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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"

(Moscow Poly)

APPROVE
Vice-President
for International Affairs
_____ /Yu.D. Davydova/
"30" 05 2022

Dean,
Faculty of Economics and Management
_____ /A.V. Nazarenko/
"30" 05 2022

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 2022

The program was drawn up in accordance with the requirements of the Federal State Educational Standard of Higher Education and the curriculum for the direction of training 38.03.02 Management

The program was made up of:
Associate Professor, PhD in Philology Presnukhina I.A., _____
associate professor, Ph.D. n. Tsilenko L.P. _____

The program of the discipline "Foreign language" in the direction 38.03.02 Management training profile**Business Process Management**approved at a meeting of the department "Foreign languages"

May 27, 2021,Protocol No. 10

Head of the Department _____ /I.A.Presnukhina/

The program of the discipline "Foreign language" in the direction of training 38.03.02 Management training profile**Business Process Management** agreed with the head of the educational program

Commission Chairman _____ / _____ /

"_" 20
Protocol: No.

The program was approved at a meeting of the educational and methodological commission of the Faculty of Economics and Management

Commission Chairman _____ / /

"____" _____ 20___ Protocol No.

1. The goals of mastering the discipline.

The main goals of mastering the discipline "Foreign Language" include:
comprehensive development of students' communication skills formed at the previous stages of education, necessary for adequate and effective social and communicative communication in various situations of professional, scientific, everyday and intercultural activities in oral and written forms, for further self-education, as well as for preparing students for passing international exams for knowledge of the English language.

To the main tasksmastering the discipline "Foreign language" should include:

- mastering the necessary lexical minimum for communication in everyday, professional and business situations;
- development of skills for the correct use of grammatical phenomena, syntactic constructions, as well as expressive language means that ensure communication without distorting the meaning;
- development of the ability to perceive foreign speech by ear;
- development of skills and abilities of working with business correspondence, as well as conducting telephone conversations;
- development of skills in reading professional literature in a foreign language;
- development of the ability to competently express their thoughts orally and in writing;
- mastering the functional forms of speech etiquette in everyday, professional and business situations;
- familiarization with the basics of communicative strategies and tactics of the language of business and management;
- formation and development of independent work skills (working with foreign language sources, searching and analyzing the necessary information, critical thinking);
- education of tolerance and respect for the spiritual values of different countries and peoples.

2. The place of the discipline in the structure of the BEP of the bachelor's degree. Communication of the discipline with other modules (disciplines) of the curriculum

This course is included in the list of basic disciplines and is taught during four semesters of the first and second years of study. The discipline "Foreign Language" is logically, meaningfully and methodically connected with other humanitarian disciplines in the curriculum, aimed at broadening one's horizons, forming a humanistic worldview and developing communication skills.
The course "Foreign Language" for the direction of training Management is communicatively oriented and is designed to stimulate the intellectual and emotional-volitional development of the individual with the help of cognitive techniques.

3. The list of planned learning outcomes for the discipline (module), correlated with the planned results of mastering the educational program.

As a result of mastering the discipline (module), students develop the following competencies and the following learning outcomes should be achieved as a stage in the formation of the relevant competencies:

Competency code	As a result of mastering the educational program, the student must have	List of planned learning outcomes by discipline
UK-4	Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s)	IUK-4.1. Takes into account the features of business communication in the state and foreign languages, depending on the characteristics 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 originality of the style of official and unofficial letters, as well as socio-cultural differences in the format of correspondence IUK-4.3. Performs translation of 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

4. Structure and content of the discipline.

The total labor intensity of the discipline is __12__ credit units, i.e. 432_ academic hours (of which 216 hours are independent work of students).

Sections of the discipline "Foreign language" are studied in the first, second, third and fourth semesters.

First semester:seminars and practical classes - _2_ hours per week (__36_ hours), form of control - test.

Second term:seminars and practical classes - _2_ hours per week (__36_ hours), control form - exam.

Third semester:seminars and practical classes - __2_ hours per week (__36_ hours), form of control - test.

Fourth semester:seminars and practical classes - __2_ hours per week (__72_ hours), the form of control is an exam.

Fifth semester:seminars and practical classes - __2_ hours per week (__36_ hours), form of control - test.

Sixth semester:seminars and practical classes - _2_ hours per week (__36_ hours), control form - exam.

The content of the sections of the discipline

The structure and content of the sections of the discipline are indicated in Appendix A to the program.

1 semester

Topic 1: 'Family. representation. Acquaintance.′

Lexical minimum	family• growing up •comfort•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 • to sell and buy the goods • merchant • the future •
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 tasks for filling in tables or diagrams based on the read text.
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.

Theme 2: 'University'

Lexical minimum	Meeting preparation and coordination at the university• to iidentify the purpose of your future profession• informal or formalmeeting•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 for "true/false/not indicated in the text".
speaking	Prepare a meeting of a foreign partner in the office “Administrative meeting” (role-playing game). Words indicating a sequence of actions: first, second, third, then, next, after, finally.
Letter	Describe any famous university “University”
Block of independent work skills development: development of information search and processing skills.	Introduction of an example or illustration to the presentation. “What is a successful international University?”(search for information on the given questions on the Internet).

2 semester

Theme 3: “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	past simple. Future Simple. Modal verb equivalents: be able to, might, have to, to be permitted to, to be allowed to.
Reading	Development of viewing and introductory reading skills. Practicing tasks for "true/false/not indicated in the text".
speaking	Prepare a meeting of 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 of independent work skills development: development of information search and processing skills.	Introduction of an example or illustration to the presentation. “What is a smart city?”(search for information on the given questions on the Internet).

Topic 4: 'Traveling'

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

3 semester

Topic 5: 'Transportation'

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	Past continuous. past simple. present perfect. past perfect.
Reading	Practicing the tasks “Choose the best heading for each paragraph” and “Which paragraph talks about ...”
speaking	“Barriers in transportation”. Vocabulary for expressing one's opinion and argumentation (because, lead to disruptions and inability of some employees to work effectively as a team, cause conflict, due to, as). A brief description of the structure of concluding a contract with foreign partners using Present Continuous. Describing the first results in writing a contract using the Present Perfect.
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 of development of independent work skills: development of critical thinking skills.	Conducting a round table on the topic “Transportation” (writing an essay on a chosen narrower topic within the framework of a general direction and presenting a short report on the essay topic at a round table, followed by a discussion of the similarities and differences between the transport systems in foreign countries).

Topic 6: 'Healthy life style'

Lexical minimum	Nutritious• Nutrition • food allergy • food intolerance • free range • balanced diet • Fattening • Cut down on smth. • Snack • Strongly advise • To digest **•& etc.**
Grammar	Future continuous. Future in the Past Simple. present perfect. past perfect.
Reading	Practicing the tasks “Choose the best heading for each paragraph” and “Which paragraph talks about ...”
speaking	“Barriers in transportation”. Vocabulary for expressing one's opinion and argumentation (because, lead to disruptions and inability of some employees to work effectively as a team, cause conflict, due to, as). A brief description of the structure of concluding a contract with foreign partners using Present Continuous. Describing the first results in writing a contract using the Present Perfect.
Letter	“Hhealthy lifestyle is becoming more and more popular” Essay structure. Rules for constructing a paragraph. Introductory sentences that formulate the topic of a paragraph.
Block of development of independent work skills: development of critical thinking skills.	Conducting a round table on the topic "Hhealthy lifestyle» (writing an essay on a chosen narrower topic within a general direction and presenting a short paper on the topic of the essay to a round table, followed by a discussion of the similarities and differences between diets).

4 semester

Topic 7: Human Resource Management (HRM)

Lexical minimum	Human Resource Management (HRM)• to motto • furnishing • employee compensationt• benefit • mandate •strong communication skills • ever-increasing • actively listen and take notes• remain cheerful • enterprise •to govern • to conduct recruiting • executive education • appraisal • reward systems& etc.
Grammar	Participle I-II.
Reading	Practicing the fulfillment of tasks "This statement corresponds to the opinion of the author of the text, does not correspond, or the author does not express his opinion on this matter"

speaking	Vocabulary for expressing agreement or disagreement. To what extent do you agree or disagree …?
Letter	Conducting a round table on the topicHuman Resource Management (HRM) Essay writing:Human Resource Management (HRM).

Topic 8: Rules from the Recruitment Insiders

Lexical minimum	•recruitment•to hire•accountable•ownership employment brand•to frustrate•to streamline•schedule•to set expectations•behavioral questions•to deserve•decline•correspondence•term•content•nature• composition • format •paragraph•expand•information•provide•tone•address•recipient•address•title•blank•line•type•standard•paper•top•mail•base•oorder• recommendation• cconfirmation• credit•transfer•courier•professional• personal • formal •accurate•relevant antagonistic•classify•variables•casual•effective• toprint• to cover• tooccupy• tosupportetc.
Grammar	passive voice.
Reading	Practicing the task "Answer the questions."
speaking	Working out the structure of the presentation“What is the format for business letters?” Description of the structure of a business letter. Repetition of words to describe various forms of business correspondence.
Letter	Writing the message “Types of business letters”.

5 semester

Topic 9: Public Management

Lexical minimum	• disburse•to engaged in organizing• to engaged in recruiting staff• to engaged in guiding• to engage in coordinating• to engage in briefing (reporting)• to engaged in monitoring control• to gain insight into•to shift repeatedly from• to draw attention•to emerge• responsibilities of brief duration• to perceive•CEO (Chief Executive Officer)• to gain insight into•distinct issue• to track down• commuting• the broadness of subjects• minor issues• alongside crucial•to reveal•hardly make big decisions•a conventional sense•substantial• agenda•disordered discourse•to be in charge of• to be directly correlated to• impact• formal authority• phone etiquette • introduction yourself•pick up the phone• customer support• personal call• speak clearly•strong communication skills • speakerphone • remain cheerful • transferring a call • to put someone on hold •
Grammar	Passive voice.
Reading	Practicing the fulfillment of tasks "This statement corresponds to the opinion of the author of the text, does not correspond, or the author does not express his opinion on this matter"
speaking	Vocabulary for expressing agreement or disagreement. To what extent do you agree or disagree …?
Letter	Write an essay on the topic: “Public Management”

Topic 10: International management expansion

Lexical minimum	Ccultural and business differences •huge opportunity•huge opportunity•significant potential•potential for revenue•to accompany•no longer make sense•cash flow•disrupt operations•plenty of research•to offer the same opportunities•successful expansion•competitive landscape•bringing in local expertise•the demand•initial market•at the rates
Grammar	present continuous. The expression to be going to. present perfect. Modal verbs and their equivalents.
Reading	Practicing the tasks “Choose the best heading for each paragraph” and “Which paragraph talks about ...”
speaking	“Barriers in multicultural business communication”. Vocabulary for expressing one's opinion and argumentation (because, lead to disruptions and inability of some employees to work effectively as a team, cause conflict, due to, as). A brief description of the structure of concluding a contract with foreign partners using Present Continuous. Describing the first results in writing a contract using the Present Perfect.
Letter	“How does cultural diversity affect business communication?” Essay structure. Rules for constructing a paragraph. Introductory sentences that formulate the topic of the paragraph.
Block of development of independent work skills:	Conducting a round table on the topic “Culture of the English-speaking countries” (writing an essay on a selected narrower topic within the framework of a general direction and presenting a

development of critical thinking skills.	short report on the essay topic at a round table, followed by a discussion of the similarities and differences between Russian-speaking and English-speaking cultures).

6 semester

Topic 11: 'Things you need to know something about'

Lexical minimum	effective presentation •superordinate• audience • proponent • guarantee • chance • order •prior• performance • perspective • client • goal • define • objective • assemble • consolidation • separate • accurate • correct • relevant • • discuss • object • content • establish • monotonous • intonation • pauses • emphasize •illustrate• guide • animation • quote • reputation • visual • tactic • • reaction • express • nonverbal • humor • circulate • lecture • tend • affect
Grammar	Infinitive.
Reading	Practicing tasks to complete tables or charts based on the information read.
speaking	Developing the ability to express opinions and make generalizations.
Letter	Description of the pie chart.Write an essay on the topic:

Topic 12: 'The impact of technology on professional development'

Lexical minimum	Innovation • process-improvement methods • technology roadmapping • technology forecasting • to obtain market share and value • creating newness • designation • power of devices • speakerphones • manipulate • artificial intelligence • internet speed • communication platforms • collaborate • co-workerand client• to enhance smb's. ability to communicate with • to manage IT services • cloud computing
Grammar	Review of learned grammar.
Reading	Practicing tasks for filling in the gaps in the annotations to the read text
speaking	Development of the ability to conduct various types of analysis, comparison.
Letter	Description of the histogram.Write an essay on the topic: “The impact of technology on professional development”

5. Educational technologies.

The methodology of teaching the discipline "Foreign language" and the implementation of the competence-based approach in the presentation and perception of the material provides for the use of the following active forms of conducting group classes in combination with extracurricular work:

- information and communication technologies: work with foreign language sources on the Internet, analysis of the text read;
- problem-based learning: preparation, defense and discussion of reports and presentations;
- developmental education: development of language skills, expansion of knowledge about the English-speaking world;
- communicative training: role-playing games, drawing up dialogues on professional and everyday topics.

The proportion of classes conducted in interactive forms is determined by the main goal of the educational program, the peculiarity of the contingent of students and the content of the discipline "Foreign Language" and in general for the discipline is 50% of the classroom.

6. Evaluation tools for current monitoring of progress, intermediate certification based on the results of mastering the discipline and educational and methodological support for students' independent work.

In the learning process, the following evaluation forms of students' independent work, evaluation tools for monitoring progress and intermediate assessments are used.
The evaluative means of current control include:

- test,
- oral survey,
- report/message,
- case tasks,
- role-playing game,
- essay.

Self-assessment tools include:

- preparation of presentations;
- writing an essay on a given topic;
- participation in the round table;
- debate.

The estimated means of intermediate control include:

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

Sample tasks for conducting current control, topics for presentations and essays, tasks for independent work of students, a sample of the final test work are given in the appendix.

6.1. Fund of assessment tools for conducting intermediate certification of students in the discipline (module).

6.1.1. A list of competencies indicating the stages of their formation in the process of mastering the educational program.

As a result of mastering the discipline (module), the following competencies are formed:

Competency code	As a result of mastering the educational program, the student must have
UK-4	Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s)

In the process of mastering the educational program, this competence, including its individual components, is formed in stages in the course of mastering the discipline by students in accordance with the curriculum and calendar schedule of the educational process.

6.1.2. Description of indicators and criteria for assessing competencies formed on the basis of the results of mastering the discipline (module), description of assessment scales

An indicator of competence assessment at various stages of its formation is the achievement by students of the planned learning outcomes in the discipline (module).

UK-4 - Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign (s) language (s)				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
IUK-4.1. Takes into account the features of business communication in the state and foreign languages, depending on the characteristics of verbal and non-verbal means of communication	The student demonstrates the complete absence or insufficient correspondence of knowledge of professional vocabulary and vocabulary of business communication in a foreign language, studied grammatical structures, communication rules, rules for preparing presentations and essays and descriptions of graphs.	The student demonstrates an incomplete correspondence between the knowledge of professional vocabulary and the vocabulary of business communication in a foreign language, the studied grammatical structures, communication rules, rules for preparing presentations and essays, and descriptions of graphs. Significant errors are allowed.	The student demonstrates a partial correspondence between the knowledge of professional vocabulary and the vocabulary of business communication in a foreign language, the studied grammatical structures, communication rules, rules for preparing presentations and essays, and descriptions of graphs. Minor errors, inaccuracies, difficulties in using the acquired knowledge are allowed.	The student demonstrates full compliance with the knowledge of professional vocabulary and the vocabulary of business communication in a foreign language, studied grammatical structures, communication rules, rules for preparing presentations and essays and descriptions of graphs. Freely uses the studied lexical and grammatical material.
IUK-4.2. Able to exchange business information in oral and written forms in the state and foreign languages, taking into account the originality of the style of official and unofficial letters, as well as socio-cultural differences in the format of correspondence	The student does not know how or insufficiently knows how to perceive foreign speech by ear; understand professional literature in their specialty; communicate on professional and business topics; prepare presentations and reports; write essays and describe graphs.	The student demonstrates incomplete compliance with the following skills: perceive foreign speech by ear; understand professional literature in their specialty; communicate on professional and business topics; prepare presentations and reports;	The student demonstrates partial compliance with the following skills: perceive foreign speech by ear; understand professional literature in their specialty; communicate on professional and business topics; prepare presentations and reports; write essays and describe graphs.	The student demonstrates full compliance with the following skills: perceive foreign speech by ear; understand professional literature in their specialty; communicate on professional and business topics; prepare presentations and reports; write essays and describe graphs. Freely operates with

		write essays and describe graphs. Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	Skills are mastered, but minor errors and inaccuracies are allowed.	acquired skills, applies them in situations of increased complexity.
IUK-4.3. Performs translation of 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	The student does not possess or insufficiently possesses the skills of public speaking, the skills of working with foreign-language sites and texts in his professional orientation; the skills of extracting the necessary data and analyzing the information received; critical thinking skills; teamwork skills.	The student does not fully master the skills of public speaking, the skills of working with foreign-language sites and texts in his professional orientation; the skills of extracting the necessary data and analyzing the information received; critical thinking skills; teamwork skills. Significant errors are made, lack of skills in a number of indicators is manifested. The learner experiences significant difficulties in applying skills in new situations.	The student partially owns the skills of public speaking, the skills of working with foreign-language sites and texts in his professional orientation; the skills of extracting the necessary data and analyzing the information received; critical thinking skills; teamwork skills. But minor mistakes, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student fully owns the skills of public speaking, the skills of working with foreign-language sites and texts in their professional orientation; the skills of extracting the necessary data and analyzing the information received; critical thinking skills; teamwork skills. Freely applies acquired skills in situations of increased complexity.

Scales for assessing the results of intermediate certification and their description:

Form of intermediate certification:

1 semester - credit;
2 semester - exam;
3 semester - credit;
4 semester - exam
5th semester - credit;
6 semester - exam

Intermediate attestation of students in the form of a test / exam is carried out based on the results of all types of educational work provided for by the curriculum for this discipline, while taking into account the results of current monitoring of progress during the semester. The assessment of the degree of achievement by students of the planned learning outcomes in the discipline is carried out by the teacher conducting classes in the discipline, by the method of expert assessment. Based on the results of the intermediate attestation for the discipline, a pass/fail or "satisfactory"/"good"/"excellent"/"unsatisfactory" grade is given, depending on the form of intermediate control provided for by the curriculum.

Only students who have completed all types of educational work provided for by the work program in the discipline "Foreign Language" are allowed to the intermediate certification: doing homework, doing current tests, doing independent work.

A point-rating system for evaluating students is used. The maximum number of points that a student can score based on the results of the semester is 100 points. Of these, 40 points evaluate the student's classroom work, 10 points - the result of independent work, 50 points fall on intermediate certification.

Classroom work: maximum 40 points

- homework, work in the classroom (answers to oral questions, participation in discussions, role-playing games) - 10 points at the end of the semester;
- completion of assignments for the preparation of short oral and written communications (4 assignments in total) - 10 points (2.5 points for each assignment);
- performance of lexical and grammatical tests (only 2 tests) - 20 points (10 points for each test).

Independent work: maximum 10 points

- semester 1: presentation - 5 points
- Semester 2: writing an essay and participating in a round table - 10 points (of which a maximum of 5 points is assessed by the essay itself and 5 points - participation in a round table)
- 3rd semester: group work - 10 points
- 4 semester: essay preparation - 5 points, presentation - 10 points (of which the presentation of the report itself is estimated at a maximum of 7 points and 3 points - answering questions on the topic of the report);

Intermediate certification: maximum 50 points

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

Correspondence table of the scores scored by the student to the “passed” / “failed” assessment and a description of the results:

One hundred point rating scale	**Evaluation scale**	**Description**
55 - 100	Passed	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities given in the tables of indicators, operates with the acquired knowledge, skills, skills, applies them in situations of everyday and professional interaction. In this case, minor errors, inaccuracies in the choice of adequate lexical units and

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

Correspondence table of points scored by a student on a five-point assessment scale and description of the results:

One hundred point rating scale	**Five-point rating scale**	**Description**
86 - 100	Excellent	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities to the indicators given in the tables, operates with the acquired knowledge, skills, skills, applies them in situations of increased complexity. In this case, minor errors, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.
71–85	Good	All types of educational work provided for by the curriculum have been almost completely completed. The student demonstrates the correspondence of knowledge, skills and abilities to the indicators given in the tables, operates with the acquired knowledge, skills, skills, applies them in situations of increased complexity. In this case, individual minor errors, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.
55 - 70	Satisfactorily	Partially completed all types of educational work provided for by the curriculum. The student demonstrates a satisfactory correspondence of knowledge, skills and abilities to the indicators given in the tables, partially operates with the acquired knowledge, skills, 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 correspondence of knowledge, skills and abilities to the indicators given in the tables, significant errors are made, the lack of knowledge, skills and abilities is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

The evaluation funds are presented in Appendix D to the work program.

7. Educational, methodological and information support of the discipline.

a) basic literature:

1. Guide to Economics. Macmillan. Lilia Raitskay, Stuart Cochrance. student's book.
2. New business English. English textbook. English for Business. Darskaya V.G., Zhuravchenko K.V., Lyasetskaya L.A. and others. Moscow "Veche", Moscow 2021
3. Learning to speak English: textbook-praktich. allowance for students. 1 course non-language. universities. / Klimenko I.L., Elkina I.M., Presnukhina I.A. etc. - M.: MGIU, 2021
4. Zakirova E.S., Tsilenko L.P., Shcherbo P.A. Breaking news on innovations Tutorial. Publishing house of the Moscow Polytech. M.: 2018.
5. Karpova T.A. English for technical universities: textbook / T.V. Aslamova, E.S. Zakirova, P.A. Krasavin; under the general editorship of A.V. Nikolaenko. - M: KNORUS, 2014. - 352 p. - (Bachelor's degree).

b)additional literature:

1. BonamyD., JacguesCh., BinghamC. Technical English 1. - LongmanPearson, 2011.
2. I.L. Klimenko English language. Workbook. / L.V. Tyurina, L.I. Fetisova M.: Mospolitech, 2016 (http://mospolytech.ru/storage/files/izdat/English_yaz_RT_ DlyaStudentov1_2kursov_Klimenko_Tjurina_Fetisova.pdf)
3. Shcherbakova M.V. Professional English for Engineers: study guide. Orenburg State University, 2015, 117 pages URL: http://www.knigafund.ru/books/183773
4. Turk I.F., Communicate in English: Workshop Eurasian Open Institute 2010, 112 pages URL: http://www.knigafund.ru/authors/40613
5. Slepovich V.S., Vashkevich O.I., Mas' G.K. A guide to English academic writing and speaking. Tetra Systems, 2012, 176 pages. URL:http://www.knigafund.ru/books/184127
6. Komarov A.S. Practical Grammar of English for Students = Practical English grammar for students: a study guide. Flint, 2012, 243 pages URL:http://www.knigafund.ru/books/179283

c) software and Internet resources:

Software not provided.
www.ox.ak.uk
wwww.harvard.com
www.macmillandictionaries.com
www.topuniversities.com
https://www.omega.com/subsection/whats-new-automation.html

8. Logistics support of discipline.

Computer classes - 2 (audiences PC 318, PC 314);
PC - 24,
laptop - 2;
Projector - 1

9.Methodical recommendations for independent work of students

Independent work is an important element of the curriculum. In modern conditions, when education acquires the character of a continuous process, one of the important tasks of educational institutions is teaching the skills of independent work.

Within the framework of the discipline "Foreign language" 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 how to work with foreign-language sites: get acquainted with the names of typical sections of websites, learn how to find the information requested by the teacher and make a brief note on the main points. The result of the work is presented in the form of a presentation.

In the second semester, the task of this type of activity is to develop students' critical thinking. As a task for independent work, students are invited to familiarize themselves with several sources and, having critically comprehended them, write an essay expressing their thoughts. Further, it is planned to hold a round table on the general issues of all essays in order to develop the skills of speaking to an audience in a foreign language.

In the third semester, the main goal is the formation and development of group work skills. This involves the development of interpersonal and intercultural interaction skills, the ability to plan, distribute tasks and keep a schedule for completing tasks, and critical thinking skills when evaluating the work of their teammates. Report form on independent work for the 3rd semester - participation in group debates.As a task for independent work, students are invited to take part in debates on the proposed professional topics. In groups of two, students should familiarize themselves with the literature on the problem posed and prepare a reasoned presentation in defense of their point of view. During this type of work, those students who do not directly participate in the debate act as a jury, which must ask questions to the participants and evaluate their performance according to a number of parameters.

In the fourth semester, the task of independent work is to develop the skills of working with foreign-language sites and the skills of a creative approach to solving the problem. The result of the work is presented in the form of an individual essay and a group presentation. The task of this type of activity is the development of students' critical thinking. As an independent work, students should prepare in groups a presentation of the business plan of their future company according to the proposed structure, which allows students to demonstrate the skills and abilities acquired during the entire course of study, namely: the ability to speak publicly, use the vocabulary of professional and business communication, describe schedules, adequately respond and answer the questions asked.

All types of independent work within the framework of the "Foreign Language" course are aimed at developing group work skills, which in turn is associated with the development of interpersonal and intercultural interaction skills, the ability to plan, distribute tasks and follow the schedule of tasks, critical thinking skills when evaluating the work of their teammates and other teams.

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

10. Guidelines for the teacher

"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 the 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 the development of 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 humanitarian disciplines, it is important in shaping the socio-cultural image of a modern competitive specialist.

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

The course consists of two blocks: practical exercises and independent work of students, which takes up a significant part of the teaching hours. Practical classes should be structured in such a way that the lexical and grammatical material studied and consolidated during the exercises must necessarily find 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 currently being studied. moment section.

The purpose of independent work of students is, first of all, the development of skills necessary for further professional life, such as self-study and self-development skills throughout life, as well as group work skills.

Successful mastering of the developed program in a foreign language should form students' knowledge of general professional vocabulary, the ability to prepare presentations and write essays, independent work skills in order 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.

APPENDICES to the work program:

A. Structure and content of the discipline
B. Annotation of the work program of the discipline
D. Evaluation Fund

Appendix A

The structure and content of the discipline "Foreign language"
in the direction of training
38.03.02"Management"

Training profile
Business Process Management

(bachelor)

form of education: **part-time**

n/n	Chapter	Semester	A week semester	Types of educational work, including independent student work, and labor intensity in hours					Types of self student work					Forms of attestation	
				L	F/N	Lab	SRS	DAC	K.R.	K.P.	RGR	Ref-t	K/p	E	Z
one	Acquaintance. representation. family.	one	1-9		eighteen		eighteen	+	+				+		
2	University	one	10-18		eighteen		eighteen								
	Appraisal Form														Z
	Total hours per discipline in 1 semester				36		36								
	Second term														
3	Country	2	1-9		eighteen		eighteen								
four	Traveling	2	10-18		eighteen		eighteen	+	+				+		
	Appraisal Form														E
	Total::				72		72								
	Total hours per discipline in the 2nd semester				36		36								
	Third semester														
5	transportatio	3	1-9		eighte		eigh								

					n		teen								
6	healthy lifestyle	3	10-18		eig htee n		eigh teen								
	Appraisal Form														Z
	Total hours per discipline in semester 3				36		36								

n/n	Chapter	Semester	A week semester	Types of educational work, including independent student work, and labor intensity in hours					Types of self student work					Forms of attestation	
				L	F/N	Lab	SRS	DAC	K.R.	K.P.	RGR	Ref-t	K/p	E	Z
	Fourth semester														
7	Human Resource Management	four	1-9		eighteen		eighteen		+	+			+		
eight	Rules from the Recruitment Insiders	four	10-18		eighteen		eighteen								
	Appraisal Form														**Z**
	Total hours per discipline in the 4th semester				36		36								
	Total:				72		72								
	Fifth semester														
9	public management	5	1-9		eighteen		eighteen								
ten	international management expansion	5	10-18		eighteen		eighteen								
	Appraisal Form														**E**
	Total hours per discipline in semester 5				36		36								
	sixth semester														
eleven	*'Things you need to know something about*	6	1-9		eighteen		eighteen								
12	'The impact of technology on professional development'	6	10-18		eighteen		eighteen								
	Appraisal Form													**E**	
	Total hours per discipline in the 4th semester				72		72								
	Total:				432		432								

Appendix B

Annotation of the discipline program: "Foreign language"

Goals and objectives of the discipline

The main goals of mastering the discipline "Foreign Language" include:
comprehensive development of students' communication skills formed at the previous stages of education, necessary for adequate and effective social and communicative communication in various situations of professional, scientific, everyday and intercultural activities in oral and written forms, for further self-education, as well as for preparing students for passing international exams for knowledge of the English language.

To the main tasksmastering the discipline "Foreign language" should include:

- mastering the necessary lexical minimum for communication in everyday, professional and business situations;
- development of skills for the correct use of grammatical phenomena, syntactic constructions, as well as expressive language means that ensure communication without distorting the meaning;
- development of the ability to perceive foreign speech by ear;
- development of skills and abilities of working with business correspondence, as well as conducting telephone conversations;
- development of skills in reading professional literature in a foreign language;
- development of the ability to competently express their thoughts orally and in writing;
- mastering the functional forms of speech etiquette in everyday, professional and business situations;
- familiarization with the basics of communicative strategies and tactics of the language of business and management;
- formation and development of independent work skills (working with foreign language sources, searching and analyzing the necessary information, critical thinking);
- education of tolerance and respect for the spiritual values of different countries and peoples.

2. The place of the discipline in the structure of the BEP of the bachelor's degree. Communication of the discipline with other modules (disciplines) of the curriculum

This course is included in the list of basic disciplines and is taught during four semesters of the first and second years of study. The discipline "Foreign Language" is logically, meaningfully and methodically connected with other humanitarian disciplines in the curriculum, aimed at broadening one's horizons, forming a humanistic worldview and developing communication skills.

The course "Foreign language" for the direction of training State and municipal management is communicative-oriented and is designed to stimulate the intellectual and emotional-volitional development of the individual with the help of cognitive techniques.

3. The list of planned learning outcomes for the discipline (module), correlated with the planned results of mastering the educational program.

As a result of mastering the discipline (module), students develop the following competencies and the following learning outcomes should be achieved as a stage in the formation of the relevant competencies:

3. Requirements for the results of mastering the discipline

As a result of studying the discipline "Foreign Languages", students must
know:

- the most commonly used vocabulary corresponding to the professional training of students, including the vocabulary of business communication;
- cultural - specific features of the mentalitycountries of the language being studied;
- the main realities and achievements in the field of scientific and professional interests, in the economic and social life of the countries of the language being studied;

- grammatical constructions for building grammatically correct statements;
- norms and rules of business etiquette;
- rules for working with business correspondence, as well as conducting telephone conversations;
- rules for preparing presentations and essays;
- chart description rules.

be able to:

- conduct a professional conversation and talk within the framework of the studied topics and problems about the methods and problems of management, represent a future career in the field of public administration;
- understand and use language material in oral and written types of speech activity in their specialty with business partners;
- conduct a dialogue using value judgments in situations of official and informal communication;
- read authentic texts of a professional orientation, using the main types of reading (introductory, studying, search / viewing) depending on the communicative task;
- write a business letter, fill out a questionnaire, write down information about yourself in the form accepted in the country of the language being studied, make extracts from a foreign language text, as well as the rules for working with business correspondence and conducting telephone conversations;
- prepare presentations and reports;
- write essays and describe graphs.

own:

- public speaking skills;
- skills of working with foreign-language sites and texts in their professional orientation;
- skills in working with business correspondence, as well as conducting telephone conversations;
- the skills of extracting the necessary data and analyzing the information received;
- critical thinking skills;

teamwork skills, tolerantly perceive intercultural and personal differences.

4. The volume of discipline and types of educational work

Type of study work	**Total hours**	**Semester**			
General labor intensity	**(12 cu)**	**one**	2	3	four
Classroom activities (total)	216	36	36	72	72
Including					
Lectures	**-**	**-**			
Workshops	**four**	**one**	**one**	**one**	**one**
Laboratory studies	**-**	**-**			
Independent work	**four**	**one**	**one**	**one**	**one**
Course work		**Not**	**No**	**No**	**Not**
course project		**Not**	**No**	**No**	**Not**
Type of intermediate certification		**offset**	**offset**	**offset**	**exam**

3. Compiler(s) of the program:
Associate Professor, PhD in Philology Presnukhina I.A.,
Associate Professor, Ph.D. Tsilenko L.P.

4. The program was approved at a meeting of the educational and methodological commission of the Faculty of Basic Competencies on May 27, 2022, protocol No. 10

Annex D to
work program

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution

"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECH)

Direction of preparation:
38.03.02 "Management"

Training profile (educational program)
Business Process Management

Form of education: bachelor's degree (full-time, part-time)

Type of professional activity: (In accordance with the Federal State Educational Standard of Higher Education)

Department: "Foreign languages"

VALUATION FUND

BY DISCIPLINE

Foreign language

Composition: 1. Passport of the fund of appraisal funds

2. Description of evaluation tools:

oral questioning
Test
Role-playing games
Key tasks
Reports/Messages
Presentation
Essay
Debate
Round table

Compiled by:

PhD in Philology Presnukhina I.A.,
Ph.D. Tsilenko L.P.

Moscow, 2022

Table 1

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

FOREIGN LANGUAGE					
GEF VO **38.03.02 "Management"**					
In the process of mastering this discipline, the student forms and demonstrates the following **general competencies**:					
COMPETENCES		**List of components**	**Competence formation technology**	**Evaluation Tool Form**	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**				
UK -4	Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s)	IUK-4.1. Takes into account the features of business communication in the state and foreign languages, depending on the characteristics 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 originality of the style of official and unofficial letters, as well as socio-cultural differences in the format of correspondence • IUK-4.3. Performs translation of 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	Workshops, independent work	UO, K/R, DS, E, RI	**A basic level of:** reproduction of the acquired skills of annotating and summarizing during the current control **Advanced level:** practical application of the acquired knowledge in professional communication and preparation for practical classes and performances.

List of assessment tools for the discipline "Foreign language"

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one	Oral questioning, interview (UO)	A means of control, organized as a special conversation between a teacher and a student on topics related to the discipline being studied, and designed to clarify the amount of knowledge of the student in a particular section, topic, problem, etc.	Questions about topics / sections of the discipline
2	Business and/or role play (DI)	Joint activity of a group of students and a teacher under management of a pedagogical worker in order to solve educational and professionally oriented tasks through game simulation of a real problem situation.Allows you to evaluate the ability to analyze and solve typical professional problems.	Topic (problem), concept, roles and expected result for each game
3	Test (K/R)	A tool for testing skills to apply the acquired knowledge to solve problems of a certain type on a topic or section	A set of control tasks by options
four	Case task (K-Z)	A problem task in which the student is asked to comprehend the real professionally oriented situation necessary to solve this problem.	Tasks for solving a case problem
5	Report, message (DS)	Product independent work student, which is a public performance on the presentation of the results of the solution of a certain educational and practical, educational and research or scientificTopics	Topics of reports, Posts
6	Round table, discussion, controversy, dispute, debate	Evaluation tools that allow students to be included in the process of discussing a controversial issue, problems and assess their ability to argue their own point of view.	List of discussion topics for holding a round table, discussion, controversy, dispute, debate

7	Essay	Means,which allows assessing the student's ability to express in writing the essence of the problem posed, to independently analyze this problem using concepts and analytical tools of the relevant discipline, to draw conclusions that summarizeauthor's positionon the given problem.	Topics of the essay

The passport

appraisal fund

1-6 semesters

No. p / p	Controlled sections (topics) of the discipline	Controlled code my competence (or parts of it)	The name of the evaluation tool.
one.	Acquaintance. representation. family.	UK-4	Oral survey. Test. Message.
2.	university.	UK-4	Oral survey. Test. Message. Round table (performance with presentations). Case task.
3.	country.	UK-4	Oral survey. Test. Message. Essay.
four	Traveling.	UK-4	Oral survey. Test. Message. Essay.
5	transport.	UK-4	Oral survey. Test. Message. Essay.
6	healthy lifestyle.	UK-4	Oral survey. Test. Message. Essay.
7.	Human Resource Management (HRM).	UK-4	Oral survey. Test. Role-playing game. Message. Essay.
eight.	Rules from the Recruitment Insiders.	UK-4	Oral survey. Test. Message. Debate.
9	public management.	UK-4	Oral survey. Test. Message. Debate.
ten	international management expansion	UK-4	Oral survey. Test. Message. Debate.
eleven	'Things you need to know something about' '	UK-4	Oral survey. Test. Message.
12.	'The impact of technology on professional development'.	UK-4	Oral survey. Test. Message. Round table (performance with presentations). Case task

Evaluation tools for the current certification (1-6 semesters)

Questions for oral survey

Topic 1:Acquaintance. representation. family.

1. What is your full name? Why did your parents choose 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?

Topic2:'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?

Topic 3: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?

Topic 4.Traveling

1 Do you like traveling?
2 Whom do you often spend the holiday with? ...
3 Have you done much travelling? ...
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.Transportation

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?

Topic 7.Human Resource Management

1. What is human resource management in simple terms?
2. What is human resource management with example?
3. Why is human resource management so important?
4. What is the main role of HR?
5. What is a knowledge base important to managers?
6. What do managers need to carry out the various functions of management?
7.What skills are associated with a manager's ability to work well with others?
eight.What is meant by corporate culture?

Topic 8. Rules from the Recruitment Insiders

one.What is recruitment?
2. What are the stages of the recruitment process?
3. What are the types of recruitment?
4. What are the two methods of recruitment?
5. What are the features of recruitment?

Topic 9. Public Management

1. What is considered to be an important aid for the daily operation of the company?
2. What can lead to the company demise?
3. What are the main functions of public management?
4. What does planning involve?
5. What is required in planning?
6. What is decision making?

Topic 10. International management expansion

1. Can a foreign company buy shares in our country?
2. Why do foreign companies invest in Russia?
3. Can a foreign national start a company in other countries?
4. What is the foreign equity ownership?
5. What are foreign markets?
6. How do you enter a foreign market?
7. What are the modes of entry into foreign market?
8. What is foreign market share?

Topic 11.'Things you need to know something about'

1. Why is casting a wide net while trying to keep up with potential changes in the firm, the market, the competition, etc. crucial?
2. Can the creating newness with existing products expand the portfolio of value of a product?
3. Is the creating a culture open to newness critical to cultivating ideas?
4. Is the communicating knowledge throughout the firm important?
5. Have you ever listened to a presentation? Do you still remember it? Why?

6. Have you ever pitched/delivered your own presentation?
7. Could you name some basic pitch presentation follow-up strategies?
8. What is the toughest challenge in pitching presentation?
9. What is your personal definition of a presentation?
10. What do you prefer to watch a presentation or to listen to a speech?
11. What is the difference between a movie and a presentation?

Topic 12.'The impact of technology on professional development'

one.How do companies benefit from participating in an electronic trading hub?
2. What impact does electronic trading have on the global economy?
3.How are management of technology and management of innovation similar? How are they different?
4. How can firms create value through good management of technology and innovation?
5. How do organizations develop technology and innovation?

An example of the current lexical and grammatical test

Topic 1:*Acquaintance. representation. 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 the 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.

Topic2:'University'

one.Complete following sentences withthe right words.

The first university in theWestern Hemispherewas (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) thePrussianideal ofacademic (11) _____ (freedom*/slave)*with the native (12) _____(tradition/irregularity) of educational (13)_____ (opportunity/failure) for the many. Some"land-grant colleges" (14) _____ (arose/dropped) fromMorrill Actof 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' curricula 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 curricula, 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. Put the verb in brackets in Present Simple or Present Continuous.

Mike (be) in his last year at university. After graduating the university, he (want) to become a banker. So, this week, he (do) a practical course in a bank. There (be) a bank in a nearby town, but Mike (have) to take the bus to get there. The bus (leave) at 5.30 in the morning and (return) at 8.15 in the evening. Mike (not / like) to spend so much time in town before and after work, waiting for the bus. That's why, this week he (stay) with his aunt, who (live) in town. Mike usually (wear) jeans and t-shirts, but while he (work) for the bank now, he (wear) a suit and a tie.

Topic 3.Country

one.Complete following sentences withthe 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 Hindu 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.

2. 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?)

3. 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 4. Traveling

one.Complete following sentences withthe right words.

Almost all people _____ (be fond of) travelling. 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 travelling. 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. Complete the following sentences withthe rightform 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.

Topic 5.Transportation

one.Complete following sentences withthe 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 is becoming 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 the 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

one.Complete following sentences withthe right forms of the words.

Today healthy lifestyle _____ (be 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) me off if you don't see 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.

Topic 7.Human Resource Management (HRM)

one.Fill in the gaps with the right verb in the right form: Participle I or II.

*Human Resource Management (HRM)*is the term ____ (use) to describe formal systems devised for the management of people within an organization. The responsibilities of a human resource manager fall into three major areas: staffing, employee compensation and benefits, and _____ (define/design) work. Essentially, the purpose of HRM is to maximize the productivity of an organization by _____ (optimize) the effectiveness of its employees. This mandate is unlikely to change in any fundamental way, despite the ever-increasing pace of change in the business world.

Human resource department responsibilities can be _____ (subdivide) into three areas: individual, organizational, and career. Individual management entails _____ (help) employees identify their strengths and weaknesses; correct their shortcomings; and make their best contribution to the enterprise. These duties are _____ (carry) out through a variety of activities such as performance reviews, training, and testing. Organizational development, meanwhile, focuses on fostering a successful system that maximizes human (and other) resources as part of larger business strategies. This important duty also includes the creation and maintenance of a change program, which allows the organization to respond to evolving outside and internal influences. Finally, there is the responsibility of _____ (manage) career development.

2.Decide which one of the verbs on the left is the best alternative for the verb on the right.

1. to complete a. to finish
2. to receive b. to produce
3. to build c. to require
4. to return d. to include
5. to leave e. to come back
6. to make f. to think about deeply
7. to intertwine g. to construct
8. to need h. to go out
9. to consist of i. to get
10. to speculate j.to cross

3. Translate from Russian into English the following sentences.

1. An organization is a group of people working to achieve goals.
2. Management is the process of planning, organizing, recruiting and controlling in order to achieve the purpose of the organization.
3. Management concerns both commercial and non-profit enterprises.
4. Managers have the authority and responsibility to take steps that further the organization's goals.
5. Managers can achieve good results if they create a favorable moral and psychological climate in the team.

4. Explain the meaning of the following word groups.

1. Human Resource Management;
2. organizational development;
3. manager is charged;
four.conduct recruiting;
5. furnishing;
6. appraisal of work force performance;
7. professional development of workers.

5. Write a brief summary (essay) of the text "The Purpose of organization."

An organization with a clear purpose or mission is one that is easy to understand and manage. A common purpose unifies employees and helps them understand the organization's

direction. Any employee working at the NASA Space Center in the 1960s knew that that organization's common purpose was to put a man on the moon. Included with the common purpose would be the business and company strategy, mission statement, company values, and the organization's short- and long-term objectives. The role of communicating all of these components most likely falls to managers through the company.

Coordinated Effort

Arguably, a manager's most important responsibility is to coordinate the effort of work in a way that maximizes resources with the common purpose in mind. Managers will need to leverage the employees' skill sets, experience, and personalities in a way that consistently adds value. Managers must also take into account employees' preferences as they relate to job satisfaction and engagement.

Specialization and the Division of Labor

Early in the twentieth century, every employee on the Ford Motor Company assembly line had a specific, repetitive task. For instance, one person would install the wheels on the left side of the car, and another employee only installed the front bumper. By breaking the whole job down to specific standardized tasks and repeating them over and over, Ford could produce one car every ten seconds.

Ford, and many other factories, demonstrated that specialization made work more efficient. Management saw this as the most efficient use of the relative skills of its employees. Employee skills at performing a task improve through repetition. Less time is spent changing tasks, in putting away tools from a prior task and getting the necessary tools for the next task. A second, and equally important, efficiency with specialization is the ease and low cost of finding and training people to do specific and repetitive tasks.

Topic 8: Rules from the Recruitment Insiders

one.Fill in the gaps with the right form of the verb: Passive Voice

Establish a Defined Interview Process. Everyone in the company must understand the process and _____ (be hold) accountable for their piece of it. Clear lines of ownership and buy-in mean the process flows smoothly.

Interview well. Train your employees on how to properly conduct an interview. Don't let multiple people ask the same questions over and over again. Ask good behavioral questions. Make the candidate think and really dig in. Not only will you learn more about them, but they _____ (be impress).

Use Technology Well. This is where most employers first fall short. You have technology in place for a reason - to make your job easier. Why not make it work for your candidates too? Don't ask them to upload a resume and then manually enter information into an application. Duplication is frustrating and time-consuming. Streamline your processes with a goal to be easy to work with. You could lose good people before you even get to talk to them.

2. For each group of words aj find a synonym from 1-10.

1.	prospect (adj.)	a. potential, scope, future, expectations, possibilities;
2.	to estimate (v.)	b. to increase, to rise, to advance, to leap, to surge, to escalate;
3.	range (n.)	c. synthetic, fake, false, mock, imitative, simulated;
4.	driverless (adj.)	d. brainpower, perception, sharpness, cleverness, ability;
5.	prediction (n.)	e. autonomous, independent, self-ruling, uncontrolled;
6.	intelligence (n.)	f. forecast, prognosis, anticipation, apprehension;
7.	to inch (v.)	g. blockage, bottleneck, traffic jam;
8.	artificial (adj.)	h. evaluate, figure out, consider
9.	congestion (n.)	i. to creep, to drag, to lag, to worm;
10.	to accelerate (v)	j. radius, area, orbit, field, scope, scale, horizon, latitude;

3.'businesscorrespondence'

Match the words which you have met in the text with their definitions. It will help you understand deeper howto produce day-to-day business letters.

a) nouns

Salutation, courier, signature, letterhead, capability, business correspondence, sender, response, exchange, request.

1. The most common form of greeting used in a letter or other written or non-written communication.
2. A mark that a person writes on documents as a proof of identity and intent.
3. A situation in which one person gives another person something and receives something else of a similar type or value in return.
4. Exchange of information, ideas or opinions between two or more persons during the course or itinerary of business through writing letters.
5. Someone who delivers messages, packages, and mail.
6. A reply or an answer.
7. A talent or ability that has potential for development or use.
8. A sheet of paper printed with one's address, name for writing a letter on.
9. A person, company, or organization that sends a letter.
10. The act of asking or something asked for.

b) verbs

To communicate, to mention, to begin, to send, to change, to occupy, to define, toclassify, tosacrifice, to differ, tofollow, toindent, to add, to re-enforce, to consider,to type,to smear, to fade, to mail, to create.

1. To stain by dirty substance.
2. To arrange into classes or categories.
3. To express thoughts, feelings, or information to another person.
4. To join so as to increase in size, quantity, or quality.
5. To produce through imaginative effort.
6. To start a line of the text from the margin.
7. To refer to something briefly without going in detail.
8. To give up something important or valued for the sake of other considerations.
9. To fill up time or space.
10. To send letters and other postal material by mail.
11. To be dissimilar in nature, quality, amount, or form.
12. To make more forcible or effective.
13. To post a letter or parcel to someone.
14. To disappear gradually.
15. To start out by doing something first.
16. To think about something carefully.
17. To write something with a keyboard of the computer.
18. To determine something.
19. To give a completely different form or appearance.
20. To come after.

4.Letter of Agreement. Change the underlined sentences so that it means the same as in the letter, using the information from ex.8. Respond to the partner.

Company Telescope
Sq. Ak. Kurchatov, bld.1,
Moscow, Russia, 123098

August 8, 20… .

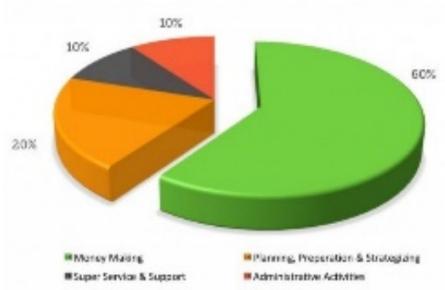
Company Imperial
88 George Curl Way, London

S018 2RZ United Kingdom

Subject: Letter of Agreement. Supplying electrical goods
Dear Mr Rayon,
We are happy to knowthat you have selected Telescope Company as the sole vendor for supplying electrical goods to your head office and three branches in Moscow. We will be providing you the necessary supplies manufactured at our production unit.
According to the discussionwe had at your office, we will send our personnel to do the installing and servicing work as required. In case, there is any need to repair or replace the item, allow us 24 hours to do so. The payment should reach us in 30 days from the date of billing.
If the terms and conditions are acceptable to you, please sign and send a copy of this letter at our official address. Should you have any further questions, please do not hesitate to contact us. We hope to continue our relationship for many years.

yours sincerely,
Mike Belov
general manager
I-Telescope@hotmail.ru
+ 7 (495) 984 81 64
Agreed and Accepted
By: _____ Date: _____

5. IELTS Pie Chart essay. *Summarize the information by selecting and reporting the main features, and make comparisons where relevant.Write at least 150 words.*



Topic 9. Public Management
one.Fill in the gaps with the right verb in the right form: Passive voice
*The Grand Strategy.*Companies choose a grand strategy in response to the first question they should ask themselves: does the firm want to grow, strive for stability, or take a defensive position in the marketplace? Often, the choice of a grand strategy _____ (be base) on conditions in the business environment because firms generally want to grow unless something (like a recession) makes that difficult. Note that a grand strategy and a corporate strategy can overlap significantly.
Planning Firm Actions to Implement Strategies.
When managers create strategies, they are making plans for how their firm will compete in the marketplace and what actions the firm will have to undertake to compete. A plan is a decision to carry out a particular action in order to achieve a specific goal. A plan includes decisions about when and how actions should _____ (be accomplish) and what resources _____ (will be require) to complete the actions. Because planning is one of the basic functions of management, a good manager should have good goal-setting skills, technical knowledge about the tasks necessary to reach goals, time-management skills, and

the organizational skills required to arrange company resources to be available to complete the planned tasks. Planning is a combination of deciding what needs _____ (to be do), figuring out how to do it,

2. Give the definition for each word combination

1. recruitment - recruitment
2. bound ahead - move faster
3. to hire - hire
4. accountable - with responsibility
5. ownership - responsibility,
6. buy-in - interest, involvement

3.Put the verbs in brackets in the correct form in Present Simple Passive Voice.
Write the negative form in full: do not write, is not given. Write two forms together with a comma: is written, are sold.

1. English (to speak) in all parts of the world.
2. The students (to ask) a lot of questions.
4. He (to see) often here.
5. Only two cars (to make) in France.
6. I (not/to help) with my work.
7. Lectures (not/to attend) by all students.
8. Much time (to give) to the study of the new methods of work.
9. Coffee (not/to produce) in England.
10. Every Sunday we (to show) a new film.
11. The newspapers (to bring) in the morning.

4. Management Skills Application. (Analytical Skills).

Assume that you have been hired by a local small business consulting firm. You have been asked by your boss to review a proposal from a client who is considering opening a new Pilates and yoga studio in a trendy part of town. Because you know SWOT analysis, you have been asked to group the following attributes about the proposed business into a SWOT analysis:

a. The proposed location is on the same street corner as the main subway line station and three blocks from a ferry terminal that commuters use go to work.
b. The proposed location has a vestibule and a new HVAC system.
c. The street that the location is situated on has many small shops, restaurants, and bars and is a popular gathering place.
d. There are many historic structures that are in need of updates, but some owners are reluctant to invest in these aging structures.
e. The area has become gentrified over the past decade, and there is more disposable income than in the past.
f. In addition to the young professionals, a large number of 55 and over retirees who are now empty nesters have been moving into the neighborhood.
g. With the young professionals and empty nesters, this area has one of the lowest birth rates in the nation.
h. The two-year lease is affordable for the business plan, but there is no guarantee of renewal after the term.
i. There is a rumor of a spin studio opening two blocks away.
j. The building has been updated with ramps and restrooms to accommodate disabled patrons. k. The local paper has interviewed the client and will be running a “Pilates Craze” feature in the upcoming weekend newspaper.

!!! What is a SWOT analysis, and what can it reveal about a firm? SWOT is a traditional analytical tool that identifies a firm's strengths, weaknesses, opportunities, and threats (SWOT is an acronym of these four factors). It is useful for conducting a quick look at the internal capabilities (strengths and weaknesses) and external events and situations

(opportunities and threats) a firm is facing. SWOT is not a comprehensive analytical tool, because the four categories for analysis are too broad and will not necessarily identify all of the factors important to a firm's success that a more thorough analysis would

Topic 10. International management expansion

one.Fill in the gaps with the right form of the verb: Passive Voice

International management is a critical area for any serious student of management because of globalization, the worldwide phenomenon whereby the countries of the world are becoming more interconnected and where trade barriers among nations are disappearing. Companies of all kinds _____ (be no longer limit) to producing and selling their goods and services in domestic markets. In fact, companies _____ (be encourage) to explore global markets to stay competitive and are thus likely to have business activity anywhere in the world. Globalization _____ (be being facilitate) by several key factors, and companies that want to succeed in this environment must understand the key factors that are making the business world more globally connected.

2.Put the verbs in brackets in the correct form in Present Simple Passive Voice.
Write the negative form in full: do not write, is not given.

1. These letters (to address) to Alice.
2. Wine from California (to export) to Russia.
3. The goods (to keep) in the warehouse.
4. I (to visit) often (to help) with my work.
5. Much time (to give) to the development of new devices.
6. At the University students (to teach) many different subjects.
7. Hockey (to play) in winter.
8. I (to make) an interesting job offer.
9. Service (to include) in the bill.

3.managerial decision. Select three different businesses from different industries, such as a hospitality business (hotel, restaurant, fitness center), a manufacturing company, and a not-for-profit business. Perform at analysis for each business.

4. Questions for debate (round table):

1. Why is it important to understand and appreciate the importance of international management in today's world?
2. What is culture, and how can culture be understood through Hofstede's cultural framework? 3. How are regions of the world categorized using the GLOBE framework, and how does this categorization enhance understanding of cross-cultural leadership?
4. Why is an understanding of cultural stereotyping important, and what can students do to prepare for cultural stereotyping by looking at social institutions?
5. What steps can you undertake to be better prepared for cross-cultural assignments?
6. What are the main strategies that companies can use to go international?
7. Why might it be necessary for a company to go international, and how might it accomplish this goal?

Topic 11. Things you need to know something about.

one.Fill in the gaps with the right form of the verb: Infinitive

The Internet Thanks to the pervasiveness of the Internet today, any company in the world can _____ (sell) its products to anyone in the world. In fact, the developments in information technology and the reduction in costs of technological equipment mean that any multinational can _____ (reach) anyone in the world. Social media, such as Twitter and Facebook, also provide a means for multinationals _____ (build) relationships with customers worldwide. Data also suggests that even countries that previously had little access to the Internet are now experiencing tremendous growth.

E-commerce doesn't necessarily have to _____ (be) between companies and individual customers. In fact, there are many other forms of e-commerce, such as business-

to-consumer (eg, eBay), business-to-business (B2B, where companies sell to each other), consumer-to-business (C2B, where consumers can sell to businesses), and consumer-to-consumer (C2C, where consumers can sell to other consumers). These forms of e-commerce are all contributing to making the global business world more interconnected. It is critical for multinationals to appreciate the importance of the Internet. Not only can companies reach new consumers, but they can also _____ (improve) their business models. Additionally, the Internet provides the opportunity to companies _____ (build_ relationships with consumers worldwide.

2. Compile the essay on a topic of: What is culture, and how can culture be understood through Hofstede's cultural framework?

As the business world becomes more global, employees will likely face someone from another country at some point in their careers, companies will negotiate with companies from other countries, and even employees of domestic companies will likely encounter someone from another country. Furthermore, trends suggest that immigration, the movement of people from their home country to other countries, will continue to grow worldwide, a process that will contribute to making companies' workforces increasingly diverse. Additionally, many multinational companies rely on expatriates to run their local operations. An expatriate is a foreign employee who moves to and works in another country for an extended period of time. All of these trends mean that during your career you are likely to encounter someone from a different culture and that the potential for cross-cultural tensions is high. It is therefore important for any international management student to understand culture to better prepare for dealing with such tensions.

Topic 12. 'The impact of technology on professional development'

1. Fill in the gaps with the right form of the verb: Infinitive, Gerund, Passive voice, Participle I&II

What do we mean by management of technology and innovation (MTI), and why is it crucial?

Management of technology and innovation is critical to the organization. Because of innovations and new technologies, we _____ (have historically see) the emergence of innovative organizational structures and new ways of _____ (perform) work. For example, the Industrial Revolution ushered in the functional structure for organizations. As business moved from small craft businesses like blacksmiths to railroads, there was a need _____ (introduce) a more complex business structure. Today, we see the innovations in information technology _____ (change) structures to more network based with people _____ (be able to work) remotely. The changes in structure are innovations in the technology of how work _____ (be accomplish); the innovations brought on by the invention of new products influence the technology we use and how we use it.

Technology can _____ (be defined) in a number of ways. The basic purpose of a system (such as an organization) is to convert inputs into outputs. Therefore, we will define organizational technology as the processes within the organization that help _____ (convert) inputs into outputs as well as the _____ (support) evaluation and control mechanisms. The management of technology involves _____ (the plan), implementation, evaluation, and control of the organization's resources and capabilities in order to create value and competitive advantage.

2. Match the words with their definitions.

one	***technology strategy***	—the process of taking an innovation or technology and trying to build more value by looking for ways to use the technology in different markets and places.
2	***technology forecasting***	—the use of portfolio techniques in development and use of technology enhances the potential value of technologies being developed and the technologies that are currently part of a firm's portfolio. Disney was a leading producer of animated films. However, Disney did not stop there—the portfolio of characters in the films are now marketed as products and displayed in Disney theme parks, and Disney very carefully

		manages the availability of the animated films.
3	***technology roadmapping***	—the use of tools to study the environment for potential technological changes that can both positively and negatively affect the firm's value proposition. Digitization of a variety of products such as watches and cameras provided great opportunities for some firms and caused others to go bankrupt. Forecasting (or at least keeping an eye on the changes in technology) is very important in management of technology
four	***Technology project portfolio***	—the logic of how technology will be used and what role technology will have in the organization. For example, will innovation (first-to-market strategies dominate) be the focus, or will the firm want to do things better to obtain market share and value (let others take the initial risks)?

3.Write an essay in about 150 words on the following topic:

Innovation activities are an important subset of technology activities.

Innovation includes “newness” in the development and used of products and/or processes within a firm and within an industry. Invention, new product development, and process-improvement methods are all examples of innovation. Management of innovation includes both change management and managing organizational processes that encourage innovation. The management of innovation is more than just planning new products, services, brand extensions, or technology inventions—it is about imagining, mobilizing, and competing in new ways. For the organization, innovation management involves setting up systems and processes that allow newness that adds value to emerge. Some firms, like Google and 3M, give some employees time during the workweek to work on their own ideas with the hope of sparking new ideas that will add value. Google News and 3M Post-it Notes are products that emerged from this practice. In order to manage innovation processes successfully, the firm must undertake several activities (these can involve the study of technologies currently in use).

4. Round table (debate) 'The impact of technology on professional development'

- ✓ What do we mean by management of technology and innovation (MTI), and why is it crucial?
- ✓ How do organizations develop technology and innovation?
- ✓ What are external sources of technology and innovation development, and when are they best used?
- ✓ What are internal sources of technology and innovation development, and when are they best used?

Self-Assessment Tools: Debating
on the topic "The modern challenges in science and technology"

Options for topics depending on the specialty of students:

1. You are a manager of a team that is taking a long time to move through the Storming stage. There are two individuals on the team that seem to be unproductive when dealing with conflict and are holding the team back. What would you do to help the team move through conflict management and begin Norming and Performing?
2. One of your direct reports on your team is very focused on his own personal development. He is a strong employee individually, but hasn't had as much experience working in a team environment on a project. He wants to do well, but isn't exactly sure how to work within this context. How would you instruct him?
3. You are leading a team responsible for a very important strategic initiative at your company. You have launched the project, and your team is very motivated and excited to

move forward. You have the sense, however, that your sponsor and some other stakeholders are not fully engaged. What do you do to engage them?
1. The emergence of a more knowledge- and information-based global economy means that services will become more critical and service industries will continue to grow at a faster pace than product-based industries.
2. The abilities of artificial intelligence in HRM.
3. The abilities of artificial intelligence in management information systems.
4. How and why do entrepreneurs develop MTI skills?
5. No matter what method is used, what skills do you need to successfully manage technology and innovation?
6. How do you look into the future to keep pace?

Debate Algorithm

1 lesson: Introduction to the debate format. Repetition of vocabulary to express one's opinion, agreement or disagreement.
*Example:*Conducting debates on the topic "In the contemporary global society the culture in which individuals are socialized have little influence on the way they communicate".
2 lesson: An introduction to the topic of future debate through a proposed problematic text on a chosen topic. The distribution of students into groups of 3-4 people (should get 4 groups of participants).
Homework: write a short written report on the topic of the debate. Structure of the report: statement of the problem, its importance and relevance; the current state of affairs in the field; your proposal for solving the problem; the merits of the proposed solution.
3 lesson: students from each group introduce the other participants in the debate to the developed solution in a short form (1-3 sentences). The format of the debate and the use of vocabulary to express one's opinion and disagree with the opponent's opinion are being worked out.
Homework: prepare for the debate and draft questions for your opponents.
4 lesson: holding a debate. Debates are held among two groups. The participants of the remaining two groups play the role of a jury and evaluate the performance of the speakers according to the parameters: the most convincing arguments, emotionally expressive behavior, novelty of the solution to the problem, correct and interesting questions, convincing answers to the questions asked. The winning team is determined by the number of points scored.

Exam ticket example:

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

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

EXAMINATION TICKET No. 1

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

Approved formeeting of the department "___" _____ 22_ years, protocol No. ___

Head department _____ / Presnukhina I.A./