Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Максимов Алексей Борисович
Должность: директор департамента по образовательной политике
Дата подписания: 18.09.2025 17:42:35
Уникальный программный ключ:
8db180d1a3f02ac9e60521a5672742735c18b1d6

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"

(MOSCOW POLYTECHNIC UNIVERSITY)

Faculty of Economics and Management

APPROVED BY

FEU Dean

/A. V. Nazarenko/

«27» February 2025

WORKING PROGRAM OF THE DISCIPLINE

« Foreign Language»

Direction of training/specialty

38.03.01 Economy

Profile/specialization

International business and foreign economic

Qualification

bachelor

Forms of study

full-time

Moscow, 2025

Developer(s):

Associate Professor of the Department of Foreign Languages  /T.V.Aslamova/

Agreed:

Head of the Department of Foreign Languages, PhD in Philology, Associate Professor.  /I.A.Presnukhina/

1. Objectives, tasks and planned learning outcomes for the discipline TO **main goals**mastering the discipline "Foreign Language" should be relate:

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

TO**main tasks**mastering the discipline "Foreign Language" should include:

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

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

Code and name competencies	**Indicators of Competence Achievement**
UK-4: ability realize business communication in oral and	IUK-4.1. Takes into account the specifics of business communication in the state and foreign languages depending on the specifics of verbal and non-verbal means of communication IUK-4.2. Able to exchange business information in

written forms on state language Russian Federation And foreign language	in oral and written forms in the state and foreign languages, taking into account the unique 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

2. The place of the discipline in the structure of the educational program

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

3. Structure and content of the discipline

The total workload of the course is 12 credit units (432 hours).

3.1 Types of academic work and labor intensity

3.1.1. Full-time education

No. p/p	Type of academic work	Quantity hours	Semesters					
			1	2	3	4	5	6
1	**Classroom lessons**	**212**	32	36	36	36	36	36
	Including:							
1.1	Lectures	-	-	-	-	-	-	-
1.2	Seminars/practical classes	212	32	36	36	36	36	36
1.3	Laboratory exercises	-	-	-	-	-	-	-
2	**Independent work**	**220**	30	40	30	40	30	50
3	**Intermediate certification**							
	Credit/differential credit/exam		credit	diff. credit	credit	diff. credit	credit	exam
	Total	**432**	62	76	66	76	66	86

3.1.2 Part-time and part-time education

No. p/p	Type of academic work	Quantity hours	Semesters					
			1	2	3	4	5	6
1	**Classroom lessons**	**104**	14	18	18	18	18	18
	Including:							
1.1	Lectures	-	-	-	-	-	-	-
1.2	Seminars/practical classes	104	14	18	18	18	18	18
1.3	Laboratory exercises	-	-	-	-	-	-	-
2	**Independent work**	**328**	50	58	50	58	50	62
3	**Intermediate certification**							
	Credit/differential credit/exam		credit	diff. credit	credit	diff. credit	credit	exam
	Total	**432**	64	76	68	76	68	80

3.2 Subject plan for studying disciplines

3.2.1. Full-time education

n/n	Chapter	Total hours	Types of educational works, including independent work students, and labor intensity in hours												
			L	/C	ab	RW	W	H	R	. P	GR	RW	KT	H	Eh	Z
	First semester															
1	My Family.	20		10								10				
2	My University	20		10								10				
3	My Country	20		12								8				
	Total hours for 1 semester	60		32								28	+			Z
	Second semester															
4	Travelling. Planning a Business Trip.	20		12								8				

5	Means of Transport.	20		12							8	+	Eh	
6	Healthy Lifestyle	20		12							8			
	Total hours for 2nd semester	60		36							24			
	Third semester													
7	The main aspects of economics	20		12							8			
8	Macroeconomics and microeconomics	20		12							8			
9	Economic issues	20		12							8	+		Z
	In just 3 semester	60		36							24			
	Fourth semester													
10	Capital as a factor of production	14		8							6			
11	Labor as a factor of production	16		10							6			
12	Land as a factor of production	14		8							6			
13	Entrepreneurship and technology's role in production	16		10							6	+	Eh	
	In just 4 semester	60		36							24			
	Fifth semester													
14	Financial forms reporting	20		12							8			
15	Money and its functions	20		12							8			
16	Investment strategy	20		12							8	+		+
	In just five semester	60		36							24			
	Sixth semester													
17	Introduction to accounting	14		8							6			
18	The types of accounting	16		10							6			
19	The accounting of the future	16		10							6			
20	Job seeking process	14		8							6	+	+	
	In just six semester	60		36							24			

	Total hours	432		212							220			

3.2.1. Part-time and part-time education

n/n	**Chapter**	**Total hours**	**Types of educational works, including independent work students, and labor intensity in hours**									**Types independent students' work**			**Forms certifications**	
			L	**/C**	**ab**	**RW**	**WH**	**T**	**R**	**. P**	**GR**	**RW**	**KT**	**p**	**Eh**	**Z**
	First semester															
1	My Family.	20		4								16				
2	My University	20		4								16				
3	My Country	20		6								14				
	Total hours for 1 semester	60		14								46	+			+
	Second semester															
4	Travelling. Planning a Business Trip.	20		6								14				
5	Means of Transport.	20		6								14				
6	Healthy Lifestyle	20		6								14	+		+	
	Total hours for 2nd semester	60		18								42				
	Third semester															
7	Macroeconomics and microeconomics	20		6								14				
8	The law of supply	20		6								14				
9	The law of demand.	20		6								14				
	In just 3 semester	60		18								42				
	Fourth semester															
10	Capital as a factor of production	16		6								10				

11	Labor as a factor of production	14		4							10			
12	Land as a factor of production	14		4							10			
13	Entrepreneurship and technology's role in production	16		4							12	+	+	
	In just 4 semester	60		18							42			
	Fifth semester													
14	Financial forms reporting	20		6							14			
15	Money and its functions	20		6							14			
16	Investment strategy	20		6							14	+		+
	In just five semester	60		18							42			
	Sixth semester													
17	Introduction to accounting	16		6							10			
18	The types of accounting	14		4							10			
19	The accounting of the future	14		4							10			
20	Job seeking process	16		4							12	+	+	
	In just six semester	60		18							42			
	Total hours	432		104							328			

3.2Contents of the discipline

1st semester

Topic 1:*'Family. Representation. Acquaintance.'*

Lexical minimum	family • growing up • convenience • favorite family tradition • demand • sport to play • • changes in family role • details of family relationships • activities • celebrations • household budgets • the generation gap • parental responsibility • life expectancy • estate • skillful ways • to make a family wealthy •
Grammar	Pronouns. Plural of nouns. Present Simple. There is/are. Prepositions of place and time. Degrees of comparison.
Reading	Types of reading (preview, familiarization, study). Practicing completing tasks to fill in tables or diagrams based on the text read.

Speaking	Description *What is a family member you admire?*
Letter	Written description *Do you get along well with your family?* Linking words *and, also, moreover, but, however, although, besides*.

Topic 2:

'University'

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

Topic 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	Modal verbs can, may, must. Some, any, no and their derivatives.
Reading	Developing skimming and skimming reading skills. Practicing completing tasks on "true/false/not stated in the text".
Speaking	Prepare a meeting for a foreign guest in our country "Meeting in Russia" (role play). Words indicating the sequence of actions: first, second, third, then, next, after, finally.
Letter	Describe any world famous city in our country "University"
Block development skills independent works:	Preparing presentations on the topics of the semester.

development of skills for searching and processing information.	

2nd semester

Topic 4: *'Traveling'*

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

Topic 5: *Transportation'*

Lexical minimum	a means of transportation • a ferry • a fine/ticket • a baggage handler • A barge • a beltway/bypass/ringroad • • a free rental of city bikes • customs • disadvantages • a bonnet/hood (GB) • mental • money • a bumper • a bus ride& etc.
Grammar	The times of the Perfect group.
Reading	Practicing the tasks "Choose the best title for each paragraph" and "Which paragraph talks about..."
Speaking	"Barriers in transportation". Vocabulary for expressing your opinion and arguments (because, lead to disruptions and inability of some employees to work effectively as a team, cause conflict, due to, as).
Letter	"How does cultural diversity affect the transportation system?" Essay structure. Rules for constructing a paragraph. Introductory sentences that formulate the topic of the paragraph.
Block development skills independent works: development skills	Conducting a round table on the topic of "Transportation" (writing an essay on a selected narrower topic within the general direction and presenting a short report on the topic of the essay at the round table with subsequent discussion

critical thinking.	similarities and differences between 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	Modal verbs and their equivalents.
Reading	Practicing the tasks “Choose the best title for each paragraph” and “Which paragraph talks about…”
Speaking	Conducting a round table on the topic "Healthy lifestyle"
Letter	“Healthy lifestyle is becoming more and more popular” Essay structure. Rules construction of a paragraph. Introductory sentences that formulate the topic of the paragraph.
Block development skills independent works: development skills critical thinking.	Preparing presentations on the topics of the semester.

3rd semester

Topic 7: The main aspects of economics

Lexical minimum	ross domestic product and gross national income, the total value of all goods nd services/
Grammar	repetition of tenses.
Reading	practicing completing tasks to fill in tables or diagrams based on the text read.
Speaking	development of the ability to express one's opinion and make generalizations.
Letter	writing a pie chart
Skills Development Block independent work:	preparation of projects on the topic using Internet resources and discussion in a group.

Topic 8: Macroeconomics and microeconomics

Lexical minimum	employment, gross domestic product, and inflation, aggregate ariables, employment, sticky/flexible prices, consumption function
Grammar	Participle I, II
Reading	practicing completing tasks to fill in tables or diagrams based on the text read.
Speaking	development of the ability to express one's opinion and make generalizations.
Letter	writing a bar chart
Skills Development Block independent work:	preparation of projects on the topic using Internet resources and discussion in a group.

Topic 9: Economic issues

Lexical minimum	carcity of resources, economic recession, depressions, social disintegration, business cycles, economy in short and long-run
Grammar	Assive Voice.
Reading	practicing completing tasks to fill in tables or diagrams based on the text read.
Speaking	development of the ability to express one's opinion and make generalizations.
Letter	writing pie and bar chart
Skills Development Block independent work:	preparation of projects on the topic using Internet resources and discussion in a group.

4th semester

Topic 10: Capital as a factor of production

Lexical minimum	nflow and outflow, planned and unplanned investments, government pending
Grammar	Assive Voice.
Reading	practicing completing tasks to fill in tables or diagrams based on the text read.
Speaking	development of the ability to express one's opinion and make generalizations.
Letter	writing a line graph
Skills Development Block independent work:	preparation of projects on the topic using Internet resources and discussion in a group.

Topic 11: Labor as a factor of production

Lexical minimum	abor force, product market, household spending, incentives
Grammar	infinitive
Reading	practicing completing tasks to fill in tables or diagrams based on the text read.
Speaking	development of the ability to express one's opinion and make generalizations.
Letter	writing tables
Skills Development Block independent work:	preparation of projects on the topic using Internet resources and discussion in a group.

Topic 12: Land as a factor of production

Lexical minimum	natural resources, scarcity of resources, inputs and outputs
Grammar	repetition of tenses.
Reading	practicing completing tasks to fill in tables or diagrams based on the text read.
Speaking	development of the ability to express one's opinion and make generalizations.
Letter	writing two graphs.
Skills Development Block independent work:	preparation of projects on the topic using Internet resources and discussion in a group.

Topic 13: Entrepreneurship and technology's role in production

Lexical minimum	utput and technological advancement, exogenous and endogenous ariables
Grammar	repetition of tenses.
Reading	practicing completing tasks to fill in tables or diagrams based on the text read.
Speaking	development of the ability to express one's opinion and make generalizations.
Letter	writing two graphs.
Skills Development Block independent work:	preparation of projects on the topic using Internet resources and discussion in a group.

5th semester

Topic 14: Financial reporting forms

Lexical minimum	balance sheet, PLS, operating costs, retained earnings,
Grammar	repetition of tenses.
Reading	practicing completing tasks to fill in tables or diagrams based on the text read.
Speaking	development of the ability to express one's opinion and make generalizations.
Block development skills independent work:	preparation of projects on the topic using Internet resources and discussion in a group.

Topic 15: Money and its functions

Lexical minimum	eposit account, money supply, means of payment, store of value, standard of eferred payment
Grammar	revision of grammar material
Reading	practicing completing tasks to fill in the gaps in the annotation to the text read
Speaking	development of the ability to make comparisons.
Block development skills independent work:	preparation of projects on the topic using Internet resources and discussion in a group.

Topic 16: Investment strategy

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

Semester 6

Topic 17: Introduction to accounting

Lexical minimum	accounts receivable, account payable, notes payable, liability, to conform
Grammar	review of grammar material from previous semesters
Reading	practicing the tasks "Choose the correct answer to the question"
Speaking	development of the ability to express assumptions.
Letter	writingtables

Block development skills independent work:	preparation of projects on the topic using Internet resources and discussion in a group.

Topic 18: The types of accounting

Lexical minimum	counting system, management and financial accounting, consolidated financial tatements
Grammar	revision of grammar material
Reading	practicing the tasks "Choose the best title for each paragraph" or "Which paragraph talks about ..."
Speaking	development of the ability to express cause and effect relationships
Letter	writing two schedules
Block development skills independent work:	preparation of projects on the topic using Internet resources and discussion in a group.

Topic 19: The accounting of the future

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

Topic 20: Job seeking process

Lexical minimum	resume, cover letter, apply, requirements, qualifications, working conditions, employment process.
Grammar	repetition of time
Reading	practicing completing tasks to fill in the gaps in the annotation to the text read
Speaking	passing an interview for a job.
Letter	Rules for writing official letters. Leaving a resume and a cover letter.
Block development skills independent work:	Conducting debates on professional topics in a 2x2 format (other students act as a jury and prepare questions on the topic of the debate)

3.4 Topics of seminars/practical and laboratory classes

3.4.1. Seminars/practical classes

Full-time education

1st semester

Topic 1: Family. Representation. Acquaintance (10 hours)

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

Lesson 2. Introduction of new vocabulary on the topic. Revision of grammar material (Pronouns. Plural of nouns. Verb to be). **Lesson 3.**TurnoverThere is/are. Prepositions of place and time.

Lesson 4. Degrees of comparison of adjectives. External description of relatives and their comparison.

Lesson 5. Current control on the topic1.

Topic 2. University (10 hours)
Lesson 1. Introducing new vocabulary on the topic. Reviewing Present Simple. Lesson 2. Consolidating vocabulary and grammar on the topic. My University. Lesson 3. Top Universities in the World. Reviewing Past Simple. Future Simple.
Lesson 4. Developing reading skills and understanding text on the topic being studied. Lesson 5. Current control on topic 2.

Topic 3. Country (12 hours)
Lesson 1. Introduction of new vocabulary on the topic.
Lesson 2. Modal verbs. Indefinite pronounssome, any, no.
Lesson 3. Russia. English-speaking countries and their capitals. European countries and their capitals. **Lesson 4.**Giving presentations.
Lesson 5. Review of the lexical and grammatical material of the semester.
Lesson 6. Final lexical and grammatical test for1st semester.

2nd semester
Topic 4.*Traveling*(12 hours)
Lesson 1. Introduction of new vocabulary on the topic.
Lesson 2. Main types of travel. Business travel, organization of business trips, directions. Life safety.
Lesson 3. Forms and rules of usePresent Continuous. Comparison of Present Continuous and Present Simple.
Lesson 4. Ways to express the future tense in English:Future Simple, be going to, Present Continuous, Present Simple.
Lesson 5. Developing oral communication skills.
Lesson 6. Current control on the topic4.

Topic 5.*Transportation*(12 hours)
Lesson 1. Introduction of new vocabulary on the topic.
Lesson 2. Different types of transport. Discussion of public transport. **Lesson 3.**Present Perfect**.**ComparisonPresent Perfect and Past Simple. **Lesson 4.**Presentations on the topics of the semester. **Lesson 5.**Developing oral communication skills. **Lesson 6.**Current control on the topic5.

Topic 6.*Healthy life style*.(12 hours)
Lesson 1. Introduction of new vocabulary on the topic.
Lesson 2. Healthy Lifestyle. Why do we need a healthy lifestyle in the work world? management activities. Search, attraction, selection and recruitment of personnel. What prevents us from leading a healthy lifestyle. Self-organization and self-development (including health preservation). **Lesson 3.**Modal verbs and their equivalents. **Lesson 4.**Presentations on the topics of the semester. **Lesson 5.**Review of material covered during the semester.

Lesson 6. Final lexical and grammatical test for2nd semester.

3rd semester
Topic 7. The main aspects of economics (12 hours) Lesson 1. Introduction of new vocabulary on the topic.
Lesson 2. Discussion of problems in economics based on the text read.
Lesson 3. Forms and rules for using Participle I.
Lesson 4 Description of a circular diagram.
Lesson 5. Control of dialogic speech

Watching the video. Compiling a
glossary. Lesson 6. Listening control.

Topic 8. Macroeconomics and microeconomics (12 hours) Lesson 7. Introducing new vocabulary on the topic.
Lesson 8. Discussing the topic based on the text read.
Lesson 9. Forms and rules for using Participle II. Lesson 10. Comparing Participle I and Participle II. Lesson 11. Description of a bar chart.
Lesson 12. Current control.

Topic 9. Economic issues (12 hours) Lesson 13. Development of monologue speech Lesson 14. Formation of dialogic speech skills Lesson 15. Current control on topic 4.
Lesson 16. Description of a bar chart.
Lesson 17. Review of material covered during the semester.
Lesson 18. Completing the final lexical and grammatical test.

4th semester

Topic 10. Capital as a factor of production (8 hours) Lesson 1. Introduction of new vocabulary on the topic.
Lesson 2. Discussion of the differences between capital as a factor of production and the financial concept of capital. Lesson 3. Description of a linear graph.
Lesson 4 Development of dialogical speech skills on the topic

Topic 11. Labor as a factor of production (10 hours) Lesson 5. Introduction of new lexical material on the topic. Lesson 6. Forms and use of Infinitives in speech. Lesson 7. Comparison of infinitive forms.
Lesson 8. Description of tables.
Lesson 9. Current control.

Topic 12. Land as a factor of production (8 hours) Lesson 10. Introduction of new vocabulary on the topic. Lesson 11. Discussion of the topic based on the text read. Lesson 12. Complex addition.
Lesson 13. Description of two graphs.

Topic 13. Entrepreneurship and technology's role in production (10 hours) Lesson 14. Introduction of new vocabulary on the topic. Lesson 15. Discussion of the topic based on the text read. Lesson 16. Complex supporting.
Lesson 17. Review of material covered during the semester.
Lesson 18. Completing the final lexical and grammatical test.

5th semester

Topic 14. Forms of financial reporting (12 hours) Lesson 1. Introduction of new vocabulary on the topic. Lesson 2. Discussion of the main forms of financial reporting. Lesson 3. Case study
Lesson 4. Forms and use in speech Gerund Lesson 5. Debates: rules for conducting and types of debates.
Lesson 6. Review of the material covered.

Topic 15. Money and its functions (12 hours)

Lesson 7 Introduction of new vocabulary on the topic.
Lesson 8. Discussion of the topic based on the text read.
Lesson 9. Watching a video. Compiling a glossary
Lesson 10. Comparison of infinitive and gerund. Lesson
11. Vocabulary necessary for participation in debates.
Lesson 12. Current control.

Topic 16. Investment strategy (12 hours)

Lesson 13. Introduction of new vocabulary on the topic.
Lesson 14. Case study.
Session 15 Participation in debates on the topic of investments in start-ups. Session 16. Presentation of projects on the topics of the semester.
Session 17. Review of the material covered in the semester.
Lesson 18. Completing the final lexical and grammatical test.

6th semester

Topic 17. Introduction to accounting (8 hours)
Lesson 1. Introduction of new vocabulary on the topic. Lesson 2.
Description of the process
Lesson 3. Complex forms of Participle I.
Lesson 4. Control of dialogic speech. Watching a video. Compiling a glossary

Topic 18. Types of accounting (10 hours)
Lesson 5. Introduction of new vocabulary on the topic. Lesson 6.
Development of skills in translating authentic articles. Lesson 7.
Independent participial phrase.
Lesson 8. Listening control.
Lesson 9. Current control.

Topic 19. Accounting of the future (10 hours)
Lesson 10. Introduction of new vocabulary on the topic.
Lesson 11. Discussion of the topic based on the text read.
Lesson 12. Complex forms Participle I. Participle II.
Session 13. Conducting debates on professional topics.
Session 14. Current control.

Topic 20 Job seeking process (8 hours)
Lesson 15. Introduction of new vocabulary on the topic.
Lesson 16. Development of dialogical speech skills.
Lesson 17. Review of material covered during the semester.
Lesson 18. Completing the final lexical and grammatical test.

3.4.2. Seminars/practical classes

Part-time and part-time education

1st semester

Topic 1: Family. Representation. Acquaintance (4 hours)
Lesson 1. Family, family members. Close relatives. The meaning of family. Family holidays. Introducing yourself and your relatives.
Lesson 2. Revision of grammar material (Pronouns. Plural nouns. Verb to be). There is/are phrase. Prepositions of place and time. Degrees of comparison of adjectives.

Topic 2. University (4 hours)
Lesson 1. Introduction of new vocabulary on the topic.
Lesson 2. Review of Simple tenses.

Topic 3. Country (6 hours)
Lesson 1. Introduction of new vocabulary on the topic.
Lesson 2. Repetition of group tensesSimple.
Lesson 3. Final lexical and grammatical test for1st semester.

2nd semester
Topic 4.*Traveling*(6 hours)
Lesson 1. Main types of travel. Business travel, organization of business trips, directions. Life safety**.**
Lesson 2. Forms and rules of usePresent Continuous. Comparison of Present Continuous and Present Simple.
Lesson 3. Ways to express the future tense in English:Future Simple, be going to, Present Continuous, Present Simple.

Topic 5.*Transportation*(6 hours)
Lesson 1. Introduction of new vocabulary on the topic. Different types of transport. Discussion of public transport
Lesson 2..Present Perfect**.**ComparisonPresent Perfect and Past Simple.
Lesson 3. Current control by topics4 and 5.

Topic 6.*Healthy life style.*(6 hours)
Lesson 1. Healthy Lifestyle. Why do we need a healthy lifestyle in the work world? management activities. Search, attraction, selection and recruitment of personnel. What prevents us from leading a healthy lifestyle. Self-organization and self-development (including health preservation). **Lesson 2.**Modal verbs and their equivalents.
Lesson 3. Final lexical and grammatical test for2nd semester.

3rd semester
Topic 7. The main aspects of economics (6 hours) Lesson 1. Introduction of new vocabulary on the topic. Lesson 2. Forms and rules for using Participle I. Lesson 3. Description of a circular diagram.

Topic 8. Macroeconomics and microeconomics (6 hours)
Lesson 1. Introduction of new vocabulary on the topic. Discussion of the topic based on the text read.
Lesson 2. Passive Voice.
Lesson 3. Current control.

Topic 9. Economic issues (6 hours)
Lesson 1. Introduction of new vocabulary on the topic. Discussion of the topic based on the text read.
Lesson 2. Description of the bar chart.
Lesson 3. Completing the final lexical and grammatical test.

4th semester
Topic 10. Capital as a factor of production (6 hours)
Lesson 1. Introduction of new vocabulary on the topic. Discussion of the differences between capital as a factor of production and the financial concept of capital.
Lesson 2. Description of line graph.
Lesson 3. Infinitive: forms and functions in a sentence.

Topic 11. Labor as a factor of production (4 hours) Lesson 1.
Introduction of new vocabulary on the topic. Lesson 2.
Description of tables.
Lesson 3. Complex addition

Topic 12. Land as a factor of production (4 hours)
Lesson 1. Introduction of new vocabulary on the topic. Discussion of the topic based on the text read.
Lesson 2. Complex subject.

Topic 13. Entrepreneurship and technology's role in production (4 hours)
Lesson 1. Introduction of new vocabulary on the topic. Discussion of the topic based on the text read.
Lesson 2. Completing the final lexical and grammatical test.

5th semester
Topic 14. Forms of financial reporting (6 hours)
Lesson 1. Introduction of new vocabulary on the topic. Discussion of the main forms of financial reporting.
Lesson 2. Forms and use in speech Gerund Lesson 3.
Debates: rules for conducting and types of debates.

Topic 15. Money and its functions (6 hours)
Lesson 1. Introduction of new vocabulary on the topic. Discussion of the topic based on the text read.
Lesson 2. Comparison of the infinitive and the gerund.
Lesson 3. Current control.

Topic 16. Investment strategy (6 hours)

Lesson 1. Introduction of new vocabulary on the topic. Discussion of the topic based on the text read.
Lesson 2. Review of material covered during the semester.
Lesson 3 Completing the final lexical and grammatical test.

6th semester
Topic 17. Introduction to accounting (6 hours)
Lesson 1. Introduction of new vocabulary on the topic.
Lesson 2. Complex forms of Participle I. Participle II.
Lesson 3. Current control.

Topic 18. Types of accounting (4 hours)
Lesson 1. Introduction of new vocabulary on the topic.
Lesson 2. Development of oral speech skills.

Topic 19. Accounting of the future (4 hours)
Lesson 1. Introduction of new vocabulary on the topic. Discussion of the topic based on the text read.
Lesson 2. Complex forms Participle I. Participle II.

Topic 20 Job seeking process (4 hours)
Lesson 1. Introduction of new vocabulary on the topic.
Lesson 2. Completing the final lexical and grammatical test.

3.5 Subjects of Coursework

Not provided.

4. Educational, methodological and informational support

4.1 Regulatory documents and GOSTs

Not provided

4.2 Main literature:

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

4.3 Further reading:

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

4.4 Electronic educational resources

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

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

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

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

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

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

4.5 Licensed and freely distributed software

not provided

4.6 Modern professional databases and information reference systems

https://isar.unctad.org/

www.multitran.ru
https://www.oxfordlearnersdictionaries.com/

5. Logistics

Laptop - 1.
Smartboard - 1.

6. Methodological recommendations

6.1. Methodological recommendations for the teacher on the organization of training

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

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

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

The goal of independent work of students is, first of all, the development of skills necessary in future professional life, such as self-study and self-development skills and group work skills.

Successful mastery of the developed program in a foreign language should form in students knowledge of business terminology, the ability to prepare presentations and write essays, skills of independent work in order to find and analyze the required information, thereby preparing a solid foundation for mastering a professional

foreign language terminology and development of foreign language professional and communication skills in the following semesters of study.

6.2 Methodological instructions for students on mastering the discipline

The curriculum for the discipline "Foreign Language" has the following features:

- division of the curriculum into a foreign language for everyday communication (1 and 2 semesters) and professionally oriented (3 - 6 semesters) blocks,
- the allocation of independent work into an autonomous type of work for students, which is assessed separately and has a professionally oriented nature,
- use of a point-rating system as a basis for assessing knowledge and students' skills and assigning a final grade at the end of each semester.

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

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

In the second semester, the goal of this activity is to develop students' critical thinking. As an independent work assignment, students are asked to familiarize themselves with several sources and, having critically comprehended them, prepare a group presentation.

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

In the fifth and sixth semesters, independent work consists of conducting group debates with the aim of developing argumentation and teamwork skills.

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

7. Evaluation Fund

7.1 Methods of monitoring and assessing learning outcomes

The following assessment forms of independent work of students, assessment tools for ongoing monitoring of academic performance and midterm assessments are used in the learning process.

The following are considered as assessment tools for current control:

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

To the assessment tools of independent work

- preparation of presentations;
- debates.

The evaluation tools of intermediate control include:

- final lexical and grammatical test to check knowledge of what has been studied lexical and grammatical material;
- a conversation with the teacher on the topics covered in order to monitor the level development of communication skills in typical situations.

Sample assignments for conducting ongoing monitoring, topics for presentations and essays, assignments for independent work of students, and a sample final test are provided in paragraph 7.3.

7.2 Scale and criteria for assessing learning outcomes

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

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

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

Only students who have completed all types of academic work stipulated by the work program for the discipline "Foreign Language" are admitted to the midterm assessment: completing homework, completing current tests, and completing independent work.

Applies***point-rating system of evaluation***students.

Full-time education

The maximum number of points a student can earn for a semester is 100 points. Of these, 40 points are assessed for the student's classroom work,

10 points are the result of completing independent work, 50 points are awarded for midterm assessment.

Classroom work: maximum 40 points

- completing homework, working in class (answering oral questions, participating in discussions, role-playing games) - 20 points at the end of the semester;
- Completion of lexical and grammar tests (2 tests in total) – 20 points (10 points for each test).

Independent work: maximum 10 points

- 1st semester: presentation - 10 points (of which a maximum of 7 points is awarded for the presentation of the report itself and 3 points for answering questions on the topic of the report).
- 2nd semester: group presentation – 10 points (of which a maximum of 7 points is awarded for the presentation of the report itself and 3 points for answering questions on the topic of the report).
- 3rd semester: preparing a presentation based on a description of the graphs - 10 points (of which a maximum of 7 points is awarded for the presentation of the report itself and 3 points for answering questions on the topic of the report).
- 4th semester: group presentation - 10 points (of which a maximum of 7 points is awarded for the presentation of the report itself and 3 points for answering questions on the topic of the report).
- 5th semester - debates on the topics studied - 10 points 6th
- semester - analysis of an authentic article - 10 points

Midterm assessment: maximum 50 points

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

Part-time and part-time education

The maximum number of points a student can earn for a semester is 100 points. Of these, 20 points are for the student's classroom work, 30 points are for the results of independent work, and 50 points are for the midterm assessment.

Classroom work: maximum 20 points

completing homework, working in class (answering oral questions, participating in discussions, role-playing games) - 20 points at the end of the semester.

Independent work: maximum 30 points completing assignments from the course being studied, located in the LMS Moodle.

Midterm assessment: maximum 50 points lexical and grammar test - 25 points;

conversation with the teacher on the topics covered - 25 points.

Table of correspondences between the points scored by the student and the grade “passed”/“failed” and a description of the results:

100 points scale	**Scale assessments**	**Description**

assessments		
55 - 100	Passed	All types of academic work provided for by the curriculum have been completed. The student demonstrates the correspondence of knowledge, abilities, and skills to those given in the tables of indicators, operates with the acquired knowledge, abilities, and skills, and applies them in situations of everyday and professional interaction. At the same time, minor errors and inaccuracies in the choice of adequate lexical units and grammatical structures may be made.
0 - 54	Not accepted	One or more types of academic work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, skills, and abilities with those listed in the tables of indicators, significant errors are made, a lack of knowledge, skills, and abilities in the main types of speech activity (listening, speaking, reading, and writing) is evident, the student experiences significant difficulties in operating knowledge and skills when transferring them to new communication situations.

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

100 points scale **assessments**	**Five-point grading scale**	**Description**
86 - 100	Great	Completed All types educational works, provided by the curriculum. The student demonstrates that knowledge, skills, and abilities correspond to the indicators given in the tables, operates with the acquired knowledge, skills, and abilities, and applies them in situations of increased complexity. At the same time, minor errors, inaccuracies, and difficulties in analytical operations, transfer of knowledge and skills to new, non-standard situations may be allowed.
71 - 85	Fine	Almost all types of academic work provided by the curriculum are completed. The student demonstrates that knowledge, skills, and abilities correspond to the indicators given in the tables, operates with the acquired knowledge, skills, and abilities, and applies them in situations of increased complexity. At the same time, individual minor errors, inaccuracies, and difficulties may be allowed when

		analytical operations, transfer of knowledge and skills to new, non-standard situations.
55 - 70	Satisfactorily	All types of academic work provided for by the curriculum are partially completed. The student demonstrates satisfactory compliance of knowledge, skills, and abilities with the indicators given in the tables, partially operates with the acquired knowledge, skills, and abilities, and experiences quite serious difficulties in operating knowledge and abilities when transferring them to new situations.
0 - 54	Unsatisfactory	One or more types of academic work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, skills, and abilities with the indicators given in the tables, significant errors are made, a lack of knowledge, skills, and abilities is demonstrated for a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

7.3. Evaluation tools

Assessment tools for current assessment: 1 semester

Questions for oral survey

Topic 1: Acquaintance. Representation. Family.

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

10. What was your favorite toy and why?

Topic 2: '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?

Example of the current lexical and grammar 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 are gathering to protest.

I'm going to a party _____New Year's Eve.

I have my gym class _____Wednesdays.

Please send it back _____me.

My train leaves _____18.40_____Platform 1.

This place is _____exhibitions and shows.

The lecture starts _____6 o'clock _____the evening ____next Monday _____Room number 10.

3. Complete following sentences with the right form 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.

Topic 2: 'University'

1.Complete following sentences with the right words.

The first university in the Western Hemisphere was *(1)* _____*(established/disappeared)* by the Spaniards: the University of Santo Domingo (1538) what is now the Dominican Republic .The *(2)* _____*(earliest/endmost)* American institutions *(3)* _____*(tinier/higher)* learning were four-year colleges of Harvard (1636) and William and Mary (1693). The first Russian State Universities was founded in Moscow (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)* Canada is the *(bad/Toronto)* to the *(8)* _____ project. One of the oldest universities in universities tend to *(9) (combine/disconnect)* the Russian tread of Kazan's College in 1827. American colleges *(10) (imitate/oppose)* _____ German models looking to *(10)* _____ *(freedom/slavery)* with the native *(12)* _____*(tradition/irregularity)* of education *(13)* _____*(opportunity/failure)* for the many. Some "land-college grants "*(14)* _____*(arose/dropped)* from Morrill Act of 1862 act, which *(15)* _____*(granted/refused)* each state *(16)* _____*(tracts/limitations)* of land , for example, the Massachusetts Institute of Technology (MIT). Several European countries in the 19th century *(17)* _____*(reorganized/kept)* and *(18)* _____*(secularized/religionized)* their universities, apparently Italy (1870), Spain (1876), and France (1896). Universities in these and other European countries became mostly *(19)* _____*(state-financed/bankrupted)*.Women began to be *(20)* _____*(admitted/unappreciated)* to universities in the second half of the 19th century. Meanwhile, universities' curriculum also continued to *(21)* _____*(evolve/deteriorate)*. The study of modern languages and literatures was *(22)* _____*(added/uncombined)* to, and in many cases supplanted, the *(23)* _____*(traditional/unestablished)* study of Latin , Greek , and theology. Such *(24)* _____*(mysteries/sciences)* as physics , chemistry , biology , and engineering *(25)* _____*(achieved/destroyed)* a recognized place in curriculum, and by the early 20th century the newer disciplines of economics , political science , psychology , and sociology were 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? - _____The colour 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 _____.

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

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

2. Australia is _____(bigger) 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) like dogs.

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

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

Topic 3. Country

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

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

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

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?)

2nd semester:

Topic 4. Traveling

1 Do you like travelling?
2 Whom do you often spend the holiday with? ... 3
Have you done much traveling? ...
4 What kind of places have you visited in your life? ... 5
When you visit new places, what do you like to do? ...

6 Do you prefer traveling alone or in a group? ... 7
Do you often travel abroad?

Topic 5. 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 4. Traveling

1.Complete following sentences with the right words.

Almost all people _____(be fond) of traveling. It is very interesting to see new places, another towns and countries. people _____(may) travel either for pleasure or on business. There (be) various means of 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. 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) 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. _____(to be) on a diet?

Topic 5. Transportation

1.Complete following sentences with the right words.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Topic 6. Healthy lifestyle

1.Complete following sentences with the 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. _____(healthy) we are, the _____ (good) we feel. _____(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) a well-balanced home-made meals with a lot of organic fruits, vegetables, dairy products, grains and seafood. We are what we eat.

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

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

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

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

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

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

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

3 semester

Assessment tools for current certification:

1. Final lexical and grammatical test.

2. Conversation on the topics covered.

Questions on the topics:

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

Test 3 semester

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

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

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

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

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

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

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

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

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

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

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

Complete the sentences with suitable modal verbs.

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

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

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

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

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

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

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

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

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

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

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

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

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

Put the adjectives in brackets in the comparative degree:

12. At low prices the demanded quantity is... (high).

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

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

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

Put the adjectives in brackets in the superlative degree:

14. Land quality is... (important) for agriculture.

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

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

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

Complete the sentences with the suitable words.

16. In Cuba and the South Korea the government makes all resources allocation …

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

17. Economics… production and consumption levels.

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

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

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

19. A free market economy relies on indirect…

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

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

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

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

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

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

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

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

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

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

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

Find English equivalents for Russian words and word combinations in brackets: 25.

In mixed economies both market and government (important).

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

4semester

Assessment tools for current certification:

1. Final lexical and grammatical test.

2. Conversation on the topics covered.

Questions on the topics:

1.Define factors of production. What are they?

2. What does the production process consist of?

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

4. What types of capital can be distinguished?

5.Why is money not a factor of production?

6. who are the most successful entrepreneurs?

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

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

9.What does labor refer to?

10 what workers are referred to as human capital?

Test 4th semester:

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

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

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

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

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

3. Taxes greatly effect_ the way society allocates its scarce resources.

a) with b) to c) on d) –

4. High unemployment benefits in Europe result _ high unemployment rate.

a) in b) from c) out of d) –

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

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

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

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

7. Employees exchange _labor _ money.

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

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

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

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

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

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

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

11. There _ equal income distribution within each country.

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

12. By 2005 _ a rise in the GNP per person in that country.

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

13. This firm was said _ high profits.

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

14. The government is supposed _ now the problem of tax holidays for small businesses.

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

15. The rate of exchange is known _ by the Central Bank.

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

16. If you run a sole proprietorship your work is partly _ an employee and_ an employer.

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

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

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

18. _ often the average income in the country is analyzed.

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

19. _ tax rates _ tax revenue.

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

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

20. This is an important economic characteristic (which should be taken into account in attention) in determining GNP.

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

21. Some years ago (there were) a lot of command economies in the world.

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

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

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

23. This new company is believed to improve the situation in the market.

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

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

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

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

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

26. Input prices will make production more expensive (if they are increased),

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

27. The company (it was believed) to modify its products.

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

28. The firm is considered to have made a fabulous profit.

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

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

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

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

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

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

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

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

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

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

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

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

34. Taxation and government spending _ finance public expenditure.

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

35. The _ is raised at different stages of the production process.

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

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

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

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

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

38. In a _ tax structure the average tax rate rises with a person's income level.

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

39. Sales tax is an example of _ tax which is levied on purchase of goods and services.

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

40. We _ between real and nominal GNP.

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

41. When goods are _ for other goods and services much time is wasted.

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

42. When money is used to make purchases it functions as _.

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

43. The Gross domestic product is produced by _ within the country.

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

44. Value added tax is an example of _ tax which levied on purchase of goods and services.

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

45. _ is transformed from one group of consumers to another group of consumers through transfer payments.

a) Tax revenues b) Purchasing power c) Public goods d) Public spending

5th semester

Evaluation tools for *current certification*:
1. Final lexical and grammatical test.
2. Conversation on the topics covered.

1.Questions for oral survey

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

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

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

2. Current lexical and grammatical test

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

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

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

2.*How can aggregate demand be reduced?*

a)by an increase in taxes

b)by a decrease in government spending

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

3.*How does higher aggregate demand affect government spending?*

a)there is an increase in taxes

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

c)there is a decrease in government spending

II. Complete the sentences based on the content of the text you read.

4.*The government can impose a number of taxation measures* _____***.***

a)to increase aggregate demand

b)to decrease aggregate demand or spending

c)to create a budget deficit

5.*Spending can also be cut* _____***.***

a)by raising indirect taxes

b)by decreasing indirect taxes

c)without changing indirect taxes

6.*An increase in the value added tax on products will result in* _____***.***

a)unchanged purchasing power

b)higher purchasing power

c)lower purchasing power

7.*An injection into the circular flow of national income brings about additional jobs*_____***.***

a)to increase unemployment

b)to prevent unemployment

c)to reduce unemployment

8.*Large proportion of government expenditure on defense cannot easily be altered without* _____***.***

a)voting **b)**referendum **c)**political lobbying

III. Find an equivalent for this Russian word or phrase.

9.*taxation*

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

10.*aggregate demand*

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

11.*excise duties*

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

12.*purchasing power*

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

13.*lead to something*

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

14.*reduce taxes*

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

15.*increase expenses*

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

IV. Choose the correct tense form of the verb.

16*Fiscal policy _____to influence the level of economic activity.*

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

17.*Spending can _____by increasing taxes.*

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

18.*Nowadays taxation rate changes (eg income tax changes) _____time to make.*

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

19.*An increase in government spending _____aggregate demand.*

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

20.*The government _____considerably _____its expenditure over the last two years.*

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

V. Fill in the gaps with modal verbs or their equivalents.

21.*The government _____use a number of taxation measures to subsidize the social sector.*

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

22.*If the government _____to increase spending, it creates a budget deficit.*

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

23.*The rise in the VAT on all goods or excise duties on particular products _____to lead to lower purchasing power.*

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

24.*A fall in government spending _____reduce aggregate demand.*

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

25.*A dramatic increase in government spending _____to stimulate aggregate demand.*

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

VI.*Fill in the blanks with the correct form of adjectives.*.

26.*An increase in the VAT will lead to _____spending power.*

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

27.*An improvement in government spending creates _____jobs.*

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

28.*A significant proportion of government expenditure has been reviewed after the crisis_____-_____in the country's history.*

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

VII. Choose the English sentence that most accurately conveys the content presented.

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

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

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

c)Firms paid taxes to vote.

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

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

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

c)Both national and local business rates were imposed.

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

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

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

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

2.Topics of oral messages:

1.Finance can be defined as the art and science of allocation money.

2.nance at the macro level is the study of financial planning and fund raising for firms.

3.Finance is connected with economics.

4.Accountants use a supply-and-demand framework to explain the set of the prices.

5.conomists record revenue and expenses of organization.

6.Well-developed financial system consists of financial markets, institutions or intermediaries and business financial management.

3. Task for describing graphs and diagrams:

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

Final lexical and grammatical test.

1) Choose the correct form of the infinitive from the brackets. Translate the sentences.

1.(To know, to be known) a foreign language is necessary for specialists.
2.They are glad (to have been passed, to have passed) their exams with good marks.
3.Our scientists were the first (to be used, to use) this method.
4.The articles (to find, to be found) in the magazine will help you to make a report.
5.She wants (to be told, to have been told) the story.

2) Translate the sentences into Russian, paying attention to the infinitive phrases.

1.They seem to know this man very well.
2.She did not let him tell the truth.
3.We saw the children play in the garden.
4.This method of teaching is considered to give good results.
5.Everybody knows her to be writing a new article.

3) Fill in the blanks with a word that makes sense:

Task 3. Complete the sentences using the words and word-combinations from the text.

Level, accounting, profitability, resources management, economics, means, institutions.

1.Finance is the science of… money.
2.Finance can be defined at macro… and micro… .
3.Finance has its origin in … and … .
4.Accountants also record … of organization.
5.Large-scale production can function with an effective … of paying.
6.Banks and insurance companies are financial….
7.Financial markets carry out the allocation of financial….

6th semester

Assessment tools for ongoing assessment

1. Questions for oral questioning

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

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

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

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

2. Current lexical and grammatical test.

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

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

II. Translate the sentences into Russian, paying attention to the complex forms of Participle 1.

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

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

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

3. Topics of oral messages:

1) Presentation of a company operating in the students' professional field (name, year of foundation, owner, headquarters, legal form of the company, specialization, structure, number of employees, manufactured goods or services provided, its main competitors, advantages of this company over competitors) (Topics 3.4.6)

2) Analysis of the company's activities over the past two years (the student prepares material on the company that he represented as part of studying the previous topic.

Role play:

a) job interview (Topic 7)

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

b) consideration of a customer complaint (Topic 7)

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

5. Topics of business letters:

1) writing a resume and a cover letter (topic 7)

2) drafting a letter of inquiry and a response to a letter of inquiry (Topic 7)

3) drafting a letter of complaint and a response to a letter of complaint (Topic 7)

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

Students are divided into groups of 2-3 people with the goal of preparing a presentation of the business plan of their future company. The structure of the business plan:

1. Personal Details (relevant work experience)
2. Details of the business (name, type of business, etc)
3. Mission statement (describe the general aim of the business)
4. Objective (describe what specifically the company will do)
5. Product/service description
6. Market (describe your market, target customers, main competitors, the advantages of your product or service over the competition)
7. Details of production (describe the location of your business, details of production, the kind of premises, machinery and vehicles which you need)

8. Personnel (number of people, job function)

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

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

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

Assessment tools for midterm assessment

1. Final lexical and grammatical test.

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

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

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

1. The article tells about new technologies, the most attention being paid to computer development.
2. Shocked by the news the old man kept silence.
3. Looking through the magazine she found a dress of her dreams.
4. Having lost the key she could not get into the house.
5. I asked her questions, she giving no answer.
6. Being inhabited by more than 7 million people, the city was huge, noisy and uncomfortable to navigate.
7. It being a hot day, they decided to go to the river.

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

Pinel.com

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

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

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

Finally, I would like to congratulate _____on the good performance. Thank you all for our support and_____to our company.

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

2. Oral part

1.What is recruitment? What stages does recruitment have?

2. What are the usual section of a job advertisement?

3. What is a CV? What parts does it contain?

4. What is the function of CV?

5.What is a covering letter or letter of application?

8. What parts does it contain? What is the function of each part?

6. How should an applicant behave at a job interview? What should not an applicant do at a job interview?

7. What methods are there to evaluate the applicant for a job?

9. What is an ideal job for you? (Speak about ways of working, working conditions, your responsibilities, promotion opportunities, salary)

10. What are the legal forms of business in the UK? In the USA?

11. What is a sole proprietor? What are the advantages and disadvantages of this form of business?

12. What is a partnership? What are the advantages and disadvantages of this form of business?

13. What is a private limited company? What are the advantages and disadvantages of this form of business?

14. What is a public limited company? What are the advantages and disadvantages of this form of business?

15. What form of business will you choose if you set up your company?

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

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

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

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

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

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

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

Role-playing (business) games in the discipline "Foreign language" (development of competence UK-4)

Role play the following situations:

1. You are a sales department manager. What and how will you train your sales staff?

2. You are at the international trade fair for the first time. You meet a famous management guru in HR there and have a talk with him.

3. You are talking with your department chief about preparation for the workshop about coaching..

4. You meet the famous Inditex group CEO and discuss with him why the manufacturers are interested in inviting outsourcing companies..

5. You are at the team-building session for the first time. You are listening to the report about pros and cons of new technological changes in hiring procedures.Then you are discussing with your new ex-parts, you meet there, the role of software application for hiring purposes nowadays.

6. You are discussing different types of motivation of the staff.

7. You are visiting the conference about Stress management. Discuss with the participants of the conference how they cope with stress at work.

8. You are having a workshop about conflict management skills. Which questions will you ask the reporter?

9. You are going to introduce a new type of incentive (motivation) schemes of the staff. Discuss with them advantages and disadvantages of them.

10. While traveling in the coach you are discussing with your colleges pros and cons of the facilities provided.

11. At the HR meeting you are discussing the main topics for the in-company training seminars, delivered to the staff before their assessment.

12. You are discussing the advantages and disadvantages of the new corporate culture in your company.

13. You are discussing with CEO the ways of staff promotion in your company.

14. You discuss the problems of new product promotion strategy with global company upstream production department chief.

Criteria for assessing participation in a business game

The system for assessing gaming activity is based on an assessment of the quality and effectiveness of decisions taken and their validity.

For participation in the business game, students are awarded points in accordance with the criteria presented in the table.

Evaluation Criteria Score

1. Theoretical level of knowledge 0-5

2. Quantity and quality of ideas put forward 0-10

3. Argumentation of the ideas put forward 0-10

4. Ability to listen to opponents and conduct a discussion 0-5

5. Public speaking 0-3

6. Supporting materials with factual data (statistics or other) 0-5

7. Ability to defend one's own point of view 0-5

8. Quality of answers to questions 0-5

9. Ability to work in a team 0-5

10. Degree of participation in the general discussion Total score: 0-63 Assessment of participation in the business game:

excellent - 54-63 points; good - 44-53 points; satisfactory - 30-63 points; unsatisfactory - less than 30 points.

Projects on the subject "Foreign Language" (development of competence UK-4)

Project 1

Visit the World Trade Organization website www.wto.org/ and find the latest news regarding its activities. List and summarize three recent events related to the WTO.

Project 2

Read the executive summary of the World Commission on the Social Dimension of Globalization's report, "A Fair Globalization: Creating Opportunities for All," at: http:// www.un.org/russian/esal/economic/globalization_commission.htm

What tasks need to be solved so that globalization is truly effective for all countries.
Project 3

"Trajectory of Success"

Find on the Internet examples people, found your place in professional environment. Talk about your expectations, strengths and weaknesses as a future HR specialist. Post the collage on social networks.

Project 4

Compile information about Marketing communication as a strategic function and participate in the project. Present the project to your group. You may use the following website: www.economist.com/node/18775460

Project 5

Compile information about What is an SME and participate in the project.

Present the project to your group. You may use the following website: http://

ec.europa.eu/enterprise/policies/sme/facts-figures-analysis

Project 6

Compile information about Reliance industries and participate in the project. Present the project Company history to your group. You may use the following website: http:// economictimes.indiatimescom/reliance-industries_

Project 7

Examine information about “soft” and “hard” approaches in workplace and participate in the project. Present the project to your group. You may use the following website: http:// www.cipt/co/uk/hr-resources.aspx

Project 8

Compile information about Employment relation and employee engagement and participate in the project. Present the project to your group. You may use the following website: http:// www.cipt.co.uk/hr-resources/factsheets/employee-engagement.aspx Project 9

Compile information about legal structure for a new business and participate in the project. Present the project to your group. You may use the following website:

www.gov.uk/business-legal-structure-overview

Project 10

Compile information about the role of communication in change and participate in the project. Present the project to your group. You may use the following website: http:// open.ac.uk/

Project 11

Compile information about project management and participate in the project.

Present the project to your group. You may use the following website: http://www/ open.ac.uk/libraryservice/resources/website:41891

Example of an examination ticket:

Ministry of Science and Higher Education of the Russian Federation
Federal State Autonomous Institution of Higher Education
"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECHNIC)

Faculty of Basic Competencies, Department of Foreign Languages,
Discipline "Foreign Language"

_2_ year, _4_ semester

EXAM TICKET #1

1. Lexical and grammatical test.
2. Conversation on the professional topics covered.

Approved at the meeting of the department " ____»_____202_ year, protocol No. ____

Head of Department _____Presnukhina I.A.

Sample examination ticket

MINISTRY SCIENCES AND HIGHER EDUCATION
OF THE RUSSIAN FEDERATION

FEDERAL STATE AUTONOMOUS INSTITUTION OF HIGHER

EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"

(MOSCOW POLYTECHNIC)

Department of Foreign Languages

Discipline "Foreign Language"

Course 2, semester 4

EXAM TICKET No. 1.

1. READ THE TEXT

2.Translate 2nd passage of the text (in wr)

3.Answer the teacher's questions about the text.

Engagement and disengagement

Existing literature and research makes a distinction made between engagement (regarded as a positive state for both self and work performance) and disengagement (regarded as a negative state). This binary construction does not seem to allow for a ‗neutral' state for employees and encourages an either/or categorization.

Engagement is defined by the extent to which people employ physical, cognitive and emotional degrees of themselves in their work. Engaged employees thus express their 'authentic' selves through physical involvement, cognitive awareness and emotional connections (Truss et al., 2013). Conversely, disengaged employees 'uncouple' themselves from their roles, suppressing personal involvement in physical, cognitive and emotional aspects of work.

Engaged workers are generally considered to be 'happy productive workers'. For example, it has been suggested that ‗engaged employees often experience positive emotions, including happiness, joy, and enthusiasm; experience better health; create their own job and personal resources; and transfer their engagement to others' From this perspective it is difficult to see engagement as anything other than good for both employees and organizations.

Although low levels of engagement, or disengagement, have been viewed within the literature as problematic: for individuals, in that they have been associated with impaired wellbeing, and for organizations, as they are linked with low levels of performance. Another view is that high levels of engagement may be equally problematic; according to George (2011, p. 53),

‗the costs of high work engagement for employees deserve far greater attention than they have received to date and question to what extent high engagement is always such a positive experience for employees'.

George goes on to argue that rising levels of productivity are associated with work intensification and income inequality, and questions the prosperity of organizations deliberately soliciting high engagement levels but failing to reward workers appropriately. An additional problem is the probability of impaired work–life balance for engaged workers. Against this background, engagement may not always be uniformly beneficial to employees. There is thus some concern over the overwhelmingly positive perspective on employee engagement and even its proponents increasingly acknowledge it might have a 'dark side'. In particular there is concern about the possibility of detrimental effects (for both individuals and organizations) of over-engagement. Over-

engagement can be defined as occurring when “highly-engaged workers become exceedingly involved in their work activities” (Poulsen et al., 2014, p. 161), to the exclusion of other nonwork activities. Presenteeism, the tendency to spend longer in the workplace than is necessary for the completion of work activity, has also been identified as a form of overengagement. Over time, over-engagement has been linked to issues of workaholism (a psychological addiction to work resulting from extreme and prolonged over-engagement) and burnout.

1). Give the definitions to “engagement”, “disengagement” and “overengagement”

2).What are the essential differences between engagement and disengagement?

3). What is your attitude to presenteeism? Are you for or against it? Give your grounds.

4). What makes high level of problematic engagement?

2. Make an oral presentation on the topic: — HR development practice