69%)

Задания выполнены более чем наполовину. Присутствуют серьезные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.

Содержание: основная коммуникативная задача решена.

Организация работы: высказывание нелогично, средства логической связи использованы неадекватно содержанию текста, текст неправильно поделен на абзацы, но формат высказывания соблюден.

Лексика: лексика не всегда соответствует поставленной задаче и пройденному материалу, имеются ошибки.

Грамматика: имеются грубые грамматические ошибки.

Орфография и пунктуация: незначительные орфографические ошибки, не всегда соблюдены правила пунктуации.

1-2 балла (выполнено от 0% до 50%)

Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.

Содержание: коммуникативная задача не решена.

Организация работы: высказывание нелогично, не использованы средства логической связи, не соблюден формат высказывания, текст не поделен на абзацы.

Лексика: большое количество лексических ошибок.

Грамматика: большое количество грамматических ошибок.

Орфография и пунктуация: значительные орфографические ошибки, не соблюдены правила пунктуации.

0 баллов

Отказ от выполнения задания.

3. Методические указания для преподавателя. Студенты получают один из трех вариантов заданий и выполняют работу письменно.

4. Методические указания для студента. Read the task, write what is required. Check the requirements for writing an informal letter and essays. Make sure your informal letter is not shorter than 140 words and essay 250 words.

Письменная работа № 1 по теме: "Organizations"

Вариант I:

As a CEO of a big multinational company write an email to your employees at the New Year's Eve about the following year's short agenda. Include the following points:

- *thank your employees for the work done in a previous year;*
- *congratulate them on upcoming holidays;*
- *tell shortly about 3 main big events which are planned to be implemented next year.*

Pay attention to the structure of the email which must include the subject of the letter, two addresses (to and from), salutation, main body, date and your name and position.

Письменная работа № 1 по теме: "Organizations"

Вариант II:

As a Head of Human Resources write a letter to one of the applicants who failed to get the job. Include the following points:

- *thank the applicant for coming to the interview;*
- *explain why you are not able to offer them the job, despite their skills and experience*
- *say you will keep their name on file and let them know about any future job openings.*

Pay attention to the structure of the email which must include the subject of the letter, two addresses (to and from), salutation, main body, date and your name and position.

Письменная работа № 1 по теме: "Organizations"

Вариант III:

As a CEO of a company write a letter to your partners inviting them to the conference.

Include the following points:

- *purpose of the conference;*

- *dates of the conference;*
- *location details.*

Pay attention to the structure of the email which must include the subject of the letter, two addresses (to and from), salutation, main body, date and your name and position

Письменная работа № 2 по теме: "Marketing"

Вариант I:

Large businesses have big budgets for marketing and promotion and as a result, people gravitate towards buying their products.

- *What problems does this cause?*
- *What could be done to encourage people to buy local products?*

Give reasons for your answers and include at least two relevant examples from your own knowledge and experience.

Write at least 250 words.

Письменная работа № 2 по теме: "Marketing"

Вариант II:

Marketing and promotion is the key to a successful business.

To what extent do you agree?

Give reasons for your answers and include at least two relevant examples from your own knowledge and experience.

Write at least 250 words.

Письменная работа № 2 по теме: "Marketing"

Вариант III:

Companies spend millions each year on advertising online, in magazines and on billboards. These adverts can encourage people to buy goods that they do not really need. What are the positive and negative effects of consumerism?

Give reasons for your answers and include at least two relevant examples from your own knowledge and experience.

Write at least 250 words.

ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ

По дисциплине предусмотрен зачет в 3 семестре. Зачет проходит по билетам. В каждом билете по три вопроса. Максимум за зачет можно набрать 50 баллов.

Студенту на зачете также могут задаваться дополнительные вопросы по смежным темам.

Критерии оценивания:

Зачтено

Обучающийся обнаружил знание основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по специальности, справился с выполнением заданий, предусмотренных программой дисциплины.

Не зачтено

Обучающийся обнаружил значительные пробелы в знаниях основного учебно-программного материала, допустил принципиальные ошибки в выполнении предусмотренных программой заданий и не способен продолжить обучение или приступить по окончании университета к профессиональной деятельности без дополнительных занятий по соответствующей дисциплине.

Критерии ответа на зачете:

- 41–50 баллов - содержание курса освоено полностью, без пробелов.
- 31–40 баллов - содержание курса освоено частично, но пробелы не носят существенного характера.
- 21–30 баллов - содержание курса освоено в недостаточной мере.
- 20 баллов и менее - содержание курса не освоено, в изложении материала имеются грубые ошибки.

Вопросы к зачету

3 семестр

1. What types of businesses do you know? Characterize each of them.
2. What is limited and unlimited liability?
3. What is a business that sells the right to use a business idea? Describe it.
4. What are the main types of limited company?
5. Who has legal responsibility to settle debts in a company with unlimited liability?
6. What is management? Speak about its fundamentals.
7. What activities are included into management?
8. Whom does management refer to?
9. Who does each management level comprise?
10. What are basic management skills?
11. What management styles do you know?
12. What is marketing in general? Speak about its necessity for any business.
13. What activities does marketing consist of?
14. What groups of goods is it customary to organize marketing sectors into? Describe each group.
15. How do we understand the expression “business-to-business” marketing?
16. What is marketing mix? Describe each category in it.
17. What is target audience?
18. What types of markets is it customary to distinguish?
19. What is market segmentation?
20. What is the difference between promotion and advertising?

Форма билета

Министерство науки и высшего образования РФ
ФГАОУ ВО «Казанский (Приволжский) федеральный университет»
Институт управления, экономики и финансов
Кафедра иностранных языков и профессиональной коммуникации

Направление подготовки 38.05.01 Экономическая безопасность,
профиль (Экономико-правовое обеспечение экономической безопасности)
Учебный год 2019/2020
Курс 1
Дисциплина иностраный язык

ЗАДАНИЕ К ЗАЧЕТУ № 1

1. Speak on the topic: "What types of businesses do you know? Characterize each of them."
2. What is the difference between promotion and advertising?
3. Render the article.

Доцент кафедры иностранных языков
и профессиональной коммуникации

_____ Григорьева Е.В.

Зав. кафедрой иностранных языков
и профессиональной коммуникации

_____ Полякова О.В.

Примерные статьи на зачет:

Article #1

Play Video Games at Work: Fortnite for Team Building

By Andrew Martins

Team-building exercises usually elicit more cringes than excitement among workers. Trust falls, building newspaper towers and other forced interactions can sometimes hurt team cohesion.

To combat the negative vibes that sometimes come from team-building activities, many businesses are choosing activities that appeal to a younger workforce. While that could mean visiting a local escape room or throwing axes, the team at Podium has found an action-packed activity to facilitate bonding between co-workers: Fortnite.

"I think that games have been vital ... throughout human history," said Podium CEO and co-founder Eric Rea. "As the CEO of a company that is 89% millennial, I think that Fortnite is our generation's version [of that concept]."

With colleges offering Fortnite scholarships and the game generating more than \$200 million in a single month more than a year ago, there's no doubt that the popular Epic Games title still holds the attention of large swaths of the population.

While the game's popularity explains the Podium team's interest in it, how does playing Fortnite help build trust and cooperation among Podium's employees? And what can other businesses learn from this company's unconventional approach to team building?

From the boardroom to the "Battle Bus"

Games like Fortnite, PlayerUnknown's Battlegrounds and Apex Legends are wildly popular with millions of players. These "battle royale" games drop up to 100 players onto a play area where they are forced to find their own weapons and supplies before taking on opponents. The last player or team of players left standing wins.

Fortnite is the most popular game in this genre because it is free to play. Once celebrities and major streamers on Twitch (those with more than 40,000 regular viewers) started playing it, kids took notice, and soon, so did parents. Rea said it wasn't his team but their children who initially brought the game to the company's attention.

"One of the members of our executive team came back from the weekend telling us about this game that he played with his two sons and that it was something we should check out," said Rea. "Within a couple of days, we were completely into it."

Since the game is playable on Android and iOS devices, Rea said the team quickly downloaded the app and began playing together when possible. Soon, they were able to get in games that were "quick enough that we could fit [it] into our schedule as a break."

"Whether we were in a SkyClub waiting for our flight or finished a meeting early, it was a quick reward we could jump into and enjoy," he said. "It's just a common thread that transcends differences or hierarchy, and it's paid off big for us."

Remaining clutch inside and out of the game

Video games and responsibilities don't generally go hand in hand. Players can easily get caught up in the action and lose track of time while playing them. Because of the game's short matches, Podium hasn't had this problem with its employees.

"I think that is kind of the stereotype of gaming culture that hasn't really played out here," said Rea. "Fortnite is also great in that a match typically only runs 20 minutes, so you can fit in a game and get back to work really easily."

Perhaps the key element to the team's use of Fortnite as a means of team building is the cooperative nature of the game. When playing on a team, players have to call out enemy positions and share provisions when necessary. That level of cooperation can easily be found in other video games.

With roughly a quarter of Podium's staff now engaged in regular Fortnite battles, Rea said he's noticed an increased amount of cohesion between departments as barriers built in the workplace get destroyed online.

"What was interesting was how quickly [Fortnite] became part of our routine ... We weren't going into it thinking that it would make us a more cohesive leadership team, but developing roles and communicating as a squad in the game actually translates well into real life," said Rea. "Being able to have the C-suite, project managers, sales reps and the office manager all playing on the same squad has been helpful in maintaining touchpoints that can be difficult."

Even though video games like Fortnite generally do nothing for the business's bottom line, Rea said the game has helped certain team members break out of their shell.

"When we were getting better as a squad, it sounds cheesy, but we actually developed leadership roles within the game that would all rotate," he said. "You could be the alpha one game and run cover the next. When that game is immediately followed by actual work, you start to see different beneficial interactions emerge that I don't know we would have had without the gameplay beforehand."

Article #2

6 Valuable Tips for Building a Mentor Relationship

By Saige Driver

From help navigating difficult decisions to everyday career advice, a mentor can help guide you throughout your career. Getting feedback from someone who is successful and more experienced can help take your career to the next level.

"Everyone needs a confidante ... to go to for advice," said Rachel Bitte, chief people officer at Jobvite. "Whether you seek out your own or are assigned one by your company, having a mentor can be a wonderful asset, no matter the stage you're at in your career."

But, like every relationship, building and maintaining a successful mentor relationship isn't effortless.

"Building your relationship with your mentor is like job searching – you need to put time, effort and focus into cultivating and growing this relationship," said Vicki Salemi, career expert at Monster. "Just as your dream job won't fall into your lap, neither will the perfect mentor relationship."

Check out these six tips for how mentees can build a successful mentor relationship.

1. Identify your goals

The first step to building a successful mentor relationship is finding a mentor. Salemi suggests first identifying your goals, which can help you decide who will be a good mentor for you. You can ask yourself questions like, what do you hope to get out of this relationship? What do you anticipate giving?

"The mentor can only provide you with the guidance and support you need once you figure out what that is," Salemi added. "Once you identify your goals, finding the right fit is important and often comes down to personality and communication style."

2. Get to know your mentor.

In order to build any relationship, you need to get to know each other. Salemi suggests doing the same in a mentor relationship.

"The same rules apply for building a relationship with colleagues as they do for building a mentor relationship," she said. "Try to get to know the person, including learning about their professional background and their personal likes and interests."

The more you know about your mentor, the more they can help you. You can ask them about their professional backgrounds, and how they've navigated past career challenges.

3. Follow up.

For the relationship to grow, you need to stay in regular contact with your mentor.

"Be consistent and follow through," Salemi said. "Schedule regular check-ins [such as] a monthly phone call, and then face-to-face meetings in person each quarter. In-person meetings are still the most effective way to build a strong relationship!"

4. Be prepared.

"Good mentors are attracted to people who are proactive about their career and eager to learn, take interest in the lives of people around them, and look to add value where they can," Bitte said.

Be prepared for every meeting, and show your mentor you're eager to learn to progress in your career.

"Be prepared to have specific agendas," Salemi added. "Each time you speak with your mentor, provide an outline ahead of time of what you'd like to discuss. Be specific so both you and your mentor feel like you've met your objectives by the end of your meeting."

5. Know when it's time to move on.

Career goals and paths change. Mentor relationships aren't designed to last forever, and that's OK. While your mentor will always be a valuable contact, it's important to know when the relationship has run its course.

"Keep in mind that you may outgrow your mentor as needs change over time," Salemi said.

"While that mentor may have been amazing in one specific area, they may not be as knowledgeable in another."

6. Thank your mentor.

Thank you goes a long way. Let your mentor know you appreciate their advice and time.

"Be sure to express your gratitude throughout your relationship," Bitte said. "A handwritten thank you note can make any amount of work worth it."

"Time is important to all of us and the time your mentor devotes to your meetings, emails and overall advancement should be appreciated and recognized," Salemi added. "Whether it's a simple email or a handwritten note, be sure to point out to your mentor how much you value their input."

Article #3

No Face Time? No Problem: How to Keep Virtual Workers Engaged

By Sammi Caramela

Remote work is common practice in many industries today. While it has its fair share of benefits, like saving time and money on commutes and encouraging better work-life balance, it also has some downsides.

Because they're not in the office with their team, remote workers often feel less engaged and connected to their company, which can hurt productivity and performance.

"Keeping remote workers engaged is a necessary part of leading a remote team, company or employee," said Rachel Jay, senior career writer at FlexJobs. "Without the ability to have organic conversations in the break room or at each other's cubicles, it takes a more concentrated effort for remote workers to engage with others ... A lack of engagement can lead to isolation and loneliness, a lack of passion for the company's vision or goals, and feeling unhappy and unappreciated."

When managers and company leaders make priorities of employee engagement and teamwork, regardless of an employee's location, the organization, as a whole, thrives.

Here are some ways to make your virtual staff feel like they're truly part of the team.

Foster a personal connection

While you want to be professional with your team, keep in mind that your workers are still human. They have loved ones, celebrations and bad days like everyone else. As an employer, recognize their strengths, weaknesses and interests to better connect with them.

"Keep tabs on what your workers do but also what they really love to do," said Jay. When you know what they enjoy, you can implement it into their work by creating assignments or awarding promotions related to their passions.

Remote employees will feel more engaged and committed to the company and their role if they know that you care about them not only as an employee but as a person as well.

"Remember that engagement is not simply 'checking up' but fostering personal connection," she said.

In fact, it's important to plan out personal time like virtual get-togethers for non-work related chats, Jay added. At work, there's always something stressful to discuss. But you don't want every conversation to feel tense and dreaded. Make time for work outings or celebratory video calls.

Even with something as simple as benefits or bonuses, communicating with employees about their own individual experience in a personalized, relevant way stands out to a remote worker.

"Businesses struggle with one-size-fits-all communication, [because] it doesn't necessarily work," said Chris Wakely, executive vice president of global enterprise for Benify. "Sending information based on the circumstances of the individual is a great way to get a person's attention."

Above all, companies must remember that transparency and honesty is key to cultivating strong employee engagement, in or out of the office.

"Build stronger relationships with virtual workers," Wakely said. "Personal, short, direct and honest [communication] is crucial."

More: Overcoming the Challenges of Managing Remote Employees

Keep the lines of communication open

Remote employees, especially those who work nontraditional hours or are outside the headquarters' time zone, can sometimes feel that their team isn't around when they are, and vice versa.

While it's impossible to expect everyone to be available 24/7, knowing that they can reach out to their colleagues and stay in touch through digital communication helps virtual workers feel more connected.

"Online communities, social collaboration software and chat clients help bring remote employees inside the cultural conversation," said Tony Ventrice, senior product manager at Eversight. "It's important that not all of these communications are even completely serious – much of what brings a team together is the shared banter."

Jay advised considering everyone's time zone when setting meeting times or sending emails. For instance, if you want to send a message at noon your time to a person who is already clocked out for the evening, be sure to acknowledge that you don't expect a response until the following workday, Jay said.

"Things like this can go a long way in creating camaraderie and trust among employees when their work schedules are understood and respected," she added.

According to research by Remote.co, many remote teams host regular video calls and conferences, and maintain regular communication through instant messaging, email, on message boards, and through web conferencing platforms. When the whole team is working, a voice or video conference call can go a long way to encourage group collaboration.

Gamify your teamwork

Gamification, the application of game-playing elements to nongame environments, has become a popular tactic for companies who want to encourage customer loyalty and engagement in a fun way. But the same tactics of encouraging competitions and rewards for everyday activities can also be an effective employee engagement strategy.

"Employees need to feel included, as if they are part of a team," Ventrice said. "Team-based goals and competitions help build a sense of collaboration and cooperation. Teams can be based on function or location, with the key goal being inclusion in striving towards a common objective."

Ventrice also noted that game-based performance management systems can help standardize performance metrics and evaluation criteria. This is especially important for remote employees who may feel like they are missing out on vital promotional opportunities by not being physically present.

Article #4

10 Common Contract Gotchas to Avoid

By Adam C. Uzialko

Signing a contract can be an exciting moment. Whether you're signing a new client, buying property or purchasing a much-needed service, the signing is the culmination of a lot of planning and hard work. However, it could be disastrous if you fail to thoroughly review the legally binding document.

To help you avoid being duped, Business News Daily talked to business owners, attorneys and other experts to find out what common contract "gotchas" you should be on the lookout for. Don't fall victim to a shoddy contract; stay vigilant, read and re-read the document, and keep an eye out for these dirty tricks.

Loopholes

In some cases, contracts will incorporate terms like "notwithstanding" in order to offer a way out of previously stated requirements. Keep an eye out for a contract that contradicts a party's previously stated obligations by using this terminology.

"If you've read a services agreement or another business's boilerplate, chances are words like 'notwithstanding' and 'hereunder' discreetly pop up during the course of your read," said Alex Lauderdale, founder of EducatedDriver.org.

"One can go through an entire contract, up to the end, thinking they've just landed the most amazing terms and conditions the world has ever seen. But wait! There it is: 'Notwithstanding

the terms and conditions set forth in clauses A-Z.' ... If you see this phrase, it's time to start paying close attention. Chances are good you just ran into your part of the bargain, and it may not be what you were expecting."

Intellectual property clauses

Who owns the work of a contracted party is a major concern when entering into an agreement. If you're hiring a creative freelancer, make sure you retain the intellectual property rights to the work for which you've paid. Otherwise, that content could be used elsewhere at the discretion of the other party, with no regard for your intended use.

"Under U.S. copyright law, the owner of a work is generally its creator. Therefore, an independent graphic designer may be the copyright owner of the work that he or she produced for you unless a written agreement says otherwise," said Ozelle Martin, founder and managing attorney at The Law Office of Ozelle Martin.

"Many entrepreneurs are not aware of this and tend to think that if they paid for the design, they own it, but this is not how it works under U.S. copyright law. To attain full ownership of the work, you must ensure that the language of the contract indicates that the graphic designer will convey all rights, title and interests in the work to you."

Last-minute revisions

Don't let one party's constant revising and altering of a negotiated contract trip you up. If you see excessive revisions, chances are they're trying to hide something in the edits. While it might be exhausting (or expensive if you're paying an attorney), review every revision, even if the other party claims it was just a clerical change. Otherwise, it could cost you big time down the line.

"The most common form of a pitfall is in an altered contract. An investor may make a change and claim majority ownership or may state that termination can be a possible option if profits do not meet a certain standard," said Jesse Harrison, founder and CEO of the Employee Justice Legal Team. "This is generally not present on the first draft of a contract; it is often added in later after numerous changes have been made and negotiations agreed upon. [T]o avoid this, have a dedicated attorney who will be willing to oversee all contractual exchanges [and] help you lay out the best terms of partnership or investment."

Specific accounting practices

Sometimes, specific accounting practices might mislead investors to expect their dividends will be paid before management compensation when the opposite is true. To really understand the flow of money in an organization you're investing in, it's important to read through the contract in its entirety and see what counts as a company expense.

"Frequently, investors will believe they are getting a preferred return, [where] they are repaid their investment plus interest before management and others receive any payout," said Geoff Morgan, founder of Morgan Legal Group. "Be careful, because management can pay themselves bonuses or other salary or compensatory payments that are classified as 'expenses' on the company's income statement but have the effect of funneling money to management ahead of the investor."

Automatic-renewal clauses

Sometimes, contracts appear to have a set end date, but one party will sneak an automatic-renewal clause into the text. If you sign a contract with one of these clauses, you will have to provide advanced notice for termination to other the party, which is difficult to do if you aren't aware the clause exists. Check thoroughly that a contract really sunsets when you expect it to, without renewing automatically.

"In countless instances, small business owners, often without their knowledge, continue having payments deducted from their bank account or charged to their credit card long after they ceased using the service," said Marc Rappaport, founder of Rappaport Law Firm. "I suggest carefully reviewing a contract to determine whether it provides for automatic renewals. Either negotiate these out of the agreement or carefully calendar the date on which you need to give notice of termination."

Financial obligations

Another common "gotcha" is any clause that requires you to pay the other party's legal fees or fulfill other financial obligations in the event there is a conflict or pricing change. If you sign a contract with these clauses within the text, there is little you can do to defend yourself.

"Business owners should carefully review the default provisions in a proposed contract," Rappaport said. "Contracts that require a business owner to pay the other party's legal fees, or which escalate the balance of periodic payments, put you at the mercy of the other party."

Forum selection clauses

Forum selection clauses could make it geographically prohibitive for you to litigate against the other party in the event a conflict arises. These clauses stipulate that if there is any sort of litigation, it must occur in a specific venue. Agreeing to a clause like this could put you in a situation that ranges from inconvenient or expensive to purely untenable.

"The first thing I tell clients to avoid is 'venue selection' or 'forum selection' clauses that require that any dispute be resolved only in a far-off jurisdiction," said Sam Ventola, commercial litigation attorney and founder at Ventola Law. "Signing such a provision can effectively prevent you from obtaining any redress in court if it's too expensive to appear in the selected jurisdiction, and, at a minimum, they put you at a tremendous disadvantage."

Foreign laws

If you sign a contract subject to the laws of a foreign country, you could find yourself without the protection of rights you took for granted and assumed would cover the terms of the contract. Always be sure you understand which national laws your contract is subject to and the implications of those laws.

"Contracts governed by the laws of another country that don't provide the same rights for individuals and companies [can] be prohibitively expensive for you or your company to contest or litigate," said Anne Miner at The Dunvegan Group.

At-will clauses

Agreeing to at-will employment contracts gives you very little recourse if you're fired without cause or compensation. Agreeing to a contract containing at-will employment clauses can put you in a precarious position that leaves you high and dry if your employer terminates you for any reason, at any time, even if they withhold severance payments.

"Contract terms like 'at will' in an employment contract mean you can be terminated at will and with no right to notice or severance," Miner said. "[This is a] big 'watch out,' especially if you will be posted in a remote area or foreign country!"

Client acquisitions

If you're writing a contract for a client, consider adding a clause that stipulates what happens if that client is acquired by another company during your time working together. Otherwise, you could find yourself losing time and money.

"If you're serving other businesses, it's worth addressing in your service contracts what happens if your client gets acquired," said Eagan Heath, owner of Get Found Madison. "This happened to us when our largest client, an assisted living company, was purchased. Fortunately, the new company at least paid the termination fee, but we weren't totally sure whether our claim would hold up if they didn't. We had to revisit our contracts after this."

Article #5

Giving Bad News? Tips for Tactfully Delivering Difficult Messages

By Jennifer Post

At some point, every manager has to have a difficult conversation with employees, whether it's about a layoff, a budget cut or poor performance. The good news is that there are resources to help leaders navigate these situations.

It's always good to have a model as a standard that everyone is aware of and trained on, said Michael "Dr. Woody" Woodward, Ph.D, executive coach and author of "The YOU Plan" (Advantage, 2012). That way, there aren't any surprises.

"The goal should be to create a culture of open dialogue where tough conversations are the norm and not the dreaded exception," Woodward said. "This always starts at the top. If your highest-level leaders don't role model the standard, you can't expect others to follow it either."

Guiding a team through positive times can make anyone feel like a great manager; it's when you're met with challenges, like giving bad news, that you uncover the kind of leader you truly are. Here are some tips on how to deliver difficult news.

Know your strengths

If you don't feel comfortable starting the conversation, and you don't think you can handle it as well as someone else could, don't force yourself to follow through. Admit to your weaknesses so the issue can be sorted out with the care it requires.

Dana Brownlee, corporate trainer and founder of Professionalism Matters, recommends enlisting someone else to deliver the message if you're not suited for it. It's important for a leader to recognize that they can show support in a variety of ways, but they may not be the best spokesperson in every situation.

Consider timing

Don't just blurt out the news as soon as you hear it. Even if it is timely, choose the most opportune moment for the message.

"Making depressing announcements right before the holidays may be perceived as callous," said Brownlee. "Similarly, bright and early Monday morning probably isn't the best time to deliver bad organizational news that may haunt the workplace for the rest of the day [or] week."

She added that promptness is also important – whether it's acknowledging a team's great work or offering consolation, doing so closer to the time of the related activity enhances the feeling of authenticity.

Swap roles

When in doubt, consider what you would want to hear, said Brownlee. Whatever your goals are as the person delivering the message, make sure to treat the receiver with empathy and respect.

Customize when possible

Remember that each person is unique. Tailor your delivery to the particular employee.

Brownlee listed a few questions to ask yourself when trying to customize the delivery of a difficult message.

- What is the temperament of the individual?
- How important is the issue?
- Is this a one-time instance or a pattern?
- What is the impact of the performance problem or incident?
- What is my relationship with the individual? How familiar are we? How strong a history/relationship do we have?

Match mode to the situation and audience

How you communicate can matter more than what you communicate, according to Brownlee. If it's complicated, sensitive, or urgent, she suggests avoiding email or text. If you can't do it face to face, apologize for communicating by phone and explain why you couldn't share the news in person.

"One of the greatest challenges all leaders face is having difficult conversations," Woodward said. "They are always awkward, painful and emotional. Difficult conversations can run the gamut from poor performance to inappropriate behavior to concerns about personal well-being."

"Teaching empathy isn't the easiest task, but leaders can certainly improve in this area through training and experience," Brownlee added.

For professionals, delivering difficult messages isn't always fun. But Woodward said there is training for everything.

Woodward noted a few methods out there for teaching leaders how to conduct difficult conversations. The key elements that most cover are:

- Sticking to objective facts and/or observations
- Illustrating the impact of the issue or the behavior on the business
- Listening to their side

"One of the biggest mistakes I see managers make when delivering tough feedback is not laying out a path for improvement," Woodward told Business News Daily. "Remember, it's not just about addressing the issue, it's also about helping the employees solve it. As a leader, your role is to coach your people forward in a positive direction."

Article #6

Smart Ways to Improve Communication for Better Work Relationships

By Shannon Gausepohl

Work relationships are an important part of your career, and one of the most critical is the relationship between a boss and an employee. Tension between you and your direct supervisor can have a devastating impact on your job satisfaction and career trajectory.

Sandy Mazur, division president of staffing services provider Spherion, said certain workplace policies — and differing expectations around them — can lead to a disconnected, fractured relationship between employees and their managers.

"This year's (Spherion) Emerging Workforce Study found that despite workers' demands for greater flexibility and work-life balance, employers are cutting formal work-life balance programs. When it comes to retention, bosses believe the management climate ... and the company's culture are most important, (but) workers believe financial compensation, benefits and earnings growth are most important for retention."

But it's not just policies that can cause a rift between employers and employees. Rosalinda Oropeza Randall, etiquette expert and author of "Don't Burp in the Boardroom: Your Guide to Handling Uncommonly Common Workplace Dilemmas" (Familius, 2014), said that personality clashes, poor management style, and a general lack of respect or understanding can also hurt the relationship between workers and their supervisors.

"When employees feel underappreciated, undervalued or dismissed, or oppose the way the boss ... runs the department, it can lead to disconnection and apathy," Oropeza Randall told Business News Daily. "It's poison to the workplace."

Improving communication in the workplace

For both employees and leaders, improving relationships begins with addressing the way you communicate with each other. Bill Pepler, managing partner of staffing firm Kavaliro, encouraged employees to address issues with their bosses and co-workers in a professional and respectful manner.

"Have a solution to the perceived problem, which can be much more proactive than something that may be set up as a complaining session," Pepler said.

For when you do speak with your boss, Oropeza Randall reminded employees to use "I"-focused phrases, instead of "you" or "they," to avoid pointing fingers. For example, "I am concerned that ..." or "I feel this way when ..." can be much more effective and professional-sounding than "They made me feel ...," which tends to sound like you're trying to shift the blame, Oropeza Randall said.

"Be prepared to back up your concerns. Show that you have done what you could to rectify the problem yourself," she added.

Tips for leaders: Solving problems from the top down

If an employee has a problem with you or your management style, he or she may not feel comfortable enough to bring it up with you directly — at least not right away. When they do finally approach you about an issue, it's your responsibility to do something about it.

"Oftentimes, (bosses) don't know or aren't in touch with issues that employees may experience," Mazur said. "So, once an employee approaches his or her boss to address a concern or an issue, the onus is on the boss to resolve the issue as best as they can."

Mazur suggests providing an honest answer, finding a suitable compromise or implementing a change for that employee.

It's important to truly listen and be patient and not dismiss it as complaining. The issues they're bringing up to you are usually valid, Oropeza Randall said. She also noted that bosses should make a point to ask their staff for regular feedback.

"Don't forget to ask for their opinion once in a while — they are your eyes and ears on the ground, and you can bet that they have a pretty good idea of what's going on. They can help you."

Tips for employees: What not to say to your colleagues

It's not solely the boss's responsibility to fix workplace relationship problems. According to a Headyway Capital and DesignTAXI infographic, employees can improve communications by avoiding the following 12 phrases when speaking to bosses and co-workers:

1. **That's not my problem.** It's easy to dismiss responsibilities that aren't initially yours or things that aren't "your problem." Be a team player by suggesting your boss speaks to someone else who can better handle the situation.
2. **We've always done it that way.** History and tradition have their place, and there is value in experience. However, though you may have good intentions when saying this to a boss or supervisor, you come off as inflexible and stuck in your ways. If you're hard-pressed to understand why you need to change, ask your boss or colleague to explain the benefits of doing it their way.
3. **There's nothing I can do.** It's frustrating when you've exhausted all possibilities for a problem. Adopting a can-do attitude will help you and your team go a lot further. Instead of saying this, ask your boss for help with other opportunities.
4. **This will only take a minute.** Tasks rarely take a minute to complete. When you have a demanding colleague, you want to reassure them, but this can mean rushed or incomplete work. Get back to your co-worker or boss with a more realistic time frame.
5. **That makes no sense.** Problem-solving comes with its challenges and can be difficult to decipher at first. Instead of appearing negative, take time to recognize what the person is saying and create a discussion.
6. **You're wrong.** If you're passionate about the subject, the phrase can slip out. Your delivery can come off as rude and rattle some cages. Approach the topic more diplomatically by laying out why you disagree and asking for feedback.
7. **I'm sorry, but ...** Any apology followed by a "but" immediately negates the apology itself. Next time, take responsibility for the mistake and note you will correct it in the future.
8. **I just assumed that ...** Mistakes are easy to make and stem from miscommunication. Regardless, it's best you don't express assumption. Instead, ask for clarification on what needs to be done.
9. **I did my best.** You're always expected to do your best; however, sometimes it doesn't meet expectations. Speak with your boss and ask what could be done differently next time.
10. **You should have ...** Pointing out mistakes when you're frustrated is the easy route, but passing the blame to someone else and finding fault within their work isn't the best approach. Try to be constructive and instead say, "It didn't work; here's what I recommend next time."
11. **I may be wrong, but ...** You may have an idea but lack confidence and be worried others will dismiss what you say. Avoid discounting yourself and tell people you have an idea instead.
12. **I haven't had time.** There are never enough hours in a day, and conflicting priorities are a concern for most people. Be proactive and realistic with your timeline: "I can get this done by ..."

If the issues in your workplace go beyond simply how you speak to one another, the best course of action is to face the problem head-on. Mazur said employees and bosses should aim to develop a strong relationship rooted in mutual trust and respect.

"If there's a concerted effort from both parties to invest in and nurture the relationship, then both employees and bosses are more likely to be engaged and in sync with each other's goals, objectives and expectations," she said. "A solid relationship between boss and employee also pays long-term dividends for the employer. Happy employees tend to be more engaged, motivated and productive."

Article #7

Improving Employee Performance Is All About Communication

By Nicole Fallon

Every boss wants his or her employees to use their talents to the fullest capacity. But realistically, it's not possible for this to be done 100 percent of the time; everyone has ups and downs in their work output, and any team member is bound to go through a brief dip in productivity from time to time.

As a manager, it's your job to help your team power through those slumps and bring performance and engagement levels back to their peaks. There are a number of ways to express that you want greater results from your staff, but barking orders and demanding that everyone puts in more effort won't get you very far. An open, honest two-way conversation will help you get to the root of any performance problem, even if it's minor or temporary.

"Clear communication and consistent feedback are the keys to success," said Cord Himmelstein, vice president of marketing and communications for employee recognition company Michael C. Fina. "People always appreciate straightforwardness and genuine interactions over management gimmicks. Setting a tone of sincerity and giving the employee a judgment-free space to articulate their challenges is the best way to elicit an honest dialogue."

Business leaders shared their tips for how to effectively communicate with your team, which, in turn, will encourage them to be more productive and efficient. [8 Things Bosses Say That Make Workers Happy]

Empower your employees. "Empowerment is the key to making people efficient. It makes teams happy, and if they're happy, they produce higher-quality work and are more productive. [Let employees] have their own strategy and goals — leave it up to them. They don't need to come to you and ask a million questions. [This approach] empowers teams to think long-term, and not tactically about the day-to-day." — *Todd Ross Nienkerk, co-founder and partner, Four Kitchens*

"[Ensure] that your employees have access to the resources they need to succeed. I empower my employees to create and plan for how they can best be successful, as this brings out their vision, and then hold them accountable on this vision by establishing clear deliverables and deadlines. Better results come when a team feels valued and [is] equipped with the proper resources needed to perform the job successfully." — *Charlie Nooney, CEO, MobiTV*

"We are really good at giving people affirmation and letting them know they're doing a good job. Give your employees the empowerment to push their limits and strive for new innovative solutions. Reward your employees for their successes [and] trust them to accomplish company goals." — *Eric Nordyke, CEO and co-founder, AdBoom Group*

Ask the right questions — and listen. "Ask plain, open-ended questions that start from square one and get to the root of the problem: 'Tell me in your own words your understanding of the objectives you have to meet. What do you feel is holding you back from meeting your objectives? Why do you think that? How would you overcome this roadblock?'" More important than asking the right questions is keeping quiet and being a good listener. One of the biggest sources of frustration in the office is feeling like you aren't being heard." — *Cord Himmelstein, vice president of marketing and communications, Michael C. Fina*

"We interview the employee and ask them what they like and dislike about their position, [and] ask them to be very forthright. Oftentimes, we'll find that a particular position isn't the right fit for that individual at all. And once we receive their feedback, most times, we realize that they need a new position altogether. This has actually been a powerful exercise for us because we have created new positions, which previously didn't exist, after learning about a struggling employee's dream role." – *Beau Hale, president and co-founder, AdBoom Group*

"You need to diagnose the source of [an employee's] struggle. Some possibilities are that they do not have enough clarity [regarding] expectations, standards, priorities, methods; they lack skills or confidence; they are not team players; or they lack motivation. Once you know the source of the struggle, you can take the appropriate leadership action which may be direction, coaching or career counseling." – *William Dann, author of "Creating High Performers: Seven Questions to Ask Your Direct Reports" (Growth Press, 2014)*

Implement the right technologies. "In today's world, where workforces are often decentralized ... creating powerful communications channels is incredibly vital to individual employee success. With a collaborative platform, managers can communicate with their teams with action items they can use to validate comprehension, allowing for a fully closed-loop communications solution to drive engagement and performance." – *Mal Poulin, senior director of product strategy, Ancile Solutions*

Communicate (nonverbally) through your investment in employees' well-being. "We've been successful in improving our employees' performance by providing amazing employee perks. From unlimited PTO and profit-sharing plans to monthly team outings like 5K runs and charity events, our employees appreciate the ownership that we have given them. We knew that if we started to give them more freedom, not only would their creativity start to take off, but they would be given the liberty to start to act like business owners themselves," – *Corey Baggett, co-founder, AdBoom Group*

"It's not all about money, and yet when you structure everything around bonuses and KPIs [key performance indicators], you're saying it is. We pay well [and] promote frequently from within, [but we also] support staff 'flourishing' through opportunities, training and interesting travel." – *Andrew Fallshaw, CEO and co-founder, Bellroy*

"When you invest in someone, it ... creates an environment where people want to work hard. Care about what's going on in their lives. Show them it's not just about ... the bottom line or getting the job done — it's [about] what you're doing together. If you genuinely care for someone and their well-being, they'll allow themselves to be pushed harder because it's not coming from a place of greed." – *Jay Bacrania, CEO, Signet Education*

Article #8

The Best Online Business Plans

By Chad Brooks

Successful entrepreneurs know that getting the details down on paper is critical before starting any new venture. For help in the planning stages, many new owners use an online business plan service. Such services provide potential investors with details on how a new business will become profitable. Online business plan software offers the tools and templates needed to create a professional presentation that can be put in front of prospective backers to demonstrate where you want your venture to go and how you plan to get there. The best services provide financial calculators and chart generators to help crunch numbers and illustrate the business' vision in a quantifiable manner. They also offer a number of additional features such as performance graphs and goal achievement monitors that let business owners track their progress and make necessary changes along the way.

Our sister site, Business.com, does extensive in-depth reviews of online business plan services. Here are the Top 3 recommendations for online business plan services:

1 LivePlan

LivePlan earned this year's Business.com top pick for simplifying the business plan writing by providing access to the work and materials from any computer with an internet connection. For those launching their first venture, the service guides them through each step. By incorporating teaching into the writing process, LivePlan produces not only an exceptional business plan, but also a more informed entrepreneur.

Document Generation Tools: Chief among the document generation tools offered by LivePlan are the table generators such as sales forecasts, budgets and profit and loss statements. Each part of the LivePlan Financial Plan section contains an easy-to-use table generator for the specific table type desired by the business owner. The service also gives advanced business owners the option of operating in its "Full Financial Mode."

Guidance Resources: LivePlan walks users through each section of their business plan, giving precise instructions for developing each component. The service divides the writing into chapters, including Executive Summary, Company, Products and Services, Target Market, Strategy and Implementation, Financial Plan and Appendix. Each section contains specific instructions on what needs to be included and examples of what investors and lenders are looking for. Each section also has video tutorials.

Costs: To compare costs, visit Business.com best online business plan services here.

2 BizPlan Builder

BizPlan earns high marks for providing a step-by-step process that's accessible to users of all skill levels. While new users have resources to learn what they need, business veterans have the tools required to formulate a business plan without unnecessary handholding. A highlight is the service's overall compatibility with other widely used applications such as Excel and cloud-based document creation and sharing services like Google Docs. Additionally, it integrates with social media sites such as LinkedIn and Twitter.

Document Generation Tools: For beginners, the BizPlan service provides a step-by-step guide to creating a business plan, making the process of building from scratch easy. In addition, BizPlan allows users to share and coproduce their business plan with an unlimited number of partners – even those who may not be central authors on the document but still have important content contributions, such as a lawyer or financial advisor.

Guidance Resources: The entire service is set up to guide users through the process with as little pain as possible. In addition to building the business plan, Bizplan offers investor information to help kick-start the hunt for funding. As users move through the process, each section is clearly labeled and explained in order to remove the ambiguity many entrepreneurs battle when they create their first business plan.

Costs: To compare costs, visit Business.com best online business plan services here.

3 PlanHQ

PlanHQ is well regarded not only for helping users write a business plan, but also assisting in executing it and setting business goals. Through a unique approach of coaching almost everything in the context of goal setting, the service helps business owners fully understand exactly what needs to take place in order to start a successful business. The service also enables users to collaborate with business partners, identify demographics and size up the competition.

Document Generation Tools: PlanHQ offers a number of tools, such as financial calculators and chart generators. The service generates all these documents within the context of goal setting. In addition, the documents are dynamic as opposed to static pie charts and graphs.

Guidance Resources: While PlanHQ is excellent at helping users plan and achieve their goals, it doesn't provide much in the way of actual business advice.

Costs: To compare costs, visit Business.com best online business plan services here.

Article #9

How to Improve Your Business Writing

By John Brandon

If you work in business, you might not view professional writing as critical. After all, the real challenges involve profit margins, employee retention and marketing. It's possible that you hire someone to write marketing literature or social media content anyway.

However, effective communication is imperative in business. Without good communication – especially with clients and business partners – you run the risk of initiating a project, developing a new product, or launching a new strategic initiative in a way that leads to dead ends. Customers won't understand your business objectives, and it only takes one poorly written email to create a sense of confusion and frustration.

These tips are intended to make an immediate impact on how you communicate, starting with your next email. They are designed for people who are already overloaded with tasks. If you follow these basic guidelines, you will find that people understand what you mean and what you want to do, and they will even communicate more effectively with you.

1. Learn the basics of good business writing.

There's a serious misconception about good business writing. Using complicated phrasing, relying on proprietary terms, and sounding smart and knowledgeable might seem like good practices, but they just cause confusion. A better approach is to write clearly and succinctly. State what you really mean, and don't worry about sounding ultra-professional.

It's best to avoid complex phrasing and write with an obvious noun-verb construction. Good written communication is often short and to the point. Start by making your sentences shorter, and pick a strong verb. Be direct. The best business writing flows easily and isn't hard to read or understand.

If you follow this advice and stick to a clear and concise writing style, you might be tempted to only use that writing style in "official" documents like a marketing plan. The truth is that all writing in business these days is official, because it is often easily accessible. On social media, you might think a post or comment is a throwaway that no one will notice. That's the first mistake when it comes to business writing. Everything is accessible.

Another general tip is to stick with a logical flow. You might switch to a clear and concise writing style, and that's great, but if you jump around when you write a document and don't maintain an obvious structure for the entire document, you will still confuse the reader. A good place to start is by making a rough outline. It shouldn't be overly detailed – just jot down the key points so you can stick to a roadmap when you're halfway through your email, article or even social post.

2. Make your emails shine, and don't try to explain everything in one message.

Many of us send dozens of emails a day. In business, it's one of the primary forms of communication. While the general tips above apply to all documents, social media posts and emails, there are a few tips that specifically relate to email. Here's one: Keep your message short and simple. It's amazing how many people will compose a long, complicated email and think that is the best way to communicate – packing in all the details as though they are shipping a box.

It's far better to keep things light – like a one-page letter or less. The reason is that everyone in business is busy and distracted. A well-written email is often one that sticks to the basics, covering just what needs to be covered. Instead of including every possible variable, use email as a way to start the conversation. If needed, you can do a deeper dive by phone or using a chat app like Slack. When someone gets an email from you, it should be easy to read and provide just the right level of detail.

3. Read these amazing books to study up.

For anyone who wants to learn the craft of writing without taking a full course or earning a college degree in the field, there are a few shortcuts you can take. One is to read as much as you can. The more you read, the more you will see how to write. As long as you pay attention to how a story is crafted and why words are arranged as they are to make well-written sentences, you will pick up on the basics of exceptional writing, almost by osmosis.

Three outstanding books in particular will give you an immediate boost. Dreyer's English: An Utterly Correct Guide to Clarity and Style is a good place to start. A former proofreader and copy editor, Benjamin Dreyer explains how to write using a lighthearted style.

Another helpful book is *Between You & Me: Confessions of a Comma Queen*, written by Mary Norris, a former copy editor at *The New Yorker*. Once again, the breezy style and funny anecdotes in this book serve as a template for good business writing.

For a true masterwork about how to research and write for business purposes, consider the book *Working*. Covering the basics of research, interviewing and writing, this outstanding seminal book by Pulitzer Prize winner Robert A. Caro is rich in detail and provides some of the best advice you will read on effective communication.

4. Create a writing sample for a job application.

There may be times when you have to submit a writing sample for a job application. All the tips above still apply, although there are a few things to note. One is that a writing sample should be crafted with more precision, and that means editing and re-editing. The best writing, at least in terms of the more official submissions you might make for a job application or for content marketing purposes, is thoroughly edited. It's a chiseling process where you revise the text over and over again.

For any writing sample, it's also a good idea to think about the structure of the piece and if it communicates enough about the subject matter. This is a fine balance – including enough detail so that it is a complete sample, while not including any extraneous information.

5. Avoid these common business writing mistakes.

In addition to writing in a simple and concise manner, avoiding jargon or complicated terms, and following an obvious structure, you want to avoid the mistake of amateur writing.

One obvious mistake is passive voice. Compared to active voice ("the brown fox jumped over the log"), passive voice uses a complex sentence structure that's hard to read ("the log was jumped over by the brown fox"). This writing mistake is surprisingly common and makes business communication confusing.

For another example, it might seem obvious that you should use perfect grammar in business writing, but too many people write without thinking about the rules. Pay attention to common grammar traps such as mixing up your pronouns (saying "he" and then "they" to refer to the same subject, for example) or using the wrong verb tense ("do" versus "did," for example). If there are a few that routinely trip you up, make a list of them so you can remain mentally aware of them while writing at work.

One last tip has to do with spelling. It's easy to write a quick email and hit Send, but it's wise to always scan through every email and check your spelling. Nothing confuses a reader more than a misspelled word, because it means stopping and figuring out what you meant. As a good rule of thumb, read everything at least once, maybe even twice, before you send it.

Article #10

How to Write a Job Resignation Letter

By Skye Schooley

- Creating and submitting a professional resignation letter can have a lasting effect on how you are viewed by past and future colleagues and employers.
- Your resignation letter should be short and concise. Include the date of your last working day, your offer to assist with the transition and your gratitude for the opportunity with your soon-to-be former employer.
- In your resignation letter, do not air your grievances or speak poorly about the company or co-workers.

Resigning from a job, regardless of the pretenses, is a major life decision and should be taken seriously. Crafting and submitting a professional resignation letter is a key aspect of the resignation process and can leave a lasting impression on former and future employers.

Pat Roque, career transformation coach at Rock on Success, described a job resignation letter as being a formal notification of your exit strategy.

"It is a required document that becomes part of your employee records," Roque told Business News Daily. "Think of it as the last chapter of your story at your former company."

Your letter should have a neutral tone that informs your employer that you are leaving and on what date, plus it should offer to assist in the transition to someone new and thank them for the time you were part of the team. Despite your feelings about your job or your boss, being professional, courteous, and helpful provides closure and a positive path forward.

"Always keep the door open, because you never know when you may want to return or even work with other colleagues in a future role elsewhere," said Roque.

James Rice, head of digital marketing at WikiJob, said that although you will likely be expected to hand in a standard resignation letter, it is usually best to schedule a meeting with your boss to personally give them the letter and discuss your resignation in person.

What your resignation letter should say

Although the specific contents of your job resignation letter can be tailored to your job and company, there are a few basic elements that should always be included. Regardless of the circumstances, keep it simple and concise.

Roque suggested including the following elements:

- **Your end date.** Provide your official end date, ideally at least two weeks in advance.
- **Help with the transition.** Express your commitment to ensuring a smooth and easy transition, including availability to discuss your workload and status updates with your manager or successor.
- **Gratitude for the opportunity.** Find something nice to say, regardless of any differences you may have with a bossy colleague or how toxic the job may have become.
- **Request for instructions (optional).** If you aren't yet aware of the exit protocol at your company, request specific instructions about final work commitments and such. Some companies will ask you to leave immediately, while others will have you very involved in a transition over the two-week period, or they may ask you to work from home and see HR to return your laptop on your last official day.

Alex Twersky, co-founder of Resume Deli, added that offering to assist in training a replacement, preparing the team for your departure and expressing gratitude are important elements of a job resignation letter.

"Conjure up ... the best time at your job and have that image top of mind when you write your resignation letter," said Twersky. "Let your boss think they were great, even if they weren't. [You might] get a good recommendation out of it."

What your resignation letter shouldn't say

Just as important as knowing what to say in a resignation letter, is knowing what not to say. Many resigning employees make the mistake of including too many personal details and emotional statements in their official letters.

When you are writing an official resignation letter, omit the following details:

- **Why you are leaving.** Although you may feel the need to explain away your reason for leaving, this is not necessary to include in your resignation. Rice said you may believe that the new employer has a better product, service, working environment, salary or benefits package, but these are not things to state in your resignation letter. Keep your language professional and positive.
- **What you hated about the job.** A resignation letter is not the place to air your grievances or speak poorly of your soon-to-be former company or co-workers. Roque said to let go of anger before submitting the letter. She also suggested having someone else review your letter before submission to ensure it is appropriately polite and succinct.

- **Emotional statements.** Twersky stressed the importance of keeping a calm, professional tone in your letter. An aggressive or otherwise emotional letter will only come back to hurt you. Twersky said that, even if you are overworked and resentful, don't quit angry. Avoid using phrases like "I feel" or "I think," unless they are followed up by positive statements.

When writing your letter, try not to burn your bridges as you may need them in the future.

"Your employers may be providing you with a reference, or if you are staying in the same field, you may still network in the same circles or want to return in the future," said Rice. "It is always good to keep in touch with your old colleagues and with social networks like LinkedIn, it may be hard to avoid them."

These are also good tips to keep in mind when you have the conversation informing your supervisor or manager that you are leaving. Short and simple is fine; there is no reason to explain your reasons if you don't want to. Just stay polite, respectful and professional throughout the discussion.

Sample resignation letter

Based on advice from our experts, here is an all-purpose resignation letter template you can fill in with your personal details. Remember, you are not required to include your reason for resigning in your letter.

[Current date]

Dear [supervisor's name],

Please accept this letter as my formal resignation from my role as [title]. My last day with [company] will be [end date].

To ease the transition after my departure, I am happy to assist you with any training tasks during my final weeks on the job. I intend to leave thorough instructions and up-to-date records for my replacement.

I would like to take this opportunity to thank you for the knowledge and experience I have gained by working here. I am very grateful for the time I have spent on our team and the professional relationships I've built. It's been a pleasure working for you, and I hope our paths will cross again in the future.

Sincerely,

[Your signature and printed name]

If you opt to provide a reason for leaving, either in your letter or during the conversation with your employer, be clear and positive, focusing on what you are gaining from the change and not the circumstances that caused it. Always maintain your professionalism and keep things formal.

"Remember that people leave their jobs every day, and your manager will be used to the process," said Rice. "If you are courteous and thoughtful when resigning from your job, you will make the process easier for everyone and set yourself on the right path for future success."

ТЕКУЩИЙ КОНТРОЛЬ

4 семестр

Темы:

1.Finance: «Инвестиции», «Банки, «Бухгалтерский учет».

2.Global Forces: «Глобализация», «Международная торговля», «Деловая корреспонденция».

Распределение баллов за формы текущего контроля:

- Контрольная работа по теме «Банки»(ОК-11)- 5 баллов
- Устный опрос по теме «Бухгалтерский учет» (ОК-11) -5 баллов
- Презентация по теме «Глобализация» (ОК-11) -5 баллов
- Презентация по теме «Банки» (ОК-11)-5 баллов
- Дискуссия по теме «Инвестиции» (ОК-11) - 5 баллов
- Дискуссия по теме «Глобализация» (ОК-11)- 5 баллов
- Деловая игра по теме «Бухгалтерский учет» (ОК-11) - 5 баллов
- Деловая игра по теме «Международная торговля» (ОК-11)-5 баллов
- Письменная работа по теме «Деловая корреспонденция» (ОК-11) - 5 баллов
- Письменная работа по теме «Инвестиции» (ОК-11)- 5 баллов

Итого: 50 баллов

Экзамен – 50 баллов

50 + 50 = 100 баллов

Соответствие баллов и оценок для экзамена:

0-55 – «неудовлетворительно»

56–70 – «удовлетворительно»

71-85 – «хорошо»

86-100 – «отлично»

КОНТРОЛЬНАЯ РАБОТА

1. Контрольная работа проводится по трем вариантам. Контрольная работа выполняется на занятии и на выполнение заданий дается 90 минут. За выполнение варианта студент может получить 5 баллов. Таким образом, за данную форму текущего контроля (контрольная работа) по дисциплине студент получает до 5 баллов.

2. Критерии оценивания

Оценка «отлично» (выполнено от 91% до 100%) – Правильно выполнены все задания. Продемонстрирован высокий уровень владения материалом. Лексика соответствует поставленной задаче и пройденному материалу. Грамматические ошибки отсутствуют. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий.

Оценка «хорошо» (выполнено от 70% до 90%) - Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Лексика соответствует поставленной задаче и пройденному материалу, но имеются незначительные ошибки. Грамматические ошибки незначительны. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.

Оценка «удовлетворительно» (выполнено от 51% до 69%) – Задания выполнены более чем наполовину. Присутствуют серьезные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Лексика не всегда соответствует поставленной задаче и

пройденному материалу, имеются значительные ошибки. Допущены грубые грамматические ошибки. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.

Оценка «неудовлетворительно» (выполнено от 0% до 50%) - Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Большое количество лексических ошибок. Допущено большое количество грамматических ошибок. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.

3. Методические указания для преподавателя: студенты получают номер варианта, соответствующий списку заданий и выполняют контрольную работу по вариантам, письменно. По окончании – сдают работы на проверку.

4. Методические указания для студента: Do all the assignment in accordance with your variant.

Контрольная работа №1 по теме: "Банки"

Вариант I:

I. Match the words (1–9) with their definitions (a–i)

- | | |
|---|---|
| 1. equivalent | a) эквивалент |
| 2. interest rate | b) пустить в обращение |
| 3. borrow money at interest | c) наемная лошадь |
| 4. prime rate | d) банковская ставка для заемщиков |
| 5. hireling | e) процентная ставка |
| 6. high demand | f) высокий спрос |
| 7. print money | g) занимать деньги под проценты |
| 8. reassess the profitability of a deal | h) печатать деньги |
| 9. put into circulation | i) производить переоценку прибыльности сделки |

II. Complete verbs and expressions with an appropriate preposition (*of, away, upon, from, out, to, into, at, in*):

lend ...
invest
borrow ...
source ... profit
be looked ...

III. Complete the sentences using the phrases in exercise 2:

1. English has _____ words _____ many languages.
2. A lot of banks are unwilling to _____ money _____ to new businesses.
3. He _____ as an authority.
4. Williams _____ a large sum of money _____ stocks.
5. For me, my knowledge is the only _____.

IV. Translate the sentences.

1. The way in which an exchange is organized is determined by the type of dealings.
2. People who own securities are referred to as investors.

- | | |
|---------------------------|--|
| 2. make a profit | b) хранить деньги в банке |
| 3. lend out | c) недвижимое имущество |
| 4. breed more money | d) соответствовать своему назначению |
| 5. real estate | e) государственная казна |
| 6. state treasury | f) приносить еще больше денег |
| 7. quick-paying business | g) давать займы |
| 8. keep money in the bank | h) дело, которое быстро приносит прибыль |
| 9. answer one's purpose | i) получать прибыль |

II. Complete verbs and expressions with an appropriate preposition (*of, away, upon, from, out, to, into, at, in*):

salt the money ...
 ... easy terms
 familiar
 put ... circulation
 ... 7 per cent rate

III. Complete the sentences using the phrases in exercise 2:

1. People in the west could buy land ___ relatively _____
2. I borrowed the money from the bank _____.
3. So much money was _____ because of the financial crisis.
4. His voice is very _____ me.
5. In Russia most old people _____ .

IV. Translate the sentences.

1. If the profits of the company rise, your shares should be worth more than when you bought them.
2. To be admitted to the exchange, companies must give as complete picture of itself as possible.
3. It costs money to become an exchange member.
4. Stockholders are sent an annual company report.

V. Supply the appropriate prepositions and make up your own sentences with the word-partnerships:

1. to be connected ... development project
2. to be supported ... huge credits
3. to deal... goods (raw materials)
4. to do business ... straight sales

VI. Translate into English using Complex Object or Complex Subject:

1. Казалось, что он добился всего, чего хотел.
2. Оказалось, что фирма изменила срок поставки своей продукции.
3. Предполагается, что посредник будет отвечать за монтаж нового оборудования.
4. Ожидается, что новые станки будут служить дольше.
5. Сообщают, что Центробанк объявит об изменении процентной ставки.

VII. Read the text "Licensing"

When a company is small it cannot sometimes enter a foreign market. It can sign a licensing agreement with a foreign firm. A license is a legal agreement in which one firm gives another a right to manufacture and sell its product. A company that obtains this right pays the licensor a royalty. Royalty is a certain percentage of the income from the sale of the product.

Businesses that have trademarks patents usually can use licensing to protect them against counterfeiters. The licensee gains a successful product and the know-how. The licensor often controls the quality of the goods which the licensee produces because high quality guarantees the reputation of the licensor. The licensee chooses the selling strategy because he knows more about how to sell the product in the foreign market.

1. Explain the meaning of the following words and word-partnerships in English:

- a) successful product
- b) know-how
- c) trademark

2. Unjumble the sentences:

- a) Tex Inco, 12 %, income, as, royalty, a , income, of, pay, we, our
- b) do, we, to, the, quality, control, you, not, of, goods, the, produce

Контрольная работа №1 по теме: "Банки"

Вариант III:

I. Match the words (1–9) with their definitions (a–i)

- | | |
|---|---|
| 1. interest rate | a) получать прибыль |
| 2. prime rate | b) хранить деньги в банке |
| 3. high demand | c) процентная ставка |
| 4. reassess the profitability of a deal | d) высокий спрос |
| 5. pursue | e) государственная казна |
| 6. make a profit | f) приносить еще больше денег |
| 7. breed more money | g) банковская ставка для заемщиков |
| 8. state treasury | h) преследовать |
| 9. keep money in the bank | i) производить переоценку прибыльности сделки |

II. Complete verbs and expressions with an appropriate preposition (*of, away, upon, from, out, to, into, at, in*):

- 1. salt the money ...
- 2. invest ...
- 3. familiar ...
- 4. ... 7 per cent rate
- 5. source ... profit

III. Complete the sentences using the phrases in exercise 2:

- 1. Williams _____ a large sum of money ___ stocks.
- 2. For me, my knowledge is the only _____.
- 3. I borrowed the money from the bank _____.
- 4. His voice is very _____ me.

5. In Russia most old people _____ .

IV. Translate the sentences.

1. People who own securities are referred to as investors.
2. Some companies do not trade shares. Firms that do are known as public limited companies.
3. To be admitted to the exchange, companies must give as complete picture of itself as possible.
4. It costs money to become an exchange member.
5. Stockholders are sent an annual company report.

V. Supply the appropriate prepositions and make up your own sentences with the word-partnerships:

5. to sign... the licensing agreement
6. to be connected ... development project
7. to set ... a joint venture
8. to be supported ... huge credits

VI. Translate into English using Complex Object or Complex Subject:

1. Хотите ли вы, чтобы ваш товар рекламировался в этом журнале?
2. Секретарь видела, как аудитор проверял финансовый отчет компании.
3. Казалось, что он добился всего, чего хотел.
4. Оказалось, что фирма изменила срок поставки своей продукции.
5. Сообщают, что Центробанк объявит об изменении процентной ставки.

VII. Read the text "Licensing"

When a company is small it cannot sometimes enter a foreign market. It can sign a licensing agreement with a foreign firm. A license is a legal agreement in which one firm gives another a right to manufacture and sell its product. A company that obtains this right pays the licensor a royalty. Royalty is a certain percentage of the income from the sale of the product.

Businesses that have trademarks patents usually can use licensing to protect them against counterfeiters. The licensee gains a successful product and the know-how. The licensor often controls the quality of the goods which the licensee produces because high quality guarantees the reputation of the licensor. The licensee chooses the selling strategy because he knows more about how to sell the product in the foreign market.

1. Explain the meaning of the following words and word-partnerships in English:

- a) licensor
- b) successful product
- c) know-how

2. Unjumble the sentences:

- a) a, licensing, Pepsi Co, sign, with, we, agreement
- b) do, we, to, the, quality, control, you, not, of, goods, the, produce

УСТНЫЙ ОПРОС

1. Устный опрос проводится по трем вариантам. Студент получает одну из трех карточек, на которых указаны 5 вопросов для устного опроса. За правильный ответ на 1 вопрос, студент получает 1 балл, соответственно за выполнение одного варианта студент получает до 5 баллов. Таким образом, за данную форму текущего контроля (устный опрос) по дисциплине студент получает до 5 баллов.

2. Критерии оценивания

5 баллов - Задание полностью выполнено: цель общения успешно достигнута, тема раскрыта в заданном объеме. Демонстрирует способность логично и связно вести беседу: активно включается в беседу и поддерживает ее с соблюдением очередности при обмене репликами, при необходимости проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя. Демонстрирует словарный запас, адекватный поставленной задаче. Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок. Речь понятна: в целом соблюдает правильный интонационный рисунок; не допускает фонематических ошибок; все звуки в потоке речи произносит правильно.

4 балла - Задание выполнено: цель общения достигнута, однако тема раскрыта не в полном объеме. В целом демонстрирует способность логично и связно вести беседу: включается в беседу, и в большинстве случаев поддерживает ее с соблюдением очередности при обмене репликами, не всегда проявляет инициативу при необходимости смены темы, демонстрирует наличие проблемы в понимании собеседника. Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдается некоторое затруднение при подборе слов и отдельные неточности в их употреблении. Использует структуры, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания. В основном речь понятна: не допускает фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный.

3 балла - Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме. Демонстрирует неспособность логично и связно вести беседу: не сразу включается в беседу и не стремится поддерживать ее, не проявляет инициативы при необходимости смены темы, передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника. Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи. Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание. В отдельных случаях понимание речи затруднено из-за наличия фонематических ошибок; неправильного произнесения отдельных звуков; неправильного интонационного рисунка; требуется напряженное внимание со стороны слушающего.

1 - 2 балла - Задание не выполнено: цель общения не достигнута. Не может поддерживать беседу. Словарный запас недостаточен для выполнения поставленной задачи. Неправильное использование грамматических структур делает невозможным выполнение поставленной задачи. Речь почти не воспринимается на слух из-за большого количества фонематических ошибок и неправильного произнесения многих звуков.

3. Методические указания для преподавателя. Устный опрос проводится по трем вариантам. Студент получает одну из трех карточек, на которых указаны 5 вопросов для устного опроса. В случае необходимости предоставляется время на подготовку.

4. Методические указания для студента. Answer all the questions on your card. You have 5 minutes for preparation.

**Устный опрос № 1 по теме: "Бухгалтерский учет"
Вариант I:**

1. What role does bookkeeping play in the accounting cycle?
2. What kind of data is collected by a bookkeeper?
3. What is the difference between bookkeeping and accounting?
4. What does double-entry bookkeeping mean?
5. What data are recorded in the company's general ledger?

**Устный опрос № 1 по теме: " Бухгалтерский учет"
Вариант II:**

1. Who is interested in obtaining accurate accounting information?
2. What is the modern concept of the accounting system?
3. What tasks should a bookkeeper solve at the first three steps of the accounting cycle?
4. What are the advantages of the double-entry system?
5. What is the difference between a journal and a ledger?

**Устный опрос № 1 по теме: " Бухгалтерский учет"
Вариант III**

1. When is the bookkeeping cycle considered to be completed?
2. What types of journals and ledgers are used in bookkeeping?
3. What are the main steps in the process of recording information about transactions?
4. What kind of information is of great importance for proper company management?
5. What is the difference between bookkeeping systems of a large enterprise and a small business?

ПРЕЗЕНТАЦИЯ

1. Презентация проводится по трем вариантам. Студентам дается ситуация и три варианта входных данных. За выполнение одного варианта студент получает до 5 баллов. В рамках семестра предусмотрено 2 презентации. Таким образом, за данную форму текущего контроля (презентация) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания.

Максимальное количество баллов за выступление и презентацию – 5баллов

Критерии оценки выступления и презентации:

- соответствие содержания теме;
- правильная структурированность информации;
- эстетичность оформления, его соответствие требованиям;
- набор лексических и грамматических единиц, их правильное использование;
- взаимодействие с аудиторией, умение отвечать на вопросы, соблюдение регламента.

Критерий № 1: 1 балл – содержание выступления соответствует теме, 0,5 балла – содержание выступления частично соответствует заявленной теме; 0 баллов – содержание не соответствует теме.

Критерий №2: 1 балл– выступление и презентация структурированы правильно, согласно требованиям; 0,5 балла – структура частично выдержана в рамках правил; 0 баллов – информация не структурирована.

Критерий №3: 1 балл – презентация оформлена согласно требованиям; 0,5 балла – презентация оформлена частично по требованиям; 0 баллов – оформление не соответствует требованиям.

Критерий №4: 1 балл – лексика и грамматика использованы правильно, выступающий владеет английским языком уверенно; 0,5 балла – лексические и грамматические явления использованы с ошибками, не влияющими на понимание, 0 баллов – лексика и грамматика используются не правильно, много ошибок.

Критерий №5: 1 балл – выступающий взаимодействует с аудиторией, уверенно и лаконично отвечает на вопросы, не вышел за рамки регламента; 0,5 баллов – выступающий слабо взаимодействует с аудиторией, плохо отвечает на вопросы, немного вышел за рамки регламента; 0 баллов – выступающий не взаимодействует с аудиторией, не может ответить на вопросы, не соблюдает регламент.

Методические рекомендации преподавателям по работе с презентациями и выступлениями

Мультимедийные презентации - это вид самостоятельной работы студентов по созданию наглядных информационных пособий, выполненных с помощью мультимедийной компьютерной программы PowerPoint. Этот вид работы требует координации навыков студента по сбору, систематизации, переработке информации, оформления её в виде подборки материалов, кратко отражающих основные вопросы изучаемой темы, в электронном виде. То есть создание материалов-презентаций расширяет методы и средства обработки и представления учебной информации, формирует у студентов навыки работы на компьютере.

Материалы-презентации готовятся студентом в виде слайдов с использованием программы Microsoft PowerPoint. В качестве материалов-презентаций могут быть представлены результаты любого вида внеаудиторной самостоятельной работы, по формату соответствующие режиму презентаций.

Затраты времени на создание презентаций зависят от степени трудности материала по теме, его объёма, уровня сложности создания презентации, индивидуальных особенностей студента и определяются преподавателем.

Требование к студентам по подготовке и презентации доклада на занятиях.

1. Доклад - это сообщение по заданной теме, с целью внести знания из дополнительной литературы, систематизировать материал, проиллюстрировать примерами, развивать навыки самостоятельной работы с научной литературой, познавательный интерес к научному познанию.
2. Тема доклада должна быть согласована с преподавателем и соответствовать теме занятия.
3. Материалы при его подготовке, должны соответствовать научно-методическим требованиям образовательной организации и быть указаны в докладе.
4. Необходимо соблюдать регламент, оговоренный при получении задания.
5. Иллюстрации должны быть достаточными, но не чрезмерными.
6. Работа студента над докладом-презентацией включает отработку навыков ораторства и умения организовать и проводить диспут.
7. Студент в ходе работы по презентации доклада, отрабатывает умение ориентироваться в материале и отвечать на дополнительные вопросы слушателей.

8. Студент в ходе работы по презентации доклада, отрабатывает умение самостоятельно обобщить материал и сделать выводы в заключении.
9. Докладом также может стать презентация реферата студента, соответствующая теме занятия.
10. Студент обязан подготовить и выступить с докладом в строго отведенное время преподавателем, и в срок.

Инструкция докладчикам и содокладчикам

Докладчики и содокладчики - основные действующие лица. Они во многом определяют содержание, стиль, активность данного занятия. Сложность в том, что докладчики и содокладчики должны знать и уметь очень многое:

- сообщать новую информацию;
- использовать технические средства;
- знать и хорошо ориентироваться в теме всей презентации (семинара);
- уметь дискутировать и быстро отвечать на вопросы;
- четко выполнять установленный регламент: докладчик - 10 мин.; содокладчик - 5 мин.; дискуссия - 10 мин.;
- иметь представление о композиционной структуре доклада.

Задачи преподавателя:

- помочь в выборе главных и дополнительных элементов темы;
- консультировать при затруднениях.

Задачи студента:

- изучить материалы темы, выделяя главное и второстепенное;
- установить логическую связь между элементами темы;
- представить характеристику элементов в краткой форме;
- выбрать опорные сигналы для акцентирования главной информации и отобразить в структуре работы;
- оформить работу и предоставить к установленному сроку.

Методические рекомендации для студента

Ваше выступление и презентация должны соответствовать следующим требованиям:

- Читаемость слайдов; незагруженность слайдов; использованный шрифт (должен быть без засечек, не злоупотреблять прописным, не мелкий).
- Соблюдение единого стиля оформления; Использование на одном слайде не более 3-х цветов;
- Лаконичность - размещение на слайде только необходимых, существенных информационных объектов в сжатом виде с сохранением максимальной информативности;
- Структурность - оформление структуры информационного объекта в четкой, легко запоминающейся форме, отражающей его характер;
- Текст носит тезисный характер;
- Используются короткие слова и предложения;
- Минимизировано количество предлогов, наречий, прилагательных;
- Заголовки привлекают внимание аудитории;
- Информация соответствует достоверным источникам;
- Логика построения презентации;
- Язык понятен аудитории;

- Техническая чистота (форматирование текста, отсутствие графических, стилистических, грамматических ошибок).
- Раскрытие темы;
- Форма представления (творческий подход);
- Умение отвечать на вопросы: лаконичность и аргументированность;
- Соответствие регламенту (10 минут).

Задание для студента. Study the topic of the presentation and the list of questions to be observed. Choose the variant of the task. Use the Internet and/or the teacher's resources, make a presentation.

Презентация № 1 по теме: "Глобализация"

Вариант I: "To what extent city N satisfies the needs of globalization?"

The presentation should contain the analysis according to the following aspects:

- Transportation;
- education;
- medical services;
- jobs;
- housing.

Презентация № 1 по теме: "Глобализация"

Вариант II: "To what extent city S satisfies the needs of globalization?"

The presentation should contain the analysis according to the following aspects:

- Transportation;
- education;
- medical services;
- jobs;
- housing.

Презентация № 1 по теме: "Глобализация"

Вариант III: "To what extent city K satisfies the needs of globalization?"

The presentation should contain the analysis according to the following aspects:

- Transportation;
- education;
- medical services;
- jobs;
- housing.

Презентация № 2 по теме: "Банки"

Вариант I:

Make a presentation on the following topic: **Sberbank**. The presentation should contain the following information:

- 1) brief history of the bank and how big it is today;
- 2) main services; what advantages this bank offers compared to other banks (eg. interest rates);
- 3) other services and how they can be helpful to the customers: special saving schemes for certain people (pension schemes for workers etc.), Internet banking.

**Презентация № 2 по теме: " Банки"
Вариант II:**

Make a presentation on the following topic: **Ak Bars Bank**. The presentation should contain the following information:

- 1) brief history of the bank and how big it is today;
- 2) main services; what advantages this bank offers compared to other banks (eg. interest rates);
- 3) other services and how they can be helpful to the customers: special saving schemes for certain people (pension schemes for workers etc.), Internet banking.

**Презентация № 2 по теме: " Банки"
Вариант III:**

Make a presentation on the following topic: **VTB**. The presentation should contain the following information:

- 1) brief history of the bank and how big it is today;
- 2) main services; what advantages this bank offers compared to other banks (eg. interest rates);
- 3) other services and how they can be helpful to the customers: special saving schemes for certain people (pension schemes for workers etc.), Internet banking.

ДИСКУССИЯ

1. Дискуссия проводится по трем вариантам. Студенты делятся на три группы, каждая группа получает свой вариант. Студенты готовят монологическое высказывание по каждому вопросу, ведут дискуссию в большой группе, задают вопросы. За выполнение одного варианта студент получает до 5 баллов. В рамках семестра предусмотрено 2 дискуссии. Таким образом, за данную форму текущего контроля (дискуссия) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания

5 баллов («отлично»)

Обучающийся сумел решить речевую задачу, правильно употребив при этом языковые средства, свободно выражал коммуникативное намерение, адекватно использовал компенсаторные языковые возможности. В ходе дискуссии умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

Высокий уровень владения материалом по теме дискуссии. Превосходное умение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Высокий уровень этики ведения дискуссии.

4 балла («хорошо»)

Обучающийся решил речевую задачу, но произносимые в ходе дискуссии реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

Средний уровень владения материалом по теме дискуссии. Хорошее умение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Средний уровень этики ведения дискуссии.

3 балла («удовлетворительно»)

Обучающийся решил речевую задачу не полностью. Некоторые реплики партнера вызывали у него затруднения. Наблюдались паузы, мешающие речевому общению.

Низкий уровень владения материалом по теме дискуссии. Слабое умение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Низкий уровень этики ведения дискуссии.

1-2 балла («неудовлетворительно»)

Обучающийся не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению реплики партнера, его участие в дискуссии было минимальным или молчал.

Недостаточный уровень владения материалом по теме дискуссии. Неумение формулировать свою позицию, отстаивать её в споре, задавать вопросы, обсуждать дискуссионные положения. Отсутствие этики ведения дискуссии.

3. Методические указания для преподавателя. Студенты делятся на три группы, каждая группа получает своей вариант. Студенты готовят монологическое высказывание по каждому вопросу, ведут дискуссию в большой группе, задают вопросы.

4. Методические указания для студента. Makeup 3 groups. Pick up the card with the discussion questions and discuss them within the group. Each of you should make a short speech, and be ready to discuss your point of view.

Дискуссия № 1 по теме: "Инвестиции"

Вариант I:

Take three cards with information about companies from the following sectors: **entertainment, technology, telecommunications** and fill in the information that you obtain from your research. Then, based on your research, answer the following questions.

Company Name: _____

Symbol: _____

History: _____

Management: _____

Products: _____

Income Analysis: _____

- 1) Which companies would be a good investment? Why? Which ones might not? Why?
- 2) Many stock analysts think it is important to build a portfolio of varied stocks from different sectors. Explain why.
- 3) How will you build your portfolio from the stocks you have researched?

Дискуссия № 1 по теме: "Инвестиции"

Вариант II:

Take three cards with information about companies from the following sectors: **food, cosmetics, transportation** and fill in the information that you obtain from your research. Then, based on your research, answer the following questions.

Company Name: _____

Symbol: _____

History: _____

Management: _____

Products: _____

Income Analysis: _____

- 1) Which companies would be a good investment? Why? Which ones might not? Why?
- 2) Many stock analysts think it is important to build a portfolio of varied stocks from different sectors. Explain why.
- 3) How will you build your portfolio from the stocks you have researched?

Дискуссия № 1 по теме: "Инвестиции"

Вариант III:

Take three cards with information about companies from the following sectors: **construction, IT, pharmaceuticals** and fill in the information that you obtain from your research. Then, based on your research, answer the following questions.

Company Name: _____

Symbol: _____

History: _____

Management: _____

Products: _____

Income Analysis: _____

- 1) Which companies would be a good investment? Why? Which ones might not? Why?
- 2) Many stock analysts think it is important to build a portfolio of varied stocks from different sectors. Explain why.
- 3) How will you build your portfolio from the stocks you have researched?

Дискуссия № 2 по теме: "глобализация"

Вариант I:

1. Do you think it's possible to ignore globalization?
2. How has globalization affected your life?
3. Is globalization good for the world?

Дискуссия № 2 по теме: "глобализация"

Вариант II:

1. What do you think of the concept of a global village?
2. Has globalization improved people's lives?
3. Do you think globalization could end in a world with just one giant country?

Дискуссия № 2 по теме: "глобализация"
Вариант III:

1. Do you think globalization will reduce or increase the poverty gap?
2. Could globalization have happened without the Internet?
3. Do you think globalization will make us all the same in the future?

ДЕЛОВАЯ ИГРА

1. Деловая игра проводится по трем вариантам. Студенты делятся на три группы, каждая группа получает свой вариант ситуации.

За работу в группе студент получает до 5 баллов. В рамках семестра предусмотрено 2 деловые игры. Таким образом, за данную форму текущего контроля (деловая игра) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания:

- лексическое разнообразие;
- корректное использование грамматических конструкций;
- аргументированность принятых решений;
- решение проблемы;
- беглость речи.

5 Баллов:

Задание полностью выполнено: цель общения успешно достигнута, тема раскрыта в заданном объеме. Демонстрирует способность логично и связно вести беседу: активно включается в беседу и поддерживает ее с соблюдением очередности при обмене репликами, при необходимости проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя. Демонстрирует словарный запас, адекватный поставленной задаче. Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок. Речь понятна: в целом соблюдает правильный интонационный рисунок; не допускает фонематических ошибок; все звуки в потоке речи произносит правильно.

4 Балла:

Задание выполнено: цель общения достигнута, однако тема раскрыта не в полном объеме. В целом демонстрирует способность логично и связно вести беседу: включается в беседу, и в большинстве случаев поддерживает ее с соблюдением очередности при обмене репликами, не всегда проявляет инициативу при необходимости смены темы, демонстрирует наличие проблемы в понимании собеседника. Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдается некоторое затруднение при подборе слов и отдельные неточности в их употреблении. Использует структуры, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания. В основном речь понятна: не допускает фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный.

3 Балла:

Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме. Демонстрирует неспособность логично и связно вести беседу: не сразу включается в беседу и не стремится поддерживать ее, не проявляет инициативы при необходимости смены темы, передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника. Демонстрирует

ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи. Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание. В отдельных случаях понимание речи затруднено из-за наличия фонематических ошибок; неправильного произнесения отдельных звуков; неправильного интонационного рисунка; требуется напряженное внимание со стороны слушающего.

2 балла:

Задание не выполнено: цель общения не достигнута. Не может поддерживать беседу. Словарный запас недостаточен для выполнения поставленной задачи. Неправильное использование грамматических структур делает невозможным выполнение поставленной задачи. Речь почти не воспринимается на слух из-за большого количества фонематических ошибок и неправильного произнесения многих звуков.

0 баллов:

Отказ от выполнения задания

3. Методические указания для преподавателя. Учитель заранее готовит материалы для проведения деловой игры, которые могут содержать описание ролей, справочную информацию. На занятии учитель знакомит студентов с ситуацией и раздает подготовленный материал, задача студентов – используя предложенный материал, решить ту или иную коммуникационную задачу, которая содержится в описании деловой игры.

4. Методические указания для студента. Listen to the description of the situation. Pick the card and use the information from the card in order to solve the task.

Деловая игра № 1 по теме: "Бухгалтерский учет" Вариант I:

Задание для студента

Work in groups of four. You are participating in a Role play. Read the task in your cards. Note, your answer will be assessed on the following criteria:

- vocabulary knowledge;
- grammar knowledge;
- the way you state your decisions;
- speech fluency.

Chief Financial Officer of Google is going to present the financial results of Google at the annual meeting of shareholders. He/she is going to use the balance sheet and the income statement, explaining which figures rose and which fell. You have to choose one student, who will represent your group, as prepare the report together.

Деловая игра № 1 по теме: "Бухгалтерский учет" Вариант II:

Задание для студента

Work in groups of four. You are participating in a Role play. Read the task in your cards. Note, your answer will be assessed on the following criteria:

- vocabulary knowledge;
- grammar knowledge;
- the way you state your decisions;
- speech fluency.

Chief Financial Officer of Amazon is going to present the financial results of Google at the annual meeting of shareholders. He/she is going to use the balance sheet and the income statement, explaining which figures rose and which fell. You have to choose one student, who will represent your group, as prepare the report together.

Деловая игра № 1 по теме: "Бухгалтерский учет"
Вариант III:

Задание для студента

Work in groups of four. You are participating in a Role play. Read the task in your cards. Note, your answer will be assessed on the following criteria:

- vocabulary knowledge;
- grammar knowledge;
- the way you state your decisions;
- speech fluency.

Chief Financial Officer of Apple is going to present the financial results of Google at the annual meeting of shareholders. He/she is going to use the balance sheet and the income statement, explaining which figures rose and which fell. You have to choose one student, who will represent your group, as prepare the report together.

Деловая игра №2 по теме: "Международная торговля"
Вариант I:

Задание для студента

Work in groups of four. You are participating in a Role play. Read the task in your cards. Note, your answer will be assessed on the following criteria:

- vocabulary knowledge;
- grammar knowledge;
- the way you state your decisions;
- speech fluency.

You will get the information concerning the resources, funds and economic data of **GB and Japan**. You have to analyze the information and complete the gaps by taking participation in the sessions of commodity exchanges.

Деловая игра №2 по теме: "Международная торговля"
Вариант II:

Задание для студента

Work in groups of four. You are participating in a Role play. Read the task in your cards. Note, your answer will be assessed on the following criteria:

- vocabulary knowledge;
- grammar knowledge;
- the way you state your decisions;
- speech fluency.

You will get the information concerning the resources, funds and economic data of **UAE and Germany**. You have to analyze the information and complete the gaps by taking participation in the sessions of commodity exchanges.

**Деловая игра №2 по теме: "Международная торговля"
Вариант III:**

Задание для студента

Work in groups of four. You are participating in a Role play. Read the task in your cards. Note, your answer will be assessed on the following criteria:

- vocabulary knowledge;
- grammar knowledge;
- the way you state your decisions;
- speech fluency.

You will get the information concerning the resources, funds and economic data of **South Africa and China**. You have to analyze the information and complete the gaps by taking participation in the sessions of commodity exchanges.

ПИСЬМЕННАЯ РАБОТА

1. Письменная работа проводится по трем вариантам заданий. За выполнение 1 варианта студент может получить 5 баллов. В рамках семестра предусмотрено 2 письменные работы. Таким образом, за данную форму текущего контроля (письменная работа) по дисциплине студент получает до 10 баллов.

2. Критерии оценивания

5 баллов (выполнено от 91% до 100%)

Правильно выполнены все задания. Продемонстрирован высокий уровень владения материалом. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий.

Содержание: коммуникативная задача решена полностью.

Организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.

Лексика: лексика соответствует поставленной задаче и пройденному материалу.

Грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.

Орфография и пунктуация: орфографические ошибки отсутствуют, соблюдены правила пунктуации.

4 балла (выполнено от 70% до 90%)

Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.

Содержание: коммуникативная задача решена полностью.

Организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.

Лексика: лексика соответствует поставленной задаче и пройденному материалу, но имеются незначительные ошибки.

Грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки незначительно препятствуют решению коммуникативной задачи.

Орфография и пунктуация: незначительные орфографические ошибки, соблюдены правила пунктуации.

3 балла (выполнено от 51% до 69%)

Задания выполнены более чем наполовину. Присутствуют серьёзные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.

Содержание: основная коммуникативная задача решена.

Организация работы: высказывание нелогично, средства логической связи использованы неадекватно содержанию текста, текст неправильно поделен на абзацы, но формат высказывания соблюден.

Лексика: лексика не всегда соответствует поставленной задаче и пройденному материалу, имеются ошибки.

Грамматика: имеются грубые грамматические ошибки.

Орфография и пунктуация: незначительные орфографические ошибки, не всегда соблюдены правила пунктуации.

1-2 балла (выполнено от 0% до 50%)

Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.

Содержание: коммуникативная задача не решена.

Организация работы: высказывание нелогично, не использованы средства логической связи, не соблюден формат высказывания, текст не поделен на абзацы.

Лексика: большое количество лексических ошибок.

Грамматика: большое количество грамматических ошибок.

Орфография и пунктуация: значительные орфографические ошибки, не соблюдены правила пунктуации.

0 баллов

Отказ от выполнения задания.

3. Методические указания для преподавателя. Студенты получают один из трех вариантов заданий и выполняют работу письменно.

4. Методические указания для студента. Read the task, write what is required. Check the requirements for writing an informal letter and essays. Make sure your informal letter is not shorter than 140 words and essay 250 words.

Письменная работа № 1 по теме: "Деловая корреспонденция"

Вариант I:

Задание для студентов:

1. Расположите части делового письма в правильном порядке.

- Yours faithfully,

Robert Bear
Sales Manager

- The Sheffield Electronics Corp.,
51 Gooseberry Street,
Sheffield BN 3 OX, GB

21 December 2002

- Dear Sirs,
- Messrs Morgan & Co., 47 Tilbury Square, London N.W.
- We would be grateful if you could send us your latest catalogue and price list of car appliances advertised in the current issue of Motoring Monthly.

2. Перед Вами конверт

(1) Foreign Language Institute
555 (2) Deer Run Lane
Aurora, (3) CO 80014

(4) Sandberg Educational, Inc.
(5) Orchard Ridge Corporate Park
Building Two, Fields Lane
(6) Brewster, NY 10509

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.

- The street name in the return address
- The ZIP Code in the return address
- The sender's company name
- The addressee's company's name
- The town in the mailing address
- The street name in the mailing address

3. Определите, к какому виду делового документа относится представленный ниже отрывок.

I our telephone conversation yesterday, we discussed plans for our meeting at your conference centre. I would like to confirm these plans.

The meeting will be from March 15th to the 17th. We will need two rooms. Eighty people will attend the meeting.

I would like to thank you for your help in planning our meeting.

- CV
- Contract
- Memo
- Simple commercial letter

4. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки.

To : all branches
From : Sales Manager, (1) ____

Subject : (2) _____
(3)____: 30 April 2003

Tombola Airways, our carrier for tours to Africa, has collapsed.
This means that Tour 4389 is now cancelled.

Please write to (4) _____ and tell them we will refund their deposits
as soon as possible.

S.N.

- Sandra North
- All agencies
- Date
- Collapse of Tombola Airways

Письменная работа № 1 по теме: "Деловая корреспонденция"

Вариант II:

1. Расположите части делового письма в правильном порядке.

- Richman Rings Inc., 34 Beddington
Road, Gilmore, GH23B
Phone number : 985 46 73 49; fax
Number: 985 45 87 29
12 December 2005
- I look forward to receiving your
confirmation.
Yours, faithfully,

Susan Peacock
Secretary
- Dear Sir/Madam,
- I would like to receive three single rooms from 18th to 22nd of December
for three of our managers.
Could you please inform me of your rates and whether you offer
discount for company booking.

2. Перед Вами конверт

(1) Midtec Cables Ltd,
Cotton Road,
(2) Exeter (3) EX49DT,
England

(4) Mrs. L. Ruth
(5) Golden Holidays
12 Cambridge Court
(6) Brewster, NW 10509

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.

- The sender
- The ZIP Code in the return address

- The addressee's company name
- The addressee
- The ZIP Code in the mailing address
- The street name in the mailing address

3. Определите, к какому виду делового документа относится представленный ниже отрывок

The terms of payment and immediate payment of delivery charges by confirmed and irrevocable letter of credit are to be standard.

In the event of non-payment, the seller shall be entitled to reclaim the goods. In case of a dispute between the parties, the matter will be taken to independent arbitration.

- CV
- Contract
- Memo
- Letter of application

4. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки

To : (1) _____, Export Sales Dept
 (2) ____: Cristina Barrios, Technical Dept
 (3) ____: Huanita
 Date : 18 July 2005

The cost of repairs to the bottling machine at Huanita factory in Mexico is estimated at US\$3,400. Please write to Mr Sanchez that their present bottling machine is very old and it is better for them to buy a new one.

(4) _____

- C. B.
- Subject
- Tony Smith
- From

Письменная работа № 1 по теме: "Деловая корреспонденция"

Вариант III:

1. Расположите части делового письма в правильном порядке.

- We are writing to confirm our meeting on 20 February concerning the advertisement of our new device in your catalogue.
We would appreciate if you have time to visit our plant at an earlier date and inform us of it.
- We look forward to hearing from you.
Yours sincerely,

Irene Green
Sales Manager

- Mr. J. A. Burns, ABC Advertising, 17 New Street,
New Town BN45 67HO
- Dear Mr Burns,
- John Bloggs plc., 25 Corner Street, Darlington
Tel. 249 26 49
14 February 2006

2. Перед Вами конверт

(1) Click Camera Company
(2) 1000 Riverview Boulevard
New York, New York (3) 10010

(4) Mrs. May Carter
4015 (5) 22nd Street
(6) Honolulu, Hawaii 96822

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.

- The town the letter is sent to
- The sender's company name
- The ZIP Code in the return address
- The house numbering the return address
- The street name in the mailing address
- The addressee

3. Определите, к какому виду делового документа относится представленный ниже отрывок

Dear Sir or Madam.

In the April 4, 2006 Boston Daily News I read about your new camera, the XL-Lite. Since I am a photographer with Bay State Magazine, it is important that I know about new cameras4.

Would you please send me information on the camera? I would like to know when the camera will be available and how much it will cost.

Thank you for your attention.

- Letter of enquiry / request
- CV
- Contract
- Memo

4. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки

(1) _____: Purchasing & Sales Supervisor
From : (2) _____
(3) _____: Drinks and Beverages Co
Date : 1 Feb

Drinks and Beverages Co recently delivered our (4) _____. Unfortunately, we ordered 75 kilos of tea and 60 kilos of coffee powder and they only send us the tea.
Please write and ask them to deliver the coffee powder as soon as possible.

- Order No.378
- Manager
- To
- Subject

Письменная работа № 2 (эссе) по теме: "Инвестиции"

Вариант I:

Write the essay on topic: "How to make lots of money during the next downturn". Give reasons for your answers and include at least two relevant examples from your own knowledge and experience.

Write at least 250 words.

Письменная работа № 2 (эссе) по теме: "Инвестиции"

Вариант II:

Write the essay on topic: "Don't keep cash under the mattress". Give reasons for your answers and include at least two relevant examples from your own knowledge and experience.

Write at least 250 words.

Письменная работа № 2 (эссе) по теме: "Инвестиции"

Вариант III:

Write the essay on topic: "Social aspect of the luxury tax". Give reasons for your answers and include at least two relevant examples from your own knowledge and experience.

Write at least 250 words

ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ

По дисциплине предусмотрен экзамен 4 семестре. Экзамен проходит по билетам. В каждом билете по три вопроса. Максимум на экзамене можно набрать 50 баллов.

Студенту на экзамене также могут задаваться дополнительные вопросы по смежным темам.

Соответствие баллов и оценок для экзамена:

0-55 – неудовлетворительно

56-70 – удовлетворительно

71-85 – хорошо

86-100 – отлично

2. Критерии оценивания:

Оценка "**Отлично**" ставится, если студент продемонстрировал всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять задания, предусмотренные программой, усвоил основную литературу и знаком с дополнительной литературой, рекомендованной программой дисциплины, усвоил взаимосвязь основных понятий дисциплины в их значении для приобретаемой профессии, проявил творческие способности в понимании, изложении и использовании учебно-программного материала.

Оценка "**Хорошо**" ставится, если обучающийся продемонстрировал полное знание учебно-программного материала, успешно выполнил предусмотренные программой задания, усвоил основную литературу, рекомендованную программой дисциплины, показал систематический характер знаний по дисциплине и способен к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

Оценка "**Удовлетворительно**" ставится, если обучающийся обнаружил знание основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по профессии, справился с выполнением заданий, предусмотренных программой, знаком с основной литературой, рекомендованной программой дисциплины, допустил погрешности в ответе на экзамене и при выполнении экзаменационных заданий, но обладает необходимыми знаниями для их устранения под руководством преподавателя.

Оценка "**Неудовлетворительно**" ставится, если обучающийся обнаружил значительные пробелы в знаниях основного учебно-программного материала, допустил принципиальные ошибки в выполнении предусмотренных программой заданий и не способен продолжить обучение или приступить по окончании университета к профессиональной деятельности без дополнительных занятий по соответствующей дисциплине.

3. Методические указания для преподавателя: студенты выбирают билет и готовят ответ на своем месте, за отведенное время. После чего представляют готовый ответ устно преподавателю.

4. Методические указания для студента: Choose the card with questions, prepare your oral answer, then present your answer to the teacher.

Вопросы к экзамену

4 семестр

1. What does the term "exchange" mean? What types of exchanges do you know?
2. What are the main factors governing prices at the exchanges?
3. What is the main purpose of the stock market?
4. What kind of products are traded on Stock Exchanges?
5. Who are the participants of the Stock Exchange?
6. What is necessary for a company to be admitted to the Stock Exchange?
7. What basic types of securities are listed and traded on the Stock Exchange?
8. What does the word 'bank' mean?
9. What is the role of 'banking' in society and financial systems?
10. Which types of banks can you name?
11. What are the main functions implemented by the Central bank?
12. What services are provided by banks to individual and institutional investors?
13. Why may the bank become insolvent?

14. How is the bank rate regulated?
15. What do you understand under globalization?
16. What are the examples of this phenomenon (globalization)?
17. Do you think the global processes are positive or negative?
18. What are the principal driving forces of globalization?
19. Speak about global companies and their impact on the economy of other countries
20. Are you for or against globalization (prove your choice)

Форма экзаменационного билета

Министерство науки и высшего образования РФ
ФГАОУ ВО «Казанский (Приволжский) федеральный университет»
 Институт управления, экономики и финансов
 Кафедра иностранных языков и профессиональной коммуникации
 Направление подготовки: 38.05.01 Экономическая безопасность,
 профиль (Экономико-правовое обеспечение экономической безопасности)
 Учебный год 2019/2020
 Курс 2
 Дисциплина “Иностранный язык”

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. “What does the term "exchange" mean? What types of exchanges do you know?”
2. “What are the main functions implemented by the Central bank?”
3. Render the article

Доцент кафедры иностранных языков
и профессиональной коммуникации _____

Григорьева Е.В.

Зав. кафедрой иностранных языков
и профессиональной коммуникации _____

Полякова О.В.

Примерные статьи на зачет:

Article #1

Why corporate team-building events can be terrible

Nothing quite strikes fear into the heart of employees like the words "team-building event" - especially for those who have attended enough of these events to know how downright bizarre they can sometimes be, says author Alison Green, and creator of the workplace advice column Ask a Manager.

What's the strangest team-building exercise you've ever been on? Circus skills, ice-carving or even sheepdog herding are all genuine days out workers have been subjected to.

Team-building events are, ostensibly, designed to boost the cohesion of a team and increase communication, co-operation, and morale.

Those are all worthwhile business goals, but in practice, many such events involve things like blindfolded trust falls, humiliating dance performances, rope-climbing courses, and other endeavours where the connection to those business goals isn't quite clear.

Another reader wrote in about a team-building event that her office held on a horse farm. One horse got over-excited and nearly trampled one of her colleagues. "It was a bonding experience to a certain extent," she wrote, "but only because we all thought we were going to die."

Another reader described a team-building exercise where she and her co-workers had to spit soda into each other's mouths - why, I don't know - and another was made to watch videos about the leadership skills of dolphins.

Unsurprisingly, tears ensued. She noted that, contrary to the purpose of the event, she and her colleagues went from not being able to work together well to actively disliking each other in about 30 minutes.

Another person's team had to line up and pass a grapefruit down the line without anyone using their hands or arms, and without letting the grapefruit fall.

Still other team-building exercises put pressure on people to do things that they physically can't do.

Recently I heard from a reader whose boss was requiring everyone to gather together in a room to do tai chi several mornings a week - allegedly as a form of team-building. My reader had a medical condition that prevented him from participating.

Rather than excuse him entirely, the boss told him to sit silently and watch everyone else do it.

"It has left me feeling singled out and punished for not being able to participate, and fielding questions from co-workers about why I'm not following along with the programme," he told me.

Not exactly what team building is supposed to achieve.

And some team-building exercises ask people to share things that would normally be considered way too personal for an employer to ask about - things like your deepest fears or experiences from childhood.

I heard about one where participants were asked to share the story behind a scar - physical or emotional. Yes, emotional. Those questions can be easy for some but if you're someone who, say, dealt with trauma or abuse in your childhood - or if you're someone who just prefers privacy - these are not fun games to play.

As these examples make clear, too often employers schedule team-building events without putting real thought into how they'll produce better results, or they use them as a substitute for more meaningful work on communication or co-operation issues.

As a result, these events can be tremendously annoying to employees and - the opposite of raising morale - they can actually lower morale, especially if they're a response to deep-rooted, problematic team dynamics that require more serious solutions.

Real team building isn't about one or two events per year. Instead, it's about how a team runs, day to day.

Good managers prioritise communication, co-operation, and morale year-round, not just for the duration of a team-building event.

And good managers build strong teams by having people work together on projects with clear goals, clear roles, and appropriate feedback and recognition; by creating opportunities for people to get a deeper understanding of each other's work; and by giving people the chance for meaningful input into the direction of the team.

People are more likely to feel like part of a real team if they have a chance to share their input and talk over challenges, and if they see that that input is welcome and truly considered.

And oddly, many team-building exercises are based around solving artificial problems as a group, like building a balloon tower or untangling a human knot - things that aren't likely to come up in our actual work for most of us.

It's far more effective, and useful, to instead involve your work group in grappling with real challenges as part of the normal course of business.

In other words, what builds strong teams is... good management, day after day after day. That may not be as entertaining as dance performances or rope courses, but it's what works.

Article #2

Why businesses are saving the humble text message

If you think that WhatsApp is killing the humble text message you may need to think again.

A growing number of us are sending far fewer text messages than we used to.

Armed with our fancy smartphones, in recent years we have instead switched to the likes of Facebook Messenger, Google Hangouts, Snapchat, and of course WhatsApp for our chats.

As a result, the number of text (or SMS, as they are officially known) messages being sent per day around the world has now fallen far behind the more hi-tech rivals.

At WhatsApp alone, 55 billion messages are now sent globally every day, more than twice the 22 billion figure for SMS messages.

Yet while the number of text messages being sent by people in the developed world has fallen since 2011, there continues to be one big growth area - notification SMS messages sent from businesses to customers.

Most of us are now increasingly receiving such text messages on a regular basis, such as when you are being reminded of an opticians' appointment, when an engineer will come to repair your boiler, or when a delivery is going to arrive.

One company at the forefront of this business text messaging industry is a small English firm Esendex, based in Nottingham, in the East Midlands.

With just 200 employees, it now sends out two billion text messages per year, on behalf of 30,000 businesses and other organisations, up from 100 million texts in 2010.

Esendex is already the biggest player in the UK, France and Italy; it is growing strongly in Germany, Spain and Australia.

And it is a lucrative business. Esendex has annual revenues of £23m a year, as firms pay it a fee for every text sent. Meanwhile, a report earlier this year predicted that the global business text message industry would be worth \$70bn by 2020, up from \$55bn in 2014, as more and more texts are sent out to customers.

Geoff Love, Esendex's chief executive, says while friends may like to chat over Facebook Messenger and WhatsApp, there are a number of key reasons why businesses prefer to send out text messages instead.

"SMS is the only app that's on every phone in the world, so no matter who you are trying to communicate with, you know they can receive a text message."

"That's not the same with WhatsApp, Facebook Messenger or any of the other applications. SMS is simply ubiquitous," he says.

"SMS is also very powerful - people read text messages. 95% of text messages are read within five seconds, so you know your message will get there quickly and cheaply.

"And with SMS we know that the text message has been delivered to the person's phone."

Majority-owned by a private equity firm, Esendex is continuing to quickly expand overseas through a determined acquisitions policy.

Given that the global marketplace is a crowded one, with a large number of firms touting to help businesses send out text messages to their customers, mobile phone industry expert Ben Wood, says Esendex is right to have wanted to grow quickly.

"It is a cutthroat business, down to fractions of a penny in terms of margins," says Mr Wood, who works for research group CCS Insight.

"So scale is all important, companies need to be growing in the space in order to make sure that they're able to buy messages at scale, and therefore compete when they're tendering for business."

With its main overseas offices in Barcelona, Spain, and Melbourne, Australia, plus others in France and Italy, Mr Love says an attempt to break into the US market failed.

"Melbourne and Barcelona grew quickly, [but] things were tougher in America, and we ended up closing down our American operation.

"Not all of the [US] mobile telephone networks could communicate with each other, so you'd be in a situation where you might send a message and it wasn't received because the two networks didn't have any kind of agreement between them to receive messages, which was crazy."

"In Europe, whilst it appears to be more complicated because people speak different languages, in reality they are far more similar," says Mr Love.

Yet there are some differences in Europe, he adds, with companies in Germany demanding far more stringent tests on the software and technology.

Entering the Australian market also brought an unforeseen issue - due to the time difference it can't shut down its UK head office computer systems overnight for maintenance, because it is daytime in Australia.

"It forced us to become a 24/7 business," says Mr Love. "That was quite hard to begin with because it meant changing the way we operated... but in the end it turned into quite an advantage because the companies we are working with are using us for mission-critical stuff 24/7 anyway.

"Our customers are in every single industry you can think of, it could be a very small business or a massive enterprise. But typically it's organisations who really need to communicate with a large number of people very quickly."

Article #3

Love it or loathe it, e-mail changed the world

If you've ever sent an email to the wrong person or hit "reply all" by accident, this story might make you feel better.

It happened in 2008, when a Philadelphia attorney began typing an email to a colleague. The missive involved a proposed settlement of a lawsuit against pharmaceutical giant Eli Lilly and Company. The attorney started typing her colleague's name in the "send" line and didn't notice that her email auto-filled another name.

The actual recipient? A New York Times reporter. Days later, the paper published a front page story about the proposed billion-dollar settlement. It's unclear just how much the mistake factored in to the paper's scoop, but it remains one of the most talked-about email blunders ever.

The dominance of email in business communications means we all have stories of embarrassing blunders — though we've hopefully avoided the multi-billion dollar mistakes. Another burden of this tool: the overwhelming obligation of answering our inbox.

But, love it or hate it, the adoption of email as a way to communicate in business has forever reshaped how we do our jobs. In a generation, sending and receiving information went from a slow, uncertain process to lightning fast.

These days, people send 100 billion business-related emails a day, **according to researchers at the Radicati Group**. That number is expected to hit 130 billion by 2017. And it's all happened in just a couple of decades. Very few people used email consistently even 20 years ago.

Sure, many of us had AOL accounts back then, but those were largely personal. All the way into the 1990s, speedy replies were not the norm, and even faxes were considered a more effective way to send information than email.

That changed in the early 2000s, when email at the office became ubiquitous. Then came the BlackBerry in 2003. It wasn't the first phone that allowed access to email, but the BlackBerry's portability, ease of operation, handy keyboard and security features meant that professionals were expected to check email and answer messages almost immediately, even in off-hours.

Very quickly, email drastically changed the way nearly every professional works, said Will Schwalbe, who is executive vice president of editorial development and content innovation at book publisher Macmillan in New York City. Suddenly people became obsessive about checking inboxes, spending hours sending and receiving messages and worrying over the undefined rules of email etiquette.

"It arrived on the world without any guide on how to use it," Schwalbe said.

Changing our work and our lives

In the early days of the new millennium, Schwalbe was a book editor and he soon began noticing how much email had consumed his time. "It's like we all woke up one day and realised we're spending 70% of our days just doing email," he said.

So in 2006 Schwalbe and writer David Shipley sat down to pen a handbook of sorts. *Send: Why People Email So Badly and How to Do It Better* became one of the early guides to the rules of business email.

Among its missives: managers should define good email practices, employees should avoid replying to everyone on a group message (rarely is it necessary) and firms should develop internal shorthand, such as NRN, which means no reply necessary.

For those who do it well, email has become the world's first near-instant deliverer of information. "Email is just an unbelievable mechanism for communicating with people," Schwalbe said.

Blurred lines

It's hard to quantify just how much more efficient the world has become thanks to email, both in sending information and in basic communication such as setting up a meeting or an introduction. But with email now on smartphones and even smart watches, it has also become a burden to many, a tool that means never disconnecting from work, said Julie Morgenstern, a time management expert and author of the book *Never Check Email in the Morning*.

The problem is that many let email get the better of them, even if their companies don't require 24-7 response, Morgenstern said. "Email is an incredibly powerful tool, but if you don't use caution, it can take over everything you do."

But one thing is for sure: We simply can't get away from it — and not just because our work won't allow it. Email is addictive, triggering the same areas in our brain as crack cocaine, according to University of Sheffield researcher Tom Stafford. That's because people can get a rush from the feeling that they're getting something done by answering email.

In reality, it's a false sense of accomplishment. For the most part, emailing doesn't appear anywhere on our job descriptions. The exception to this, Morgenstern said, might be people in customer service whose job duties include sending and receiving messages. For the rest of us, our job performance, and whether we're considered successful, will likely never be defined by how many emails we send a day.

Too much of a good thing

The secret to breaking email addiction is to begin by curtailing the times of the day that you email, Morgenstern said. Start by avoiding your inbox the first hour of your day. Then add the hour before you go to sleep. Soon, you'll work up to answering email at times of the day generally considered least productive for accomplishing other work, such as right before lunch and just before leaving for the day.

What if you fall behind and have a thousand emails in your inbox? "Don't try to catch up," Morgenstern cautioned. "You'll never do it."

Instead, declare email bankruptcy, a term credited to a Harvard law professor in 2004. That begins by creating a folder called, say, "2014." Drop all those old emails in there. Likely you'll never get through them all, so you might as well put them away and start over.

With that clean slate, it's time for best practices.

Email is more manageable for those who respond less often, said Natalie Houston, a productivity coach and associate English professor at University of Houston in Texas. If you answer emails right away, you train your co-workers into thinking that you're always available. Wait a few hours before responding if it's not urgent.

Consider how you write and send email. You can lessen the burden of all-email, all-the-time by writing your missives carefully, employing short graphs, bulleted points and sub-headlines, said Houston.

A typical conversation on email includes seven notes. Making that initial message effective means fewer follow-ups, which will help unclog your in-box.

"The same rules about writing a good proposal apply to writing a good email," Houston said. "You want it to be easy to understand and to get your point across without a lot of back and forth."

There's also just this simple rule that Schwalbe follows: if it's controversial or complicated, it's not for email.

For the better

Though overflowing email inboxes can create stress and distraction, there's no arguing that it has fundamentally changed many industries for the better. Case in point: Taylor Packaging in Imperial, Missouri.

In the late 1990s, the designer of plastic packaging sent samples to customers by mail. Then, sometimes weeks later, the sample would return with a note of changes the customer wanted. Multiple rounds would follow. Now the company's chief executive officer, Sara Taylor Hardy, emails a digital model, and gets changes back sometimes within hours.

"It used to take six weeks start to finish by snail mail," Taylor Hardy said. "Now? We can get completed parts to a client within a week, easily."

Article #4

We don't talk any more - is technology harming communication?

In a world of tweets and texts, email and instant messaging, are we communicating any better?

Or is modern technology making us lazy about actually talking to each other, with damaging effects on both business and society?

This was the issue that the Today programme guest editor Sir Victor Blank asked me to investigate. Having only had a brief email explaining what he wanted, I was still rather unclear about his thesis - until I got him on the phone for a chat. Which sort of made his point...

"Technology is a massive aid to communication," he told me, "but if it takes away regular face-to-face or direct conversations, then you lose something of the softer edges."

Sir Victor, the former chairman of Lloyds TSB, seemed particularly concerned about the impact that modern methods were having in the business world, with executives firing off emails in anger, and making deals they might later regret, rather than seeing the whites of the eyes of their counterparts in face-to-face negotiations.

That was a concern shared by one person Sir Victor suggested as a possible interviewee. The former Times editor Lord Rees-Mogg told me that if he were in the newspaper business today he would of course use the most modern methods. But he felt that many people could become addicted to email and social networking. "I do notice that emails are often fired off without any real consideration - they're also much ruder than more considered communications, so I think they're inferior."

ADVERTISEMENT

inRead invented by Teads

Media caption Former editor of the Times Lord Rees-Mogg: Emails are much ruder than more considered communications

Perhaps surprisingly, that view might get a sympathetic hearing at the technology firm Atos, which has decided to phase out email as an internal communications tool. "Email has become the easy way to communicate but also the lazy way," says Rob Price, the UK managing partner of Atos.

Anyone who has arrived at their desk to find that they have been copied in on dozens of internal emails of no relevance, will say amen to that. But Atos is not rejecting modern communication techniques, simply recognising that a new generation already thinks email is old hat. Its new recruits arrive from university accustomed to instant messaging and social networks - far more rapid methods of communication.

Another major corporation has recognised that forcing its employees to be "always on" has its limits. Volkswagen's Works Council has decreed that the German firm's Blackberry server should stop sending emails to employees thirty minutes after their shift ends.

But what I really needed was someone who had taken an objective, scientific look at the way we use communications technology - and Dr Monica Bulger of the Oxford Internet Institute fitted the bill.

Far from dumbing down the way we communicate, technology had made us smarter, she told me. In particular, executives like Sir Victor Blank had been made more literate by the arrival of computers and word processing. "Prior to word processors, executives would dictate messages to secretaries and speak on the phone. So the use of technology has improved literacy."

Dr Bulger conceded that face-to-face communication was important, but said it also had its dangers: "I've sat in meetings where people have said things they shouldn't have." Whereas email gave more time for considered reflection: "You can do the count to ten rule and think a bit before you respond."

Overall, the academic's conclusion was that the different technologies now available to us were helping not hindering communication. But she conceded that there was an issue with what she described as "cognitive overload or data deluge."

Tell me about it. As someone who is addicted to these technologies, I still find myself oppressed by the sheer quantity of emails, phone messages and social media activity that need to be dealt with each day. I can't imagine how I would do my job without tools like Twitter. Yet I sometimes wonder whether I communicated better 30 years ago.

In my student days, before the age of the mobile or email, we used to simply drop in on people or bump into them in the street - but still managed to have rich and varied social lives and make enduring friendships.

So I decided to go back to university to give the final word to members of today's Facebook generation. I knocked on the door of my son's student flat in Oxford and asked him to go and get some friends from next door - he immediately reached for his phone to text them, rather than walk a few steps.

But once we'd gathered them together, the students proved to have quite a nuanced view of modern communication. One of them hardly ever used social networks and said he just bumped into people in the street; another mentioned the danger of becoming obsessed with Facebook at the expense of face-to-face communication.

And a third summed it up for me: "You use social networking and modern technology to arrange meeting people face to face, when otherwise you might not see them for a few weeks - you might not bump into them." We agreed that new communication technologies provided an addition, not a replacement, for traditional means.

So what shall I tell Sir Victor? It seems to me that his concerns about the impact of email, social networking and instant messaging on our ability to communicate, are somewhat exaggerated. But maybe we need to meet face to face to talk it through...

Article #5

The biggest writing mistakes new graduates make

New to the work world? Employers say university graduates get these simple things wrong — a lot. Don't learn the hard way, read this instead.

The job market for new university graduates might be improving, but employers say there are two crucial skills 2015 US grads sorely lack — and they both involve something core to almost any workday: writing.

Companies prioritise clear and direct communication and say it is a vital indicator for quality of work.

According to research done by the Society of Human Resources Management, new graduates' written communication skills leave a lot to be desired, from their CVs and cover letters to their work reports and presentations. Writing well is a make-or-break skill that can get you noticed. Writing poorly draws attention too, but for all the wrong reasons.

Where are new graduates going wrong — and how can you avoid these all-too-common mistakes?

To be clear

Expressing themselves clearly is tough for young employees. Yet most companies prioritise clear and direct communication and say it is a vital indicator for quality of work.

That might be obvious in consulting, marketing or other word-heavy careers. Yet it's just as central in less-obvious professions. The theatre world, for example.

Lindsey Buller Maliekel, who manages the apprentice programme at New York's New Victory Theater, said clear writing "is integral to the work on stage", too. Good performers must be able to project their message or act to audiences from diverse backgrounds, and clear writing points to this skill, she said.

Social media use has hurt college grads' ability to communicate professionally.

When it comes to accounting, numbers matter but so does the ability to explain them. Rod Adams, recruiting leader of Pricewaterhouse Coopers in the US, said it is a misconception that accountants don't need to write well. For instance, it is important to communicate clearly and with authenticity. That "not only gets your messages across, but also helps you connect and convince other people", wrote Adams in an email.

Millennial symptom

Social media is increasingly creating new work opportunities for college graduates. Studies done by management consulting company Accenture show that social networking is now considered the most effective method of finding a job for 27% of 2015 graduates, beating out other means such as word of mouth (15%) and electronic job boards (14%).

But social media use has damaged college graduates' ability to communicate professionally. According to Phil Gardner, director of the College Employment Research Institute at Michigan State University in the US, social media-style communication lends itself to short, unsupported writing and typically ignores professional writing etiquette. Even if the interactions between employers and job seekers are changing thanks to social media, there are still protocols that university graduates must remember while connecting with employers, and they often don't have the practice.

Getting the message across

How do you become more authentic when you're presenting yourself to prospective employers? Experts recommend knowing — and telling your story.

For most, writing at the workplace is a continuous learning process.

PwC's Adams warns against reciting your CV or resume, especially in an interview. It's better to "tell a story about [yourself], [your] passions, experience and results", to show how well you will communicate with team members, managers and clients on the job.

Learning process

There is, however, only so much new graduates can do to improve their writing before their first job. For most, understanding how to develop your writing skills at work is a continuous learning process, with improvement accumulated from experience. Still, university students can, and should, familiarise themselves with professional writing by doing internships or job shadowing, Gardner suggested.

Katherine LaVelle, managing director of Talent & Organization at Accenture Strategy in the US, believes companies should invest more in learning and development, especially in fundamental skills such as writing, in order to train a more competitive and competent workforce.

“Doing so will not only help organisations attract and retain top talent, but ensure they can develop relevant skills among their workforce to be competitive,” she said.

Article #6

A Point of View: Mourning the loss of the written word

The modernist writer Virginia Woolf called letter writing "the humane art, which owes its origins in the love of friends". In our frenetic world of electronic communication, we must remember to write with thought and consideration, says historian Lisa Jardine.

In these days of email, texts and instant messaging, I am not alone, I feel sure, in mourning the demise of the old-fashioned handwritten letter. Exchanges of letters capture nuances of shared thought and feeling to which their electronic replacements simply cannot do justice. Here's an example.

In July 1940, with the country at war, Virginia Woolf published a biography of the artist, Roger Fry - champion of post-impressionism and leading member of the Bloomsbury Group. The timing could hardly have been worse. Fry's reputation was as an ivory tower liberal who believed that art inhabits a self-contained formal space remote from the vulgar world. As France fell to Hitler's troops and German planes pounded the south coast of England with increasingly regular air-raids, such artistic idealism seemed at best out of touch, at worst irrelevant.

Most of Woolf's friends were politely positive about the book. But in early August she received a letter from Ben Nicolson, the 26-year-old art critic son of her close friend Vita Sackville-West, who was serving as a lance-bombardier in an anti-aircraft battery in Kent under the flight-path of the German bombers. As enemy warplanes passed low overhead, Nicolson attacked the adulatory tone of Woolf's biography and accused Fry of failing to engage with the political realities of the inter-war years.

"I am so struck by the fool's paradise in which he and his friends lived," Nicolson wrote. "He shut himself out from all disagreeable actualities and allowed the spirit of Nazism to grow without taking any steps to check it."

Find out more

Woolf's answering letter did not mince words:

"Lord, I thought to myself," she wrote back. "Roger shut himself out from disagreeable actualities did he? What can Ben mean? Didn't he spend half his life travelling about England addressing masses of people who'd never looked at a picture and making them see what he saw? And wasn't that the best way of checking Nazism?"

Stung by Woolf's condescending tone, and unpersuaded by her argument, Nicolson wrote again, criticising Fry and the Bloomsbury Group in yet stronger terms. This time Woolf took his comments personally and drafted a lengthy, rebarbative reply, in which she turned Nicolson's attack on Fry and herself back on him. Nicolson's own chosen career as art critic was hardly more engaged: "I suppose I'm being obtuse but I can't find your answer in your letter, how it is that you are going to change the attitudes of the mass of people by remaining an art critic."

Reading over what she had written, however, Woolf thought better of her stern tone and did not send the letter. Instead, she rewrote it in more measured terms, moderating her sharp remarks with an opening apology. "I think it's extraordinarily nice of you to write to me," she now began,

"I hope I didn't annoy you by what I said. It's very difficult when one writes letters in a hurry as I always do, not to make them sound abrupt."

It is this second version of the letter that was eventually dispatched, and which evidently satisfied its recipient, who called a truce on their differing views of Fry's influence and reputation. In early September, Woolf wrote to arrange for Nicolson to visit, adding: "I love getting your letters," and "I'm so happy you found the life of Roger Fry interesting as well as infuriating."

Two things strike me in this exchange. The first is the simple good manners both correspondents evidence in the way they address one another and present their arguments, in spite of the real, keenly felt differences of opinion.

Image caption Virginia Woolf understood the effects of letters written in haste

The second is the strikingly different outcome arrived at because Virginia Woolf restrained herself from dispatching her first, intemperate draft reply and carefully modified it so as not to hurt the feelings of the young man - a family friend, very much younger and less experienced than herself.

I have, of course, dwelt on this exchange for a purpose. In it, Woolf - using established letter-writing conventions - takes advantage of the time lapses between exchanges to recuperate, clarify, recast and take control of the argument. The result has the elegance of a formal dance - a kind of minuet, in which the participants advance and retreat according to well-understood rules, until they have arrived at a satisfactory outcome.

How unlike the rapid firing off and counter-fire of email messages in which many of us find ourselves engaged nowadays as our predominant means of communicating with colleagues and friends, and even with complete strangers. Each time I broadcast a Point of View, I receive large numbers of emails from people I have never met, while the script posted on the BBC magazine website generates hundreds of anonymous messages.

Very few of these observe the courtesies enshrined in traditional letter-writing. Many adopt a curiously curt tone: I have not consulted my sources correctly, they insist, or I have misled my listeners. "Call yourself a historian" is a regular, shrill opener - emails and posts have mostly dispensed with the niceties of "Dear Lisa" or "Yours sincerely."

Yet if I answer such an email - and I do try to respond to them all - the reply that follows will be couched in very different terms. It will be prefaced by the kind of placatory remark Woolf used in responding to Nicolson: "I did not mean to imply criticism" or "I hope you did not think me rude." It is as if between the first and the second response I have become a person - an actual recipient of the communication - rather than an impersonal post box. So the courtesy and simple good manners of more old-fashioned letter-forms are restored to our correspondence.

Image caption Emails have replaced the handwritten letter

The most dramatic feature of electronic communication is surely its propensity to tempt us into dashing off a message in haste that we repent at leisure. As the emails ping into our inbox we answer them helter-skelter, breathlessly, without pausing to reflect on nuance or tone. As a consequence, misunderstandings often arise - "I'm sorry to have upset you," a colleague will reply to an email I intended as a matter-of-fact response to a bit of university business.

No doubt I am sentimentalising the orderliness of written letters by comparison with emails. When feelings run high, an ill-judged letter can cause as much emotional damage as any dashed-off online posting. Here's another example from Virginia Woolf's prolific correspondence.

In 1938, she wrote to Vita Sackville-West - with whom she had had a passionate affair in the late 1920s - refusing to read a poem Vita had sent her via Woolf's husband Leonard. Woolf was annoyed at hurtful remarks Vita had made about her:

"Leonard says you have sent a poem and would like to know what I think of it. Now I would like to read it and normally would fire off an opinion with my usual audacity. But I feel I can't read your poem impartially while your charges against me, as expressed in a letter I have somewhere but won't quote, remain unsubstantiated."

Image caption Vita Sackville-West was 'horrified' by one of Woolf's letters

Vita was appalled. Her response was a frantic telegram: "Horrified by your letter." This in its turn elicited a further letter from Woolf the same day:

"What on earth can I have said in my letter to call forth your telegram? God knows. I scribbled it off in five minutes, never read it through, and can only remember that it was written in a vein of obvious humorous extravagance and in a tearing hurry."

Woolf explained that she had been annoyed by a letter Vita had sent shortly after publication of her last book. She had written back asking Vita to explain a comment she had made that "one moment you enchant with your lovely prose and the next moment exasperate one with your misleading arguments". What were the misleading arguments? Woolf had asked. Vita had not replied.

"It's a lesson not to write letters," Woolf now continued contritely. "For I suppose you'll say, when you read what I've quoted from your own letter, that there's nothing to cause even a momentary irritation. And I daresay you're right. So let us leave it: and I apologise and will never write a letter so carelessly again."

Virginia Woolf called letter-writing "the humane art, which owes its origins to the love of friends", and devoted a good deal of emotional energy to using it to maintain her friendships.

Today's electronic forms of communication may lack that emotional depth but they do enable us to connect more speedily and efficiently than I at least could manage with pen and ink. Still, when we take advantage of them, we ought always to heed Woolf's warning, never to write carelessly. And, if we can, at least count to 10, and read over what we have written, before we press "send".

Article #7

Why I hate meetings - and how to make them better

Every time economists wonder why Britain's productivity is so low, it takes all my strength to resist spitting out one loathsome word - "meetings", says workplace commentator Stephanie Hare.

Conference calls and video conferencing are the worst. You can write off the first several minutes because you and your colleagues will be troubleshooting technical issues, checking that everyone can see what's being shared on the screen, and struggling to mute or unmute yourselves.

And just as everyone finally gets stuck into some content, someone will inevitably crash in, apologise for being late, and the whole thing starts over. In my experience, I've found that it's best to mute yourself before you start screaming.

Often there's no pre-meeting agenda, so it's entirely possible to attend a meeting without knowing what you're supposed to contribute or get out of it.

Nor is it always apparent why some of us are in the meeting. We may be wasting our time spectating, when we could be getting on with something more valuable - like working.

Image copyrightGETTY IMAGES
Image captionElon Musk: Walk out of a meeting if it's a waste of your time

And if no-one agrees any "action points" at the end, you can leave a meeting wondering what just happened during that hour of your life that you'll never get back.

No wonder Elon Musk, the CEO of Tesla and SpaceX, recently urged colleagues to walk out of meetings as soon as it becomes obvious that they are not adding value. "It's not rude to leave," he explains. "It's rude to make someone stay and waste their time."

Amazon's Jeff Bezos is so wary of bad meetings, he's devised an entire mitigation strategy.

He avoids meetings before 10am, as he's figured out that he's not productive before then

He keeps meetings small - with attendance limited to the number of people that can be fed by two pizzas

And he's banned Powerpoint

Instead, he demands that his executives write a six-page "narratively constructed" memo. "It has real sentences and verbs and nouns," he confides. "It's not just bullet points."

Image copyrightGETTY IMAGESImage captionJeff Bezos: Keep things small, not before 10am - and read the meeting's memos

Now you Powerpoint junkies out there are no doubt gasping in disbelief.

I can only imagine how apoplectic you'll be when you hear this: no-one talks anyone through a deck in a Bezos meeting. Instead, the first 30 minutes are spent in silence, reading the memo, because Bezos knows that executives can behave like teenagers: showing up to meetings without doing any preparation.

Are some of you blushing? You know who you are!

Yet even if you've sent out your agenda to your perfectly sized group and agree action points at the end, you can still run a bad meeting by failing to ensure that all voices are heard.

This is more than just bad manners - it's bad management.

Our more introverted colleagues may not have the appetite, or frankly, the energy, to elbow their way into a conversation dominated by those who are more expressive.

And research shows consistently that women are often ignored and interrupted by men in meetings.

Image copyrightSTEPHANIE HAREImage captionInclude everybody, don't let the motor-mouths dominate your meetings, says Stephanie Hare

So to run a better meeting, here's a few action points for us all to consider.

For instance, research shows that when a woman asks the first question or offers the first comment in a meeting, other women are likely to speak, too. So ladies, when you're offered the space - take it.

Second, create space for quieter colleagues by asking them beforehand how they would like to be heard. After years of being talked over in meetings, I can promise you that they have many ideas.

Third, we all need to hold ourselves accountable. If we truly think a meeting is a good use of our time, let's check with our colleagues.

Finally, let's not take it personally if one of our colleagues pulls an Elon Musk and leaves our meeting. It doesn't necessarily mean we're boring - just that they've added what value they can.

Article #8

Nine ways to succeed in meetings

Most of us see meetings as something to be endured. If you're lucky you'll get your points across. If unlucky you'll either emerge with reams of action points or worse, a headache from being trapped in an over-heated, under-ventilated room listening to people drone on.

Tanya Beckett looks at the art of the meeting for In Business on Radio 4, but here's our take on how to succeed in meetings.

1. Get your agenda straight

What do you want from this meeting? Mark your own agenda points against those on the official agenda, so you can ensure you got your points across and you can keep yourself focused.

2. Know who everyone is

Get to the meeting early...good advice anyway, but this also gives you the added advantage of being to introduce yourself to anyone you don't already know and find out a little about them. There's nothing less empowering in a meeting than not being entirely sure what everyone's role and responsibilities are.

3. Position yourself well

The ideal position is where you are opposite, or at least within eye contact range of, the person with the highest status in the room. Don't take the chair that's been squodged in the corner of the table or you'll find yourself being pushed back and on the fringes of the group.

4. Speak up

In terms of voice, make sure you breathe slowly. If the people around you are stressed or excitable, or the meeting is a contentious one, you can find your own voice rising in pitch and your breathing becoming lighter and less beneficial. Don't get drawn into the tension, drop your shoulders and breathe deeply, and you can become the voice of authority rather than part of the clamour.

5. Don't be overly polite

Obviously we're not suggesting you bellow over other people's contributions, but if you feel (particularly if you are chair) that someone has been holding forth for too long, don't be afraid to say "thanks so much X; that's very helpful but we have limited time today so could we hear from other people?"

Don't get your phone out in meetings, it's distracting.

6. Do not have your phone out

It's rude, you'll be distracted and you'll find checking it irresistible, and it will also distract other people. Even the flashing indicator of a silent message can be irritating to others.

7. Decisions, decisions

Be very specific. Don't review, discuss or consider, at a meeting; state your aim. "The reason we're here is to decide whether we proceed with xx, and I'd like to have made that decision by 11am, when this meeting ends." If everyone's done a pre-read, there's no need to go through everything in the issues in the meeting.

8. Don't be 'that person'

Yes Ok you have a personal hobby-horse. You want to know why the printer never works, or why someone keeps taking your parking space, or why the canteen always runs out of the chicken before you get there. But this meeting is not the place to air it. If everyone's leaning forward and casting around to pick up their stuff and leave don't be the one that then clambers on their hobby horse and starts ranting.

9. Thank you letters

If someone championed you in a meeting, or chaired it well, or went to some effort to arrange refreshment or transport, thank them via email. Don't gush, but they will be glad you noticed.

Biscuits can make a meeting more tolerable.

Article # 9

Do the Japanese run the best meetings?

If you want to get your point across in a meeting in Finland, keep quiet; and let your counterparts deliberate. Of course, that won't work at all in, say, Canada.

As more of us do business across cultures and far-flung offices, every meeting can feel like a riddle. What do the long silences, idle chitchat and serious faces really mean in context?

It's easy to make a mistake.

You have two minutes to either gain credibility or lose it.

A familiar gesture at home can signal something altogether different elsewhere. For example, while answering a ringing mobile phone in North America and across Europe may be a sign of disrespect during a meeting, it's just part of the norm for some Chinese businesspeople — many of whom attend meetings with multiple phones in hand, said Robert Gogel, Paris-based chief executive of Integreon, a consulting firm with a focus on outsourcing and legal services.

"You have two minutes at the beginning of the meeting to either gain credibility or lose it," Gogel said.

It's best to prepare ahead of time so you can quickly zero in on cultural quirks before you head to the meeting table. "You at least have to understand your local customers," said Gogel, who spends most workweeks travelling between clients in Asia.

Here are five rules of thumb for different countries to make navigating your next international meeting a little less nerve-wracking.

Stick to the schedule

Where: Germany, Austria, Japan

We've all been to meetings that have a loose agenda, if any at all. They don't start on time and they seem to repeat as stragglers wander in. Not so in these countries. Japanese users of Do.com, an online meeting platform, are more likely to create a detailed agenda and pass out supporting documents several days prior to a meeting than meeting goers in any other country, according to founder Jason Shah.

In Japan, meetings start promptly, stay on schedule and have an agenda. (Credit: Alamy)

"People [in Japan] are cognisant of how much time remains and don't go over," said Shah who is based in San Francisco. It's expected that you'll understand the written materials ahead of the meeting. If a meticulously planned meeting runs over the allotted time, the gathering might be deemed unproductive, he adds. Ultimately, it can lead to a negative outcome because participants may be seen as inefficient.

Germans and Austrians have a similar sentiment, said Stuart Friedman, founder of Global Context, a cross-cultural communication firm based in Redwood City, California in the US. In the US, a well-planned gathering that exceeds its scheduled time might signal great interest or excitement over the topic, but meetings that run long in Germany are often taken to mean that the parties are not communicating efficiently, he said.

Don't even think about a brainstorm

Where: China, Taiwan, Malaysia, Singapore

Backtracking or debating a topic can go against the traditional Chinese concept of "saving face", which is meant to avoid any mistakes or actions that could bring embarrassment. Laughing at even an obviously amusing answer, pointing out a potential mistake or even being too straightforward in an answer can derail the entire meeting.

In China, brainstorming doesn't take place in meetings.

Meetings in a number of Asian countries typically have a desired outcome, without much room for taking a new direction. Knowing the meeting's outcome saves participants from any confrontation or debates, but can be an odd experience for westerners.

"Some people will fly to attend a meeting that they hope to be a brainstorming session, but [in China] brainstorming doesn't take place in meetings," Friedman explained.

In some countries, people duck in and out on their own schedules. (Credit: Alamy)

Savour the interruptions

Where: Italy, France, Spain

When Munich-based Pascal Soboll meets with clients in Italy or Spain, he's no longer offended if they duck out early or arrive late. Rather than attend the entire three-hour meeting, the managing director at innovation and design firm Daylight Design, has learned that his counterparts there — and in some parts of France — attend based on their own timetable.

People... tend to come and go.

"People change their schedules very spontaneously," said Soboll. "They tend to come and go."

For Soboll that means tweaking his own German-based expectations of client behaviour. Rather than expecting the same group to sit through his entire presentation (often analysing the company's existing strategy) he makes it easier for people to turn up as needed. Those who have missed a portion of the presentation can then review and ask questions to avoid information lapses, he adds.

Article #10

What's the best way to stay awake in meetings?

US Commerce Secretary Wilbur Ross is reportedly prone to dozing off in meetings. He's not the only one. So is there a trick to stopping those eyelids from suddenly feeling so, so heavy? Meeting-induced sleepiness - it happens to the best of us.

Former vice-presidents Joe Biden and Dick Cheney; former Speaker of the House of Representatives Newt Gingrich; Supreme Court Justices Ruth Bader Ginsburg and Clarence Thomas - all famous faces who have made headlines for being caught napping during speeches and meetings.

Mr Ross is the latest politician to be criticised for being reportedly unable to "stop falling asleep in meetings" at his department, according to Politico. But his staff denied his focus was so erratic that long meetings were avoided.

So how can you avoid the tempting pull of sleep during your next meeting - and how might you keep everyone awake the next time you have to lead one?

1. The right time...

Elise Keith, founder of Lucid Meetings, a US-based meeting coaching company, says that while time preferences may vary among individuals, research indicates that some periods may be better for achieving certain goals.

"Things like status updates and logical thinking - you want to do those earlier in the morning," she says. When impressing people is important - like status updates, sales demos, interviews - the morning, "when sharpness and enthusiasm are at their height", is best.

"Closer to the end of the day is a really good time for brainstorming... because the energy that you had in the morning has started to wear off," she says. "People loosen up, which is also what you want when you're trying to elicit cool ideas."

And of course, never do meetings in the "dead zone" period - right after lunch.

Why I hate meetings - and how to make them better

UK-based author and workplace culture expert Judi James, however, says the exact time "matters less than we think" and ensuring a meeting has a clearly stated end time is more important.

"We often fall asleep in meetings out of boredom, not tiredness."

2. ... and right place

While some sessions must take place wherever the work can get done, meeting in unconventional locations can help boost creativity.

Standing meetings - where, as the name suggests, participants talk without sitting down - have also been praised by many efficiency experts for keeping things efficient.

Ms Keith suggests walking meetings or spaces outside for more creative sessions.

3. Be prepared

"The kind of meeting that leaves people to fall asleep is one where they probably shouldn't be there in the first place... or where other people are talking at them," Ms Keith says.

"Have clarity of what the meeting is about and a plan for reaching the outcomes of that meeting, which then allows you to only invite relevant people."

One recent study found American workers on average felt just 33% of leaders were well-prepared for meetings. And most managers, Ms Keith notes, may spend 80% of their time in meetings without ever having been trained how to lead one.

Ensuring a clear agenda is a common piece of advice from productivity gurus.

Annette Catino, a healthcare executive and entrepreneur, told the New York Times an agenda was essential, "because if I don't know why we're in the meeting, and you don't know why we're there, then there's no reason for a meeting".

Image copyrightGETTY IMAGES

"One of the ways that people stay awake is that they're in a meeting that's interesting to them and relevant to their work."

And if you're not certain who should be there? Make the meetings optional and see who shows, Ms Keith suggests.

*If you're still with us, now might be a good time for a stand-up-and-stretch break.

4. Stay alert throughout the day

Ms James recommends standing up from your desk every half-hour or to stretch and "invigorate" yourself throughout the day.

And though some companies like Google, Ben & Jerry's ice cream, and online retailer Zappos, have offered employees spaces to get some shut eye during the work day, Ms James cautions that "power naps aren't always effective as they help you see the workplace as a sleep place".

How to nap successfully at work

How long is the ideal nap?

5. To snack or not to snack?

While Ms James suggests turning down hot drinks or carb-heavy snacks before a meeting if you are prone to drowsiness, Ms Keith says the right kind of snacks can help improve meeting culture.

Snacks can keep people alert, for one thing, but are also a "symbol of caring" in many cultures.

"Why not bring that into your meetings? Why not show the people there that they are cared for, they belong, their wellbeing is something that matters to you?"

Of course, avoiding loud or smelly snacks is important, as is being mindful of participants' dietary restrictions.

6. Engage

Putting it simply - you can't fall asleep if you're participating.

"Speak up during the first three minutes," Ms James recommends. "It gets your voice into the room and allows you to feel like a contributor not a listener."

Ms James also suggests making active body language contributions - "nod , use eye contact, and non-verbal responses to what you hear".

Taking notes can also be helpful in keeping your brain alert.

Image copyrightGETTY IMAGES

"If the meeting is dragging on, make yourself the note taker, search for key points, decisions that seem to be getting made but nobody is articulating clearly," Ms Keith says.

"Raise your hand, interject, make sure they get called out. You can help other people be heard and ask questions."

For leaders, Ms James says make sure to adhere to the agenda and only the agenda - tacking on "other business", she warns, is "when the bores kick off".

7. Fidget away

When all else fails, keeping your hands busy can help.

Ms Keith's fidgeting tool of choice is a pipe cleaner - simple, and quiet, if a little odd.

Doodling is another longstanding go-to for bored meeting goers, but Ms James says it can make you even more drowsy.

Sometimes, it may just take a pinch on your own arm instead, she adds.

And if you do happen to nod off?

Both Ms James and Ms Keith agree, if you succumb to sleep, it may be best to leave.

"Make a swift excuse that doesn't sound attacking, and if possible, get up quietly, apologise and leave," Ms James recommends. And if you notice a colleague drifting off, only nudge them awake if you are friends.

And after any such meeting, Ms Keith emphasises the importance of providing honest feedback.

"If you're in there and you're sleeping because the meeting is so poorly planned, so disengaging, and such a big waste of your time, then that's a massive bit of wasted investment for your company and the leading cause of employee disengagement," she says.

"That's the kind of thing that makes people quit."