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**Министерство образования Московской области
Государственное образовательное учреждение высшего образования
Московской области
«Государственный гуманитарно-технологический университет»
(ГГТУ)**

УТВЕРЖДАЮ

Проректор



«12» мая 2022 г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Б1.О.07.09

Английский язык в профессиональной коммуникации

Направление подготовки	44.03.05 Педагогическое образование (с двумя профилями подготовки)
Профили подготовки	Дошкольное образование, Иностранный язык (английский)
Квалификация выпускника	Бакалавр
Форма обучения	Очная

Орехово-Зуево

2022 г.

1. ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Рабочая программа дисциплины «Английский язык в профессиональной коммуникации» составлена на основе учебного плана 44.03.05 Педагогическое образование (с двумя профилями подготовки) по профилям Дошкольное образование, Иностранный язык (английский) 2022 г. начала подготовки (очная форма обучения).

При реализации образовательной программы университет вправе применять дистанционные образовательные технологии.

2. ПЕРЕЧЕНЬ ПЛАНИРУЕМЫХ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ, СООТНЕСЕННЫХ С ПЛАНИРУЕМЫМИ РЕЗУЛЬТАТАМИ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Цели дисциплины

Цель дисциплины – ознакомить студентов с особенностями делового дискурса в английском языке и сформировать компетенции, необходимые для осуществления профессиональной деятельности в условиях делового общения.

Задачи дисциплины

- научить правильно использовать в устной и письменной речи реалии и фразеологические обороты, употребляемые в языке делового общения;
- показать взаимосвязь языка и жизни социума;
- увеличить словарный запас, связанный с сферой делового общения;
- интенсифицировать навыки устной речи и аналитического мышления, умения вести дискуссию, выразить и отстаивать свою точку зрения;

Знания и умения обучающегося, формируемые в результате освоения дисциплины

В результате изучения дисциплины «Английский язык в профессиональной коммуникации» студент должен обладать следующими компетенциями:	Коды формируемых компетенций
Универсальные компетенции (УК):	
Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4

Индикаторы достижения компетенций

Код и наименование компетенции	Наименование индикатора достижения компетенции
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и ино-	УК-4.1. Владеет системой норм русского литературного языка при его использовании в качестве государственного языка РФ и нормами иностранного (ых) языка(ов), использует различные формы, виды устной и письменной коммуникации. УК-4.2. Использует языковые средства для достижения профессиональных целей на русском и иностранном(ых) языке(ах) в рамках межличностного и межкультурного общения. УК-4.3. Осуществляет коммуникацию в цифровой среде для достижения профессиональных целей и эффективного взаимодействия.

странном(ых) языке(ах)	
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3. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Дисциплина «Английский язык в профессиональной коммуникации» относится к предметно-методическому модулю по иностранному языку обязательной части Блока 1 образовательной программы (Б1.О.07.09).

4. ОБЪЕМ ДИСЦИПЛИНЫ

Очная форма обучения

№ п/п	Раздел/тема	Семестр	Всего час.	Виды учебной работы		СРС	Проме- жуточ- ная ат- теста- ция
				Контактная работа			
				ЛЗ	ПЗ		
1	Basic skills for using telephone in business	7	18	4	4	72	
2	Visiting a firm.	7	18	4	4		
3	Sales and negotiations.	7	18	4	4		
4	Contracts and its features.	7	18	4	4		
5	Business correspondence.	7	18	4	4		
6	Marketing	7	18	4	4		
7	The visit of a foreign partner	7	18	4	4		
8	Job hunting	7	18	8	8		
	Итого в семестре	7	144	36	36	72	Зачет, 7 семестр
	Всего		144	36	36	72	

Содержание дисциплины, структурированное по темам

Лекции

Тема 1. Basic skills for using telephone in business

There is no doubt that conversation in the learning process is the very heart of schooling and pedagogy. Children, in their efforts to discover and understand the world around them, continuously ask questions. Oral skills are a crucial factor for teacher-child interactions and children's development of oral language. In early education, oral language development is particularly significant for interactions, social relationships, and friendship, and for building a sense of belonging. Educators help children develop good oral language skills both directly through their language interaction with them and indirectly by creating an environment rich in learning stimuli. Teachers' oral communication skills are capable of actively supporting curriculum implementation and meeting its goals. This chapter aims to establish how educators manage oral discourse in preschool classrooms and how the implementation of specific approaches has more positive re-

sults than that of others. References are made to the theoretical approaches of sociolinguistics and ethnography of communication, as well as to Fairclough, Vygotsky, Piaget, Bruner, Mercer, Edwards, Maclure, Maybin, Volosinov, etc. The significance of active listening is analyzed as a primary skill for the language development. In addition, references are made to communication models such as the transmission model of communication and the model of interactive communication. Early education provides many speaking opportunities. Educators develop various activities aimed at language development, such as circle time discussions, teacher-learner routine interactions, reading and narrating stories, developing topics, giving directions, describing pictures, setting rules, and reading public signs. In this research, kindergarten educators engage students in discussions on the topic of 'Tolerance'. Children are invited to observe, describe, and narrate the story based on related images. In this effort, they are motivated and supported by their teachers. The main goals of the teachers' interventions are children's active participation, staying on topic, and responding to who, what, where, when, and how questions. The activities were recorded and the content was analyzed according to the qualitative content analysis of speech and communication. The research focuses on two questions: Which specific strategies result in children being more productive in oral language? Which communication model is implemented by educators? The main body of this work comprises of three parts. Part I considers theoretical concepts associated with linguistic power and the function of the official language taught in schools as a medium for imposing state power. Emphasis is placed on oral discourse and communication in the school context. References are made to the transmission model and the dialogic model of communication. Part II consists of two sections. The first section considers the issue of orality management in the kindergarten and presents the key principles and objectives of the Greek kindergarten curriculum. The second section analyzes the importance of supporting oral communication in early childhood and the critical role of kindergarten educators to this end. The section also presents the methodology applied for curriculum implementation. Part III presents recordings of classroom discussions on 'Tolerance'. The recordings come from two kindergarten classrooms; they were transcribed and analyzed accordingly by the means of communication content analysis. The analysis found that each educator develops their own educational strategy that stems from their own personal theory and oral competencies. Constructive interventions with positive results were identified, along with less effective ones, which proved discouraging for children. Features of the more constructive interventions were: the implementation of the interactive communication model, the initiation-reaction-feedback (IRF) rule, a child-centered approach, credit time for children, a positive classroom climate, and the zone of proximal development perceived as an attribute of pedagogical phenomena. This research attempted to identify how children learn to construct an understanding of the world around them. We suggest that in early childhood, children construct meaning and learn in accordance with the ways in which adults manage orality. It is the authors' opinion that this statement extends the scope of the communication theory of learning in order to highlight the value of genuine dialog in the learning process.

2. Symbolic language and communication in the school context Oral discourse is the child's earliest medium for knowledge acquisition and exploration of the world. It is the sphere in which knowledge and understanding are developed.

Tema 2. Visiting a firm.

All you need to do is train yourself to speak English as comfortably and perfectly as you speak your mother tongue. How do you train yourself? By inculcating certain practices in your daily lifestyle. These will get you closer to sounding like a native English speaker and equip you with a global accent -- and you will speak not American or British English, but correct English.

This is the first step to learn any other accent, be it American or British or Australian.

Lisa Mojsin, head trainer, director and founder of the Accurate English Training Company in Los Angeles, offers these tips to help 'neutralise' your accent or rather do away with the local twang, as you speak.

i. Observe the mouth movements of those who speak English well and try to imitate them.

When you are watching television, observe the mouth movements of the speakers. Repeat what they are saying, while imitating the intonation and rhythm of their speech.

ii. Until you learn the correct intonation and rhythm of English, slow your speech down.

If you speak too quickly, and with the wrong intonation and rhythm, native speakers will have a hard time understanding you.

Don't worry about your listener getting impatient with your slow speech -- it is more important that everything you say be understood. iii. Listen to the 'music' of English.

Do not use the 'music' of your native language when you speak English. Each language has its own way of 'singing'. iv. Use the dictionary.

Try and familiarise yourself with the phonetic symbols of your dictionary. Look up the correct pronunciation of words that are hard for you to say.

v. Make a list of frequently used words that you find difficult to pronounce and ask someone who speaks the language well to pronounce them for you.

Record these words, listen to them and practice saying them. Listen and read at the same time.

vi. Buy books on tape.

Record yourself reading some sections of the book. Compare the sound of your English with that of the person reading the book on the tape.

vii. Pronounce the ending of each word.

Pay special attention to 'S' and 'ED' endings. This will help you strengthen the mouth muscles that you use when you speak English. viii. Read aloud in English for 15-20 minutes every day. Research has shown it takes about three months of daily practice to develop strong mouth muscles for speaking a new language.

ix. Record your own voice and listen for pronunciation mistakes.

Many people hate to hear the sound of their voice and avoid listening to themselves speak. However, this is a very important exercise because doing it will help you become conscious of the mistakes you are making.

Be patient.

You can change the way you speak but it won't happen overnight. People often expect instant results and give up too soon. You can change the way you sound if you are willing to put some effort into it.

Quick tips

Various versions of the English language exist. Begin by identifying the category you fall into and start by improving the clarity of your speech.

~ Focus on removing the mother tongue influence and the 'Indianisms' that creep into your English conversations.

~ Watch the English news on television channels like Star World, CNN, BBC and English movies on Star Movies and HBO.

Tema 3. Sales and negotiations.

In the professional world, communication matters to the core and oral communication in the work place are vital for success of any organization. If employees have the ability to communicate effectively, there can be a tremendous scope of success. Glance through any job portal and you will find that "excellent written and oral communication skills" are one of the vital attributes that all employers look for in their prospective employees. Oral communication is the art of using speech to convey information, thoughts and feelings to others and it is the key to improve interpersonal and professional relationships. Importance of Oral Communication Skills in the Workplace Would you like to write for us? Well, we're looking for good writers who want to spread the word. Get in touch with us and we'll talk... Let's Work Together! Human beings are blessed with the faculty of speech and that is an incredible gift, to say the least. As the 21st century has been adjudged to be an era of communication, innovative technologies have revolutionized the business world. This is the 'instant world', that epitomizes dynamism. The way we convey our thoughts plays a major role in building relationships. If you're impolite, terse and reck-

less in speaking, your words, no matter how meaningful, won't achieve their purpose. Moreover, experts in body language and communication related studies point out a fact that the tone, diction, pronunciation and speed of our talking matters a lot in daily dealings with people. In work place, there are employees of diverse cultural and educational backgrounds. This makes team working a difficult task but guided by the ability to work coherently and with a clear understanding of the task to be achieved, all members work towards the same objective. Misunderstandings, conflicts and differences in opinions are easily managed when there is a lucid flow of communication between team members. With proper communication, a bonding and trust builds amongst the employees thereby promoting excellent working conditions. An atmosphere of support and cooperation is fostered by properly conveying expectations of the management team to the employees and vice-versa. If employees are given the opportunity to express their suggestions, viewpoints and ideas, they feel engaged in shaping the future of the company. Oral communication also plays a major role in negotiations, mergers & acquisitions and meetings. In almost every business set up, individuals are required to make presentations and address them in front of CEOs and management officers. All this requires a sharp and accurate understanding of the way to talk and present our thoughts. Both forms of oral communication – listening and speaking are important for learning things around us. Improving Oral Communication How to improve oral communication? Well, there is no one fixed method to develop communication skills. A combination of variety of methods work best in helping people to get more command on their oral communication skills. In the business world, individuals are expected to be confident about their beliefs, ideas and convictions. Hence, they must include words like 'In my opinion', 'as far as I know', 'I believe that' so that their words are more emphatic and reflect self analysis. While improving skills on oral communication skills, people in a workplace must learn the art of listening. It is said that to speak well, one must be a great listener. In the professional world, poor listening skills can cost an individual a fortune as some major pointers from the other person's perspective can be missed. This is true even in management meetings and seminars. Employees who're active listeners can grasp the main points being discussed in a meeting or a seminar, in a more profound way. Similarly, active listening helps individuals to understand the other person in a more enhanced way. Besides being a good listener, one must also have a positive body language during conversations. A person with a smiling face and positive attitude is able to raise the spirits of everyone around him. On the other hand, an individual with a negative attitude makes the conversation dull and depressing. When we're talking to someone, we must give the other person an opportunity to talk to as it improves our listening ability. Many people talk too fast during conversations that makes it a difficult task to figure out about what the person is saying. Communication is an art and it can be improved by working on it consistently. Since it is not an overnight work, one needs to learn it by observing people who're good at it. It is a misconception that effective oral communication skills is about being verbose or to use scholarly language while talking. Oral communication skills, in fact, are representation of simplicity and detail.

Tema 4. Contracts and its features.

Conversation: conversation means informal discussion among the people. When one person discusses his views, opinions to another person and exchanges their views in the presence of both then it is called face to face conversation. It also includes a face-to-face discussion on a particular issue. In this method, both the information receiver and sender can exchange their views freely and fairly.

Interview: It suggests a meeting between two or more persons for the purpose of getting a view of each other or for knowing each other. When we normally think of an interview, we think a situation in which an employer tries to size up an applicant for a job. The employer's aim is to know whether the applicant can be fit for service to this organization and the applicant's aim is to find whether the job being offered by the organization can be suitable to him. It's first, the speaker asks questions to the listener and then the listener answers the question. There are three major techniques of interview. They are as follows:

Direct questioning

Non-directive interview and

Guided interview

Does speech: Speech means what the speaker says in front of the audience. It is a fully audience-oriented system. Generally, the political leaders, the managers, the businessman or the workers' leaders use this system sometimes. It can build tension or it can relax tension. This system is practiced in public gatherings at company meetings, inauguration, and seminars, etc. In needs to considerable skills otherwise, it is not effective.

Group discussion: Group discussion is a popular method of oral communication. Management arranges group discussions to take a decision on a special matter. Group discussion is very helpful to human relations, idea getting an idea development and training.

Formal training courses: Effective communication can be performed through formal training courses. It is a widely used technique of oral communication. Both the trainer and the trainee can exchange their views directly.

Meeting: Meeting means the formal group discussion about a specific predetermined topic or subject. Meeting members to get together and discuss a problem or issue or a special matter.

There are several types of meeting such as –

Security meeting

Minutes meeting

Social meeting

General meeting itself

Counseling: Counseling is an effective medium of oral communication. Generally, it held yearly or bi-yearly. It is adopted by the higher authority for their followers.

Committee: Committee is an organization. The committee meeting is a popular technique of oral communication. A special decision is taken through face to face discussion of a committee meeting.

Special prize-giving ceremony: Sometimes the businessmen can meet with others arranging a special prize-giving ceremony for the workers. In this ceremony, the businessmen can exchange their views and ideas orally.

Conference: Conference is a kind of meeting at which participants exchange views and talk together. A conference may be held to exchange views on some problem being faced by the organization or some other issue related to it and it may even suggest a solution but the suggestions from a conference are not binding. They are more in the nature of the recommendation.

Lectures: Lecture is used to create an understanding of a topic or to influence behavior, attitudes of the trainee through spoken words. The lecture is telling someone about something. The method is an effective way to introduce new information or concepts to a group of learners who gathered at on place. A lecture is given to enhance the knowledge of the listener or to give him the theoretical aspect of a topic.

Informal communication: Informal communication is another technique to exchange information orally. It can occur in the playground, tea table, etc. In those situations, both the boss and the subordinate can exchange their views informally.

Others: Invitation to a lunch, Brainstorming, Advisory board, Inspection of factory and office.

Tema 5. Business correspondence.

telephone: Telephone set is an instrument that converts voice and other sound signals into a form that can be transmitted to remote locations and that receives and reconverts waves into the waves into sound signals. The telephone plays a vital role in communication when the two persons stay in different places they communicate with each other by telephone. Their exchange information and their views and immediate feedback are possible under this system. Nowadays we can see that every organization is using the telephone to exchange information and views orally.

Mobile or cell phone: A mobile phone (also known as a cellular phone, cell phone, and a hand-phone) is a portable telephone that connects to the telephone network over the radio wave trans-

mission. It connects to a wireless communications network through radio waves or satellite transmissions.

Radio: Radio is the indirect media of oral communication. It is a one-way communication system. The receiver can only hear the message from the sender. The receiver cannot reply.

Television: Television is also the indirect media of oral communication. It is a one-way communication system. Here, receiver can here the messages and side by side see the sender. The receiver cannot reply.

Video conference: Video conference is a kind of teleconferencing communication where people staying in different corners or locations and participate in a face-to-face group meeting or group discussion through the help of electronic video camera technology.

Teleconferencing: Teleconferencing is a kind of communication where people staying in different corners or locations and participate in group meetings or group discussions through electronic telephone technology.

Tema 6. Marketing

JOURNALESE: FORM AND CONTENT Information and news provided for the public in the form of printed matter has traditionally acquired a number of essential forms shared by publicistic writing and newspaper writing. They are: the article, the editorial, the advertisement, and the headline. The Article Irrespective of the character of the magazine or newspaper and divergence of subject matter; whether it is political, literary, popular-scientific or satirical, all the features of publicistic style are to be found in any article. The Editorial Editorials, like some other types of newspaper articles, are an intermediate phenomenon bearing the stamp of both the newspaper style and the publicist style. The function of the editorial is to influence the reader by giving an interpretation of certain facts. Editorials comment on the political and other events of the day. Their purpose is to give the editor's opinion and interpretation of the news published and suggest to the reader that it is the correct one. Along political words and expressions, terms, clichés and abbreviations one can find colloquial words and expressions, slang, and professionalisms. The language of editorial articles is characterized by a combination of different strata of vocabulary, which enhances the emotional effect. Advertisements and Announcements The function of advertisements and announcements, like that of brief news, is to inform the reader. There are two basic types of advertisements and announcements in the modern English newspaper: classified and non-classified (separate). In classified advertisements and announcements various kinds of information are arranged according to subject-matter into sections, each bearing an appropriate name. In most newspapers the reader never fails to find several hundred advertisements and announcements classified into groups, such as COURT CIRCULAR, TODAY'S BIRTHS, MARRIAGES, DEATHS, IN MEMORIAM, BUSINESS OFFERS, PERSONAL, etc. This classified arrangement has resulted in a number of stereotyped patterns regularly employed in newspaper advertising. The Headline The headline is the title given to a news item or a newspaper / magazine article. The main function of the headline is to inform the reader briefly of what the news that follows is about. Sometimes headlines contain elements of appraisal, i.e., they show the reporter's or the paper's attitude to the facts reported. English headlines are short and catching, they compact the gist of news stories into a few eye-snaring words. A skillfully turned out headline tells a story, or enough of it, to arouse or satisfy the reader's curiosity; (George C. Bastian, 1956. *Editing the Day's News*. N.Y.) In most of the English and American newspapers and magazines sensational headlines are quite common. The practice of headline writing is different with different editions. In many newspapers, there is, as a rule, one headline to a news item, whereas some others more often than not carry a news item or an article with two or three headlines.

Tema 7. The visit of a foreign partner

The world of the media is an area where it is important not to confuse the object with the language. There are newspapers; there is radio; there is television. But there is no such thing as a

variety of newspaper language; or of radio language; or of television language. The media reflect all aspects of the human condition, and make available to the public many varieties of language already well known elsewhere, such as those associated with religion, politics, science, and literature, and the more topic-directed aspects of conversation (e.g. discussion, interview, debate, argument). When we apply the notion of a language variety to the media, we have to look within each product (a newspaper, a radio or TV channel) for uses of language which have been shaped by the nature of the medium, or whose purpose is to make use of the capabilities provided by the medium. And here, the communication and presentation of news is dominant. The reporting of news, whether in the spoken or written media, reflects one of the most difficult and constraining situations to be found in the area of language use. The chief constraint is the perpetual battle against the pressures of time and space. These pressures are absolutes. To fit a column, 20 words need to be cut. To fit a radio window, 16 seconds of a script may need to go. There is no argument. If the writer of the original material does not meet the demand, someone else higher up the editorial chain of command will do it instead. The average news report, whether printed or broadcast, is the product of many hands, journalists, editors (chief / check / copy / page sub-editors), typesetters, proofreaders, compositors, printers. There are several distinctive linguistic features of the reporting. Most relate fairly to those who, when, where, what, how and why, which journalists bear in mind when compiling a story. The headline is critical, summarizing and drawing attention to the story. Its telegraphic style is probably the best-known feature of news reporting. The first (lead paragraph both summarizes and begins to tell the story. This paragraph is the source of the headline. The original source of the story is given, either in by-line (Reuters), or built into the text (A senior White House official said). The participants are categorized, their name usually being preceded by a general term (champ, prisoner, official) and adjectives (handsome French singer J. Bruno). Other features include explicit time and place location (In Paris yesterday), facts and figures (56 people were killed in a bomb blast), and direct or indirect quotations (PM bungles, says expert). Broadcasting In contrast with most newspapers, only a small part of radio and television output is devoted to news and its discussion (current affairs) as little as 5 per cent, on some channels but its significance is perceived to be far greater than this small figure suggests. The core element in this output is well-defined: the news bulletin, consisting of a series of items of varying size, often divided into sections (e.g. general, business, sport, weather), sometimes punctuated by advertising. Each of them fits into a format which may be of any length, but often as short as two minutes. Analysis of a typical day's radio or television broadcasting brings to light several varieties of language which are in use elsewhere. Indeed, probably all conceivable spoken varieties will be found at some point or other in the broadcasting media. If a use of language is important enough to develop predictable linguistic features, the situations to which they relate are undoubtedly going to be of regular interests to listeners and viewers. The only constraint is sensitivity to taboo words. Weather reporting is one of the best examples, especially on radio where, in its specialized form, it is reduced to its bare essentials, as a restricted language. The names of the Meteorological Office sea areas surrounding the British Isles provide British English with some of the most distinctive weather-forecasting lexicon. Along the well-known areas such as Irish Sea, Plymouth, Portland, Thames, there exist a great deal of new coinages applied to meteorological regions, for example, Viking, Cromarty, Dogger, Forties (in the east), Shannon, Rockall, Bailey (in the west), or even more confusing phrases North Utsire and South Utsire (the western parts of the Scandinavian Peninsula). Most people know at least some of the names by heart, though few could locate more than a handful with any accuracy. Two contrasting styles informal and conversational or formal and formulaic are used on BBC Radio in weather forecasting. A successful weather forecast is a mixture of fluent spontaneity, controlled informality and friendly authority. The fluency is partly a matter of careful preparation, but is largely achieved through the broadcaster's ability to rely on formulaic phrasing (with light winds and largely clear skies, blue skies and sunshine, widespread frost) and on standard sequences of locations.

Тема 8. Job hunting

Commentary is one of the most distinctive of all uses of English. Its roles extend well beyond broadcasting. It will be heard in such varied contexts as fashion shows, race-course meetings, and cookery demonstrations. Within broadcasting the use of commentary extends beyond sporting occasions. It will be heard accompanying such public events as inaugurations, funerals and other processions. But the most frequent kinds of commentary are those associated with sports and games. Here, two elements need to be distinguished: the play-by-play commentary, and the colour-added commentary. The latter is important, for it provides an audience with pre-event background, post-event evaluation, and within-event interpretation. But there is little to be said about it stylistically: it is conversational in style, and often in dialogue form. Consider a fragment of colour commentary: It was two dollars before and I just think something's wrong with those dividends that are showing up on our screen. They've got Speedy Cheval the favourite but I'm not exactly sure that that's correct, but anyway they're in behind the mobile going towards the starting point now for the first heat of the Lion Brown Rising Star Three-Year-Old Championship just about there. Stylistic interest in commentary lies chiefly in the play-by-play component. Because commentary is an oral reporting of ongoing activity, it is unlike other kinds of narrative which are typically reported in past time. Indeed, it is unlike any other kind of speech situation. US linguist Charles Ferguson (1983, p. 156) captured its uniqueness when he described radio sports casting as a monolog or dialog-on-stage directed at an unknown, unseen, heterogeneous mass audience who voluntarily choose to listen, do not see the activity being reported, and provide no feedback to the speaker. If such a strange activity is to survive, and to be successful in maintaining fluency and listener interest, it needs special linguistic features. Sports commentary is not identified by its vocabulary: sporting terms and idioms can be found elsewhere, such as in press reports and everyday chat. Other factors are more distinctive:

- It is extremely fluent, keeping up with the pace of the activities. The rate is steady, and there is little sign of hesitation noises, false starts, comment clauses, nonsense words, and other features of spontaneous speech.
- The prosody is suited to the sport, reflecting the atmosphere and drama. Some very unusual prosodies can be heard, and speeds of articulation which differ greatly from everyday conversations (both slower and faster). Some sports (such as horse racing) may be spoken in a monotone, either loudly (as in horse racing) or softly (as in snooker). Others make use of wide variations in pitch range (as in football or baseball).

Практические занятия

Практическое занятие

Тема 1. Basic skills for using telephone in business

Учебные цели:

Познакомить с терминологией общения по телефону по деловым вопросам

Выполнить тренировочные упражнения

Основные термины и понятия:

Dealing with difficult callers

Sometimes a caller is very difficult, especially if complaining. First remember that this caller is a client, or potential client, so your handling of the call could result either in more business for your company or in the caller going to a competitor. Whatever the nature of the problem, don't try to fob the caller off by disclaiming personal responsibility or by trying to pass the buck. What you should do is:

- listen without interrupting
- gather the facts and make a note of them
- take their details so you can get back to them
- sympathize with them and offer to act as fast as you can
- apologize if you have made the mistake
- stay calm even though the caller is angry and possibly abusive.

Практическое занятие

Тема 2. Visiting a firm.

Учебные цели:

Познакомить с терминологией общения при посещении фирмы по деловым вопросам

Выполнить тренировочные упражнения

Основные термины и понятия:

Useful phrases

To explain why you are there: I've an appointment with Miss Rush in Personnel at 9.30 on the 18th June, 2016. If you want other things too: But first, could you tell me if Mr. East is in.

First words of a visitor

Sorry, I'm a little early, I hope it is not inconvenient. I'm pleased to be here, after a trip like that! Isn't it cold today? It's good of you to spare the time. I like your office. Have you been here long?

First words of the person receiving a visitor

Is the weather the same in your country? Sorry to keep you waiting. I was just a bit tied up. Did you have a good trip? Would you like a cup of coffee? Will you take a seat, please?

Small talk

Before talking about the details of your business there is usually a period of social conversation (small talk) which can be difficult. A good tactic is to ask questions.

Ending small talk

If the small talk continues too long, you may want to change the subject to business matters.

Here are some ways of doing it:

a) with someone you know well: Let's get down to business / let's get started

b) with someone you don't know well: Perhaps we could talk about the subject of our meeting. Shall we talk about the reason I'm here?

Практическое занятие

Тема 3. Sales and negotiations.

Учебные цели:

Познакомить с терминологией общения продаж и деловых переговоров

Выполнить тренировочные упражнения

Основные термины и понятия:

to act on the price	влиять на цену
after-sales activities	дополнительная продажа
after-sales service	гарантийное обслуживание
assisted brand identification	идентификация товарозаменителей
to be competitive	быть конкурентоспособным
to be out of stock	не иметь в продаже
behavior pattern	поведенческий тип
blind product test	слепой тест
brand equity	значимость бренда
brand extension	расширение бренда
brand loyalty	приверженность бренду
brand positioning	позиционирование бренда
brand preference	предпочтение бренду
brand range	линейка бренда
brand strategy	стратегия бренда
brand switching	замена потребителем марки товара
brand value	ценность бренда
branded product	марочный товар

buy for fun	покупать ради удовольствия
buying frequency	частота совершения покупок
buying habit	покупательская привычка
buying motivation	мотивация покупки
case history	типичный пример
cash and carry	продажа за наличный расчет без доставки товара
certificate of guarantee	гарантийный сертификат
chain of retailers	сеть розничных магазинов
cluster analysis	кластерный анализ; классификация
commercial strategy	коммерческие стратегии
competition	конкуренция
competitive advantage	конкурентное преимущество
competitive products	конкурентоспособная продукция
competitiveness	конкурентоспособность

Практическое занятие

Тема 4. Contracts and its features.

Учебные цели:

Познакомить с видами и типами контрактов, особенностями их составления, лексически-ми и грамматическими структурами контрактов

Выполнить тренировочные упражнения

Основные термины и понятия:

Требовать, удовлетворять требованиям, подходящие условия, предоставить (предложить) скидку, быть загруженным заказами, не приемлемая (не привлекательная, не обоснованная) цена, принять оплату в форме инкассо, пользоваться огромным спросом

Практическое занятие

Тема 5. Business correspondence.

Учебные цели:

Познакомить с видами и типами деловой переписки, особенностями ее составления, лексическими и грамматическими структурами

Выполнить тренировочные упражнения

Основные термины и понятия:

Письма и бизнес, деловое общение, товарный чек, договор, сопроводительное письмо, деловое письмо, банковский кредит, лицензия, электронная почта, голосовая почта, факс, деловая переписка, корреспонденция, структура делового письма, отправитель, адрес, приемник, дата

Практическое занятие

Тема 6. Marketing

Учебные цели:

Познакомить терминологией по теме «маркетинг»

Выполнить тренировочные упражнения

Основные термины и понятия:

market penetration	внедрение на рынок
market potential	потенциал рынка
market research	изучение возможностей рынка
market segmentation	сегментация рынка
market share	доля рынка
market size	емкость рынка

market survey	обзор рынка
market test	рыночный тест
marketing goals	цели маркетинга
marketing mix	комплекс маркетинга
marketing plan	маркетинговый план
marketing techniques	методы обеспечения сбыта
mass-market product	товар массового спроса
maturity phase	фаза высокого уровня развития
memory research	исследование памяти
merchandiser	мерчендайзер; специалист по обеспечению представленности товара
minimarket	мини-маркет
mission	миссия
multipack	мультипродуктовый
niche strategy	нишевая стратегия
one-stop shopping	совершение покупок в одном магазине
open question	открытый вопрос
own brand products	торговая марка продавца
panel – consumer panel	потребительская панель
parallel import	параллельный импорт
penetration index	индекс пенетрации
perceived quality	воспринимаемое качество
pilot scheme	пилотный проект
pilot shop	пилотный магазин
pilot survey	пилотное исследование
point of sale (POS)	торговая точка
position	позиция; положение
positioning	позиционирование
potential market	потенциальный рынок
premium price	премиальная цена
competitor	конкурент; участник рынка
competitor profile	профиль конкурента

Практическое занятие

Тема 7. The visit of a foreign partner

Учебные цели:

Познакомить терминологией общения с зарубежным партнером

Выполнить тренировочные упражнения

Основные термины и понятия:

Excuse me... Are you Mr. Cartwright?

Have I kept you waiting?

My car's just outside the airport. Shall my driver take your suitcase?

We are going to our office in the center of the city. It'll take us about half an hour to get there.

What hotel may I stay at?

I hope you'll enjoy your visit.

Let me introduce my staff to you. This is my secretary.

Would you like something to drink?

Ann, could you make coffee for us, please?

Let's get down to business.

Would you mind speaking a bit slower.
To answer your question
I will show you your factory tomorrow.
What time?
Let me see... I have an appointment with my lawyer at 9 a.m. How about 10 o'clock?

Практическое занятие

Тема 8. Job hunting

Учебные цели:

Познакомить правилами написания резюме

Выполнить тренировочные упражнения

Основные термины и понятия:

How to Write a Resume

No matter what method of job hunting you use, inevitably somebody will ask you for a resume. Most companies require a resume before seriously considering a job candidate from the outside. Resumes are sometimes also required in order to receive a job transfer within a company. The purpose of a resume is to help you obtain a job interview, not a job. Very few people are hired without a personal interview.

Effective resumes are straightforward, factual presentations of a person's experience and accomplishments. They are neither over detailed nor too sketchy. A general rule is that two or three pages in length is best.

One page seems too superficial; a four-page (or longer) resume may irritate an impatient employment official. Some writers suggest that a chronological (the standard-type) resume be used; others argue for an accomplishment resume. A useful resume should include both your experiences and key accomplishments. When sent to a prospective employer, a resume should be professionally reproduced, with particular attention to misspellings, typographical errors, and careful spacing.

To attract attention, some job seekers print resumes on tinted paper, in a menu-like folder, or on unusual-sized paper. If done in a way to attract positive attention to yourself, these approaches have merit.

5. ПЕРЕЧЕНЬ УЧЕБНО-МЕТОДИЧЕСКОГО ОБЕСПЕЧЕНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

Перечень учебно-методического обеспечения для самостоятельной работы, обучающихся по дисциплине (модулю)

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2. Спасибухова, А.Н. Деловой английский язык: для самостоятельной работы студентов : учебное пособие / А.Н. Спасибухова, И.Н. Раптанова, К.В. Буркеева ; Министерство образования и науки Российской Федерации, Федеральное государственное бюджетное образовательное учреждение высшего профессионального образования «Оренбургский государственный университет». - Оренбург : ОГУ, 2013. - 163 с. : табл. - Библиогр.: с. 80. ; То же [Электронный ресурс]. - URL: [//biblioclub.ru/index.php?page=book&id=270303](http://biblioclub.ru/index.php?page=book&id=270303)
3. Шпилеия, Е.А. Дидактические материалы для самостоятельной работы по курсу «BusinessEnglish» («Деловой английский язык») : учебное пособие / Е.А. Шпилеия ; Частное образовательное учреждение высшего образования

«Институт специальной педагогики и психологии». - СПб. : ЧОУВО «Институт специальной педагогики и психологии», 2015. - 80 с. - ISBN 978-5-8179-0205-1 ;
To же [Электронный ресурс]. - URL:
[//biblioclub.ru/index.php?page=book&id=438772](http://biblioclub.ru/index.php?page=book&id=438772)

Задания для самостоятельной работы

Разберите диалоги, обращая внимание на стиль общения и лексические единицы.

At the airport

- Excuse me... Are you Mr.Cartwright?
- Yes.
- I'm Vladimir Ivanov, from TST Systems. How do you do?
- How do you do?
- Have I kept you waiting?
- Oh, no... the plane's just arrived. Thank you for coming to meet me.
- Not at all. Did you have a good trip?
- Yes, thank you. I was airsick a bit, but now I'm O.K.
- My car's just outside the airport. Shall my driver take your suitcase?
- Oh, yes...thank you.

In the car

- We are going to our office in the center of the city. It'll take us about half an hour to get there. Mr Pospelov is waiting for you.
- What is Mr Pospelov? Remind me, please.
- He's our General Director. He is going to discuss with you some details of our future agreement.
- What hotel may I stay at?
- We reserved for you a single room with private bathroom at a hotel near the center.
- That's O.K. Thank you very much.

At the office

- I'd like you to meet Mr Pospelov, our General Director.
 - Glad to meet you Mr Pospelov.
- So am I. Have you ever been to Moscow, Mr Cartwright?
 - No, it's my first visit to Moscow.
 - What are your first impressions of Moscow?
- I like Moscow, it's a very beautiful city and quite different from London.
- I hope you'll enjoy your visit, Mr Cartwright.
- Let me introduce my staff to you. This is my secretary. Miss Belyaeva.
 - Glad to meet you, Miss Belyaeva.
 - So am I. Call me Ann.
- I also want you to meet Victor Volgin, our Sales Manager. You've already met Mr Ivanov.
 - What does Mr Ivanov do?
- He is our Export- Import Manager... Sit down please, Mr. Cartwright. A cigarette?
 - Yes. Thank you.
 - Would you like something to drink?
 - Er... Yes. I'd like a cup of coffee.
- Ann, could you make coffee for us, please?
- Certainly, sir. What coffee do you prefer, Mr Cartwright, black or white?
 - Black, please.
 - With sugar?
 - No, thanks.
- By the way, Mr Cartwright, what are you by profession?

- I'm an engineer. But at Continental Equipment I work as a Sales Manager. Here's my card.
- Let's get down to business, Mr Cartwright. We are extending our business and want to buy equipment for producing in Russia some goods we are importing now from western countries. We know some companies, like yours, that produce the sort of equipment we need. Your company provides advanced technology and efficient service, which small companies can't provide. That's why we are interested in your equipment.
- Yes. I see You'll be pleased to find out that service life of our equipment was considerably extended, moreover, we reduced its price.
- Would you mind speaking a bit slower, Mr Cartwright? I'm not very good at English.
- Sure. I said we had improved the performance of our equipment.
- It's very interesting. But first of all I would like to know if it's possible to adapt your equipment to our needs.
 - To answer your question, Mr Pospelov, I have to visit your factory and study your requirements.
- I will show you your factory tomorrow.
- What time?
- Let me see... I have an appointment with my lawyer at 9 a.m. How about 10 o'clock?
- That's fine.
- Now we are seeking a Commercial Director for this project so in the future you'll have to deal with him. If we decide to buy your equipment, he'll visit your company and you'll discuss with him the main principles of the contract in detail.
- Fine. I've got some advertising materials so you'll be able to study the main characteristics of our equipment yourself.
- Thank you, Mr Cartwright. Our driver is at your disposal during your visit. His name is Oleg.
- Thank you very much, Mr Pospelov.
- Well. That's all... our driver's waiting for you. He'll take you to your hotel. You need a rest.
 - Goodbye, Mr Pospelov.
- Goodbye, Mr Cartwright. See you tomorrow/

Discussing contract terms.

Mr. Blake studied the Buyer's contract terms and on Tuesday came to the Russian Trade Delegation to discuss them with Voronin.

Voronin: Good morning, Mr. Blake.

Blake: Good morning, Mr. Voronin. Sorry, I'm a bit late.

Voronin: Never mind. How are things?

Blake: Not too bad, thanks.

Voronin: Would you like a cigarette?

Blake: No, thank you, I don't smoke.

Voronin: May I offer you a cup of coffee?

Blake: Yes, thank you. Well, Mr. Voronin. I think we can discuss business now. I'd like to clarify some details with you. How many compressors would you like to buy? Voronin: We can buy 40 compressors.

Blake: And when do you require the goods?

Voronin: As soon as possible, say in December.

Blake: In December? Let me see. I'm afraid, that's impossible. Our compressors are selling very well and we are heavy with orders. We can deliver only 15 compressors in December.

Voronin: And what about the other 25 compressors?

Blake: We can deliver them only in six months.

Voronin: All right. And how about the terms of delivery? I hope they suit you. Blake: Yes, we agree to sell the goods FOB English port and we can accept payment for collection too.

Voronin: Fine. Now comes the question of price. I must say that your price is not attractive to us. Can you give us a 10% discount?

Blake: That's difficult. The fact is our compressors are in great demand. However we can offer you a discount of 5% as we've been good partners for a long time.

Voronin: I think we can agree to a 5% discount. Could we meet tomorrow at 10 to sign the contract, Mr. Blake?

Blake: Yes, certainly. Mr. Voronin, would you like to have dinner with me tonight? Voronin: With pleasure.

Blake: I can pick you up at the Russian Trade Delegation at 6.30 if that's convenient to you.

Voronin: Yes, thank you.

Practise saying:

2.15, 9 Sept. / Miss Jones/ Accounts 2.30, 31 May/ Lim Ludd/ Sales Department 5 p.m., 22 July/ Miss Sindon/ Public Relations

Practise asking questions as small talk:

- 1) how / get here this morning
- 2) you / been to New York before
- 3) your firm / have many overseas branches
- 4) when / you plan to return home
- 5) who / in charge of your marketing department
- 6) international situation / affect your exports

Dialogue Meeting a Businessman

It's the 21st of October, 10 o'clock in the morning. Mr. Blake has come to the Russian Trade Delegation.

Blake: Good morning! My name is Blake. I'm from Blake and Co. I've got an appointment with Mr. Voronin at 10.15.

Receptionist: Good morning, Mr. Blake. Mr. Voronin is expecting you. Will you take a seat, please?

Blake: Thank you. I'm a bit tired, actually.

Receptionist: That's all right, Mr. Blake. (In a few minutes Voronin comes downstairs to meet him)

Voronin: Oh, Mr. Blake, it's nice to see you here. How are you?

Blake: Fine, thanks. And you?

Voronin: Pretty well too, thank you. This way, please. (They come into the conference room and take their seats at the table).

Voronin: Would you like a cup of coffee?

Blake: Yes, please. It's very cold and wet outside today.

Voronin: Yes, the weather hasn't been very good lately.

Blake: That's right, but it's usually warm here in October. Now, Mr.

Voronin, how about our quotation and catalogues? Have you looked through them? Voronin:

Sure. We've studied them closely. The new model is certainly good. Blake: Yes, it's of high quality. We've just started producing the model and we've already received a lot of orders.

Voronin: Your machines meet our requirements and we are interested in buying them. Mr.

Blake, have you seen our contract form?

Blake: Not yet.

Voronin: Would you like to look through it?

Blake: I certainly would.

Voronin: Here you are, Mr. Blake. Please study our terms, and let's meet again next Tuesday.

Blake: All right, Mr. Voronin. Good-bye for now.

Show your knowledge of the way to be polite while you meet your potential business partner.

Express the following ideas:

- 1) формальное приветствие, вопрос о самочувствии
- 2) показать, куда пройти
- 3) просьба присесть
- 4) на улице холодно и сыро
- 5) итак, начнём
- 6) перейдём к делу
- 7) поговорим о предмете нашей встречи
- 8) поговорим о причине, которая привела меня сюда

Prepare a business dialogue in pairs according to the following task:

You're interested in the goods of Brown and Co. You've studied the contract terms. Meet Mr. Brown at your office. Express your opinion of the quality of their goods. Make a new appointment to clarify the details of your transaction.

Practise giving an appropriate reply to the words of the Seller (the Buyer):

1. Have you seen our contract form? Would you like to look through it?
2. The fact is your price isn't acceptable for us. Can you give us a 5 % discount?
3. How many compressors would you like to buy ?
4. We require the goods as soon as possible.
5. I hope our delivery terms suit you.
6. How about our quotations and catalogues? (I hope they suit you too). Have you looked through them?
7. We've studied your catalogues. The new model is certainly good

Изучите специфику делового письма, составьте на основе примеров свои деловые письма

Письма и бизнес

Письмо письменности является неотъемлемой частью делового общения. Чек, договор или другие документы бизнес по почте всегда должны сопровождаться письмом. В письме говорится, что в настоящее время отправлены, так что адресат должен знать, что именно вы хотели передать. Это типичный деловое письмо называют "рутинной".

В настоящее время все больше и больше договоров производится на английском языке, английский язык является универсальным языком бизнеса. Соглашения о совместном предприятия, банковские кредиты, а лицензии на товарный знак часто написаны на английском языке.

С появлением электронной почты, голосовой почты и факсов, хорошо писать письма теряет свое значение. И все же, хорошо написанное деловое письмо может очень помочь в ваших деловых отношениях. Благоустроенная письмо сделает лучшее впечатление на читателя, таким образом, хорошие письма делают хороший бизнес-партнеров.

Деловая переписка не должна быть сухой и скучной. На самом деле, наиболее эффективным деловых писем часто касаются очень личные вопросы, а не только на деньгах или в нижней строке. Принимая во внимание информационные перегрузки сегодняшней важно быть кратким и по существу в большинстве вашей корреспонденции.

- Структура делового письма

1. Отправитель адрес

Адрес отправителя пишется на верхней правой части страницы, если лист бумаги не имеют печатных бланках. Дата написана на правой стороне страницы под адрес отправителя, иногда отделен от него пространство. Если бумага имеет печатные бланки, дата и обычно записывается на правой стороне страницы. В месяц в срок не должен быть написан в цифрах, поскольку они могут ввести в заблуждение. Например, 10.05.2010 означает, что 10

мая 2010 в Великобритании, но в США это означает, что 5 октября 2010. Месяца, как правило, написаны не сокращенно, например, Октябрь в октябре, но они могут быть сокращены, за исключением мая. 'Й' аббревиатура после даты очень часто опускается, например, 24 мая вместо 24thMay.

2. Приемник адрес

Это написано ниже адрес отправителя и на противоположной стороне страницы, то есть левую. Если фамилия лица, которому письмо написано, как известно, то, что написано на первой строке адреса, предшествует название учтивости и как человек начальный (ы) или его / ее первым именем, например, Г-н Б. священнической или г-н Джон Пристли, не г-н Пристли. Любезно названия, используемые в адрес являются следующие:

→ г (с или без полной остановки, 'господин' полная форма не следует использовать) является обычным названием вежливость для человека.

→ Госпожа (с или без полной остановки, "хозяйка" полная форма не должна использоваться) используется для замужней женщины.

→ мисс (не аббревиатура) используется для молодой девушки и незамужние женщины.

→ Госпожа (с или без полной остановки) используется для замужних и незамужних женщин. Многие женщины сегодня предпочитают решать на этот титул, и он может быть использован, когда вы не уверены, что женщина состоит в браке или нет.

→ господ (с или без полной остановки, сокращение Господа, который никогда не используется) используется иногда для двух или более людей, (например, господа П. Смит и Тернер BD), но чаще всего входит в состав названия фирмы (например, господа Джонс и Райт Ко)

Есть много специальных званий, которые должны быть включены в адресам:

→ академических или медицинских названий, например, Врач (доктор), профессор (Профессор)

→ воинских званий, например, Капитан (капитан), майор (майор), полковник (полковник)

→ аристократический титул, например, Сэр (имеется в виду, что это лицо рыцаря, всегда сопровождается имя - Сэр Джон Браун, а не сэр Дж. Браун и сэр Браун), Дама, Господи, баронесса, и т.д.

→ эсквайр (с или без полной остановки, сокращение Esquire) редко используется в настоящее время. Он используется вместо "г" и помещается после имени, например, Ричард Мортон эсквайр, а не юрист. Ричард Мортон.

Если имя человека, которому вы пишете не известно, можно записать его / ее название или должность в компании, например, Менеджер по продажам или финансового директора, в этом случае вы можете использовать его в свой адрес.

Be ready to demonstrate how specific kinds of compromises are reached. Workinpairs. The situations to be described:

1. Клиента не устраивает предлагаемая цена на товар. Поставщик просит его конкретизировать своё желание и не соглашается на это условие, приводя ряд доводов.

2. Клиент – поставщик приходят к взаимному соглашению, так как клиент предлагает сделать крупный заказ в обмен на 10 % скидку.

3. Клиент – поставщик взаимно удовлетворены, так как клиент получает скидку, купив большую партию товара и оплатив наличными.

4. Желание поставщика – получить оплату наличными. Покупатель, в свою очередь, просит скидку, пообещав сделать оптовую закупку.

5. Обе стороны приходят к компромиссу. Так как предложенная ему скидка небольшая, покупатель хотел бы, чтобы закупаемое оборудование было установлено за счёт продавца.

6. Покупатель желал бы получить кредит на более льготных условиях. Достигается компромисс.

7. Покупатель не в состоянии понести дополнительные расходы по транспортировке, хотя товар и требуется ему срочно.

Structure of a business letter

1. Sender's address

The sender's address is written on the top right-hand side of the page if the sheet of paper does not have a printed letterhead. The date is written on the right-hand side of the page below the sender's address, sometimes separated from it by a space. If paper has a printed letterhead, the date is also usually written on the right-hand side of the page. The month in the date should not be written in figures, as they can be confusing. For example, *10.05.2010* means *10th of May 2010* in Britain, but in the US it means *5th of October 2010*. Months are usually written not abbreviated, e.g. *Oct. for October*, but they can be abbreviated except for *May*. The abbreviation 'th' after the date is very often omitted, e.g. *24 May* instead of *24th May*.

2. Receiver's address

This is written below the sender's address and on the opposite side of the page, i.e. the left-hand one. *If the surname of the person to whom the letter is written is known*, then it is written on the first line of the address, preceded by a courtesy title and either the person's initial(s) or his/her first given name, e.g. *Mr J.B. Priestly* or *Mr John Priestly*, not *Mr. Priestly*. Courtesy titles used in addresses are the following:

- *Mr* (with or without a full stop; the full form 'mister' should not be used) is the usual courtesy title for a man.
- *Mrs* (with or without a full stop; the full form 'mistress' should not be used) is used for a married woman.
- *Miss* (not an abbreviation) is used for a young girl or unmarried woman.
- *Ms* (with or without a full stop) is used for both married and unmarried women. Many women now prefer to be addressed by this title, and it can be used when you are not sure whether the woman is married or not.
- *Messrs.* (with or without a full stop; abbreviation for *Messieurs*, which is never used) is used occasionally for two or more men, (e.g. *Messrs P. Smith and B.D. Turner*) but more commonly forms part of the name of a firm, (e.g. *Messrs Jones & Wright Co.*)

There are many special titles, which should be included in addresses:

- academic or medical titles, e.g. *Doctor (Dr.)*, *Professor (Prof.)*
- military titles, e.g. *Captain (Capt.)*, *Major (Maj.)*, *Colonel (Col.)*
- aristocratic title, e.g. *Sir* (meaning that the person is a Knight, is always followed by a given name – *Sir John Brown*, not *Sir J. Brown* or *Sir Brown*), *Dame*, *Lord*, *Baroness*, etc.
- *Esq* (with or without a full stop; abbreviation for *Esquire*) is seldom used now. It is used instead of 'Mr.' and is placed after the name, e.g. *Richard Morton Esq.*, not *Esq. Richard Morton*.

If the name of the person you are writing to is not known, you can write his/her title or position in the company, e.g. the *Sales Manager*, or the *Finance Director*, in which case you can use it in the address.

3. Salutation

To address a man whose name is not known *Dear Sir* is used.

To address a company *Dear Sirs* is used. In the US the following form of address is used: *Gentlemen*.

To address a woman whether single or married, whose name is not known *Dear Madam* is used.

To address a person whose name and sex are not known *Dear Sir or Madam* is used.

When the name of the person is not known, the salutation takes the form of *Dear* followed by a courtesy title and the person's surname. Initials or first names are not generally used in salutations: *Dear Mr Priestly*, not *Dear Mr J. Priestly*. The comma after the salutation is optional.

4. The body of the letter

This may be indented or blocked. If the blocked style is used it is usual to leave a line space between paragraphs in the body of the letter.

5. Complimentary close

If the letter begins with *Dear Sir*, *Dear Madam*, *Dear Sirs*, it will close with *Yours faithfully*.

If the letter begins with a personal name – *Dear Mr James, Dear Mr. Robinson*– it will close with *Yours sincerely*.

Americans usually close even formal letters with *Yours truly* or *Truly yours*. These complimentary clauses are not used in the UK in commercial correspondence. A letter to a friend or acquaintance may end with *Yours truly* or *Best wishes*.

Signature and position in the firm of the person signing the letter are always typed before handwritten signature. This is called ‘the signature block’. The signature can begin with initial(s), e.g. *A. Jacobs*, or a name, e.g. *Andrew Jacobs*, and a courtesy title, e.g. *Mr., Mrs., Miss, Ms*.

If there is no full name or a title, your correspondent will not be able to identify your sex and may give you the wrong title in the reply letter. Therefore it is better to sign a letter with a full name and to include the title.

The *enclosures* into the letter, e.g. documents, leaflets, etc., may be mentioned in the body of the letter. But it is usual in any case write *Enc.* or *Encl.* at the bottom of the letter, and if there are a number of documents, they are given as a list.

3. Solution

Для решения человека, чье имя не известно Уважаемый используется.

Для решения компании Уважаемые господа используется. В США следующие формы обращения используется: господа.

Для решения женщины, холостые или женатые, чье имя не известно, Уважаемая госпожа используется.

Чтобы решить, чье имя и пол не известно Уважаемые дамы и господа используется.

Когда имя человека, не известно, приветствие осуществляется в форме Уважаемые затем название вежливости и фамилия человека. Инициалы или имена обычно не используются в приветствии: Уважаемый г-н Пристли, не Уважаемый г-н Дж. Пристли. Запятую после приветствия не является обязательным.

4. В теле письма

Это может быть смещены или заблокированы. Если заблокировано стиль используется это обычная покинуть линию между абзацами в теле письма.

5. Бесплатный близко

Если письмо начинается с *Dear Sir, Dear Madam, Уважаемые господа*, оно будет закрыто с уважением.

Если письмо начинается с личным именем - Уважаемый г-н Джеймс, уважаемый г-н Робинсон - он закроет с уважением.

Американцы обычно закрывают даже официальные письма с уважением и уважением. Эти бесплатные пункты не используются в Великобритании в коммерческой корреспонденции. Письмо к другу или знакомому может закончиться с уважением и наилучшими пожеланиями.

Подпись и должность в фирме лица, подписавшего письмо всегда набрали до собственноручной подписи. Это называется «блок подписи. Подпись может начинаться с начальной (ы), например, А. Джейкобс, или имя, например, Эндрю Якобс, и любезность название, например, Г-н, г-жа, г-жа

Если не полное имя или название, ваш корреспондент не сможет определить ваш пол и может дать вам неправильные названия в ответном письме. Поэтому лучше, чтобы подписать письмо с полным именем и включить в себя название.

Корпуса в письме, например, документы, листовки и т.д., могут быть упомянуты в тексте письма. Но обычно в любом случае записи *Enc.* или *Encl.* в нижней части письма, и если есть ряд документов, они получают в виде списка.

6. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ, ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

Фонд оценочных средств для проведения текущего контроля, промежуточной аттестации приведен в приложении.

В случае применения в образовательном процессе дистанционных образовательных технологий используются следующие платформы и ЭОР:

<http://dis.ggtu.ru>

<https://meet.jit.si>

<https://us04web.zoom.us>

7. ПЕРЕЧЕНЬ ОСНОВНОЙ И ДОПОЛНИТЕЛЬНОЙ УЧЕБНОЙ ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Перечень основной литературы:

1. Бортникова, Т.Г. Деловые письма / Т.Г. Бортникова, И.Е. Ильина, М.Н. Макеева ; - Тамбов : Издательство ФГБОУ ВПО «ТГТУ», 2012. - 161 с. : ил., табл., схем. ; То же [Электронный ресурс]. - URL: [//biblioclub.ru/index.php?page=book&id=277783](http://biblioclub.ru/index.php?page=book&id=277783)

Перечень дополнительной литературы:

1. Гришаева, Е.Б. Деловой иностранный язык: учебное пособие / Е.Б. Гришаева, И.А. Машукова ; Министерство образования и науки Российской Федерации, Сибирский федеральный университет. - Красноярск : Сибирский федеральный университет, 2015. - 192 с. : табл. - Библиогр. в кн. - ISBN 978-5-7638-3296-9 ; То же [Электронный ресурс]. - URL: [//biblioclub.ru/index.php?page=book&id=435604](http://biblioclub.ru/index.php?page=book&id=435604)

8. ПЕРЕЧЕНЬ СОВРЕМЕННЫХ ПРОФЕССИОНАЛЬНЫХ БАЗ ДАННЫХ, ИНФОРМАЦИОННЫХ СПРАВОЧНЫХ СИСТЕМ

Все обучающиеся университета обеспечены доступом к современным профессиональным базам данных и информационным справочным системам. Ежегодное обновление современных профессиональных баз данных и информационных справочных систем отражено в листе актуализации рабочей программы.

Профессиональные базы данных:

– *Электронная библиотечная система*

ЭБС «Университетская библиотека онлайн» <http://biblioclub.ru/>

– *Сайты научных журналов*

База научных статей Издательства «Грамота» <http://www.gramota.net/materials.html>

– *Образовательные порталы*

Информационная система "Единое окно доступа к образовательным ресурсам" <http://window.edu.ru/>

Единая коллекция информационно-образовательных ресурсов <http://school-collection.edu.ru/>

Платформы видеоконференцсвязи <https://meet.jit.si> <https://us04web.zoom.us>

ЭОР <http://dis.ggtu.ru>

Информационные справочные системы:

– *Справочные системы*

Яндекс.Переводчик <https://translate.yandex.ru/>

Google Переводчик <https://translate.google.ru/>

Переводчик онлайн и словарь от PROMT <https://www.translate.ru/>

Онлайн-переводчик и словари <https://www.webtran.ru/>

Словарь LingvoLive <https://www.lingvolive.com/ru-ru>

– *Информационно-поисковые системы*

Яндекс <https://yandex.ru/>

Рамблер <https://www.rambler.ru/>

Google <https://www.google.ru/>

Mail.ru <https://mail.ru/>

Дополнительные ресурсы:

<http://www.englishgrammar.org/>

<http://learnenglish.britishcouncil.org/en/english-grammar>

<http://www.englishpage.com/>

<http://usefulenglish.ru/grammar>

9. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине

Аудитории	Программное обеспечение
<ul style="list-style-type: none">- учебная аудитория для проведения учебных занятий по дисциплине, оснащенная компьютером с выходом в интернет, мультимедиапроектором; - помещение для самостоятельной работы обучающихся, оснащенное компьютерной техникой с возможностью подключения к сети Интернет и обеспечением доступа в электронную информационно-образовательную среду ГГТУ.	Операционная система. Пакет офисных приложений. Браузер Firefox, Яндекс.

10. ОБУЧЕНИЕ ИНВАЛИДОВ И ЛИЦ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ

При необходимости рабочая программа дисциплины может быть адаптирована для обеспечения образовательного процесса инвалидов и лиц с ограниченными возможностями здоровья. Для этого требуется заявление студента (его законного представителя) и заключение психолого-медико-педагогической комиссии (ПМПК).

Составитель: к.ф.н., доцент Шурупова М.В.



Программа утверждена на заседании кафедры английского языка «12» мая 2022 г., протокол № 9.



И.о. зав.кафедрой Шурупова М.В.

**Министерство образования Московской области
Государственное образовательное учреждение высшего образования
Московской области
«Государственный гуманитарно-технологический университет»**

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ,
ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ**

Б1.О.07.09

Английский язык в профессиональной коммуникации

Направление подготовки	44.03.05 Педагогическое образование (с двумя профилями подготовки)
Профили подготовки	Дошкольное образование, Иностранный язык (английский)
Квалификация выпускника	Бакалавр
Форма обучения	Очная

Орехово-Зуево

2022 г.

1. Индикаторы достижения компетенций

Код и наименование компетенции	Наименование индикатора достижения компетенции
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	<p>УК-4.1. Владеет системой норм русского литературного языка при его использовании в качестве государственного языка РФ и нормами иностранного (ых) языка(ов), использует различные формы, виды устной и письменной коммуникации.</p> <p>УК-4.2. Использует языковые средства для достижения профессиональных целей на русском и иностранном(ых) языке(ах) в рамках межличностного и межкультурного общения.</p> <p>УК-4.3. Осуществляет коммуникацию в цифровой среде для достижения профессиональных целей и эффективного взаимодействия.</p>

2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания.

Оценка уровня освоения компетенции на разных этапах их формирования проводится на основе дифференцированного контроля каждого показателя компетенции в рамках оценочных средств, приведенных в ФОС.

Оценка «отлично», «хорошо», «зачтено» соответствует **повышенному** уровню освоения компетенции согласно критериям оценивания, приведенных в таблице к соответствующему оценочному средству

Оценка «удовлетворительно», «зачтено» соответствует **базовому** уровню освоения компетенции согласно критериям оценивания, приведенных в таблице к соответствующему оценочному средству

Оценка «неудовлетворительно», «не зачтено» соответствует показателю **«компетенция не освоена»**

№ п/п	Наименование оценочного средства	Краткая характеристика оценочного средства	Представление оценочного средства в фонде	Критерии оценивания
<i>Оценочные средства для проведения текущего контроля</i>				
1	Контрольная работа (показатель компетенции «Знание»)	Контрольные работы проводятся с целью определения конечного результата в обучении по данной теме или разделу, позволяют контролировать знания одного и того же материала неоднократно.	Перечень контрольных работ	Оценка <u>«Отлично»</u> - контрольная работа оформлена в строгом соответствии с изложенными требованиями; показан высокий уровень знания изученного материала по заданной теме, умение глубоко анализировать проблему и делать обобщающие выводы; работа выполнена грамотно с точки

				<p>зрения поставленной задачи, т.е. без ошибок и недочетов.</p> <p>Оценка <i>«Хорошо»</i> - работа оформлена в соответствии с изложенными требованиями; показан достаточный уровень знания изученного материала по заданной теме, умение анализировать проблему и делать выводы; работа выполнена полностью, но имеются недочеты.</p> <p>Оценка <i>«Удовлетворительно»</i> - при оформлении работы допущены незначительные отклонения от изложенных требований; показаны минимальные знания по основным темам контрольной работы; выполнено не менее половины работы.</p> <p>Оценка <i>«Неудовлетворительно»</i> - выполнено менее половины работы, допущены ошибки при выполнении заданий.</p>
2	Презентация (показатель компетенции «Умение»)	Работа, направленная на выполнение комплекса учебных и исследовательских заданий. Позволяет оценить умения обучающихся самостоятельно конструировать свои знания в процессе решения учебных задач, ориентироваться в информационном пространстве и уровень сформированности аналитических, исследовательских навыков, навыков практического и творческого мышления.	Тематика презентаций	<p>Оценка <i>«Отлично»</i> - содержание презентации полностью соответствует заявленной теме, рассмотрены дискуссионные вопросы по проблеме, слайды расположены логично, последовательно, завершается презентация четкими выводами и полным списком использованной литературы.</p> <p>Оценка <i>«Хорошо»</i> - содержание презентации</p>

				<p>полностью соответствует заявленной теме, но тема раскрыта недостаточно полно, отсутствуют новейшие литературные источники по проблеме, при оформлении презентации имеются недочеты.</p> <p>Оценка «Удовлетворительно» - содержание презентации не в полной мере соответствует заявленной теме, тема раскрыта недостаточно полно, использовано небольшое количество научных источников, нарушена логичность и последовательность в расположении слайдов.</p> <p>Оценка «Неудовлетворительно» - презентация не соответствует заявленной теме, материал изложен непоследовательно, язык презентации не отражает научного стиля.</p>
3	Практические задания (показатель компетенции «Владение»)	техника обучения, предполагающая проектирование решения конкретной задачи.	Перечень практических заданий	<p>Оценка «Отлично» - Студент даёт грамотное описание и интерпретацию ситуации, свободно владея профессионально-понятийным аппаратом; умеет высказывать и обосновывать свои суждения; профессионально прогнозирует и проектирует развитие ситуации или объекта, предлагает эффективные способы решения задания.</p> <p>Оценка «Хорошо» - Студент даёт грамотное описание и интерпрета-</p>

				<p>цию рассматриваемой ситуации; достаточно владеет профессиональной терминологией; владеет приемами проектирования, допуская неточности; ответ правильный, полный, с незначительными неточностями или недостаточно полный.</p> <p>Оценка «Удовлетворительно» - Студент слабо владеет профессиональной терминологией при описании и интерпретации рассматриваемой ситуации; допускает ошибки при проектировании способов деятельности, слабо обосновывает свои суждения; излагает материал неполно, непоследовательно.</p> <p>Оценка «Неудовлетворительно» - Не владеет профессиональной терминологией; не умеет грамотно обосновать свои суждения; обнаруживается незнание основ проектирования, допущены грубые ошибки.</p>
<i>Оценочные средства для проведения промежуточной аттестации</i>				
4	Зачет (показатель компетенции «Знание»)	Контрольное мероприятие, которое проводится по окончании изучения дисциплины в виде, предусмотренном учебным планом.	Вопросы к зачету	<p>Оценка «зачтено» - <i>повышенный уровень</i> предполагает:</p> <ul style="list-style-type: none"> – знание основных теоретических положений вопроса; – умение анализировать изучаемые дисциплиной явления, факты, действия; – умение содержательно и стилистически грамотно излагать суть вопроса. Но имеет место недоста-

				<p>точная полнота по излагаемому вопросу.</p> <p>Оценка «зачтено» - базовый уровень предполагает:</p> <ul style="list-style-type: none"> – неполноту изложения информации; – оперирование понятий на бытовом уровне; – отсутствие связи в построении ответа; – неумение выделить главное; – отсутствие выводов. <p>Оценка «не зачтено» – компетенция не освоена» предполагает:</p> <ul style="list-style-type: none"> – незнание понятийного аппарата; – незнание методологических основ проблемы; – незнание теории и истории вопроса; - отсутствие умения анализировать учебный материал
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3. Типовые контрольные задания и/или иные материалы для проведения текущего контроля, промежуточной аттестации, необходимые для оценки знаний, умений, навыков и/или опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы.

В случае применения в образовательном процессе дистанционных образовательных технологий используется ЭОР

<https://dis.ggtu.ru/enrol/index.php?id=4508>

Перечень контрольных работ

Контрольная работа №1

I. Take it in turns to greet someone and make a comment about the weather, using the situations below. The other person returns the greeting and also replies to the comment about the weather:

1. You meet your friend Kate in the park. It's very hot. 2. You meet your friend at the bus stop. It's raining. 3. You meet a visiting lecturer Mr. Brown outside the University. You are both wearing thick coats, gloves and scarves. It's winter. 4. You meet a friend of yours on the way to the University. He is wearing a T-shirt and dark glasses. 5. You meet Harry, a British student, near the University. It's a cold winter day. The weather is miserable. But the outlook for tomorrow is rather favourable. Harry is glad to meet you. He says he hopes that the cold weather

won't stay for too long.

Контрольная работа №2

The ways to develop a conversation Read the text and do exercises given after it.

A conversation often depends on questions. The person who asks questions in a conversation usually controls it. Personal questions should be expressed tact-fully, otherwise you may appear to be rude. When asking questions of this kind the British generally use: "Excuse me for asking." "Excuse me asking/my asking." Other expressions are: "I wonder if you could tell me your address?" "Excuse me, do you happen to know how often buses run here?" "Would you mind telling me about the structure of the University?" "I hope you don't mind my asking, but I'd like to know more about your re-search." English-speaking people do not usually ask or give exact information about their age. It is usual to say that "someone is in his/her early twenties/thirties, etc."

To make a general enquiry about somebody's job the British use: "What do you do? What do you do for a living?"

The British never say: "What's your profession/work?" Here're some useful phrases for describing somebody's job in more details: "He's/I'm in advertising/banking, etc." "He's/I'm responsible for recruiting the staff." "He's/I'm an English lecturer at Moscow University." "I/ He deal/deals with the finance." "I'm/He's qualified as a program designer."

In order to get more information you can use the following techniques:

"Can you tell me a bit more about the history of your company?"

"Sorry, but I'd like to know some more about your trip to Britain."

"Sorry, that's not quite what I meant." "What I really wanted to know was when exactly you'd be back." "Sorry, I don't quite understand."

If you want to get some explanations during the conversation you can do it like that:

"What do you mean?" "What exactly do you mean?"

"Can you explain it in more detail, please?"

If you want to interrupt when another person is speaking, you should do it politely:

"Excuse me, can I interrupt you for a moment?" "Sorry to interrupt but I've got a question for you." "I'd just like to say that my friend has got a promotion." "By the way (to change the subject) I've decided to give up teaching." "That reminds me of the meeting we had last time." "Hold on, please." "Just a moment, please."

If you want to prevent interruptions and make sure you continue to hold the floor, you can use the following techniques:

1. "There are two points I'd like to make."

You can't be easily interrupted until you have made them both.

2. You may also pause in the middle of a sentence. In this case you can't be easily interrupted until you've completed your sentence. You may probably want to hear other people's views and make sure everyone gets a chance to speak in a conversation. The following phrases may be helpful:

"Don't you agree, Jane, that English is a beautiful language?"

"What do you think, Nick, about Spanish painting?" "I expect you will agree with me when I say that we can master English only if we study much." "I don't know what Mary thinks but I'm sure she knows more about the problem than I do."

Sometimes people speak indistinctly, so you may need to ask them to repeat what they have said. Here're the most common ways: "Sorry, could you say that again, (please)?" "Sorry, could you repeat that?" "Sorry, would you mind repeating that."

"Sorry, I didn't hear what you said."

"Sorry, I didn't (quite) catch what you said."

When you are at a loss for words, the following sentences may be helpful:

"I can't think of the right word, but you know what I mean."

"A sort of thing/food, etc. you know."

“You know the sort/kind of thing I mean.”

“I don’t quite know what you call it.” “One of those things, you know.” “I can’t remember what it’s called.”

Possible answers may be:

“Yes, I know what you mean.” “No, I’m afraid I don’t remember what you mean.” “You mean your business trip?” “Are you thinking of your colleagues?” British people usually use tags to make sure their listeners are keeping up with them. Another good way to check if you are properly understood is to use different little phrases as: “...if you see what I mean” “I don’t know if you can see that...” “And you know what I said?” “Can you guess what I did/said, etc?” “See what I mean, etc.” In more formal situations you might say: “Do you follow me?” “Are you with me on that?” “All right so far?” “Is everything clear?” “Got that?”

The importance of these little phrases cannot be overemphasized. In fact they ask for a tacit agreement from listeners and seek their encouragement or approval to continue a conversation. And what is more important they make speakers sound less abrupt and bring listeners into the talk. On the other hand listeners are also expected either to encourage speakers or merely to show they are listening to be polite. Facial expressions, gestures and so on are very important indicators of attention and interest. So are certain words and intonation that can be used in uttering them. Here are some useful words you might use to show you are involved and share the speaker’s feelings: “Ah. Yes. Gosh. Sure. Yeah. Wow. Oh. Really? Lovely. mm...right. Fancy that! I know. Fine. Well. I see. OK. Exactly so. These brief utterances point to the level of agreement and comprehension as well as reveal the listener’s emotional involvement. At the same time you should not put too many of these utterances in, because in this case the expression may be one of overbearing pugnacity or embarrassing friendliness.

If you need to delay answering a question while you think for a moment or check on your facts you may use some delaying expressions:

“Well, let me see ...” “Oh, let me think for a moment.” “I’m not sure, I’ll just have to find it out.” “That’s a very interesting question.”

“That’s a difficult question to answer.” “It’s difficult to say.” “Let me put it this way.” “What do you mean?” These delaying expressions give people time to think about their replies.

If you want to avoid answering questions altogether you may use expressions like these:

“I’m not really sure.” “I can’t tell you off-hand, I’m afraid.” “I’m terribly sorry, I really don’t know.” “I’ve no idea, I’m afraid.” “I can’t answer that one, but I’ll tell you where you can find it out.” “I’d rather not answer that one, if you don’t mind.”

If you don’t want to discuss something, use the following phrases: “Well, I’d rather leave individuals out of this.” “Well, I’d rather not discuss it at the moment.” “Well, I’d rather not talk about it if you don’t mind.” “Well, I’d rather wait till I know more about it before I say.” “Well, I’d rather wait before I commit myself.”

If the British want to terminate a conversation generally end a conversation with people or a person they know by an excuse and saying something nice after the topics of common interest have been discussed, e.g. “Excuse me, I’m afraid I have to be going now. It was really a pleasure to talk to you.”

Some other ways may be: summing up a conversation by using “OK”, “Well”, etc. or/and making arrangements to speak to the person at a later time. In a business conversation where there is a specific point to be discussed the British come to the point quickly. In this case the conversation winds down after the point has been discussed and an excuse is not necessary.

Тематика презентаций:

1. Деловая переписка.
2. Виды деловой переписки.
3. Контрактная переписка.
4. Деловое письмо.

5. Личная переписка.
6. Юридическая документация.
7. Коммерческая документация.
8. Контракт
9. Договор
10. Официальная документация

Перечень практических заданий

1. Read the conversation and answer the questions given after the text.

A: Can I help you?

B: Yes, I'd like one of those things, oh, you know.

A: No, I'm afraid, I don't.

B: You know the sort of thing I mean for holding papers together, I've forgotten what they are called.

A: Ah, you mean paper clips, don't you?

B: No, not exactly. A sort of paper clip. Well, you know what I mean.

A: Sorry, I don't.

B: They are little wire things you put in a machine and then press.

A: Ah, you mean staples, I think?

B: Yes, that's right. I couldn't remember what they were called. Thank you.

2. Questions:

1. Does the first speaker try to be helpful? What language shows he does?
2. What other language could the first speaker have used with the same meaning? 3. Do you think both speakers are polite and patient with each other?

3. Look through the lines and:

a) rearrange them to produce a natural dialogue:

1. Yes, please. Do you mind if I open the window?
2. No, I don't think so. Would you like to look at my timetable?
3. No, I don't think so. Shall I move my bag?
4. No, that's quite all right. The train's rather crowded, isn't it?
5. Yes, I suppose so. By the way, it does stop at Brighton, doesn't it?
6. Shall I look after your bag for you?
7. Yes, please.
8. Excuse me, is this seat taken?
9. No, that's quite all right. I think, I'll just go for a cup of coffee.
10. Yes, it is, isn't it? I suppose it's because it's Friday.

b) read the dialogue you have made up and answer the following questions:

1. Do the speakers know each other? 2. How did the speakers develop the conversation after answering? 3. Do the two speakers sound friendly and polite? If so, what language shows they are? 4. What sorts of developments did the first speaker use? 5. What other sorts of developments do you think might have been used in this situation?

4. Make a natural response to the following remarks, remembering that you should both answer and develop the conversation:

1. You've been to London, haven't you? 2. Have you seen the paper today?
3. You're not English, are you? 4. You work a lot, don't you? 5. You haven't got minute to spare, have you?

V. Make short conversations in the following situations.

1. Ask the person sitting next to some personal questions politely. Try to sound interested when listening to her/him.

2. You meet a nice girl/boy outside your University. Strike up a conversation with her/him to find out whether: 1) she's/he's a student of your University; 2) she's/he's fond of history.

3. Your teacher has explained something, but you still don't understand it very well. Politely ask for clarification.

4. It's your first day in a new group and you don't know where to sit. Ask one of the other students politely about the seating arrangements.

5. Some students come to your door to talk to you about a New-Year party.

You are not well. You have a lot of work. Get rid of them politely.

Someone who has started work in your organization asks you what the boss is like. You don't want to discuss him/her.

Вопросы к зачету

1. Этика и правила деловой переписки.
2. Культура деловой переписки как индикатор профессиональной и общей культуры.
3. Место деловой переписки в структуре деятельности специалиста в области образования.
4. Виды деловой переписки.
5. Контрактная переписка.
6. Эстетика оформления и стиль делового письма.
7. Особенности эпистолярного жанра страны изучаемого языка.
8. Ситуации делового общения.
9. Личная переписка.
10. Фразеологизмы и фразы клише в личной и деловой переписке.
11. Проблема коммуникации по телефону.
12. Практика использования телефонного общения в стране изучаемого языка.
13. Требования к оформлению юридической документации.
14. Требования к оформлению коммерческой документации.

Схема соответствия типовых контрольных заданий и оцениваемых знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

Код и наименование компетенции	Наименование индикатора достижения компетенции	Типовые контрольные задания
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1	Вопросы к зачету Контрольная работа
	УК-4.2	Презентация
	УК-4.3	Практические задания