RUSSIAN MINISTRY OF SCIENCE AND HIGHER EDUCATION

Federal State Budgetary Educational Institution
of Higher Education
"IRKUTSK STATE UNIVERSITY"
SAF, Baikal International Business School (institute)
Department of Humanities and Foreign Languages

APPROVED:
Dean of SAF, Baikal International Business
School (Institute)
_____ N.B. Grosheva
April 14, 2025

Syllabus

Discipline Б1.В.ДВ.06.02 Foreign Language in Professional Communication

Major 27.03.05 Innovatics

Specialization: Management of Innovative and IT Projects and Products
University Degree: Bachelor
Full time

Approved by the Academic and Methodological Council of Baikal International Business School (Institute)
Protocol № 4 of March 26, 2025

Recommended by Department of Humanities and Foreign Languages
Protocol № 7 of March 19, 2025

Chairperson _____ V.M. Maksimova

Department Chair _____ A.Yu. Suslova

Irkutsk   2025

Contents

I. Goal and Objectives of the Discipline (Module)

Goals:

1. To equip students with sufficient foreign language linguistic, social and cultural competence for effective interaction with representatives of other cultures within a professional communication environment.

2. To develop and enhance students' speech-related, cognitive, and career-oriented skills for addressing socio-communicative tasks in various spheres of everyday life, cultural, and professional activities.

3. To broaden students' horizons and elevate their general culture of thinking, communication, and speech, fostering a respectful attitude towards the spiritual values of other countries and peoples.

Objectives:

1. To develop and enhance language skills in phonetics, vocabulary, and grammar.
2. To improve English communication skills (listening, speaking, reading, writing) across various domains and situations, including oral and written business communication.
3. To broaden intellectual horizons and elevate the general culture of thinking, communication, and speech.
4. To acquire general and culture-specific knowledge, fostering a respectful attitude towards the spiritual values of other countries and peoples for more successful integration into a multicultural society.
5. To cater to students' intellectual interests by studying professionally relevant literature in English and by engaging in critical and creative understanding of international experience in their core and related fields of science and technology.
6. To develop self-study skills and to stimulate students' motivation for self-directed improvement of their language and communicative competence.

II. Place of the Discipline in the CPEP Structure

The academic discipline Б1.В.ДВ.06.02 Foreign Language in Professional Communication is part of the curriculum component formed by the participants in the educational process. The discipline "Foreign Language for Professional Communication" is logically and methodologically connected with the disciplines Б1.В.ДВ.06.01 "Preparation for International English Language Proficiency Testing" and В1.О.05 "Foreign Language", as it aims to develop and enhance foreign language linguistic, social and cultural competence, while simultaneously

focusing on the professionally-oriented content required for the students' future professional work.

Prerequisites: English language proficiency not lower than level A2 (Elementary).

III. Requirements for the Discipline Learning Outcomes

The process of mastering this discipline is aimed at developing components of the following competencies in accordance with the Federal State Educational Standard of Higher Education (FSES HE) and Core Educational Program of Higher Education (CEP HE) in the field of study (specialty) 27.03.05 "Innovatics":

List of Planned Learning Outcomes for the Discipline, Mapped to Competency Achievement Indicators

Competency	Competency Achievement Indicator	Learning outcomes
UC-4 Is able to conduct business communication in oral and written forms in the state language of the Russian Federation and in a foreign language/foreign languages	**UC-4.2** Demonstrates ability to exchange business information in oral and written forms in at least one foreign language	**Knowledge:** — The lexical and grammatical minimum required for oral and written forms of professional communication. **Abilities:** — To achieve set communicative goals by appropriately applying linguistic and cultural knowledge. — To conduct conversations on everyday and professional topics while observing the rules of business etiquette. — To engage in correspondence and participate in various oral business meetings. **Skills:** — Oral communication skills, including monologue (including public speaking) and dialogue skills relevant to future professional activities. — Skills in presenting ideas in writing and formatting them according to the requirements of professionally relevant written genres. — Rhetorical skills. — Argumentation skills. — Skills in critical data analysis.

	UC-4.3 Selects communication style according to partnership goals and conditions; adapts speech, style, and body language to the interaction context	**Knowledge:** — Fundamentals of international business etiquette for effective professional communication. **Abilities:** — To respond flexibly to changes in a communicative situation. — To adapt to the communication styles of representatives from other cultures. **Skills:** — The features of various written and spoken genres and the governing rules of international business etiquette associated with them.

IV. CONTENTS AND DISCIPLINE STRUCTURE

Discipline scope is 5 credits, 180 hrs.
including 35 hrs of Summative Assessment.

Summative assessment: 1st semester – credit with grade; 2nd semester – exam .

Practical training hours are not provided for in the curriculum.

4.1 Discipline Contents, Structured by Topics, with Indicated Types of Classes and Allocated Academic Hours

№	Discipline Section/ theme	Semester	Total hrs	Types of educational activities, including self-study, practical sessions, and workload (in hrs)				Formative Assessment Formats; Summative Assessment Format
				Teacher Contact Hrs			Self-Study	
				Lectures	Practical Sessions	Consultations, Self-Study Monitoring, Summative Assessment		
1	2	3	4	5	6	7	8	9
1	Companies and Sustainable Business Innovations	1	36	-	8	1	23	Test, oral questioning
2	Working Life and Workplace Innovations	1	36	-	8	1	23	Test, oral questioning

	TOTAL FOR THE 1ST SEMESTER	1	**72**	**-**	**16**	**2**	**46**	Credit with grade **-** 8 hrs, including 8 hrs KO
3	New Ideas: Products and Services	2	27	**-**	8	0,5	11	Test, oral questioning
4	Business Travel	2	27	**-**	8	0,5	11	Test, oral questioning
5	Business Communication	2	27	**-**	8	1	11	Test, oral questioning
6	Working Across Cultures	2	27	**-**	10	1	11	Test, oral questioning
	TOTAL FOR THE 2ND SEMESTER	2	**108**	**-**	**34**	**3**	**44**	Examination – 27 hrs, including 17 hrs monitoring, 10 hrs KO

4.2. Plan for Out-of-Class Student Self-Study of the Discipline

Semester	Section, themes	Self-Study			Assessment Tool	Self-Study educational and methodological support
		Type of Self-study	Deadlines	Load (hr.)		
1	1. Companies and Sustainable Business Innovations	Studying topic-related materials, completing exercises, and preparing for the test.	Week 8	23	Test	Смирнова, Н. В. Английский язык для менеджеров (B1—B2) : учебник для вузов / Н. В. Смирнова, А. В. Соколова, Ю. А. Дуглас. — Москва : Издательство Юрайт, 2022. — 185 с. Уваров, В. И. Английский язык для экономистов (A2–B2). English for Business + аудиозаписи : учебник и практикум для вузов / В. И. Уваров. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2022. — 393 с.

Semester	Section, themes	Self-Study			Assessment Tool	Self-Study educational and methodological support
		Type of Self-study	Deadlines	Load (hr.)		
	2. Working Life and Workplace Innovations	Studying topic-related materials, completing exercises, and preparing for the test.	Week 16	23	Test	Стогниева, О. Н. Английский язык для экономистов (B1–B2). English for Business Studies in Higher Education : учебное пособие для вузов / О. Н. Стогниева. — Москва : Издательство Юрайт, 2022. — 197 с Якушева, И. В. Английский язык (B1). Introduction Into Professional English : учебник и практикум для вузов / И. В. Якушева, О. А. Демченкова. — 3-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 148 с.
Total for the 1st semester				46		
2	3. New Ideas: Products and Services	Studying topic-related materials, completing exercises, and preparing for the test.	Week 4	11	Test	Смирнова, Н. В. Английский язык для менеджеров (B1—B2) : учебник для вузов / Н. В. Смирнова, А. В. Соколова, Ю. А. Дуглас. — Москва : Издательство Юрайт, 2022. — 185 с.
	4. Business Travel	Studying topic-related materials, completing exercises, and preparing for the test.	Week 8	11	Test	Стогниева, О. Н. Английский язык для экономистов (B1–B2). English for Business Studies in Higher Education : учебное пособие для вузов / О. Н. Стогниева. — Москва : Издательство Юрайт, 2022. — 197 с
	5. Business Communication	Studying topic-related materials, completing exercises, and preparing for the test.	Week 12	11	Test	Уваров, В. И. Английский язык для экономистов (A2–B2). English for Business + аудиозаписи : учебник и практикум для вузов / В. И. Уваров. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2022. — 393 с.

Semester	Section, themes	Self-Study			Assessment Tool	Self-Study educational and methodological support
		Type of Self-study	Deadlines	Load (hr.)		
	6. Working Across Cultures	Studying topic-related materials, completing exercises, and preparing for the test.	Week 16	11	Test	Якушева, И. В. Английский язык (B1). Introduction Into Professional English : учебник и практикум для вузов / И. В. Якушева, О. А. Демченкова. — 3-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 148 с.
Total for the 2nd semester				44		
Total self-study load (hr)				**90**		

4.3. Learning Content

In terms of content, this discipline consists of 6 sections—blocks of materials on topics related to the business and professional communication of future project managers and innovation development specialists. In the first semester, the study of 2 sections is planned, and in the second semester—4 sections. The sections, in turn, comprise more specific topics, within which individual aspects of the section are studied. Each topic consists of tasks aimed at developing different language skills: reading, listening, speaking, and writing. All sections also contain lexical-grammatical and linguistic-cultural materials.

The course is divided into the following sections and topics:

1.Companies and Sustainable Business Innovations
    1.1. Company types and structures
    1.2. Innovative ideas and their impact
    1.3. Innovations in the manufacturing sector and the service sector
2.Working Life and Workplace Innovations
    2.1. Types of work
    2.2. Describing your workplace
    2.3. Working conditions: remote work, flexible schedules, automation and AI
3.New Ideas: Products and Services
    3.1. Sustainable and eco-friendly products
    3.2. AI-powered innovations in products and services
    3.3. Problems and solutions
4.Business Travel
    4.1. Flights and travel
    4.2. Hotels
    4.3. Business conferences and exhibitions
5.Business Communication
    5.1.Telephoning and business correspondence: new trends
    5.2.Video conferencing
6.Working Across Cultures
    6.1. Cultural awareness in business
    6.2. Networking

4.3.1. List of Practical Sessions

№	Theme Number	Seminars, practical and laboratory work	Load (hr.)		Assessment Tools	Developed Competencies (indicators)
			Total hrs	Including practical sessions		
1	2	3	4	5	6	7
1	1.	**Companies and Sustainable Business Innovations**	23	-		
	1.1	Company types and structures	8	-	Test, oral questioning	UC-4.2, UC-4.3

	1.2	Innovative ideas and their impact	8	-	Test, oral questioning	UC-4.2, UC-4.3
	1.3	Innovations in the manufacturing sector and the service sector	7	-	Test, oral questioning	UC-4.2, UC-4.3
2	**2.**	**Working Life and Workplace Innovations**	**23**	-		
	2.1	Types of work	8	-	Test, oral questioning	UC-4.2, UC-4.3
	2.2	Describing your workplace	8	-	Test, oral questioning	UC-4.2, UC-4.3
	2.3	Working conditions: remote work, flexible schedules, automation and AI	7	-	Test, oral questioning	UC-4.2, UC-4.3
3	**3.**	**New Ideas: Products and Services**	**11**	-		
	3.1	Sustainable and eco-friendly products	4	-	Test, oral questioning	UC-4.2, UC-4.3
	3.2	AI-powered innovations in products and services	4	-	Test, oral questioning	UC-4.2, UC-4.3
	3.3	Problems and solutions	3	-	Test, oral questioning	UC-4.2, UC-4.3
4	**4.**	**Business Travel**	**11**	-		
	4.1	Flights and travel	4	-	Test, oral questioning	UC-4.2, UC-4.3
	4.2	Hotels	4	-	Test, oral questioning	UC-4.2, UC-4.3
	4.3	Business conferences and exhibitions	3	-	Test, oral questioning	UC-4.2, UC-4.3
5	**5.**	**Business Communication**	**11**	-		
	5.1	Telephoning and business correspondence: new trends	5	-	Test, oral questioning	UC-4.2, UC-4.3
	5.2	Video conferencing	6	-	Test, oral questioning	UC-4.2, UC-4.3
6	**6.**	**Working Across Cultures**	**11**	-		

№п/п	Тема	Задание	Формируемая компетенция	ИДК
	6.1	Cultural awareness in business	7	-	Test, oral questioning	UC-4.2, UC-4.3
	6.2	Networking	4	-	Test, oral questioning	UC-4.2, UC-4.3
	Итого		**90**			

4.3.2. List of Topics (Questions) Assigned for Independent Work as Part of Student Self-study

№п/п	Тема	Задание	Формируемая компетенция	ИДК
1	2	3	4	5
1	Companies and Sustainable Business Innovations	Study the topic materials to prepare for the test and complete the exercises	UC-4	UC-4.2, UC-4.3
2	Working Life and Workplace Innovations	Study the topic materials to prepare for the test and complete the exercises	UC-4	UC-4.2, UC-4.3
3	New Ideas: Products and Services	Study the topic materials to prepare for the test and complete the exercises	UC-4	UC-4.2, UC-4.3
4	Business Travel	Study the topic materials to prepare for the test and complete the exercises	UC-4	UC-4.2, UC-4.3
5	Business Communication	Study the topic materials to prepare for the test and complete the exercises	UC-4	UC-4.2, UC-4.3
6	Working Across Cultures	Study the topic materials to prepare for the test and complete the exercises	UC-4	UC-4.2, UC-4.3

4.4. Guidelines for Organizing Students' Self-Study

Self-study is a form of learning and cognitive activity aimed at reinforcing and improving the communicative abilities and skills acquired during classroom sessions. The assignments are synchronized with the course sections being studied and involve working with additional authentic and educational materials.

Self-study for this discipline involves studying materials and preparing for the test, which serves as the primary form of ongoing and subsequent interim assessment.

Self-study is conducted using e-learning and distance learning technologies. The teaching and methodological materials for self-preparation are available to students through electronic library systems and the "Hecadem" internet-based learning system, which contains lecture materials, practical assignments, interactive learning forms, and sample tasks. Each student receives authorized access to the system. The "Hecadem" internet-based learning system is a platform for distance and digital technology-based learning at the Baikal International Business School of Irkutsk State University. Access mode: https://edu.buk.irk.ru.

The tests within the independent work framework are designed to assess different types of speech activities: listening, reading, writing, as well as to evaluate the acquisition of lexical and grammatical skills within the topic being studied.

Classification of Test Item Types

— Test items (TIs) of the multiple-choice type with one or several correct answers from a given set;

— Multiple-choice TIs for matching/association;

— Multiple-choice TIs for sequencing/ordering;

— Constructed-response TIs: TIs requiring a short, specified answer (gap-fill/completion items);

— Free-response TIs (requiring a detailed answer in an unrestricted form).

Each **test item** is created based on:

— a text for assessing reading skills,

— an audio file for assessing listening skills,

— a text / text fragment / sentence for assessing knowledge of lexical or grammatical units,

— a stimulus text describing a writing task to evaluate the development of written communication skills.

4.5. Sample Topics for Term Papers (Projects)   -

V. Educational, Methodological, and Information Support for the Discipline

a) Required Reading:

1. Смирнова, Н. В. Английский язык для менеджеров (В1—В2) : учебник для вузов / Н. В. Смирнова, А. В. Соколова, Ю. А. Дуглас. — Москва : Издательство Юрайт, 2022. — 185 с. — (Высшее образование). — ISBN 978-5-534-08395-8. — Текст : электронный //

Образовательная платформа Юрайт [сайт]. — URL: https://urait.ru/bcode/494530

2. Стогниева, О. Н. Английский язык для экономистов (B1–B2). English for Business Studies in Higher Education : учебное пособие для вузов / О. Н. Стогниева. — Москва : Издательство Юрайт, 2022. — 197 с. — (Высшее образование). — ISBN 978-5-534-10008-2. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: https://urait.ru/bcode/475072

3. Уваров, В. И. Английский язык для экономистов (A2–B2). English for Business + аудиозаписи : учебник и практикум для вузов / В. И. Уваров. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2022. — 393 с. — (Высшее образование). — ISBN 978-5-534-09049-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: https://urait.ru/bcode/489547

4. Якушева, И. В. Английский язык (B1). Introduction Into Professional English : учебник и практикум для вузов / И. В. Якушева, О. А. Демченкова. — 3-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 148 с. — (Высшее образование). — ISBN 978-5-534-07026-2. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: https://urait.ru/bcode/490159

Additional Sources:

1. Clarke S. In Company 3.0. B1: Pre-Intermediate Student's Book Pack. – McMillan, 2019.
2. Duckworth M., Hughes J., Turner R. Business Result. Upper-intermediate Student's Book. – 2nd edition. Oxford University Press, 2018.
3. Grant D., Hudson J., Hughes J. Business Result. Pre-Intermediate Student's Book. – 2nd edition. – Oxford University Press, 2018.
4. Hughes J., Naunton J. Business Result. Intermediate Student's Book. – 2nd edition. – Oxford University Press, 2018.
5. Mascull B. Business Vocabulary in Use: Self-Study and Classroom Use. Third Edition. Intermediate. – Cambridge University Press, 2017.
6. O'Keefe M., Lansford L., Wright R., Frendo E., Wright L. Business Partner. B1 Coursebook. – Pearson, FT Publishing. – 2018.
7. Powell M. In Company 3.0. B1+: Intermediate Student's Book Pack. – McMillan, 2019.

b) Databases, Search and Reference Systems, and Information Systems

1. ЭБС ЭЧЗ «Библиотех». Государственный контракт № 019 от 22.02.2011 г. ООО «Библиотех». Лицензионное соглашение № 31 от 22.02.2011 г. Адрес доступа: https://isu.bibliotech.ru/ Срок действия: с 22.11.2011 г. бессрочный.

2. ЭБС «Руконт» Контракт № 98 от 13.11.2020 г.; Акт № 6К-5415 от 14.11.20 г. Срок действия по 13.11.2021г. доступ: http://rucont.ru/

3. ЭБС «Издательство Лань». ООО «Издательство Лань». Информационное письмо № 128 от 09.10.2017 г. Срок действия: бессрочный. Адрес доступа: http://e.lanbook.com/

4. ЭБС «Национальный цифровой ресурс «Руконт». ЦКБ «Бибком». Контракт № 04-Е-0343 от 12.11.2021 г. Адрес доступа: http://rucont.ru/

5. ЭБС «Айбукс.ру/ibooks.ru». ООО «Айбукс». Контракт № 04-Е-0344 от 12.11.2021 г.; Акт от 14.11.2021 г. Адрес доступа: http://ibooks.ru

6. Электронно-библиотечная система «ЭБС Юрайт». ООО «Электронное издательство Юрайт». Контракт № 04-Е-0258 от 20.09.2021г. Адрес доступа: https://urait.ru/

VI. Material and Technical Support for the Discipline

6.1. Educational and Laboratory Equipment

Наименование специальных помещений и помещений для самостоятельной работы	Оснащенность специальных помещений и помещений для самостоятельной работы	Перечень лицензионного программного обеспечения. Реквизиты подтверждающего документа
Учебная аудитория для проведения занятий лекционного типа	Аудитория оборудована специализированной (учебной) мебелью на 48 студентов и техническими средствами обучения, служащими для представления учебной информации большой аудитории Комплект демонстрационного оборудования включает: 1.ПК HP Elite 8300 SFF i5 3470/4Gb/1Tb/DVDRV/ kb/m/DOS/Solenoid Lock and Hood Sensor (RUS) 2. Монитор Viewsonic TFT 20" VA2014WM glossy-black 5ms 20 00:1 250cd M/M 3. Проектор Epson EB-1830 4. Колонки активные Genius SP-S110 черные 5. Разветвитель видеосигнала Aten VS92A 2- port VGA Оснащена учебно-наглядными пособиями и электронными презентациями, обеспечивающими тематические иллюстрации по всем темам, указанным в рабочей программе дисциплины	БАЗОВЫЙ УСТАНОВОЧНЫЙ КОМПЛЕКТ ПО: Office 2007 Russian OpenLicensePack NoLevel AcademicEdition – договор с ЗАО "СофтЛайн Трейд" Tr026664 от 17.05.2007 Project Standard 2007, Access 2007 - Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. –договор с ЗАО "СофтЛайн Трейд" Tr000023480 от 19.05.2015 Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft MSDN AA.- договор с ЗАО "СофтЛайн Трейд" Tr017431 от 15.05.2008 Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. – договор с ЗАО "СофтЛайн Трейд" Tr000031723 от 05.08.2015 Антивирусные программы - Права на программы для ЭВМ drWeb Server Security комплексная защита 120Пк (1 лицензию за год) миграция с дозакупкой(LBW-BC-12M-120:119-C4) – договор с ЗАО "СофтЛайн Трейд" 13982/MOC2957 от 22.01.2016 Архиваторы WinRAR: 3.x: Standard Licence - для юридических лиц 100-199 лицензий – договор с ЗАО "СофтЛайн Трейд" №15422/IRK11 от 05.02.2010 Сетевая клиентская часть Права на программы для ЭВМ Windows Server CAL 2012 Russian OLP NL Akademic Edition Device CAL 120 лицензий – договор с ЗАО "СофтЛайн Трейд" 13512/MOC2957 от 29.10.2015 Межсетевой экран, функционал Proxy - Право использования программ для ЭВМ Traffic Inspector GOLD льготная – договор с ЗАО "СофтЛайн Трейд" Tr044356 от 27.08.2013 Право использования программ для ЭВМ Продление Traffic Inspector GOLD Special на 1 год – договор с ЗАО "СофтЛайн Трейд" Tr000112196 от 29.09.2016
Учебная аудитория для проведения занятий семинарского типа	Аудитория оборудована специализированной (учебной) мебелью на 48 студентов и техническими средствами обучения, служащими для представления учебной информации большой аудитории	БАЗОВЫЙ УСТАНОВОЧНЫЙ КОМПЛЕКТ ПО: Office 2007 Russian OpenLicensePack NoLevel AcademicEdition – договор с ЗАО "СофтЛайн Трейд" Tr026664 от 17.05.2007 Project Standard 2007, Access 2007 - Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. –договор с ЗАО "СофтЛайн Трейд" Tr000023480 от 19.05.2015 Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft MSDN AA.- договор с ЗАО "СофтЛайн Трейд" Tr017431 от 15.05.2008

	Комплект демонстрационного оборудования включает: 1.ПК HP Elite 8300 SFF i5 3470/4Gb/1Tb/DVDRV/ kb/m/DOS/Solenoid Lock and Hood Sensor (RUS) 2. Монитор Viewsonic TFT 20" VA2014WM glossy-black 5ms 20 00:1 250cd M/M 3. Проектор Epson EB-1830 4. Колонки активные Genius SP-S110 черные 5. Разветвитель видеосигнала Aten VS92A 2- port VGA	Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. – договор с ЗАО "СофтЛайн Трейд" Tr000031723 от 05.08.2015 Антивирусные программы - Права на программы для ЭВМ drWeb Server Security комплексная защита 120Пк (1 лицензию за год) миграция с дозакупкой(LBW-BC-12M-120:119-С4) – договор с ЗАО "СофтЛайн Трейд" 13982/МОС2957 от 22.01.2016 Архиваторы WinRAR: 3.x: Standard Licence - для юридических лиц 100-199 лицензий – договор с ЗАО "СофтЛайн Трейд" №15422/IRK11 от 05.02.2010 Сетевая клиентская часть Права на программы для ЭВМ Windows Server CAL 2012 Russian OLP NL Akademic Edition Device CAL 120 лицензий – договор с ЗАО "СофтЛайн Трейд" 13512/МОС2957 от 29.10.2015 Межсетевой экран, функционал Proxy - Право использования программ для ЭВМ Traffic Inspector GOLD льготная – договор с ЗАО "СофтЛайн Трейд" Tr044356 от 27.08.2013 Право использования программ для ЭВМ Продление Traffic Inspector GOLD Special на 1 год – договор с ЗАО "СофтЛайн Трейд" Tr000112196 от 29.09.2016
Аудитория для групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации	Аудитория оборудована специализированной (учебной) мебелью на 11 студентов, 5 рабочих мест, оснащенных компьютерами с подключением к сети «Интернет» и обеспечением доступа в ЭИОС ФГБОУ ВО «ИГУ». 1. 5 рабочих мест Системный блок HP compad dc7800SFF Dual Core PE-2180, 4 Gb DDR2 PC6400, 160GB SATA 3.0 HDD 2. Монитор ЖК (LCD) дисплей 17,0" ViewSonic "VA703m" 1280x1024, 8mc, TCO"03, серебр-черный (D-Sub, MM) 3. Принтер Многофункциональное устройство Hewlett-Packard LaserJet 3055 All-in-One одна штука.	БАЗОВЫЙ УСТАНОВОЧНЫЙ КОМПЛЕКТ ПО: Office 2007 Russian OpenLicensePack NoLevel AcademicEdition – договор с ЗАО "СофтЛайн Трейд" Tr026664 от 17.05.2007 Project Standard 2007, Access 2007 - Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. –договор с ЗАО "СофтЛайн Трейд" Tr000023480 от 19.05.2015 Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft MSDN AA.- договор с ЗАО "СофтЛайн Трейд" Tr017431 от 15.05.2008 Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. – договор с ЗАО "СофтЛайн Трейд" Tr000031723 от 05.08.2015 Антивирусные программы - Права на программы для ЭВМ drWeb Server Security комплексная защита 120Пк (1 лицензию за год) миграция с дозакупкой(LBW-BC-12M-120:119-С4) – договор с ЗАО "СофтЛайн Трейд" 13982/МОС2957 от 22.01.2016 Архиваторы WinRAR: 3.x: Standard Licence - для юридических лиц 100-199 лицензий – договор с ЗАО "СофтЛайн Трейд" №15422/IRK11 от 05.02.2010 Сетевая клиентская часть Права на программы для ЭВМ Windows Server CAL 2012 Russian OLP NL Akademic Edition Device CAL 120 лицензий – договор с ЗАО "СофтЛайн Трейд" 13512/МОС2957 от 29.10.2015 Межсетевой экран, функционал Proxy - Право использования программ для ЭВМ Traffic Inspector GOLD льготная – договор с ЗАО "СофтЛайн Трейд" Tr044356 от 27.08.2013 Право использования программ для ЭВМ Продление Traffic Inspector GOLD Special на 1 год – договор с ЗАО "СофтЛайн Трейд" Tr000112196 от 29.09.2016
Помещение для самостоятельной работы студентов	Оборудовано специализированной (учебной) мебелью на 10 студентов, оснащено	БАЗОВЫЙ УСТАНОВОЧНЫЙ КОМПЛЕКТ ПО: Office 2007 Russian OpenLicensePack NoLevel AcademicEdition – договор с ЗАО "СофтЛайн Трейд" Tr026664 от 17.05.2007 Project Standard 2007, Access 2007 - Программы академического сотрудничества с Microsoft DreamSpark

компьютерной техникой, подлюченной к сети Интернет и обеспеченной доступом в ЭИОС ИГУ 1. Системный блок Think Centre M80 Series SFF в комплекте: Intel® Core™ i3-540 Clarkdale 2.93GHz / 1333MHz / Dual Core™ / 4M/73W / LGA 1156/32nm/4GB PC3-10600 SDRAM x 2 /250 GB, 7200RPM SATA	Premium Electronic Software Delivery. –договор с ЗАО "СофтЛайн Трейд" Tr000023480 от 19.05.2015 Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft MSDN AA.- договор с ЗАО "СофтЛайн Трейд" Tr017431 от 15.05.2008 Операционные системы Windows по лицензионным программам предустановки OEM, Программы академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery. – договор с ЗАО "СофтЛайн Трейд" Tr000031723 от 05.08.2015 Антивирусные программы - Права на программы для ЭВМ drWeb Server Security комплексная защита 120Пк (1 лицензию за год)
/DVD RW - 10шт 2. Монитор ЖК (LCD) - монитор 20.0 ViewSonic "VA2013w" 1600x900, 5mc, TCO 03, черный (D-Sub) - 10шт 3. Принтер HP LaserJet 5000N, A3, 22ppm, 32 MB, 250&500 sheet feeder, JetDirect 615n prn svr 4. Принтер HP LaserJet 5100th, A3, 22ppm, 32 MB, 250&500 sheet feeder, JetDirect 615n prn svr	миграция с дозакупкой(LBW-BC-12M-120:119-C4) – договор с ЗАО "СофтЛайн Трейд" 13982/MOC2957 от 22.01.2016 Архиваторы WinRAR: 3.x: Standard Licence - для юридических лиц 100-199 лицензий – договор с ЗАО "СофтЛайн Трейд" №15422/IRK11 от 05.02.2010 Сетевая клиентская часть Права на программы для ЭВМ Windows Server CAL 2012 Russian OLP NL Akademic Edition Device CAL 120 лицензий – договор с ЗАО "СофтЛайн Трейд" 13512/MOC2957 от 29.10.2015 Межсетевой экран, функционал Proxy - Право использования программ для ЭВМ Traffic Inspector GOLD льготная – договор с ЗАО "СофтЛайн Трейд" Tr044356 от 27.08.2013 Право использования программ для ЭВМ Продление Traffic Inspector GOLD Special на 1 год – договор с ЗАО "СофтЛайн Трейд" Tr000112196 от 29.09.2016

6.2. Software:

Университет обеспечен необходимым комплектом лицензионного и свободно распространяемого программного обеспечения, в том числе отечественного производства:
1. Базовый установочный комплект по: Office 2010 Услуги по предоставлению права использования программы Microsoft Desktop Edu ALNG LicSAPk OLV E 1Y Acdmc Ent., 39-лицензий для БМБШ ИГУ. Договор № 03-К-1131 от 29.11.2021 КОСГУ 226.4
2. Project Standard 2007, Access 2007 – Подписка ИГУ Azure Dev Tools for Teaching subscription (Visio, Projekt) 1 Year. Microsoft Corporation, One Microsoft Way, Redmond, WA 98052. Expiration Date March 31, 2023.
3. Microsoft Project Professional 2010, Подписка ИГУ Azure Dev Tools for Teaching subscription (Visio, Projekt) 1 Year. Microsoft Corporation, One Microsoft Way, Redmond, WA 98052. Expiration Date March 31, 2023.
4. Операционные системы Windows'7, Windows'10 Услуги по предоставлению права использования программы Microsoft Desktop Edu ALNG LicSAPk OLV E 1Y Acdmc Ent., 39-лицензий для БМБШ ИГУ. Договор № 03-К-1131 от 29.11.2021 КОСГУ 226.4
5. Антивирусные программы - Dr.Web продление Договор № Tr000582689/03-E-0043 от 05 февраля 2021 г. счет № Tr000582689 от 08 февраля 2021
6. Архиваторы WinRAR: 3.x: Standard Licence - для юридических лиц 100-199 лицензий – прилож. №1 к дог №15422/IRK11 ЗАО "СофтЛайн Трейд" от 05.02.2010

7. Сетевая клиентская часть Права на программы для ЭВМ Windows Server CAL 2012 Russian OLP NL Akademic Edition Device CAL 120 лицензий - счет Tr000051059 ЗАО "СофтЛайн Трейд" от 27.10.2015
8. Межсетевой экран, функционал Proxy - Право использования программ для ЭВМ Traffic Inspector GOLD льготная счет Tr005456 ЗАО "СофтЛайн Трейд" от 27.08.2013
9. Traffic Inspector GOLD Special* на 5 лет Договор РСЗ-0000276 от 16.11.2021 КОСГУ 226.4 Продление лицензии

6.3. Technical and Electronic Learning Tools:

Мультимедийные средства и другая техника для презентаций учебного материала:

1. Настольный ПК HP ElliteDesk 800 G4 SFF Intel Core i5 8500 (3Ghz)/8192Mb/1000Gb/DVDrw/war 3y/W10Pro +V
2. Монитор ViewSonic 21,5" VA2245a - LED [LED, 1920x1080, 10M: 1 5мс, 170гор, 160вер, D-Sub]
3. Проектор Nec M420X LCD 4200ANSI Lm XGA 2000:1 лампа 3500ч. Eco mode HDMI USB Viewer RJ-45 10W 3,6 кг
4. Колонки Jetbalance JB-115U 2.0 черные (4W)
5. Разветвитель видеосигнала Aten VS92A 2- port VGA

Перечень используемого лицензионного программного обеспечения:
1. Office 2010 по программе академического сотрудничества с Russian Microsoft Desktop Education AllLng License/Software Assurance Pack Academic OLV 1License LevelE Enterprise
2. Project Standard 2007, Access 2007 – по программе академического сотрудничества с Microsoft DreamSpark Premium Electronic Software Delivery.
3. Microsoft Project Professional 2010, Microsoft Visio Professional 2010 по программе академического сотрудничества с Microsoft Imagine Standart Electronic Software Delivery при содействии ЦНИТ ИГУ.

VII. EDUCATION TECHNOLOGIES

In the educational process, within the framework of implementing the competency-based approach, active and interactive forms of practical classes are used with the application of multimedia tools and independent work.

The educational technologies used in teaching this discipline are as follows:

Problem-Based Learning is instruction that involves creating problematic situations in class and discussing possible approaches to solving them. In the process, students learn to apply previously acquired knowledge and skills and master the experience (methods) of creative activity. It is a method organized by the instructor for the active interaction of the student with problematically presented learning content, during which the student engages with objective contradictions of scientific knowledge and ways to resolve them, learning to think and creatively assimilate knowledge. Through joint activity, the student does not merely process information; while assimilating new knowledge, they experience this process as a subjective discovery, as

comprehension and understanding of new facts and principles, as a personal value that fosters the development of cognitive motivation and interest in the subject content. Problem-based learning models the conditions for research activity and the development of the student's creative thinking. In problem-based learning, problem-solving and inquiry-based teaching methods are applied, involving the problematic presentation of educational material and its reinforcement, engaging students in active speech activity using various techniques. This technology promotes more meaningful and independent mastery of knowledge, which is why such learning is most often used to develop skills in creative educational and cognitive activity. In language classes, problem-based learning has become widespread as a means of activating students' creative potential, both at the stage of introducing new material and at the stage of reinforcing it through speech practice. In language classes, the ideas of problem-based learning are realized through the use of role-playing games that simulate and recreate various communication situations, through cooperative learning, and by relying on a student-centered approach to teaching.

Contextual Learning is instruction where language classes are oriented toward a specific type of speech activity or sphere of communication (everyday, professional, etc.). This technology is based on activity theory, according to which the assimilation of social experience occurs as a result of the active, personally engaged activity of the subject. It embodies the following principles: personal activity; problem orientation; unity of learning and upbringing; and sequential modeling in the forms of students' learning activities of the content and conditions of the professional activities of specialists. Particular attention is paid to implementing a gradual, stage-by-stage transition of students to basic forms of higher-order activities: from academic-type learning activities to quasi-professional activities (business and didactic games) and then to educational-professional activities.

Interactive Learning is instruction built on the interaction of the learner with the learning environment, which serves as the source of the experience being assimilated. The student becomes a full participant in the educational process, the content of which is the main source of the knowledge, skills, and abilities being formed. The teacher's function in this case is reduced to encouraging students to independent inquiry. Compared to traditional teaching, the nature of interaction between teacher and student changes in interactive learning: the teacher's activity gives way to student activity, and the teacher's task becomes creating conditions for student initiative. In foreign language classes, such learning has been widely applied within the so-called student-centered approach, the essence of which is to maximally transfer the initiative for learning to the student themselves, as well as in cooperative learning.

Critical Thinking Technology is a teaching technology that sets the task of teaching how to think critically—to discuss, evaluate, identify, and solve problems.

The 3 stages of the technology:

1. Challenge, 2) Meaning Making / Realization of Meaning, 3) Reflection. The first stage— Challenge, in other words, brainstorming—is used as a way to generate new ideas for solving scientific and practical problems. The instructor presents students with a problem situation built from subject-specific meanings, and students consciously choose a method of practical action in the corresponding circumstances. The main task of the second stage of teaching and learning in this technology—Meaning Making or Realization of Meaning—is to maintain student activity and interest, and to relate new information to already known information (using one's life experience to solve certain problems). The third stage of cognitive activity in this technology is the Reflection stage. It is precisely at the reflection stage that the acquired knowledge is reinforced by students, allowing them to restructure their previous ideas about the subject, incorporating new concepts and knowledge into them.

Case Study Teaching Technology involves providing students with a set of educational materials (a case) and suggesting that, as a result of familiarizing themselves with the materials, they comprehend the essence of the problem contained within it—a problem that typically has no single solution—and propose their own solution using acquired knowledge and skills. In language classes, working with case technology also involves improving students' speech skills and abilities as a result of discussing the problem situation contained in the task. The model for organizing classes based on this technology includes several stages. Organizational stage: the instructor's commentary on the nature of the upcoming work with the case materials, students' familiarization with the educational materials. Working stage: detailed familiarization of students with the case materials, completion of tasks, making a decision on the problem to be discussed. Concluding stage: discussion of the problem, instructor's commentary, evaluation of students' work, a written assignment on the discussed problem.

List of Topics with Corresponding Teaching Forms/Methods/Technologies

№	Class Topic	Session Type	Teaching Format / Methods / Technologies (Distance & Interactive)	Hours
1	2	3	4	5
1	Companies and Sustainable Business Innovations	Practical Sessions and Self Study	Problem-Based Learning, Contextual Learning, Interactive Learning, Case Study	36

2	Working Life and Workplace Innovations	Practical Sessions and Self Study	Case Study, Interactive Learning	36
3	New Ideas: Products and Services	Practical Sessions and Self Study	Contextual Learning, Interactive Learning, Case Study	27
4	Business Travel	Practical Sessions and Self Study	Critical Thinking Technology, Interactive Learning	27
5	Business Communication	Practical Sessions and Self Study	Problem-Based Learning, Contextual Learning, Interactive Learning	27
6	Working Across Cultures	Practical Sessions and Self Study	Critical Thinking Technology, Case Study, Interactive Learning	27
Total hrs:				**180**

VIII. MATERIALS FOR FORMATIVE AND SUMMATIVE ASSESSMENT

For formative and summative assessment in this discipline, **testing** is employed as the most universal and diverse form of assessment in terms of format and content. The test materials are designed to assess the development of skills and abilities related to both receptive and productive speech activities. Furthermore, they include a linguistic and cultural component, such as international business etiquette in professional correspondence.

For formative assessment on a specific topic, either individual skills (e.g., reading comprehension using specific reading strategies) or an entire complex of knowledge, skills, and abilities may be tested.

In addition to testing, formative assessment is conducted through **oral questioning**, which evaluates both the command of factual material and the level of linguistic and communicative competence necessary for discussing the studied topics and issues in a foreign language.

For summative assessment after completing 4 sections of the discipline, a **comprehensive test** is conducted. It is rational to administer the test in two stages: the first stage utilizes receptive speech activities (reading and listening, including the assessment of lexical-grammatical and cultural knowledge), and the second stage focuses on productive speech activities (speaking and writing).

№	Formats of Assessment Tools	Assessed themes (sections)	Assessed competencies/ indicators

1	Quizzes (Tests)	All topics	UC-4.2 UC-4.3
2	Examination Test	All topics	UC-4.2 UC-4.3

8.1. Assessment Tools Used for Summative Assessment

Demonstration Examples of the <u>Examination Test</u>

Final Test
2nd semester

Part 1

Reading Comprehension

Companies adapt to local African markets

By Katrina Manson in Nairobi

A. Big companies are beginning to tailor their marketing messages for global contexts. As a result, they are increasingly choosing local models, languages, music and food to reach target audiences. In addition, some companies are beginning to adapt their products to the tastes of local markets.

B. This can be seen in Africa, where manufacturers of soft drinks and confectionery typically sweeten products aimed at home markets, while South Korea's Samsung recently brought out extra-loud stereos to appeal to Nigerian consumers. Other examples include fridges that can be used where electricity is unreliable due to power cuts and fluctuations in the electricity supply.

C. One European corporate executive remarks that in the past, companies had a habit of introducing universal products to the African market as they had not bothered to do market research. But that is changing now with the arrival of competition, particularly from homegrown African companies.

D. Swedish beauty company Oriflame set up in East Africa last year, but could only introduce 300 products from its full range of 1,500. Some of its make-up was developed for the Indian market, but the company plans to introduce darker shades of foundation for an African range soon.

E. Often, the cosmetic products are so entirely new to local markets that customers are confused. 'Some of our customers try to put black mascara on their lips – they don't know what it's for,' says Tracy Wanjiru, at East Africa's largest supermarket chain Nakumatt.
The company set up free nail bars and makeovers to spread the word and tempt new custom for more expensive Western brands entering the market, including Revlon and L'Oréal's Maybelline.

I. Which summary matches the content of the article? (1 point)

1) Large companies agree that marketing campaigns should be adapted to local markets. Some companies have found that cosmetics are more difficult to promote than other products.

2) Some global companies are making changes to their product range to reject what local customers prefer. They are also considering the differing requirements of individual geographic areas.

3) Universal products are generally cheaper to produce compared to adapting goods to a specific market. Many Western brands will only adapt their range to local needs if research shows that they will be guaranteed to make a profit.

II. Match the information (1–5) with the paragraph it appears in (A–E). (5 points)
     1. company extends product range _____
     2. what's happening as a result of competition _____
     3. examples of changes to marketing message _____
     4. strategy company used to demonstrate product _____
     5. three types of products changed _____

III. Decide if the statements are true (T) or false (F). (6 points)
     1. Companies are starting to use models and music from the local area in their marketing.
     2. Quiet stereos were introduced to one African market.
     3. In some areas, products need to adapt to power supplies that are not always steady.
     4. In the past, poor research meant that products were not adapted for the local market.
     5. Oriflame introduced everything in its product range to the African market.
     6. Local supermarket chains are in competition with Western cosmetic brands.

Vocabulary and Grammar

I. Choose the correct option a, b or c. (10 points)

ReedYew is a furniture (1)_____ and is therefore in the (2)_____ sector. However, because it sells products worldwide to consumers, it is also part of the (3)_____ industry. The raw materials it uses come from suppliers in the (4)_____ sector all over South America. This sector is concerned with the (5)_____ of materials, such as coal and oil. However, there have been problems with wood supplies because of poor weather conditions. These conditions have affected ReedYew's furniture (6)_____ so the company is now looking for new suppliers. In addition, ReedYew plans to expand overseas, so the supply situation is a big worry. And it is not their only concern: due to problems in the (7)_____ services industry, ReedYew cannot get a loan to expand. The services sector, or (8)_____ sector as it is also known, is currently going through a very difficult time due to other global issues. However, there is some good news. ReedYew has negotiated a big contract in the (9)_____ industry to supply furniture to a major hotel (10)_____ .

(1) a builder **b** maker **c** consumer
(2) a primary **b** secondary **c** tertiary
(3) a retail **b** services **c** manufacturing
(4) a secondary **b** tertiary **c** primary
(5) a construction **b** production **c** extraction
(6) a production **b** building **c** construction
(7) a financial **b** commercial **c** insurance
(8) a primary **b** secondary **c** tertiary
(9) a manufacturing **b** tourism **c** transportation
(10) a line **b** agent **c** chain

II. Write one word which best fits each space. (5 points)
Hello, (1)_____ is Stan Lucknow from Lucky Services. I got a message from Karl. He (2)_____ me to call him as soon as possible about the new order. Could he call me back (3)_____ my mobile? There's a problem with the order we need to discuss. Also, could he (4)_____ back to me before 4 p.m.? I've got to attend a meeting, so I'm not available after that. I (5)_____ to hear from him soon.

III. Write one word which best fits each space. (5 points)

Hi John,

As you (1)_____, we are looking for a new supplier as our current one can no longer supply the required quantities. So, we had a meeting to decide what we need to do. (2)_____ are the key action points which resulted (3)_____ our discussion this morning:
• identify supply requirements
• (4)_____ for suitable suppliers asap
• arrange visits to suppliers

Finally, we need to email customers about delays – (5)_____ tomorrow latest.

Listening Comprehension

I.   Listen to a radio interview with Gina Velas, an expert in project management. Choose the correct option a, b or c. (7 points)

1 What does the interviewer say about failure?
a It's a good way to learn.
b You can't afford to fail.
c It's caused by a lack of experience.

2 What does Gina say about experience and skills?
a Project managers must train their teams.
b Teams must evaluate their own skills.
c Project managers should have relevant training.

3 Project managers should set goals that are
a challenging.
b clearly defined.
c simple.

4 Why does Gina say about changing goals?
a Clients are unable to assess them.
b It often affects the budget.
c Project managers like making changes.

5 What can poor communication skills lead to?
a project failure
b team disappointment
c weak managers

6 What else can demotivate a team?
a pressure from other staff
b not having enough resources
c losing control

7 What does Gina say about unexpected problems?
a Risk assessment predicts all problems.
b Allow extra time for them.
c Schedules are always flexible.

II. Look at the notes from the management meeting from Coolaids Ltd. Some information is missing. Listen to the Managing Director's update to the heads of department and complete the meeting notes with one or two words. (7 points)

MD messages:

Overall, very happy with efforts to find (1)_____.
Departments need to offer staff more (2)_____.
The majority of staff travel to work by (3)_____.
Need to research giving staff (4)_____.
Sales this year are (5)_____above the yearly average.
There will be (6)_____adverts next month.
The summer party will be in August at (7)_____.

Criteria for assessment:

One point is awarded for each correct answer.

Maximum points (100 %) – 46 points

оценка «отлично» выставляется студенту, если тест выполнен на 86-100 % (40 баллов и выше);
оценка «хорошо», если тест выполнен на 71-85 % (33-39 баллов);
оценка «удовлетворительно», если тест выполнен на 61-70 % (28-32 баллов);
оценка «неудовлетворительно», если тест выполнен на 60 % и меньше (27 баллов и меньше).

Demonstration Examples of the <u>Credit Test (Credit with grade)</u>

<div align="center">

Credit Test

1st semester

Part 1

Vocabulary and Grammar

</div>

1.   Choose the correct option a, b, c, or d. (10 points)
For 10 years, I had a (1)_____ job as an accountant. The company had about 250 (2) _____ and I liked being a(n) (3)_____ of a large company. My working (4)_____ was very traditional. I started at 9 a.m. , had a lunch break at 1 p.m. and finished at 6 p.m. One day, I decided I wanted to do something with a more (5)_____ schedule. Now I have my own company and I'm (6)_____. I sell music equipment online. My working (7)_____ is very different now. I work (8)_____ - in the mornings only. I have a(n) (9)_____ for the next six weeks. She's helping me make a new website for my business. I want to be (10) _____ when I am about fifty years old.
(1) **a** permanent **b** temporary **c** fixed **d** self-employed
(2) **a** employers **b** interns **c** jobs **d** staff
(3) **a** retired **b** employee **c** staff **d** employer
(4) **a** patterns **b** job **c** day **d** hours
(5) **a** fixed **b** flexible **c** set **d** permanent
(6) **a** temporary **b** retired **c** staff **d** self-employed
(7) **a** life **b** job **c** hours **d** patterns
(8) **a** temporary **b** retired **c** staff **d** self-employed
(9) a employer b worker c staff d intern
(10) **a** staff **b** retired **c** fixed **d** temporary

2. Choose the correct option a, b, c, or d. (5 points)

1) Thanks for being so _____.
A flexible **b** busy **c** convenient **d** sorry
2) Do you want to _____ our meeting until next week?
A fix **b** check **c** bring **d** postpone
3) Can we _____ the date forward?
A confirm **b** bring **c** set **d** fix
4) Let me just _____ my schedule.
A check **b** bother **c** appreciate **d** call
5) Do you mind if we _____ another time?
A confirm **b** fix **c** suit **d** set

3. Choose the correct option a, b or c. (5 points)

Dear Ms Sharma,

(1)_____ thanks for your email. I am (2)_____ to confirm that I can (3)_____ the meeting at your office next Wednesday morning. I will send you some information about our new products before. Fell (4)_____ to call me if you have any questions.

I very much look forward to (5)_____ you next week.

Kind regards,
Alma Fernandes

(1) **a** This **b** Much **c** Many
(2) **a** delighted **b** meeting **c** sorry
(3) **a** contact **b** attend **c** stay
(4) **a** free **b** delighted **c** able
(5) **a** attending **b** confirming **c** meeting

Listening Comprehension

4. You will hear five short sentences. Write the sentences. (5 points)

Reading Comprehension

5. Read the text below and choose the correct answer for each question. (7 points)

Making Better Offices

People spend a lot of time at work and companies spend a lot of money providing workplaces. Workplaces have changed a lot in the past fifty years. We can now see more relaxing spaces and open desk spaces in many offices but could this change more in the future? One company, WeWork, have been collecting data to do just that.

WeWork is a co-working supplier that have offices around the world. They provide self-employed people or small businesses a flexible space to work in. People can pay for an office or just use the facilities and a desk. They have offices worldwide and they have become central London's biggest office occupiers.

They have learnt a lot from having office spaces in many different countries. In their offices, they observe the daily routines of everybody who is working there. For example, they can see how many people are using conference rooms, and how often these rooms are booked. They can watch how people are using the group spaces and how they walk around the offices. They have also conducted surveys asking staff what they think of the spaces.

With all this information, WeWork is now offering office design services to businesses. They want to make sure companies are only renting the space they need and are using that space in the best way possible. The overall aim for companies is to save money by a clever design of the workplace.

David Fano of WeWork explained that one problem is how much space people really use at work. An example is people who send out meeting invites with RSVPs for three people, but they have booked an eight-person room. Using ideas like smaller conversation areas can help people work better and then businesses save money.

However, it isn't all about saving money; the environment of a work space can improve the way people work and this can change depending on the focus of a meeting. Data has shown that for a sales meeting it can be a good idea to have bright lights and some music in the background because this gives energy to the participants and makes them feel positive. With more and more data on working habits, WeWork may continue to make work spaces more effective for companies and employees in the future.

1. What does the writer say about past workplaces in paragraph one?
a They were bad.
b They were more relaxed.
c They were different to now.

2. What does WeWork do?
a It provides flexible workspaces.
b It helps start up small businesses.
c It supplies office equipment.

3. How do WeWork learn about office space?
a by studying how workers use their office space
b by having conferences in different countries
c by changing workers' routines

4. What do WeWork ask workers about?
a their weekly work schedules
b their opinions on where they work
c their reasons for doing their job

5. What is WeWork's new goal?
a to rent more office spaces
b to help designers create smaller office space
c to help businesses use office space better

6. What does David Fano think is one problem for businesses?
a They have many cancelled meetings.
b They waste meeting space.
c They don't have enough meeting rooms.

7. The last paragraph explains how WeWork can make work spaces more …
a relaxing.
b productive.
c money saving.

Grading Criteria:
— One point is awarded for each correct answer.
— The maximum score (100%) is 32 points.
Final grades are assigned as follows:
• Excellent (A): awarded for a test score of 86–100% (28 points or more).
• Good (B): awarded for a test score of 71–85% (23–27 points).
• Satisfactory (C): awarded for a test score of 61–70% (20–22 points).
• Fail / Unsatisfactory (F): awarded for a test score of less than 61% (less than 20 points).

8.2. Assessment Tools Used for Formative Assessment

Demonstration Example of Test 1

Test

I. Use the words from the box to complete the sentences. There are TWO words that you do NOT need. (10 points)

follow	rejected	economize	seasonal	chain	wholesaler
expansion	tuition	fortunate	boosted	business	operates

1. They _____ the candidate because he didn't have enough experience.
2. There aren't many employees in a small _____ .
3. Our company is trying to _____, so we do not spend much money on business trips.
4. What rules do franchisors and franchisees _____?
5. Small businesses become big businesses through _____.
6. Not many students can pay the _____ of $12,000 a semester.
7. The successful branding and marketing of   the   new beer has   already   _____ sales and increased profits.
8. He was _____ to have such a good job.
9. A _____ buys large quantity of goods from various producers and resells the products to retailers.
10. Wal-Mart is a well-known _____ store.

II. Put the words in the correct order to make sentences. (5 points)
1. a year / earns / over a million dollars / is / a top manager, / and / Tom / he
2. the off-season / the ski / in / resort / closes
3. decade / this / growing / the economy / is / fast
4. changed / our factory / last year / the output / of / hasn't / since
5. very / now / food / demand / is / for / organic / high

III. Fill in the gaps with the prepositions. (5 points)
1) Your meeting overlaps _____ my meeting.

2) Local bus drivers went _____ strike last week.

3) She bought a business _____ her old friend.

4) How much do they charge _____ a ticket?

5) If you want to play this game, you have to stick ____ the rules.

IV. Match the halves to complete phrases. (8 points)

1. an economy	a) plans
2. to pay	b) the fact
3. to acknowledge	c) resident
4. to abandon someone's	d) within a budget
5. to live	e) size product
6. to persuade someone	f) of earnings
7. a percentage	g) not to sell the business
8. a local	h) staff high salaries

Grading Criteria:

Maximum score (100%) – 28 points

- Excellent (A): awarded for a test score of 86–100% (24 points and above).
- Good (B): awarded for a test score of 71–85% (20–23 points).
- Satisfactory (C): awarded for a test score of 61–70% (17–19 points).
- Fail (F): awarded for a test score of less than 61% (16 points or less).

Demonstration Examples of Tasks for Oral Questioning (Section 1)

1. Explain the differences between the following types of companies: a partnership, a private company, a corporation. Give examples to support your answer.
2. What is limited liability? Explain what the abbreviations PLC, LLP, Plc, and Inc stand for. What kind of organizations are they? Give examples to support your answer.
3. Give an example of a not-for-profit organization and describe its main activities. Explain why such organizations important.
4. What are some departments that a typical company have? What are their responsibilities?
5. What is a board of directors (the Board)? What functions does it perform?
6. What is an organigram? What are the job titles of people in charge within a company? Explain what the abbreviations CEO, CFO, and CMO stand for.

Grading Criteria of Response to Oral Questioning: (maximum 10 points)

Excellent (10-9 points) is awarded if the student:

1. Demonstrates profound knowledge of the material and a deep understanding of the topic.
2. Is able to provide a complete and accurate answer based on the studied material, distinguishes key facts from details, independently supports their answer with specific examples, and presents well-reasoned analysis, synthesis, and conclusions.
3. Presents the material competently, clearly, and coherently: delivers the answer in a logical sequence using appropriate terminology.

4. Has a good command of the necessary language skills; may make one or two minor grammatical, phonetic, or lexical inaccuracies that do not impede understanding.

Good (8-7 points) is awarded if the student:

1. Demonstrates sufficient knowledge of the material and understanding of the topic.
2. Is able to provide a detailed and accurate answer based on the studied material, though may occasionally fail to distinguish main points from insignificant details; supports their answer with concrete examples when required and presents reasoned analysis, synthesis, and conclusions.
3. Presents the material sufficiently competently and coherently: delivers the answer in a logical sequence using appropriate terminology, but may make one minor error or inaccuracy.
4. Has a command of the necessary language skills; may make three or four minor grammatical, phonetic, or lexical inaccuracies that do not significantly hinder overall understanding.

Satisfactory (5-6 points) is awarded if the student:

1. Shows gaps in mastering the material, although generally understands the topic; provides an incomplete answer.
2. Presents the material in a disorganized, fragmented, and sometimes illogical manner; often misses the main points.
3. Demonstrates insufficient development of certain knowledge and skills; conclusions and generalizations are weakly supported, may contain factual errors that can be corrected with the instructor's guidance.
4. Struggles with terminology and lacks sufficient command of language skills; may make one or two serious grammatical, phonetic, or lexical errors or more than four minor mistakes, which hinder the comprehensibility of the response.

Fail / Unsatisfactory (below 5 points) is awarded if the student:

1. Shows significant gaps in mastering the material and barely covers the content, either does not understand the essence of the topic and provides an irrelevant answer, or struggles to respond at all.
2. Presents the material incoherently, fails to address the core of the topic, and cannot independently draw conclusions or make generalizations.
3. Possesses weak and incomplete knowledge but can apply it to specific questions to some extent.
4. Does not use necessary terminology and lacks sufficient command of language skills; makes more than three serious grammatical, phonetic, or lexical errors and mistakes, significantly impeding comprehension of the answer.

Developed by:

_____   Associate Prof.   Kopylova N.V.
  (signature)

The program is developed in accordance with the requirements of the FSES of HE for the major 27.03.05 Innovatics, specialization "Management of Innovative and IT Projects and Products".

The program was reviewed at the meeting of the Department of Humanities and Foreign Languages on March 19, 2025, protocol No. 7.

_____   Department Chair   Suslova A.Yu.
  (signature)