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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

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"15" февраля 2024

Dean of the Faculty
of Economics and Management
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"15" февраля 2024

WORKING PROGRAM OF THE DISCIPLINE

"Foreign Language"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2024

Developer(s):

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1. Goals and objectives and planned learning outcomes in the discipline

The main goals of mastering the "Foreign Language" discipline include:

comprehensive development of students' communication skills formed at previous levels of education, necessary for effective everyday and professional communication, as well as introducing students to digital tools that both contribute to the formation of the necessary foreign language communicative competencies and facilitate oral and written interaction with foreign colleagues.

The main objectives of mastering the "Foreign Language" discipline include:

- mastering the necessary minimum vocabulary for communication for everyday and professional purposes;
- development of skills in the correct use of grammatical structures that ensure communication without distortion of meaning;
- development of the ability to perceive foreign speech by ear both in real life and in the form of video lectures and videos on the Internet;
- development of skills in reading and understanding professional and scientific literature in a foreign language in your field of study;
- development of the ability to competently express one's thoughts orally and in writing;
- development of the skill of using digital tools to develop the necessary foreign language communicative competencies (online explanatory and bilingual dictionaries, tools for translating texts, correcting written speech, memorizing new words)
- formation of adequate speech behavior in everyday and professionally oriented situations;
- formation and development of independent work skills (working with foreign language sources, searching and analyzing necessary information, critical thinking), including with the use of digital tools (for example: Google documents, services for creating presentations, etc.).

Training in the discipline "Foreign Language" is aimed at developing the following competencies in students:

Code and name of competencies	Indicators of Competency Achievement
UK-4: ability to carry out business communication in oral and written forms in the state language of the Russian Federation and a foreign language	IUK-4.1. Takes into account the features of business communication in state and foreign languages, depending on the features of verbal and non-verbal means of communication IUK-4.2. Able to exchange business information in oral and written forms in the state and foreign languages, taking into account the unique style of official and informal letters, as well as sociocultural differences in the format of correspondence IUK-4.3. Translates professional texts from a foreign language into the state language of the Russian Federation and from the state language of the Russian Federation into a foreign language

2. Place of discipline in the structure of the educational program

This course is included in the list of mandatory parts/parts formed by participants in educational relations of block B1 “Disciplines (modules)”. The discipline “Foreign Language” is logically, substantively and methodologically connected with other humanities disciplines in the curriculum, aimed at broadening horizons, forming a humanistic worldview and developing communication skills, as well as with information technologies, which are aimed at developing the digital consciousness of students.

3. Structure and content of the discipline

The total labor intensity of the discipline is 12 credit units (432 hours).

3.1 Types of educational work and labor intensity

3.1.1. Part-time education

No.	Type of educational work	Number of hours	Semesters					
			1	2	3	4	5	6
1	**Auditory lessons**	**104**	**14**	**18**	**18**	**18**	**18**	**18**
	Including:							
1.1	Lectures	-	-	-	-	-	-	-
1.2	Seminars/practical sessions	104	14	18	18	18	18	18
1.3	Laboratory exercises	-	-	-	-	-	-	-
2	**Independent work**	**328**	**58**	**54**	**54**	**54**	**54**	**54**
3	**Interim certification**							
	Test/differential test/exam		test	diff. test	test	diff. test	test	exam
	Total	**432**	**72**	**72**	**72**	**72**	**72**	**72**

3.2 Thematic plan for studying disciplines

3.2.1. Part-time education

No. p/p	Sections/topics disciplines	Labor intensity, hour					
		Total	Classroom work				Independent work
			Lectures	Seminars/practical sessions	Laboratory exercises	Practical training	
1	Semester 1.						
1.1	Topic 1. My Family.	24		4			20
1.2	Topic 2.My University	24		4			20

1.3	Topic 3. My Country	24		6			18
2	Semester 2						
2.1	Topic 4. Traveling. Planning a Business Trip.	24		6			18
2.2	Topic 5. Means of Transport.	24		6			18
2.3	Topic 6. Healthy Lifestyle	24		6			18
3	Semester 3						
3.1	Topic 7. The main aspects of economics	24		6			18
3.2	Topic 8. Macroeconomics and microeconomics	24		6			18
3.3	Topic 9. Economic issues	24		6			18
4	Semester 4						
4.1	Topic 10. Capital as a factor of production	18		4			14
4.2	Topic 11. Labor as a factor of production	18		4			14
4.3	Topic 12. Land as a factor of production	18		4			14
4.4	Topic 13. Entrepreneurship and technology's role in production	18		6			12
5	Semester 5						
5.1	Topic 14. Forms of financial reporting	24		6			18
5.2	Topic 15. Money and its functions	24		6			18
5.3	Topic 16. Investment strategy	24		6			18
6	Semester 6						
6.1	Topic 17. Introduction to accounting	18		4			14
6.2	Topic 18. The types of accounting	18		4			14
6.3	Topic 19. The accounting of the future	18		4			14
6.4	Topic 20. Job seeking process	18		6			12
	Total	**432**		**104**			**328**

3.3. Contents of the discipline

1 semester

Topic 1: My Family

Lexical minimum	family • growing up • convenience • favorite family tradition • demand • sport to play • • changes in family role • details of family relationships • activities • celebrations • household budgets • the generation gap • parental responsibility • life expectancy • estate • skillful ways • to make a family wealthy •

Grammar	Pronouns. Plural of nouns. Present Simple. There is/are. Prepositions of place and time. Degrees of comparison.
Reading	Types of reading (viewing, introductory, studying). Practicing completing tasks to fill out tables or diagrams based on the text read.
Speaking	Description What is a family member you admire?
Letter	Written description Do you get along well with your family? Connecting words and, also, moreover, but, however, although, besides.

Topic 2: My University

Lexical minimum	Meeting preparation and coordination at the university • to identify the purpose of your future profession • informal or formal meeting • develop professional skills • select the right university • decide where and when to look for the best university • send invitations.
Grammar	Past Simple. Future Simple. Modal verbs can, may, must. Some, any, no and their derivatives.
Reading	Development of viewing and introductory reading skills. Practicing tasks on "true/false/not indicated in the text".
Speaking	Prepare a meeting of a foreign partner in the office "Administrative meeting" (role play). Words indicating a sequence of actions: first, second, third, then, next, after, finally.
Letter	Describe any famous university "University"
Block for developing independent work skills: developing skills in searching and processing information.	Introducing an example or illustration into a presentation. "What is a successful international University?" (searching for information on questions asked on the Internet).

Theme 3: My Country

Lexical minimum	Country • the history of the country you live in • capital • well-planned city • select the right place to live • to be proud of the country • send invitations for the visitors • famous cities • famous people • industry • science • language • population • flag • traditions.
Grammar	Modal verbs can, may, must. Some, any, no and their derivatives.
Reading	Development of viewing and introductory reading skills. Practicing tasks on "true/false/not indicated in the text".
Speaking	Prepare a meeting for a foreign guest in our country "Meeting in Russia" (role-playing game). Words indicating a sequence of actions: first, second, third, then, next, after, finally.
Letter	Describe any world famous city in our country "University"

Block for developing independent work skills: developing skills in searching and processing information.	Preparation of presentations on semester topics.

2nd semester

Topic 4: Traveling. Planning a Business Trip.

Lexical minimum	Business traveling, A 4-wheel drive•A baggage handler • A barge•A beltway/bypass/ringroad• goods • shortage • customs • disadvantages •A bonnet/hood (GB)• mental • moneyA bumper•A bus ride& etc.
Grammar	Present Continuous. The expression to be going to. Times of the group Continuous.
Reading	Practicing the tasks “Choose the best heading for each paragraph” and “Which paragraph talks about...”
Speaking	“Barriers in multicultural communication.” Vocabulary for expressing your opinion and argumentation (because, lead to disruptions and inability of some employees to work effectively as a team, cause conflict, due to, as).
Letter	“How does cultural diversity affect communication?” Essay structure. Rules for constructing a paragraph. Introductory sentences that formulate the topic of the paragraph.
Block for developing independent work skills: developing critical thinking skills.	Conducting a round table on the topic “Culture of English-speaking countries” (writing an essay on a selected narrower topic within the general direction and presenting a short report on the topic of the essay at the round table, followed by a discussion of the similarities and differences between Russian-speaking and English-speaking cultures).

Topic 5: Means of Transport.

Lexical minimum	a means of transportation•aferry•afine/ticket•abaggage handler • A barge•abeltway/bypass/ringroad• goods • afree rental of city bikes• customs • disadvantages • abonnet/hood (GB)• mental • money • abumper•abus ride& etc.
Grammar	The times of the group Perfect.
Reading	Practicing the tasks “Choose the best heading for each paragraph” and “Which paragraph talks about...”
Speaking	“Barriers in transportation.” Vocabulary for expressing your opinion and argumentation (because, lead to disruptions and inability of some employees to work effectively as a team, cause conflict, due to, as).
Letter	“How does cultural diversity affect transportation system?” Essay structure. Rules for constructing a paragraph. Introductory sentences that formulate the topic of the paragraph.
Block for developing independent work skills: developing critical thinking skills.	Conducting a round table on the topic “Transportation” (writing an essay on a selected narrower topic within the general direction and presenting a short report on the topic of the essay at the round table, followed by a discussion of the similarities and differences between transport systems in foreign countries).

Topic 6: Healthy lifestyle

Lexical minimum	Nutritious•Nutrition • Food allergy•Food intolerance•Free-range•Balanced diet•Fattening•Cut down on smth.•Snack•Strongly advise•To digest• **& etc.**
Grammar	Modal verbs and their equivalents.
Reading	Practicing the tasks "Choose the best heading for each paragraph" and "Which paragraph talks about..."
Speaking	Conducting a round table on the topic "Hhealthy lifestyle»
Letter	"Hhealthy lifestyle is becoming more and more popular" Essay structure. Rules for constructing a paragraph. Introductory sentences that formulate the topic of the paragraph.
Block for developing independent work skills: developing critical thinking skills.	Preparation of presentations on semester topics.

3rd semester

Topic 7: The main aspects of economics

Lexical minimum	Gross domestic product and gross national income, the total value of all goods and services/
Grammar	Repeating times.
Reading	Practicing completing tasks to fill out tables or diagrams based on the text read.
Speaking	Developing the ability to express one's opinion and make generalizations.
Letter	Description of the pie chart
Block for developing independent work skills:	Preparation of projects on the topic using Internet resources and discussion in a group.

Topic 8: Macroeconomics and microeconomics

Lexical minimum	employment, gross domestic product, and inflation, aggregate variables, employment, sticky/flexible prices, consumption function
Grammar	Participle I, II
Reading	Practicing completing tasks to fill out tables or diagrams based on the text read.
Speaking	Developing the ability to express one's opinion and make generalizations.
Letter	Description of a bar chart
Block for developing independent work skills:	Preparation of projects on the topic using Internet resources and discussion in a group.

Topic 9: Economic issues

Lexical minimum	Scarcity of resources, economic recession, depressions, social disintegration, business cycles, economy in short and long-run
Grammar	Passive Voice.
Reading	Practicing completing tasks to fill out tables or diagrams based on the text read.
Speaking	Developing the ability to express one's opinion and make generalizations.
Letter	Description of Pie and Column Chart
Block for developing	Preparation of projects on the topic using Internet resources and discussion in

independent work skills:	a group.

4th semester

Topic 10: Capital as a factor of production

Lexical minimum	Inflow and outflow, planned and unplanned investments, government spending
Grammar	Passive Voice.
Reading	Practicing completing tasks to fill out tables or diagrams based on the text read.
Speaking	Developing the ability to express one's opinion and make generalizations.
Letter	Description of line graph
Block for developing independent work skills:	Preparation of projects on the topic using Internet resources and discussion in a group.

Topic 11: Labor as a factor of production

Lexical minimum	Labor force, product market, household spending, incentives
Grammar	Infinitive
Reading	Practicing completing tasks to fill out tables or diagrams based on the text read.
Speaking	Developing the ability to express one's opinion and make generalizations.
Letter	Description of tables
Block for developing independent work skills:	Preparation of projects on the topic using Internet resources and discussion in a group.

Topic 12: Land as a factor of production

Lexical minimum	Natural resources, scarcity of resources, inputs and outputs
Grammar	Repeating times.
Reading	Practicing completing tasks to fill out tables or diagrams based on the text read.
Speaking	Developing the ability to express one's opinion and make generalizations.
Letter	Description of two graphs.
Block for developing independent work skills:	Preparation of projects on the topic using Internet resources and discussion in a group.

Topic 13: Entrepreneurship and technology's role in production

Lexical minimum	Output and technological advancement, exogenous and endogenous variables
Grammar	Repeating times.
Reading	Practicing completing tasks to fill out tables or diagrams based on the text read.
Speaking	Developing the ability to express one's opinion and make generalizations.
Letter	Description of two graphs.
Block for developing independent work skills:	Preparation of projects on the topic using Internet resources and discussion in a group.

5th semester

Topic 14: Forms of financial reporting

Lexical minimum	Balance sheet, PLS, operating costs, retained earnings,
Grammar	Repeating times.
Reading	Practicing completing tasks to fill out tables or diagrams based on the text read.
Speaking	Developing the ability to express one's opinion and make generalizations.
Block for developing independent work skills:	Preparation of projects on the topic using Internet resources and discussion in a group.

Topic 15: Money and its functions

Lexical minimum	Deposit account, money supply, means of payment, store of value, standard of deferred payment
Grammar	Repetition of grammar material
Reading	Practicing tasks to fill in gaps in annotations to a read text
Speaking	Developing the ability to make comparisons.
Block for developing independent work skills:	Preparation of projects on the topic using Internet resources and discussion in a group.

Topic 16: Investment strategy

Lexical minimum	Business cycle, capital projects, discount rate, proxy, return on investment (ROI), short-term/long-term assets, price/earning ration, maturity
Grammar	Repetition of grammar material
Reading	Practicing tasks to determine correspondences
Speaking	Conducting debates.
Block for developing independent work skills:	holding debates on professional topics

6 ssemester

Topic 17: Introduction to accounting

Lexical minimum	accounts receivable, account payable, notes payable, liability, to conform
Grammar	Reviewing grammar material from previous semesters
Reading	Practicing the tasks “Choose the correct answer to the question”
Speaking	Developing the ability to express assumptions.
Letter	Description of tables
Block for developing independent work skills:	Preparation of projects on the topic using Internet resources and discussion in a group.

Topic 18: The types of accounting

Lexical minimum	Accounting system, management and financial accounting, consolidated financial statements
Grammar	Repetition of grammar material
Reading	Practicing the tasks “Choose the best heading for each paragraph” or “Which paragraph talks about...”
Speaking	Developing the ability to express cause-and-effect relationships
Letter	Description of two charts
Block for developing independent work skills:	Preparation of projects on the topic using Internet resources and discussion in a group.

Topic 19: The accounting of the future

Lexical minimum	tax consequences, statutory requirements, international financial reporting standards, Vertical analysis, debt securities
Grammar	Reviewing grammar
Reading	Practicing the tasks “This statement corresponds or does not correspond to the content of the text”
Speaking	Repetition of the material covered: developing the ability to express one’s opinion, make generalizations or assumptions, make comparisons, express a cause-and-effect relationship, talk about the advantages and disadvantages of something.
Letter	Description of two graphs
Block for developing independent work skills:	Conducting debates on professional topics in a 2x2 format (the rest of the students act as a jury and prepare questions on the debate topic)

Topic 20: Job seeking process

Lexical minimum	Resume, cover letter, apply, requirements, qualifications, working conditions, employment process.
Grammar	Repeating times.
Reading	Practicing tasks to fill in gaps in annotations to a read text
Speaking	Passing a job interview.
Letter	Rules for writing official letters. Writing a resume and cover letter.
Block for developing independent work skills:	Conducting debates on professional topics in a 2x2 format (the rest of the students act as a jury and prepare questions on the debate topic)

3.4 Topics of seminars/practical and laboratory classes

3.4.1. Seminars/practical sessions

Part-time and part-time education

1 semester

Topic 1: My Family (4 hours)

Lesson 1. Family, family members. Immediate relatives. The meaning of family. Family holidays. Introducing yourself and your relatives.

Lesson 2. Pronouns. Plural of nouns. Verb to be.

Topic 2.My University (4 hours)

Lesson 1. Introduction of new lexical material on the topic.Top universities in the world.

Lesson 2. Repetition of Present Simple.RepetitionPast Simple. Future Simple.

Topic 3.My Country (6 hours)

Lesson 1. Introduction of new lexical material on the topic.Russia. English-speaking countries and their capitals. European countries and their capitals.

Lesson 2. Making presentations.

Lesson 3. Final lexical and grammatical test for 1 semester.

2nd semester

Topic 4.Traveling. Planning a Business Trip (6 hours)

Lesson 1. Main types of travel. Business travel, organization of business trips, directions.

Lesson 2. Life safety.

Lesson 3. Forms and rules for using the Present Continuous. Comparison of Present Continuous and Present Simple.

Topic 5.Means of Transport(6 hours)

Lesson 1. Various types of transport.

Lesson 2. Discussion of the public type of transport.

Lesson 3. Making presentations on semester topics.

Topic 6. Healthy lifestyle (6 hours)

Lesson 1. Healthy lifestyle. Why do we need a healthy lifestyle in the work of management?

Lesson 2. Search, attraction, selection and selection of personnel. What prevents us from leading a healthy lifestyle. Self-organization and self-development (including health, savings).

Lesson 2. Final lexical and grammatical test for the 2nd semester.

3rd semester

Topic 7. The main aspects of economics (6 hours)

Lesson 1. Discussion of problems in economics based on the text read.

Lesson 2. Forms and rules for using Participle I.

Lesson 3. Description of the pie chart.

Topic 8. Macroeconomics and microeconomics (6 hours)

Lesson 1. Discussion of the topic based on the text read.
Lesson 2. Comparison of Participle I and Participle II.
Lesson 3. Description of the bar chart.

Topic 9. Economic issues(6 hours)
Lesson 1. Development of monologue speech. Formation of dialogical speech skills. Description of the bar chart.
Lesson 2. Repetition of material covered during the semester.
Lesson 3. Completing the final lexical and grammatical test.

4th semester
Topic 10. Capital as a factor of production (4 hours)
Lesson 1. Discussion of the differences between capital as a factor of production and the financial concept of capital.
Lesson 2. Repetition of grammatical material. Description of the line graph.

Topic 11. Labor as a factor of production (4 hours)
Lesson 1. Introduction of new lexical material on the topic.
Lesson 2. Forms and use of Infinitives in speech. Comparison of infinitive forms

Topic 12. Land as a factor of production (4 hours)
Lesson 1. Introduction of new lexical material on the topic. Discussion of the topic based on the text read.
Lesson 2. Complex addition. Description of two graphs.

Topic 13. Entrepreneurship and technology's role in production (6 hours)
Lesson 1. Discussion of the topic based on the text read.
Lesson 2. Complex subject.
Lesson 3. Completing the final lexical and grammatical test.

5th semester
Topic 14. Forms of financial reporting (6 hours)
Lesson 1. Discussion of the main forms of financial reporting.
Lesson 2. Case-study. Forms and use in speech of Gerund.
Lesson 3. Debates: rules and types of debates.

Topic 15. Money and its functions (6 hours)
Lesson 1. Introduction of new lexical material on the topic.
Lesson 2. Watch video. Compiling a glossary.
Lesson 3. Comparison of infinitive and gerund.

Topic 16. Investment strategy (6 hours)
Lesson 1. Case-study. Participation in debates on the topic of investment in start-ups.
Lesson 2. Presentation of projects on the topics of the semester..
Lesson 3. Completing the final lexical and grammatical test.

6th semester
Topic 17. Introduction to accounting (4 hours)
Lesson 1. Process description. Complex forms of Participle I.
Lesson 2. Control of dialogic speech. Watch video. Compiling a glossary

Topic 18. The types of accounting (4 hours)
Lesson 1. Formation of translation skills of authentic articles. Independent participial phrase. Listening control.

Topic 19. The accounting of the future (4 hours)
Lesson 1. Discussion of the topic based on the text read.

Lesson 2. Complex forms Participle I. Participle II.

Topic 20. Job seeking process (6 hours)
Lesson 1. Development of dialogical speech skills.
Lesson 2. Conducting debates on professional topics.
Lesson 3. Completing the final lexical and grammatical test.

3.5 Subjects of Coursework
Not provided.

4. Educational, methodological and information support

4.1 Regulatory documents and GOSTs
Not provided

4.2 Basic literature:

1) E.V. Glushenkova, E.N. Komarova English for students of economic specialties - M: Astrel Publishing House, 2012.P. 352
2) Evsyukova, T.V. English language: for economic specialties / T.V. Evsyukova, S.I. Lokteva. – 4th ed., erased. – Moscow: Flinta, 2017. P.357
Access mode: by subscription. – URL:http://biblioclub.ru/index.php?page=book&id=93663
– ISBN 978-5-9765-0115-7. – Text: electronic.

4.3 Further reading:

1 Sevostyanov, A.P. English language of business and professional communication / A.P. Sevostyanov. – Ed. 3rd, add. and processed - Moscow ; Berlin: Direct-Media, 2018. – 417 p. – Access mode: by subscription. – URL: http://biblioclub.ru/index.php?page=book&id=496119. – Bibliography in the book – ISBN 978-5-4475-9511-1. – DOI 10.23681/496119
– Text: electronic..David Cotton, David Falvey, Simon Kent. MARKET LEADER. Course Book. Pre-Intermediate Business English. – L,: Longman, 2012.
6. Komarov A.S. Practical Grammar of English for Students = Practical grammar of English for students: study guide. Flint, 2012, 243 pages. URL: http://www.knigafund.ru/ books/179283

4.4. Electronic educational resources

При изучении дисциплины предусмотрено использование ЭОРов:

First semester:https://online.mospolytech.ru/course/view.php?id=338

Second term:https://online.mospolytech.ru/course/view.php?id=319

Third semester:https://online.mospolytech.ru/course/view.php?id=547

Fourth semester:https://online.mospolytech.ru/local/crw/course.php?id=550

Fifth semester:https://online.mospolytech.ru/course/view.php?id=901

Sixth semester:https://online.mospolytech.ru/local/crw/course.php?id=904

4.5. Licensed and freely distributed software
not provided

4.6 Modern professional databases and information reference systems

https://isar.unctad.org/
www.multitran.ru
https://www.oxfordlearnersdictionaries.com/

5. Logistics support

Laptop - 1.
Smartboard - 1.

6. Methodological recommendations

6.1. Methodological recommendations for teachers on organizing training

"Foreign language" is one of the basic disciplines of any curriculum. In the modern world, without knowledge of a foreign language it is impossible to talk about comprehensive training of future engineers. The main course of this program is designed for students who have previously studied English. The leading goal of this course is to develop students' foreign language professional and communicative competence in everyday and professional communication. Since in the educational space the discipline "Foreign Language" belongs to the block of humanities disciplines, it is important in shaping the sociocultural image of a modern competitive specialist.

The structure of the course is designed taking into account a consistent movement from simple to complex, from general vocabulary to more professionally oriented ones, which allows for a consistent transition from general to professional language. This work program is based on a combination of teaching principles such as linearity and modularity, fundamentality and pragmatism, and focus on the student's personality.

The course consists of two blocks: practical exercises and independent work of students, which devotes a significant part of the training hours. Practical classes should be structured in such a way that the lexical and grammatical material studied and consolidated during the exercises necessarily finds a way out in the production of students' own statements in oral and written speech. It is for this purpose that each substantive section of the discipline includes parts "Speaking" and "Writing", the purpose of which is to introduce and consolidate a certain thematic block of lexical and grammatical structures and create small oral and written messages on a given topic in accordance with what is being studied at a given time. moment section.

The purpose of students' independent work is, first of all, to develop the skills necessary in their future professional life, such as self-learning and self-development skills and group work skills.

Successful mastery of the developed foreign language program should develop in students knowledge of business terminology, the ability to prepare presentations and write essays, independent work skills to search and analyze the required information, thereby preparing a solid foundation for mastering professional foreign language terminology and developing foreign language professional communication skills in the next semesters of study.

6.2 Guidelines for students on mastering the discipline

The training program in the discipline "Foreign Language" has the following features:

- division of the training program into a foreign language for everyday communication (1st and 2nd semesters) and professionally oriented (3rd - 6th semesters) blocks,

- highlighting independent work as an autonomous type of student work, which is assessed separately and has a professionally oriented nature,

- use of a point-rating system as a basis for assessing students' knowledge and skills and issuing a final grade at the end of each semester.

The discipline "Foreign languages" is studied by students for 6 semesters. This means that from the very first semester, students must correctly structure their work to improve their level of proficiency in a foreign language: work on new vocabulary on the topics being studied, carefully read the proposed texts, paying attention to new words and the use of different grammatical structures, actively participate in group discussions and forms of work in the classroom, independently create related oral and written texts on the topics being studied.

Within the framework of the "Foreign Language" discipline, types of independent work are organized according to the principle "from simple to complex." In the first semester, the task of independent work is to teach students to find the information requested by the teacher and make a brief reference to the main points. The result of the work is presented in the form of a presentation.

In the second semester, the objective of this activity is to develop students' critical thinking. As a task for independent work, students are asked to familiarize themselves with several sources and, after critically thinking about them, prepare a group presentation.

In the third and fourth semesters, the task of independent work is to teach students to work with graphs (pie and column charts, line graphs): read diagrams, highlight the main and minor points, describe diagrams in a foreign language. The result of the work is presented in the form of a written description of the diagrams and an oral presentation based on the use of graphs.

In the fifth and sixth semesters, independent work consists of conducting group debates in order to develop skills in argumentation and working in teams.

All proposed types of independent work are directly related to the use of electronic resources or computer software, which also contributes to the development of professional skills of students necessary in their future professional activities.

7. Fund of assessment funds

7.1. Methods for monitoring and assessing learning outcomes

In the learning process, the following assessment forms of students' independent work, assessment tools for ongoing monitoring of progress and intermediate certifications are used.

Estimated means of current control include:

- test,
- oral survey,
- report/message,
- case problems,
- role-playing game,
- description of graphs.

Towards assessment tools for independent work

- preparation of presentations;
- debate.

Evaluation means of intermediate control include:

- final lexical and grammatical test to test knowledge of the studied lexical and grammatical material;
- conversation with the teacher on the topics covered in order to control the leveldevelopment of communication skills in typical situations.

Samples of tasks for ongoing monitoring, topics for presentations and essays, tasks for independent work of students, a sample of the final test are given in paragraph. 7.3.

7.2. Scale and criteria for assessing learning outcomes

An indicator for assessing competence at various stages of its formation is the achievement by students of the planned learning outcomes in the discipline.

UK-4 - ability to carry out business communication in oral and written forms in the state language of the Russian Federation and a foreign language

Interim certification of students in the form of a test/exam is carried out based on the results of completing all types of educational work provided for by the curriculum for a given discipline, while taking into account the results of ongoing monitoring of progress during the semester. Assessment of the degree to which students have achieved the planned learning outcomes in the discipline is carried out by the teacher leading classes in the discipline, using the method of expert assessment. Based on the results of the intermediate certification for the discipline, a grade of pass/fail or "satisfactory"/"good"/"excellent"/"unsatisfactory" is given, depending on the form of intermediate control provided for in the curriculum.

Only students who have completed all types of academic work provided for in the work program for the discipline "Foreign Language" are allowed to take intermediate certification: completing homework, completing current tests, and performing independent work.

A point-rating system for assessing students is used.

Part-time and part-time education

The maximum number of points that a student can score based on the results of the semester is 100 points. Of these, 10 points evaluate the student's classroom work, 40 points evaluate the result of independent work, and 50 points fall on the intermediate certification.

Classroom work: maximum 10 points

work in class (completing lexical and grammatical tasks, answering oral questions) - 10 points at the end of the semester.

Independent work: maximum 40 points

completing assignments for the course being studied, posted in LMS Moodle.

Interim assessment: maximum 50 points

- lexical and grammatical test - 25 points;
- conversation with the teacher on the topics covered - 25 points.

Table of correspondence between the points scored by the student and the assessment "passed"/"not passed" and description of results:

Hundred-point rating scale	Grading scale	Description
55 - 100	Passed	All types of educational work provided for by the curriculum have been completed. The student demonstrates compliance with the knowledge, skills and abilities given in the tables of indicators, operates with acquired knowledge, skills and abilities, and applies them in situations of everyday and professional interaction. In this case, minor errors and inaccuracies in the selection of adequate lexical units and

		grammatical structures may be made.
0 - 54	Not accepted	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, abilities, skills with those given in the tables of indicators, significant mistakes are made, a lack of knowledge, abilities, skills in the main types of speech activities (listening, speaking, reading and writing) is manifested, the student experiences significant difficulties in operating knowledge and skills in their transfer to new communication situations.

Table of correspondence between the points scored by the student and the five-point rating scale and description of the results:

Hundred-point rating scale	**Five-point rating scale**	**Description**
86 - 100	Great	All types of educational work provided for by the curriculum have been completed. The student demonstrates the correspondence of knowledge, abilities, skills with the indicators given in the tables, operates with acquired knowledge, abilities, skills, and applies them in situations of increased complexity. In this case, minor errors, inaccuracies, and difficulties during analytical operations and the transfer of knowledge and skills to new, non-standard situations may be made.
71 - 85	Fine	Almost all types of educational work provided for by the curriculum have been completed. The student demonstrates the correspondence of knowledge, abilities, skills with the indicators given in the tables, operates with acquired knowledge, abilities, skills, and applies them in situations of increased complexity. In this case, individual minor errors, inaccuracies, and difficulties during analytical operations and the transfer of knowledge and skills to new, non-standard situations may be made.
55 - 70	Satisfactorily	All types of educational work provided for by the curriculum have been partially completed. The student demonstrates satisfactory compliance of knowledge, abilities, skills with the indicators given in the tables, partially operates with acquired knowledge, abilities, skills, and experiences quite serious difficulties in operating knowledge and skills when transferring them to new situations.

0 - 54	Unsatisfactory	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, abilities, and skills with the indicators given in the tables; significant mistakes are made; a lack of knowledge, abilities, and skills is evident in a number of indicators; the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

7.3. Evaluation tools

7.3.1. Current control

1 semester

1. Questions for oral questioning

Topic 1:My Family.

1. What is your full name? Why did your parents select this name for you? Did you have anickname?
2. When and where were you born?
3. How did your family come to live there?
4. Were there other family members in the area? Who?
5. What was the house (apartment, farm, etc.) like? How many rooms? Bathrooms? Did it have electricity? Indoor plumbing? Telephones?
6. Were there any special items in the house that you remember?
7. What is your earliest childhood memory?
8. Describe the personalities of your family members.
9. What kind of games did you play growing up?
10. What was your favorite toy and why?

Topic 2: My University

1. What subjects are you studying at university?
2. What will you do after finishing your studies?
3. Is there an increased trend for further education in our country?
4. Is higher education too expensive in our country?
5. In your opinion, what makes someone a good student?
6. How do teachers teach in our country?
7. How has education changed in Russia over the past few decades?
8. How will education change in the near future?

Theme 3: My Country

1. Which part of our country do like to live? Why?
2. What makes you feel proud of our country?
3. Do you know the history of Russia?

4. Will you stay in Russia in the Future?

5. What are the attractive cities in our country? Why?

6. How would you like to change the future of our country?

2. Current lexical and grammatical test

Topic 1:My Family

1. Open the brackets and put the verbs into the Present Simple Tense.

Tom _____ (to work) at a bank. He _____ (to be) the manager. He _____ (to start) working every day at 8:00 am. He _____ (to finish) his work every day at 6:00 pm. He _____(to live) very close to the bank. His brother and sister also _____ (to work) at the bank. But, they _____ (to live/not) close to the bank. They _____ (to start) working at 9:00 am. In the bank, Tom _____ (to be) the boss. His employee asked him one day. "_____you ever_____(to get) tired from the job?" Tom replied – "No, I _____(to do/not)"

2. Fill in the blanks with appropriate prepositions where necessary.At/On/In/Of/To

I'm moving to a new flat _____ 7 August.

A large number _____ people gathered to protest.

I'm going to a party _____ New Year's Eve.

I have my gym class _____ Wednesdays.

Please send it back _____ me.

My train leaves _____ 18.40 _____Platform 1.

This place is _____ exhibitions and shows.

The lecture starts _____ 6 o'clock _____ the evening __ next Monday ___room number 10.

3. Complete following sentences with*the rightform of adjectives.*

1. I am a student now. I have ____ (little) free time than before.

2. Notebooks are _____ (expensive) than desktop computers.

3. Walking is not as _____ (fast) as cycling.

4. The film was _____ (bad) than I thought.

5. Yesterday I bought _____ (late) model of iPhone.

6. Chinese is one of _____ (difficult) languages of all.

7. The Queen of the UK is _____ (rich) woman in the world.

2nd semester:

1. Questions for oral questioning

Topic 4. Traveling. Planning a business trip.

1. Do you like traveling?

2. Whom do you often spend the holiday with? ...
3. Have you done much traveling? ...
4. What kind of places have you visited in your life? ...
5. When you visit new places, what do you like to do? ...
6. Do you prefer traveling alone or in a group? ...
7. Do you often travel abroad?

Topic 5. Means of Transport

1. What kinds of public transport are there where you live? ...
2. Do you prefer public transport or private transport? ...
3. How do you travel to work? ...
4. Is a bicycle a good means of transport? ...
5. Do you think that there should be a separate lane for bicycles?

Topic 6. Healthy lifestyle

1. Do you think people pay enough attention to their health?

2. Do you think the government is responsible for public health?

3. Do you think there are more unhealthy people these days as compared to a decade ago?

4. How do you think parents can encourage children to be healthy?

5. How do you usually cope with stress?

2. Current lexical and grammatical test

Topic 4. Traveling. Planning a business trip.

1.Complete following sentences with the right words.

Almost all people _____ (be fond) of traveling. It is very interesting to see new places, another towns and countries. People _____ (may) travel either for pleasure or on business. There _____ (be) various means of travel. For me there is nothing like travel by air; it is _____ (many) comfortable, more convenient and, of course, far quicker than any other means. There is none of the dust and dirt of a railway or car journey, none of the trouble of changing from train to steamer and then to another train.

With a train you _____ (have) speed, comfort and pleasure combined. From the comfortable seat of a railway carriage you _____ (have) a splendid view of the whole countryside. If you _____ (be) hungry, you _____ (can) have a meal in the dining-car; and if a journey is a long one you _____ (can) have a wonderful bed in a sleeper.

2. Put the verbs in brackets in the right form: Present Perfect or Past Simple.

1. You _____ (to go) through security? - No, I _____ (not/to check) in yet. I _____ (to arrive) only 20 minutes ago because of the traffic jam. Besides there is a really long queue.
2. It is the first time Susan _____ (to have) a meal in such a luxurious restaurant.
3. You _____ (to speak) to Mary today? Will she come to the competition tomorrow?
4. The first football match _____ (to take) place more than a hundred years ago in Great Britain.
5. During my last holiday I _____ (to get) to the wrong terminal and (to be) late for my flight.
6. You look great. You _____ (to be) on a diet?

Topic 5. Means of Transport

1.Complete following sentences with the right words.

There are as many means of transport as you _____ (can) only imagine. They are a bus, a bicycle, a car, a ship, a train, a plane and so on. And today I _____ (want) to discuss all of them.

The most popular means of transport _____ (be) a car. Nowadays there _____ (be) so many car producers and brands that a car becomes the most popular and comfortable type of transport. You _____ (can) travel by car everywhere. The only thing that _____ (can) stop you is your driving license and the foreign country rules. A dream of many people is to buy a car and for most of them it comes true.

Another popular transport _____ (be) a bus. Not everyone _____ (can) drive or many people just want to enjoy the view and concentrate on their thoughts while traveling. And the bus allows all these. The cost of traveling by bus _____ (be) much lower than that of a car.

Bicycle _____ (be) popular among young people. They _____ (use) it during the warm seasons to travel around the city or the nearby places. It's healthy and affordable for most of people.

2. Fill in the gaps in the sentences with the right modal verb in the correct tense.

1.You…. (to talk) during your exam tomorrow.

2. He... (to cook) tonight because he's going to a restaurant.

3. We... (toforget) to lock all the doors before we leave.

4. She … do this work tomorrow, because now she doesn't have enough time for it.

5. Lucy…. (to attend)our meeting. She's stuck in a traffic jam.

6. She's seven years old, but she … read yet. Her parents are getting her extra lessons.

7. … (She / to wear) … jewelry at school?

8. The museum was free. So we… pay to get in.

9. …. (You / to swim) ... when you were 10?

10. Hurry up! The check-in…. (to start) in three hours and we are still at home.

Topic 6. Healthy lifestyle

1.Complete following sentences with the right forms of the words.

Today healthy lifestyle _____ (become) _____ (much and much) popular both with the old and the young. People _____ (have become) more health-conscious. They say that _____ (the great) wealth is health. And it's so true. The _____ (healthy) we are, the ____ (good) we feel. The _____ (good) we feel, the _____ (long) we live.

A healthy diet _____ (be) an essential part of staying healthy. We know that we should not stuff ourselves with fast food, sweets, sausages, pastry and fat food. Due to medical research, this type of food _____ (shorten) our life, it _____ (lead) to obesity, heart and blood vessel diseases, diabetes, gastric problems and lots of other serious ailments. To prevent all these problems we should _____ (enjoy) well-balanced home-made meals with a lot of organic fruits, vegetables, dairy products, grains and seafood. We are what we eat.

2. Put the verbs in brackets in the right form: Present Simple or Present Continuous.

1. Don't give me any cheese. I _____(to hate) it!

2. You won't find Jerry and Tom at home right now. They _____(to study) in the library.

3. Harold Black's a famous pianist. He_____(to give) two or three concerts every week.
4. It _____ often _____ (not / rain) in the summer, but today it _____ (rain).
5. "_____ Mr. Jackson _____ (help) his son with his homework?" - "Yes, every evening"
6. ____ you ____ (to take) any vitamins at the moment?

7. At first, I didn't like my job, but I _____ (to begin) to enjoy it now.

3. Fill in the gaps with the correct modal verb in the right tense.

1. Last year he _____ (not/to take part) in the competition because he had his leg broken.
2. At our hotel holiday-makers _____ (to choose) between a single, a double or a family room.
3. You _____ (to pick) our son up from school at 17.00. Please don't forget.
4. I _____ (to leave) my house much earlier because I was afraid to get into a traffic jam and miss my plane.
5. You _____ (not/to see) me off if you don't have free time.
6. When I was 12 I _____ (to choose) our holiday destination as my birthday present.
7. In ten years young people _____ (to enter) the university without entrance exams.
8. _____you (to book) the plane tickets yourself? I am very busy this week.
9. I am afraid I never _____ (to be) on a diet. I love cakes too much.
10. Tomorrow they _____ (to stay) four hours in Paris airport waiting for the connecting flight.

3 semester

1. Questions for oral questioning:

Topic 7, 8, 9:

1. What is economy? What is its central problem?
2. What is market?
3. How will you describe a command economy?
4. What is a free market economy?
5. What is a mixed economy?
6. What is demand?
7. What is supply?
8. When do we say that the market is in equilibrium?
9. What factors influence demand?
10. What factors influence supply?
11. What is the role of the government in regulating demand and supply?
12. What is consumer demand?
13. What assumption is the basis of the theory of demand?
14. What is marginal utility?
15. What relationship do we call the law of demand?
16. What is market demand?

2. Current lexical and grammatical test

1. Put the verb in brackets in the correct Tense and Voice form:

1. Production and consumption levels (to coordinate) through prices.

a) coordinate b) are coordinated c) is coordinated d) are coordinating

2. High taxes (to impose) on producers of goods and services by the government recently.

a) are imposed b) imposed c) were imposed d) have been imposed

3. Three main problems (to solve) in this sector in the nearest future.

a) are going to solve b) will solve c) are solved d) will be solved

4. The conflict between demands and the ability to produce (to reconcile) continuously in any economy.

a) is being reconciled b) has been reconciled c) reconciles d) is reconciling

5. The optimal level of government intervention (to achieve) with difficulty.

a) achieves b) was achieved c) were achieved d) achieved

2. Complete the sentences with suitable modal verbs. (Complete the sentences with suitable modal verbs):

1. Not all partners in a firm… take an active part in management.

a) must b) have c) ought d) are

2. The consumer... to solve the problem of choice.

a) have b) has c) must d) should

3. The consumer … to choose the specific goods within the limits imposed by his budget.

a)can b) must c) are d) has

4 semester

1. Questions for oral questioning.

Topic 10, 11, 12, 13:

1. Define factors of production. What are they?
2. What does the production process consist of?
3. What does capital refer to as a factor of production?
4. What types of capital can be distinguished?
5. Why is money not a factor of production?
6. Who are the most successful entrepreneurs?
7. How is the entrepreneur's production factor defined?
8. What skills should an entrepreneur have to run production smoothly?
9. What does labor refer to?
10. What workers are referred to as human capital?

2. Current lexical and grammatical test

Task 1. Choose the proper variant and fill in the blanks:

1. There is an equilibrium between demand _ and supply _ goods.

a) on; of b) of; of c) -; of d) for; of.

2. The GNP _ head is an important characteristic in the economy of the country.

a) of b) - c) per d) for

3. Taxes greatlyeffect_ the way society allocates its scarce resources.

a) with b) to c) on d) –

4. High unemployment benefits in Europeresult _ high unemployment rate.

a) in b) from c) out of d) –

5. Cuts _ tax rates will usually reduce _ the deadweight tax burden.

a) from; - b) in; - c) -; in d) – ; to

Task 2. Find English equivalents for Russian words and word combinations in brackets:

1. This is an important economic characteristic(which must be taken into account) in determining GNP.

a) to consider b) to be considered c) to have been considered d) considering

2.. Some years ago (existed) a lot of command economies in the world.

a) had b) there were c) there exist d) there was

3. (To reduce) costs the firm should change its production cycle.

a) Lower b) To lower c) To be lowered d) Have lowered

4. This new company (believed) to improve the situation in the market.

a) is said b) is believed c) is known d) was believed

5. Taxes (as is known) to redistribute incomes within an economy.

a) are believed b) is believed c) are known d) are said

5th semester

1. Questions for oral questioning.

Topic 14:

1. What are the main forms of financial reporting?
2. What is the constituent in PLS?
3. What is the difference between Cash flow and PLS?
4. What methods of calculations are?
5. What is the essence of each of them?

Topic 15:

1. What are the major types of money do you know?
2. How can commodity money be characterized?
3. How does credit money differ from commodity and flat money?
4. What are the main functions of mon

Topic 16:

1. What do you know about investment policies?
2. Why are banks usually reluctant to invest in industrial projects?
3. Why do banks prefer rather than low yielding investments?
4. Which investments do usually yield high returns?

2. Current lexical and grammatical test.

I Choose the correct answer to the questions on the topic.

1.*What is the effect of reduced aggregate demand in an economy?*

a)decreasing inflation **b)**increasing inflation **c)**avoiding inflation

2.How can aggregate demand be reduced?

a)by an increase in taxes

b)by a decrease in government spending

c)by both a decrease in government spending and an increase in taxes

3.How does higher aggregate demand affect government spending?

a)there is an increase in taxes

b)there is a decrease in taxes and an increase in government spending

c)there is a decrease in government spending

II. Choose the English sentence that most accurately conveys the contentpresented.

1.*Firms paid rates but had no vote at all.*

a)Though companies paid property tax, they weren't able to influence the governmental policy.

b)Firms paid taxes but refused to participate in General Elections.

c)Firms paid taxes to vote.

2.*Instead of local business rates a national business rate was imposed.*

a)A local business rate was imposed but not a national one.

b)A national business rate was imposed to substitute a local one.

c)Both national and local business rates were imposed.

3.*Domestic rates gave way to poll tax with some relief for the poorest households.*

a)Some relief for the poorest firms was obvious due to domestic rates.

b)Domestic rates made it possible to charge a gift tax.

c)To protect the poorest families, a tax on every person in the country was introduced instead of domestic rates.

3. Topics of oral communications:

1. Finance can be defined as the art and science of allocation money.
2. Finance at the macro level is the study of financial planning and fund raising for firms.
3. Finance is connected with economics.
4. Accountants use a supply-and-demand framework to explain the set of the prices.
5. Economists record revenue and expenses of organization.
6. Well-developed financial system consists of financial markets, institutions or intermediaries and business financial management.

4. Task for describing graphs and diagrams:

Review the information presented on the graph, pie chart, histogram, summarize it in writing, highlighting the main points and making the necessary comparisons.

6th semester

1. Questions for oral questioning.

Topic 17:

1. Is accounting part of a financial information system?
2. What parts does the process of accounting consist of?
3. What examples of economic events can you give?
4. Identifying involves selecting economic events relevant to a particular organization, doesn't it?

Topic 18:

1. How often arefinancial accounting reports produced?
2. What are financial accounting reports are used for?
3. How does accounting help the capital allocation process?
4. Of what value is a common set of standards in financial accounting and reporting?

Topic 19:

1. Can all the events be quantified in monetary terms?
2. What events are not considered part of the company's financial information system?
3. Does the accountant only record the measured events in a systematic manner?
4. What else does he do with the measured economic events?

Topic 20:

1. What is recruitment?
2. What stages does recruitment have?
3. Where can a person look for a job advertisement?
4. What are the usual sections of a job advertisement?
5. What is a CV? What parts does it contain?
6. What is the function of CV?
7. What is a covering letter or letter of application?
8. What parts does it contain? What is the function of each part?
9. How should an applicant behave at a job interview? What should not an applicant do at a job interview?
10. What methods are there to evaluate the applicant for a job?
11. What is an ideal job for you? (Speak about ways of working, working conditions, your responsibilities, promotion opportunities, salary)

2. Current lexical and grammatical test.

I. Choose the appropriate participle form from the brackets. Translate the sentences.

1. They saw pieces of (breaking, broken) glass all over the room.
2. (Looking, looked) through the newspaper she noticed a photo of her boy-friend.
3. The UK occupies the British Isles (consisting, consisted) of two large islands.
4. Is the coat (buying, bought) last year small for you now?
5. The man (delivering, delivered) lectures is a well-known scientist.
6. When (asking, asked) about this event, he answered nothing.

II. Translate the sentences into Russian, paying attention to the complex forms of Participle

1.

1. Having received no answer I wrote him again.
2. Is the new school still being built in your street?
3. I have seen the film being shown now.
4.Being very ill she couldn't go to the University.
5. Having been written many years ago the book aroused everyone's interest.

III. Translate the sentences into Russian, paying attention to the independent participial phrase.

1. There being a strong wind, the flight was put off.
2. The boy having lost his money, he could not buy sweets.
3. They continued their way, both keeping silence.

3. Topics of oral communications:

1) Representation of a company operating in the professional field of students (name, year of foundation, owner, headquarters, legal form of the company, specialization, structure, number of employees, goods produced or services provided, its main competitors, advantages of this company over competitors) (Topics 3.4.6)
2) Analysis of the company's activities over the past two years (the student prepares material on the company that he represented as part of the study of the previous topic.

4.Role-playing game:

a) job interview (Topic 7)

Students are divided into pairs. For homework, they study their partner's resume and cover letter and prepare for the interview. During the lesson, students take turns conducting interviews in pairs. They then give a mini-report to give their assessment of how the job applicant behaved during the interview process. As homework, they must write a reasoned response letter about whether the person was hired or not.

b) consideration of a customer complaint (Topic 7)

In class, students discuss what types of problems can arise between a company and its customers. At the end of the lesson, students are tasked with writing a letter of complaint about one of the situations discussed. During class, students exchange letters of complaint and, as homework, write a letter in response to the complaint. After this, the "clients", having read the answer, personally come to the company to discuss their situation directly with a company employee. At the end, each party makes a mini-message about the essence of the complaint, whether the conflict was resolved and how satisfied each party was with the communication that took place.

5. Subjects of business letters:

1) drawing up a resume and a cover letter for it (topic 7)
2) drafting a letter of request and a response to the letter of request (topic 7)
3) drafting a letter of complaint and a response to the letter of complaint (topic 7)

6. Assessment tools for independent work: presentation of a business plan for your future company

Students are divided into groups of 2-3 people in order to prepare a presentation of a business plan for their future company. Business plan structure:

1. Personal Details (relevant work experience)
2. Details of the business (name, type of business, etc)
3. Mission statement (describe the general aim of the business)
4. Objective (describe what specifically the company will do)
5. Product/service description

6. Market (describe your market, target customers, main competitors, the advantages of your product or service over the competition)

7. Details of production (describe the location of your business, details of production, the kind of premises, machinery and vehicles which you need)

8. Personnel (number of people, job function)

9. Marketing (describe what sort of marketing or advertising you intend to do)

10. Finance (give a table to show how much money you need to set up a business and a graph to show your cash flow forecast and estimated profit and loss account)

The remaining students act as bankers who ask clarifying questions and decide whether a loan will be issued to open a given enterprise or not.

7.3.2. Interim certification

1 semester

1. Final lexical and grammatical test.

2. Conversation on the topics covered.

1. Final lexical and grammatical test.

1.Complete following sentences with the right words.

The first university in theWestern Hemisphere was (1) _____ (established/disappeared) by the Spaniards: theUniversity of Santo Domingo(1538) in what is now theDominican Republic. The (2) _____ (earliest/endmost) American institutions of (3) _____ (tinier/higher)learningwere the four-year colleges ofHarvard(1636) andWilliam and Mary(1693). The first Russian State Universities was founded inMoscow(1755) on the (4) _____ (initiative/unconcern) of Mikhail Lomonosov, an (5) _____ (outstanding/ordinary) scientist of the Enlightenment, whose unsettled (6)_____ (encyclopedic/limited) mind and energy gave the inner (7) _____ (block/impetus) to the project. One of the oldest universities inCanadais that atToronto, (8) _____ (disentitled/chartered) as King's College in 1827.American colleges and universities tended to (9) _____(imitate/opposed) German models, seeking to (10) _____ (combine/disconnect) thePrussian ideal ofacademic*(11) _____ (freedom/slavery)*with the native (12) _____(tradition/irregularity) of educational (13)_____ (opportunity/failure) for the many. Someland-grant colleges" (14) _____ (arose/dropped) fromMorrill Act of 1862 act, which (15) _____ (granted/refused) each state (16)_____ (tracts/limitations) ofland, for example,theMassachusetts Institute of Technology (MIT).Several European countries in the 19th century (17) _____ (reorganized/kept) and (18) _____ (secularized/religionized) their universities, notablyItaly(1870),Spain(1876), andFrance(1896). Universities in these and other European countries became mostly (19) _____ (state-financed/bankrupted). Women began to be (20) _____ (admitted/unappreciated) to universities in the second half of the 19th century. Meanwhile, universities' curriculum also continued to (21) _____ (evolve/deteriorate). The study of modernlanguagesandliteratureswas (22) _____ (added/uncombined) to, and in many cases supplanted, the (23) _____ (traditional/unestablished) study ofLatin,Greek, and theology. Such (24) _____ (mysteries/sciences) asphysics,chemistry,biology, andengineering(25)_____ (achieved/destroyed) a recognized place in curriculum, and by the early 20th century the newerdisciplinesofeconomics,political science,psychology, andsociologywere also taught.

2. Complete following sentences with appropriate form of pronoun.

1. I study at Moscow Polytech. _____ University has many buildings.

2. We moved to a new flat. _____ is big and light.

3. We live in a small village. _____ house is small and very pretty.

4. My sister works in a theater. She loves _____ job.

5. What is the color of your new car? - ____ color is black.

6. My friends don't have much money. _____ lives are quite difficult.

7. My friend is married to a Brazilian man. _____ name is Ricardo.

8. Is this your book? - Yes, it is _____.

3. Complete following sentences with the right form of adjectives.

1. My brother has a (tidy) _____room than me.

2. Australia is _____(big) than England.

3. I'm _____(good) now than yesterday.

4. She's got _____(little) money than you, but she doesn't care.

5. Cats are not as _____(intelligent) as dogs.

6. He thinks Chinese is _____(difficult) language in the world.

7. Valencia played _____(bad) than Real Madrid yesterday.

4.Complete following sentences with the right words.

I _____ (like) to live in Chandigarh. Chandigarh _____ (be) the capital of Punjab and is a very beautiful, clean, well-planned city. I _____ (be) from a small town, 'Phagwara' in Punjab and during my summer break, I _____ (use to) visit my grandparents in Chandigarh. I _____ (fall) in love with this city, and after I graduate, I _____ (want) to find a job in Chandigarh and settle there.

Yes, I ____ (be) very proud of my country. It's full of diversity and _____ (have) so many religions, languages, customs, and festivals. It's a beautiful country blessed with the majestic Himalayas, sacred rivers like Ganga, Yamuna, and so many ancient forts and palaces. People from all over the world ____ (come) to visit The Taj Mahal.

Yes, India is one of the _____ (old) civilizations in the world and is a fusion of various cultures and traditions. The history of India _____ (begin) with the Indus Valley Civilization and the coming of the Aryans. Throughout its history, its rich land _____ (have) attracted outsiders like Moguls, British, etc. India _____ (become) Independent in August 1947 after the efforts of people like Mahatma Gandhi and Subhas Chandra Bose.

5. Put the questions to the sentences with the question words from the brackets.

1. We visited some very interesting places last summer. (When?)

2. In Britain most people get information from television. (How?)

3.Ann works as a lawyer in a large international company. (Where?)

2. Conversation on the topics covered.

1. What is your full name? Why did your parents select this name for you? Did you have a nickname?

2. When and where were you born?

3. How did your family come to live there?

4. Were there other family members in the area? Who?

5. What was the house (apartment, farm, etc.) like? How many rooms? Bathrooms? Did it have electricity? Indoor plumbing? Telephones?

6. Were there any special items in the house that you remember?

7. What is your earliest childhood memory?

8. Describe the personalities of your family members.

9. What kind of games did you play growing up?

10. What was your favorite toy and why?

11. What subjects are you studying at university?

12. What will you do after finishing your studies?

13. Is there an increased trend for further education in our country?

14. Is higher education too expensive in our country?

15. In your opinion, what makes someone a good student?

16. How do teachers teach in our country?

17. How has education changed in Russia over the past few decades?

18. How will education change in the near future?

19. Which part of our country do like to live? Why?

20. What makes you feel proud of our country?

21. Do you know the history of Russia?

22. Will you stay in Russia in the Future?

23. What are the attractive cities in our country? Why?

24. How would you like to change the future of our country?

2nd semester

1. Final lexical and grammatical test.

2. Conversation on the topics covered.

1. Final lexical and grammatical test.

1. Complete following sentences with the right words.

There are as many means of transport as you _____ (can) only imagine. They are a bus, a bicycle, a car, a ship, a train, a plane and so on. And today I _____ (want) to discuss all of them.

The most popular means of transport _____ (be) a car. Nowadays there _____ (be) so many car producers and brands that a car becomes the most popular and comfortable type of transport. You _____ (can) travel

by car everywhere. The only thing that _____ (can) stop you is your driving license and the foreign country rules. A dream of many people is to buy a car and for most of them it comes true.

Another popular transport _____ (be) a bus. Not everyone _____ (can) drive or many people just want to enjoy the view and concentrate on their thoughts while traveling. And the bus allows all these. The cost of traveling by bus _____ (be) much lower than that of a car.

Bicycle _____ (be) popular among young people. They _____ (use) it during the warm seasons to travel around the city or the nearby places. It's healthy and affordable for most of people.

2. Fill in the gaps in the sentences with the right modal verb in the correct tense.

1.You…. (to talk) during your exam tomorrow.

2. He... (to cook) tonight because he's going to a restaurant.

3. We... (to forget) to lock all the doors before we leave.

4. She … do this work tomorrow, because now she doesn't have enough time for it.

5. Lucy…. (to attend) our meeting. She's stuck in a traffic jam.

6. She's seven years old, but she … read yet. Her parents are getting her extra lessons.

7. … (She / to wear) … jewelry at school?

8. The museum was free. So we… pay to get in.

9. …. (You / to swim) ... when you were 10?

10. Hurry up! The check-in…. (to start) in three hours and we are still at home.

3. Complete the following sentences with the right forms of the words.

Today healthy lifestyle _____ (become) _____ (much and much) popular both with the old and the young. People _____ (have become) more health-conscious. They say that _____ (the great) wealth is health. And it's so true. The _____ (healthy) we are, the ____ (good) we feel. The _____ (good) we feel, the _____ (long) we live.

A healthy diet _____ (be) an essential part of staying healthy. We know that we should not stuff ourselves with fast food, sweets, sausages, pastry and fat food. Due to medical research, this type of food _____ (shorten) our life, it _____ (lead) to obesity, heart and blood vessel diseases, diabetes, gastric problems and lots of other serious ailments. To prevent all these problems we should _____ (enjoy) well-balanced home-made meals with a lot of organic fruits, vegetables, dairy products, grains and seafood. We are what we eat.

4. Put the verbs in brackets in the right form: Present Simple or Present Continuous.

1. Don't give me any cheese. I _____(to hate) it!

2. You won't find Jerry and Tom at home right now. They _____(to study) in the library.

3. Harold Black's a famous pianist. He_____(to give) two or three concerts every week.

4. It _____ often _____ (not / rain) in the summer, but today it _____ (rain).

5. "_____ Mr. Jackson _____ (help) his son with his homework?" - "Yes, every evening"

6. ____ you ____ (to take) any vitamins at the moment?

7. At first, I didn't like my job, but I _____ (to begin) to enjoy it now.

3. Fill in the gaps with the correct modal verb in the right tense.

1. Last year he _____ (not/to take part) in the competition because he had his leg broken.

2. At our hotel holiday-makers _____ (to choose) between a single, a double or a family room.

3. You _____ (to pick) our son up from school at 17.00. Please don't forget.

4. I _____ (to leave) my house much earlier because I was afraid to get into a traffic jam and miss my plane.

5. You _____ (not/to see) me off if you don't have free time.

6. When I was 12 I _____ (to choose) our holiday destination as my birthday present.

7. In ten years young people _____ (to enter) the university without entrance exams.

8. _____you (to book) the plane tickets yourself? I am very busy this week.

9. I am afraid I never _____ (to be) on a diet. I love cakes too much.

10. Tomorrow they _____ (to stay) four hours in Paris airport waiting for the connecting flight.

2. Conversation on the topics covered.

1. Do you like traveling?

2. Whom do you often spend the holiday with? ...

3. Have you done much traveling? ...

4. What kind of places have you visited in your life? ...

5. When you visit new places, what do you like to do? ...

6. Do you prefer traveling alone or in a group? ...

7. Do you often travel abroad?

8. What kinds of public transport are there where you live? ...

9. Do you prefer public transport or private transport? ...

10. How do you travel to work? ...

11. Is a bicycle a good means of transport? ...

12. Do you think that there should be a separate lane for bicycles?

13. Do you think people pay enough attention to their health?

14. Do you think the government is responsible for public health?

15. Do you think there are more unhealthy people these days as compared to a decade ago?

16. How do you think parents can encourage children to be healthy?

17. How do you usually cope with stress?

3rd semester

1. Final lexical and grammatical test.

2. Conversation on the topics covered.

1. Final lexical and grammatical test.

1. Use Participles I or II of the verbs in brackets where needed:

1. … (to know) that their resources are … (to limit), people make a decision how to allocate them in the best way.

a) known\limited b) knowing\limiting c) knowing\limited d)known\limiting

2. Scientists and engineers… (to develop) substitutes for natural building materials have been working hard for the last several decades.

a) Developed b) developing c) develop d) will develop

3. An association is an organization … (to form) by people … (to have) the same interests.

a) forming \ having b) formed \ had c) formed \ having d) forming \ had

2. Put the adjectives in brackets in the comparative degree:

1. At low pricesthe demanded quantity is… (high).

a) most high b) the most high c) higher d) much higher

2. The government intervention in economies is … (successful) if it helps private industries.

a) successful b) most successful c) the more successful d) more successful

3. Put the adjectives in brackets in the superlative degree:

1. Land quality is… (important) for agriculture.

a) more important b) important c) most important d) the most important

2. As to price ceilings, without regulation and organization, they may lead to… (great) social and economic problems.

a) greatest b) the greatest c) the greater d) greater

4. Complete the sentences with the suitable words.

1. In Cuba and the South Koreathe government makes all resources allocation…

a) intervention b) importance c) demand d) decisions

2. Economics… production and consumption levels.

a) exports b) analyzes c) nationalizes d) analyze

3. The statistics are usually … by the government officials.

a) regulated b) made c) collected d) solved

4. A free market economy relies on indirect…

a) supply b) regulation c) prices d) service

5. Demand is...of goods that buyers wish to buy at each price.

a) the quality b) the equilibrium c) the surplus d) the quantity

6. Constant factors, like technology, input price and the degree of government regulation… the supply.

a) influence b) consume c) equal d) impose

7. … is money going from man to man and used by the people in buying and selling goods and services.

a) input b) active c) inferior d) complement

8. The market is an equilibrium when the price regulates the quantity supplied and the quantity… .

a) invested b) reduced c) increased d) demanded

9. Government can regulate demand by adding its own demand to the demand of the … sector.

a) floor b) private c) ceiling d) substitute

5. Find English equivalents for Russian words and word combinations in brackets: (Find English equivalents for Russian words and word combinations in brackets):

1. In mixed economies both market and government (important).

a) to be important b) is importance c) of importance d) are of importance

2. Conversation on the topics covered.

1. What is economy? What is its central problem?
2. What is market?
3. How will you describe a command economy?
4. What is a free market economy?
5. What is a mixed economy?
6. What is demand?
7. What is supply?
8. When do we say that the market is in equilibrium?
9. What factors influence demand?
10. What factors influence supply?

eleven. What is the role of the government in regulating demand and supply?

12. What is consumer demand?
13. What assumption is the basis of the theory of demand?
14. What is marginal utility?
15. What relationship do we call the law of demand?
16. What is market demand?

4th semester

1. Final lexical and grammatical test.

2. Conversation on the topics covered.

1. Final lexical and grammatical test.

Task 1. Choose the proper variant and fill in the blanks:

1. Purchasing power is transformed _ one group of consumers _ another group of consumers through transfer payments.

a) to; from; - b) from; to c) -; to d) from; –

2. Employees exchange _labor _ money.

a) in, for b) for, _ c) _, for d) on, _

3. The exchange rate _ US dollar _ ruble has just changed.

a) from; to b) of; from c) in, against d) of; against

4. Final goods are the goods _ by end-users.

a) have beenconsumed b) consume c) to haveconsumed d) to be consumed

5. The value of the total output _ in the public sector will make an effect on GNP.

a) is produced b) produces c) to produce d) to be produced

6. There _ equal income distribution within each country.

a) does not exist b) were c) are d) do not exist

7. By 2005 _ a rise in the GNP per person in thatcountry.

a) it had been b) there was c) there were d) there had been

8. This firm wassaid _ high profits.

a) to receive b) receive c) to be received d) receives

9. The governmentis supposed _ now the problem of tax holidays for small businesses.

a) consider b) to be considering c) considering d) is considered

10. The rate of exchangeis known _ by the Central Bank.

a) to regulate b) to be regulating c) to be regulated d) regulated

eleven. If you run a sole proprietorshipyour work is partly _ an employee and_ an employer.

a) that of; that of b) the work; the work c) those of; those of d) that work; that work

12. The computers sold in the market are of lower quality than _ our company.

a) those b) computers c) those of d) those computers

13. _ often the average income in the countryis analyzed.

a) Mostly b) Most c) Most of d) The most

14. _ tax rates _ tax revenue.

a) The lower; the higher b) Low; high c) lower; lower d) Higher; lower

Task 2. Find English equivalents for Russian words and word combinations in brackets:

1. (When money is used, money makes an economy more efficient.

a) When isused b) When used c) Money used d) Having been used

2. Input prices will make the production more expensive, (if you increase them)

a) if increased b) if are increased c) input prices are increased d) if were increased

3. The company (believed) to modify its products.

b) believed b) to believe c) was believed d) were believed

4. The firm isconsidered .(received a fabulous profit).

a) to make huge profit b) to have made huge profit c) made huge profit d) to be made huge profit.

Task 3. Complete the sentences with suitable words and word combinations:

1. The GNP is made up of GDP and _ from abroad..

a) capital input b) labor supply c) property income d) national product

2. To stimulate economic growth the government regulates the level of _.

a) depreciation b) aggregate demand c) assets d) liabilities

3. The _ is the total money value of all final goods and services in an economy over a one-year period.

a) VAT b) GDP c) GNP d) national income

4. An economically free person can do what s/he wishes with his/her _.

a) property b) output c) input d) taxes

5. Imports are goods, produced abroad and sold in the _ market.

a) export b) domestic c) international d) external

6. Taxation and government spending _ finance public expenditure.

a) most b) mostly c) nearly d) most of

7. The_is raised at different stages of the production process.

a) government borrowing b) VAT c) personal income tax d) sales tax

8. Government _ include pension contributions to state-run social security funds.

a) taxes b) spending c) revenues d) payments

9. _ goods mostly paid by governments include national defense, health services,clean air.

a) State b) Luxury c) Public d) National.

10. In a_taxstructure the average tax rate rises with a person's income level.

a) effective b) productive c) progressive d) regressive

eleven. Sales tax is an example of _tax which is levied on purchase of goods and services.

a) direct b) revenue c) indirect d) borrowing

12. We _ between real and nominal GNP.

a) defer b) differ c) distinguish d) exchange

13. When goods are _ for other goods and services much timeis wasted.

a) swapped b) changed c) transformed d) transferred

14. When moneyis used to make purchases it functions as _.

a) a means of payment b) a store of value c) a unit of account d) a standard of deferred payment

15. The Gross domestic productis produced by _ within the country.

a) all factors of production b) aggregate demand c) public spending d) Gross national product

16. Value added tax is an example of _tax which is levied on purchase of goods and services.

a) direct b) revenue c) indirect d) borrowing

17. _is transformed from one group of consumers to another group of consumers through transfer payments.

a) Taxrevenues b) Purchasing power c) Public goods d) Public spending

2. Conversation on the topics covered.

1. Define factors of production. What are they?

2. What does the production process consist of?

3. What does capital refer to as a factor of production?

4. What types of capital can be distinguished?

5. Why is money not a factor of production?

6. Who are the most successful entrepreneurs?

7. How is the entrepreneur's production factor defined?

8. What skills should an entrepreneur have to run production smoothly?

9. What does labor refer to?

10. What workers are referred to as human capital?

5th semester

1. Final lexical and grammatical test.

2. Conversation on the topics covered.

1. Final lexical and grammatical test.

I. Choose an equivalent for this Russian word or phrase.

1.taxation

a)tax	**b)**taxation	**c)**tax rate

2.aggregate demand

a)aggregate demand	**b)**consumer demand	**c)**primary demand

3.excise taxes

a)customs duties	**b)**excise duties	**c)**registration duties

4.purchasing power

a)earning power	**b)**water power	**c)**purchasing power

5.lead to something

a)result in something	**b)**follow something	**c)**avoid something

6.*reduce taxes*

a)decrease taxes	**b)**impose taxes	**c)**subtract taxes

7.increase expenses

a)cut spending	**b)**increase spending	**c)**multiply spending

II. Choose the correct tense form of the verb.

1.Fiscal policy _____ to influence the level of economic activity.

a)uses **b)**used **c)**is used

2.Spending can _____ by increasing taxes.

a)to reduce **b)**be reduced **c)**to be reduced

3.Nowadays taxation rate changes (eg income tax changes) _____ time to make.

a)are taking **b)**take **c)**are taken

4.An increase in government spending _____ aggregate demand.

a)is stimulated **b)**stimulates **c)**has been stimulated

5.The government _____ considerably _____ its expenditure over the last two years.

a)is changed **b)**to be changed **c)**has changed

III. Fill in the blanks with modal verbs or their equivalents.

1.*The government _____ use a number of taxation measures to subsidize the social sector.*

a)can **b)**has **c)**ought

2.*If the government _____ to increase spending, it creates a budget deficit.*

a)should **b)**must **c)**is

3.The rise in the VAT on all goods or excise duties on particular products _____ to lead to lower purchasing power.

a)might **b)**is able **c)**should

4.*A fall in government spending _____ reduce aggregate demand.*

a)must **b)**ought **c)**is able

5.A dramatic increase in government spending _____ to stimulate aggregate demand.

a)could **b)**has **c)**must

IV. Fill in the blanks with adjectives in the correct form.

1.An increase in the VAT will lead to _____ spending power.

a)low **b)**lower **c)**the lowest

2.An improvement in government spending creates _____ jobs.

a)additional **b)**more additional **c)**the most additional

3.A significant proportion of government expenditure has been reviewed after the _____ crisis in the country's history.

a)worse **b)**worst **c)**baddest

2. Conversation on the topics covered.

1. What are the main forms of financial reporting?
2. What is the constituent in PLS?
3. What is the difference between Cash flow and PLS?
4. What methods of calculations are?
5. What is the essence of each of them?
6. What are the major types of money do you know?
7. How can commodity money be characterized?
8. How does credit money differ from commodity and flat money?
9. What are the main functions of money?
10. What do you know about investment policies?
11. Why are banks usually reluctant to invest in industrial projects?
12. Why do banks prefer rather than low yielding investments?
13. Which investments do usually yield high returns?

6th semester

1. Final lexical and grammatical test.

2. Conversation on the topics covered.

1. Final lexical and grammatical test.

I. Put the verb in brackets into the correct form of Participle 1.

1. I know the problem (to discuss) at the meeting.
2. (to design) by a famous architect the bridge across the river is both beautiful and strong.
3. (to live) in Moscow for many years she knew the city very well.
4. (to examine) the goods were prepared for loading.
5. Is this new method of work (to use) now?

II. Translate the sentences into Russian, paying attention to the participle and independent participial phrase.

1. The article tells about new technologies, the most attention being paid to computer development.
2. Shocked by the news the old man kept silence.

3. Looking through the magazine she found a dress of her dreams.
4. Having lost the key she could not get into the house.
5. I asked her questions, she giving no answer.
6. Being inhabited by more than 7 million people, the city was huge, noisy and uncomfortable to navigate.
7. It being a hot day, they decided to go to the river.

III. Fill in the gaps in the text with the appropriate word: demand, profit, launch, goal, contribution, share, promote, staff, subsidiary, increase.

Pinelcom

Pinelcomaims at creating and delivering value to its customers, value to its employees, and value to the region. Our success in moving towards this _____is proven by the financial result of this year. Sales at the end of the year was 83.5 million euros, that is an _____ of 12 per cent over the previous year, and _____ rose by 6 per cent. In spite of strong competition, we have increased our market share to 25 per cent. As a result our _____price has risen to reach 11.6 euros per one share.

A huge increase in production and rising _____have had a positive effect on our cash reserves. We are planning to start full manufacturing in our recently opened Polish _____in May.

At the moment our Research and Development department is developing a new product, which we are going to _____into the market next summer. Our Marketing specialists are already working on the advertising campaign to _____ this product on the market.

Finally, I would like to congratulate our _____ on the good performance. Thank you all for your support and _____ to our company.

IV. Write a business letter on the topic: request to the company for the supply of 2 CNC machines for turning and milling work.

2. Conversation on the topics covered.

1. What is recruitment? What stages does recruitment have?
2. What are the usual section of a job advertisement?
3. What is a CV? What parts does it contain?
4. What is the function of CV?
5. What is a covering letter or letter of application?
8. What parts does it contain? What is the function of each part?
6. How should an applicant behave at a job interview? What should not an applicant do at a job interview?
7. What methods are there to evaluate the applicant for a job?
9. What is an ideal job for you? (Speak about ways of working, working conditions, your responsibilities, promotion opportunities, salary)
10. What are the legal forms of business in the UK? In the USA?
11. What is a sole proprietor? What are the advantages and disadvantages of this form of business?
12. What is a partnership? What are the advantages and disadvantages of this form of business?
13. What is a private limited company? What are the advantages and disadvantages of this form of business?
14. What is a public limited company? What are the advantages and disadvantages of this form of business?
15. What form of business will you choose if you set up your company?

16.What are the usual departments in the company? What department would you prefer to work and why?

17. What industries do you know? What industry would you prefer to work and why?

18. Which company performance characteristics do you know? Which of them is the most important in your opinion and why?

19. What are the structural elements of an official letter?

20. How does ending the letter's greeting and changes depending on whether the writer knows or does not know the name of the addressee?

25. What is the function of the first paragraph of a business letter?

26. What is the usual closing remark of a business letter?

Example of an exam paper.

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION
"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECH)

Faculty of Basic Competencies, Department of Foreign Languages
Discipline "Foreign language"
All areas of training
__ course, __ semester

EXAMINATION TICKET No. 1

1. Lexico-grammatical test.
2. Conversation on the topics covered.

Approved at the meeting of the department "___" _____ 202_, minutes No. ___
Head department _____ / _____/