

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение высшего образования
«Дагестанский государственный педагогический университет» (ДГПУ)
Факультет иностранных языков
Кафедра английского языка

УТВЕРЖДАЮ
Проректор по учебно-методической работе
И.А. Давилов
«31» мая 2021 г.



РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
МОДУЛЬ Б1.В.ДВ.03.02 ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК

Направление подготовки: 44.03.01 Педагогическое образование
Направленность (профиль) подготовки: «Иностранный язык (английский)»
Квалификация (степень): Бакалавр
Формы обучения: очная; заочная
Сроки обучения: очно – 4 года, заочно - 4 года 6 месяцев

Формы обучения	Трудоемкость (час)	Лекции (час)	Практические/Занятия (час)	Промежуточный контроль (час)	СРС (час)	Форма итоговой аттестации
Очная	72		40		32	Зачет
Заочная	72		8	3	61	Зачет

Махачкала 2021

Рабочая программа дисциплины «Деловой иностранный язык»

Авторы разработчики: Абдусаламова М.М. доцент, к.ф.н.,



Рабочая программа дисциплины утверждена на заседаниях:

кафедры английского языка (протокол № 8 от 22 апреля 2021 г.)

Зав. кафедрой: Магамдаров Р.Ш., к.ф.н. доцент 

Ученого совета факультета иностранных языков

(протокол № 8 от 29 апреля 2021г.)

Председатель: Абдуразакова Д.М., д.п.н., профессор 

Учебно-методического совета ДГПУ (протокол № 3 от «31» май 2021 г.)

Председатель УМС : Дибиров И.А., д.ф.н., профессор _____

1. Цель и задачи освоения дисциплины

Цель данной программы – развитие у студентов умений и навыков общения в устной и письменной форме в типичных ситуациях в сфере деловой коммуникации, а также совершенствование языковой и универсальной компетенции.

Достижению данной цели способствует решение следующих задач:

- развитие интереса к применению иностранного языка в практике самообразовательной деятельности педагога;
- развитие коммуникативных умений бакалавров;
- развитие межкультурных знаний и умений, которые позволяют бакалавру ориентироваться в различных типах культур и соотносимых с ними норм делового общения;
- развитие знаний и умений составления деловой корреспонденции на иностранном языке;
- овладение техникой чтения, перевода и реферирования аутентичных текстов деловой тематики.

Студенты должны уметь освещать разнообразные вопросы, правильно синтаксически и стилистически организовать свою речь, проводить анализ текстов деловой направленности. Работа над совершенствованием языка ведется как на материале письменных работ, так и устно с последующим комментированием, обсуждением и работой над индивидуальными и типичными ошибками. При отборе методического материала особое внимание необходимо уделять эффективным приемам активного обучения, а также достижениям современных методик (коммуникативного и интенсивного обучения, игрового моделирования). В ходе данного курса студент должен приобрести правильные произносительные навыки, научиться свободно и правильно пользоваться грамматическими конструкциями английского языка, овладеть достаточно обширным словарем и научиться стилистически правильно оформлять свою речь как устную, так и письменную.

2. Место дисциплины в структуре ОПОП ВО

Учебная дисциплина (Б1.В.ДВ.03.02) «Деловой иностранный язык» относится к дисциплинам по выбору модуля Б1.В.ДВ.03 учебного плана ОПОП ВО подготовки бакалавров по направлению 44.03.01 Педагогическое образование.

Для освоения данной дисциплины «Деловой иностранный язык» студенты используют знания, умения, навыки, сформированные в процессе изучения дисциплин: "Введение в языкознание", "Практика устной и письменной речи", "История языка", « "Теоретическая фонетика", «Лексикология», «Межкультурная коммуникация в обучении иностранным языкам». Освоение дисциплины " Деловой иностранный язык " является необходимой основой для последующего изучения дисциплин "«Домашнее чтение », «Стилистический анализ текста», «Теория и практика перевода», дисциплин по выбору студента, прохождения педагогической практики, подготовки к итоговой аттестации.

3. Планируемые результаты обучения по дисциплине

В результате освоения содержания программы у бакалавра должны быть сформированы компетенции:

Формируемые компетенции		Перечень планируемых результатов обучения по дисциплине
Код	Наименование компетенции	
Универсальные компетенции (УК)		
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке	<i>Знает:</i> принципы коммуникации в профессиональной этике; факторы улучшения коммуникации в организации, коммуникационные

	Российской Федерации и иностранном(ых) языке(ах)	<p>технологии в профессиональном взаимодействии; характеристики коммуникационных потоков; значение коммуникации в профессиональном взаимодействии; методы исследования коммуникативного потенциала личности; современные средства информационно-коммуникационных технологий.</p> <p><i>Умеет:</i> создавать на русском и иностранном языке письменные тексты научного и официально-делового стилей речи по профессиональным вопросам; исследовать прохождение информации по управленческим коммуникациям; определять внутренние коммуникации в организации; производить редакторскую и корректорскую правку текстов научного и официально-делового стилей речи на русском и иностранном языке; владеть принципами формирования системы коммуникации; анализировать систему коммуникационных связей в организации.</p> <p><i>Владеет:</i> реализацией способов устной и письменной видов коммуникации, в том числе на иностранном языке; представлением планов и результатов собственной и командной деятельности с использованием коммуникативных технологий.</p>
--	--	---

4.Трудоёмкость изучения дисциплины

Общая трудоемкость дисциплины составляет 2 (ЗЕТ), (72 часа).

Дисциплина изучается в 4 семестре

Таблица 1

Вид учебной работы	Очная форма обучения	Заочная форма обучения
Аудиторные занятия (всего)	40	8
Лекции		
Практические занятия (ПЗ)	40	8
Семинары (С)		
Лабораторные работы (ЛР)		
Самостоятельная работа (всего)	32	61
Проработка материала лекций, подготовка к занятиям		
Самостоятельное изучение тем		
Экзамен		

Курсовой проект (работа)		
Расчетно-графические работы		
Контрольные работы		
Реферат		
Промежуточная аттестация (зачет, экзамен)	Зачет в 4 семестре	3
Общая трудоемкость	72	72

**5. Содержание дисциплины (модуля)
5.1. Тематический план**

Таблица 2

№	Наименование раздела (темы) дисциплины	Виды учебной работы и трудоемкость их изучения									
		Лекции		Практ. занятия		Практ. подготов.		Самостоятельная работа		Промежуточный контроль	
		очн	озо	очн	озо	очн	озо	очн	озо	очн	озо
Модуль 1. Деловое общение											
1.1	Публичное выступление как жанр делового общения.			6	2			6	6		
1.2.	Форматы делового общения			4	2			6	8		
1.3.	Служебный диалог.			4				6	8		
1.4.	Виды переговоров, правила их ведения.			6				8	8		
	Итого за 1 модуль			20	4			26	30		
Модуль 2. Письменные бизнес- коммуникации											
2.1.	Форматы, правила письменного делового общения			2	1	2	1	6	5		
2.2.	Аннотирование, резюмирование и реферирование качественной прессы			6	1	2	1	6	10		
2.3.	Определение КП.			4				8	8		
2.4.	Синтаксические особенности языка КП			4				6	8		
	Итого за 2 модуль			16	2	4	2	26	31		
	Итого за семестр			36	6	4	2	32	61	Зач.	Зач.3

5.3. Темы практических/семинарских, лабораторных занятий и перечень заданий

Таблица 3

№ п/п	Тема практического (семинарского, лаб.) занятия	Задания (или вопросы для обсуждения на сем. занятии)	Форма отчётности	Литература
Модуль 1. Деловое общение				

1.1.	Публичное выступление как жанр делового общения.	<p>Занятие №1,2</p> <p>1. Информационная речь. 2. Приветственная речь. 3. Торговая речь. 4. Этапы подготовки и проведения публичного выступления. Докоммуникативный этап: определение темы и цели выступления, оценка аудитории и обстановки, подбор материала, создание текста и презентации, репетиция. Коммуникативный: выступление, ответы на вопросы, ведение полемики. Посткоммуникативный этап: анализ речи.</p> <p>Занятие №2</p> <p>1. Установление контакта с аудиторией, его приемы: вопросно-ответный прием, переход от монолога к диалогу, прием создания проблемной ситуации, прием новизны информации опора на личный опыт, использование юмора, краткое отступление от темы. 2. Средства невербальной коммуникации. Поза, жесты, мимика выступающего. 3. Правила подготовки презентации: количество и оформление слайдов, выбор шрифта, синтаксические особенности текста, структура презентации. 4. Анализ публичного выступления. Схема анализа публичного выступления. 5. Коллективный разбор выступлений сокурсников. 6. Письменные отзывы о выступлениях.</p>	Устный опрос. Контрольно-тестовые задания.	См. пункт 7
1.2	Форматы делового общения	<p>Занятие №3</p> <p>1. Составляющие успешного делового общения. 2. Межкультурные различия в деловом общении.</p> <p>Занятие №4</p> <p>3. Особенности делового общения в официальной и неофициальной обстановке. 4. Речевой этикет.</p>	Устный опрос. Контрольно-тестовые задания.	См. пункт 7

		5.Региональное варьирование в деловом общении на английском языке.		
1.3.	Служебный диалог.	<p>Занятие №5</p> <p>1.Типы речевых актов в деловом общении: вопрос, побуждение, сообщение</p> <p>2.Закрытые, открытые, риторические вопросы, вопросы для обдумывания, переломные вопросы.</p> <p>3.Методы убеждения собеседника</p> <p>4.Психологические типы собеседников.</p> <p>5.Невербальные средства делового общения.</p> <p>Занятие №6</p> <p>6.Пространственные нормы делового общения.</p> <p>7.Служебный телефонный разговор.</p> <p>8.Техника речи в разговоре по телефону.</p> <p>9.Правила ведения телефонного разговора.</p> <p>10. Интервью при приеме на работу.</p>	Устный опрос. Контрольно-тестовые задания.	См. пункт 7
1.4.	Виды переговоров, правила их ведения.	<p>Занятие № 7</p> <p>1.Этапы подготовки и проведения переговоров.</p> <p>2.Докоммуникативный этап: сбор информации, определение целей и задач, определение времени и места встречи, участников делегации.</p> <p>3.Коммуникативный этап: представление сторон друг другу, изложение проблем и целей, анализ проблемы, диалог участников, аргументация вариантов решений, подведение итогов и принятие решений, составление проекта документов.</p> <p>4.Посткоммуникативный этап: анализ переговоров.</p> <p>5.Языковая составляющая успешных переговоров: способы привлечения внимания, проверка адекватности понимания, подытоживание достигнутых договоренностей, — смягчение высказывания.</p> <p>6.Учет культурных различий при подготовке и ведении переговоров.</p>	Устный опрос. Контрольно-тестовые задания.	См. пункт 7

		<p>Занятие № 8</p> <p>1.Интервью. Цели и задачи общения с представителями прессы.</p> <p>1.Докоммуникативный этап: определение (совместно с интервьюером) круга проблем разговора, подготовка ответов на предполагаемые вопросы, изучение информации о журналисте.</p> <p>2.Коммуникативный этап: приветствие, установление контакта; ответы на вопросы интервьюера, прощание и благодарность за интересные вопросы.</p> <p>3.Посткоммуникативный этап: анализ интервью. Правила для интервьюируемых.</p> <p>4.Специфика пресс-конференции как вида делового общения. Подготовка к пресс-конференции.</p> <p>5.Составление заявления для прессы. Общение с журналистами после пресс-конференции.</p>		
Модуль 2. Письменные бизнес- коммуникации				
2.1.	Форматы, правила письменного делового общения	<p>Занятия №9,10</p> <p>1.Язык письменного делового общения.</p> <p>2.Виды деловых писем. Структура делового письма.</p> <p>3.Язык и стиль делового письма,</p> <p>4.Типичные клише.</p> <p>5.Письмо-запрос и ответ на запрос, письмо-заказ, рекламации. Электронная почта: формат, стиль, типичные клише.</p>	Устный опрос. Контрольно-тестовые задания.	См. пункт
2.2	Аннотирование, резюмирование и реферирование качественной прессы	<p>Занятия №11</p> <p>1.Резюме. Цель составления резюме, его структура и язык.</p> <p>2.Структура, содержание и язык сопроводительного письма</p> <p>3.Аннотирование, резюмирование и реферирование качественной прессы.</p>	Устный опрос. Контрольно-тестовые задания.	См. пункт
2.3.	Определение КП.	<p>Занятие №12</p> <p>1.Определение КП.</p> <p>2.Словарный состав КП: общеупотребительная и деловая лексика, термины, имена собственные.</p> <p>3.Стилистические особенности</p>	Устный опрос. Контрольно-тестовые задания.	См. пункт 7а,б

		КП: метафора, игра слов, аллюзия, цитация, неологизмы, роль повтора в извлечении информации. 4. Концептуальный и лингвистический аспект публикаций в КП, их совпадения и расхождения		
2.4.	Синтаксические особенности языка КП	Занятие №13,14 1. Синтаксические особенности языка КП: широкоупотребительные грамматические конструкции, синтаксическая конвергенция, сегментация структуры предложения, актуальное членение. 2. Когезия и когерентность в КП 3. Способы компрессии текста при резюмировании, аннотировании, реферировании КП. 4. Языковые клише, используемые при компрессии текста.	Устный опрос. Контрольно-тестовые задания.	См. пункт 7

5.4. Задания самостоятельной работы

Особое место в освоении данной дисциплины занимает самостоятельная работа студентов (СРС) общим объемом 32 /61 часов.

Для успешного освоения материала курса и приобретения соответствующих навыков и умений рекомендуется знакомство с большим количеством аутентичных образцов устных и письменных деловых и профессиональных коммуникаций, их подробный языковой анализ. Для решения этой задачи рекомендуется не только использование соответствующей литературы, но и ресурсов интернета, в особенности тех, которые разработаны (и постоянно обновляются) специально для обучения языку делового и профессионального общения. Особое внимание следует обратить на то, как в устном и письменном деловом общении проявляются межкультурные различия коммуникантов. На самостоятельную работу по Модулю 1 выносятся теоретические аспекты предлагаемых тем, которые следует изучить по источникам на русском и английском языках, а также подготовка публичного выступления трех видов: приветственная речь, информационная речь и торговая речь.

На самостоятельную работу по Модулю 2 выносятся тема 1 «Форматы и стили диалогического делового общения», а также письменные задания: 1) резюме и сопроводительное письмо при приеме на работу (тема 2); 2) деловое письмо (тема 3); 3) меморандум (тема 5); 4) протокол собрания (тема 6).

№ п/п	Раздел (тема) программы	Количество часов	Задания для самостоятельного выполнения	Форма отчетности	Литература
Модуль 1. Деловое общение					
1.1.	Публичное выступление как жанр делового общения.	6/6	1. Ознакомление студентов с планом самостоятельной работы на учебный год, графиком консультаций. 2. Конкурс на лучшее языковое портфолио обучающегося. 3. Выполнение еженедельных	Устный опрос. Контрольно-тестовые задания.	См. пункт 7

			домашних заданий по курсу «Иностранный язык» 3. http://www.englishclub.com/speaking/presentations.htm		
1.2	Форматы делового общения	6/8	1. Анализ видеозаписей публичных выступлений по рекомендации преподавателя и по собственному выбору магистранта, определение типов ораторов. 2. http://www.englishclub.com/speaking/presentations.htm	Устный опрос. Контроль но-тестовые задания.	См. пункт 7
1.3.	Служебный диалог.	6/8	1. Просмотр и анализ видеозаписей служебных диалогов. Анализ вербальной и невербальной составляющих успешного и неудачного служебного диалога. Подготовка к ролевой игре «Интервью при приеме на работу». Просмотр видеозаписи How to get a job you want на блоге www.tiashija.blogspot.com	Устный опрос. Контроль но-тестовые задания.	См. пункт 7
1.4.	Виды переговоров, правила их ведения.	8/8	1. Анализ видеозаписей публичных выступлений по рекомендации преподавателя и по собственному выбору магистранта, определение типов ораторов. 2. http://www.englishclub.com/speaking/presentations.htm	Устный опрос. Модульный тест.	См. пункт 7
Модуль 2. Письменные бизнес- коммуникации					
2.1.	Форматы, правила письменного делового общения	6/5	1. Проработка теории вопроса, изучение языковой составляющей официального, полуофициального и неофициального стилей диалогического делового общения. 2. Просмотр видеозаписей на	Устный опрос. Контроль но-тестовые задания.	См. пункт 7

			<p>предмет изучения регионального варьирования в деловом общении.</p> <p>1. Назарова Т.Б. Английский язык делового общения. Курс лекций и практикум. –</p> <p>2. Назарова Т.Б., Преснухина И.А.. Региональное варьирование в деловом общении на английском языке.</p>		
2.2	<p>Аннотирование, резюмирование и реферирование качественной прессы</p>	6/10	<p>Просмотр и анализ видеозаписей интервью</p> <p>Как готовиться к интервью</p> <p>http://www.ublicityhound.net/prepare-for-an-interview-with-a-reporter-these-8-ways</p>	<p>Устный опрос. Контроль но-тестовые задания.</p>	См. пункт 7
2.3	<p>Определение КП.</p>	8/8	<p>Проработка теории вопроса</p> <p>1. Введенская Л.А. Риторика и культура речи.</p> <p>2. Назарова Т.Б. Английский язык делового общения. Курс лекций и практикум. –</p> <p>3. Просмотр и анализ видеозаписей дискуссий</p>	<p>Устный опрос. Контроль но-тестовые задания.</p>	См. пункт
2.4	<p>Синтаксические особенности языка КП</p>	6/8	<p>Проработка теории вопроса</p> <p>Подготовка к Межвузовскому конкурсу переводов с иностранного языка на русский (проза, поэзия) (выполнение перевода с иностранного на русский язык,</p> <p>Подготовка к конкурсу чтецов на иностранном языке (ознакомление с иноязычной поэзией, заучивание наизусть)</p> <p>Проработка теории вопроса речи. – Назарова Т.Б. Английский язык делового общения. Курс лекций и практикум.</p> <p>2. Просмотр и анализ видеозаписей дискуссий</p>	<p>Устный опрос. Модульный тест.</p>	См. пункт 7

			3. Подготовка к Межвузовскому конкурсу на лучший вопрос на иностранном языке по теме «Высшее образование в России и странах изучаемого языка» (изучение иноязычной литературы, составление вопроса и ответа)		
--	--	--	--	--	--

5.5. Темы рефератов

5.6. Творческие задания-не предусмотрены

5.7. Ситуация для анализа-не предусмотрены

5.8. Статьи для составления аннотаций, рецензий-не предусмотрены

5.9. Темы курсовых работ не предусмотрены

6. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине (модулю)

6.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

6.1.2. Комплект контрольных заданий или иные материалы, необходимые для оценивания компетенций по теоретической грамматике английского языка

ПРИМЕРЫ ТЕСТОВЫХ ЗАДАНИЙ ДЛЯ ОЦЕНКИ КАЧЕСТВА ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)

Примерные тестовые задания

Test 2

Business Dialogue

1. Complete the following passage with the words provided: Resolving Conflict Made Quick and Easy!

That's a contradiction in terms. When I was a boy, my brother and I would get into arguments over some dumb thing or another. Rather than having us talk the **1** ... out, our Dad would make us put on boxing gloves, then take us out in the backyard where we would duke it out. Since I was three years older than my brother, I won every **2** In retrospect, I see that this was an absurd way to resolve a conflict. All we did was beat each other to a pulp with the last one standing being declared the —winner. Unfortunately, this is often how conflicts are resolved.

The person with the bigger **3** ... wins, or the person who wants to avoid the perception of being on the receiving end of the —bigger punch gives in or goes along to avoid the **4** In either case, nothing is really resolved. There is no mutual **5** ... of ideas, no contribution, **6** ... , cooperation, or learning. There is only contention, confrontation, and **7** In reality, both parties lose something.

We should realize that conflict is often the byproduct of being uniquely different – and we are all unique. We have different values, different experiences, different perceptions, likes and dislikes, tastes, and **8** In essence, our differences present an opportunity to expand our perspective and our **9** Unfortunately, we usually have a difficult time considering points of view that are not our own or that are outside the realm of our own experience. That's when the conflict shows up. The **10** ... you face when you encounter conflict is to accelerate through it. Only then you have an opportunity to resolve it.

A punch

B consequences.
C issue
D understanding
E argument
F biases
G challenge
H collaboration
I compulsion **J**
sharing

2. Read the passage above again. According to the author, which of the following is true?

- a. Conflicts are unavoidable.
- b. Resolving a conflict may be quick and easy.
- c. People tend to be self-centered in dealing with others.
- d. People can learn from conflicts.

3. Supply the following text with subheadings.

A Awareness **B** The magic of dialogue **C** Listening **D** Suspension **E**
Honesty and sincerity **F** Mutuality **G** Inquiry and Reflection

H A Safe Space **I** Growth through crisis **J** Identifying Assumptions

General Guidelines for Dialogue

1: How do you listen? What does it mean to you to hear someone? In Dialogue you should listen to hear meaning emerge both from individuals and from the group. You need to listen for common assumptions and for the voices that question those assumptions.

In listening you let meaning unfold in the conversation as a whole. You will then hear the shared meaning that can evolve only when many individual meanings are shared and heard. The Chinese character for listen contains the sub characters one heart, eye and ear all of which you must use to truly listen. Listening is the first step in making dialogue effective.

2: In dialogue you must speak the truth as you see it, be sincere. You have to assume that the other person is also sincere and telling the truth. This develops trust. You can then engage in dialogue with confidence.

3: The capacity to see the living processes that underlies all things. It is to become aware of yourself and the impact you have - right in the moment it occurs. It includes letting go, or "suspending" your certainty, to see things from another point of view.

With awareness you can entertain multiple points of view at once, even if they are opposed or in contradiction with one another.

4: Means that you stop your assumptions from interfering with your listening. You neither suppress what you think nor advocate it. In the words of Isaacs, you —change directions, stop, step back, see things with new eyes.¶

You allow differences to be present – not moving immediately to agreement or debate, but developing the skill for bridging across the diversity of opinions, assumptions, backgrounds and ideas.

The word suspend comes from the Latin root *suspendere*, which means "to hang below." It has to do with drawing out, or stretching. It refers to displaying your thinking in a way that lets you and others see and understand.

When you practice suspending your judgments, you learn to hold your opinions lightly. You consciously open yourself to hearing and understanding each person's point of view. You create a space between your judgments and your reactions so that you can hear the other person in a new way. This is key to building a climate of trust and safety in a group.

5: Your assumptions play a large part in how you view the world and behave towards others. Yet assumptions are often invisible. Your assumptions are so habituated that you "know" the world agrees with them.

6: When you are unclear about what someone means, you ask a question. In Dialogue the intent of questions is twofold. One purpose is to draw the other out in a safe and supportive way. More importantly, questions allow for digging deeply into ideas and perspectives that are novel.

Questions can give room for reflection and develop the understanding of the entire group. Questions should never belittle or criticize. They are instead a way to learn and understand. Learning to identify our assumptions allows us to see the world in a new light. By identifying your assumptions you learn to build common ground and consensus.

You learn to respect others and their contributions, regardless of the fact that these contributions may contradict things you have long held to be true.

7: In dialogue, there is a mutual search for understanding. Each regards the other as a partner in a shared inquiry. You see your partner in conversation as someone whose point of view is valued, someone with whom to explore the familiar and develop the new.

You are open to the possibility that the meanings of one may cause those of the other to be revised or changed. The conversation develops together. Yet, everyone is individually responsible for whatever they feel is needed and relevant.

8: You can't change human behavior by command, resolve, or even good intentions. But you can create a safe, holding environment for a group of people. When people feel safe, they can be more aware of their thinking, their conversations, their interrelationships, and their potential for better action. This is what Isaacs calls "a strong container."

9 : As you address difficult issues, the crises that break out are essential parts of your development. You learn from them and build with them. You need to stay with the dialogue until a new level of understanding develops.

10: occurs when a group wanders into new territory - discovers new meaning - that can only be discovered by the entire group. This is meaning that no individual formed alone - rather it flows from the group as a whole. For the group, this can be a powerful experience because it is the creation of shared meaning. Creating shared meaning is a step toward creating community and working collaboratively.

4. Complete the following passage:

Giving *unsolicited* advice is what causes problems. Advice is necessarily preceded by a judgment or evaluation—which is based on our interpretation of the situation. Although you may sincerely intend to help or assist someone, giving unsolicited advice sends a variety of underlying messages which are all based on assumptions, and which are almost always perceived as negative. As a result, advice often comes across as judgmental, authoritative, or self-serving:

When we give unsolicited advice, the **judgmental** assumption is, 1 The **authoritative** assumption is, 2 The **self-serving** assumption is, 3 I once worked in an office where one of our co-workers took it upon herself to give us advice about every aspect of our lives. In an attempt to silence her once and for all, we decided to go out of our way to solicit her advice on absolutely everything.

About a month later, she had in fact stopped giving unsolicited advice. Asking her for advice clearly communicated to her that she and her opinions were valued.

Once she recognized that, she no longer felt the need to constantly offer unsolicited advice.

A —I know better than you,|| or —I know and you don't, so I have to tell you.||

B —I need to give you the benefit of my advice to validate or to prove to myself how smart I am.||

C —You can't figure this out on your own,|| or —I don't trust you to figure it out.||

5. Which of the following is NOT a good suggestion?

Here are some suggestions for making your advice work.

A Don't interpret rhetorical questions as a request for advice.

B Ask for permission to give advice.

C If you sincerely intend to help or assist someone, do not hesitate to give advice.

D Listen, listen, and listen! —

E Be honest.

F Offer to assist, not insist.

G Allow people decide for themselves.

6 . Choose the best title for each paragraph about negotiations:

1. Look for ways of —expanding the pie.
2. Be ready to explore as many variables as possible.
3. Know your minimum acceptable offer.
4. Start with easier points and leave the difficult ones for last.
 - a) You must know how much you can give up and what conditions you can accept. It is essential that you examine many various combinations of variables to be dealt with in the negotiation process. These variables may include price, delivery conditions, quantity, credit terms or date.
 - b) Creative negotiators can work out new opportunities that benefit both parties. In the ideal situation the opponents achieve their objectives and none of them has to make a considerable concession. You can argue about how to divide the market or you can work together and expand it in such a way that each party has a substantial share.
 - c) Having dealt with the easier issues in a successful way negotiators are more optimistic. This positive attitude makes it easier to deal with the harder matters.
 - d) Increasing the number of variables makes it easier to work out a compromise. Whenever a car dealer does not want to give up the price of a car, he will think about alternative incentives for the client, such as equipping the car with a better radio or tyres.

7 . Decide which sentences match each negotiation style.

- 1) Win-win negotiation
 - a) Small business owners had no choice but to accept the price quoted by the large corporation.
 - b) The question of price proved to be a stumbling block and both parties came back from the negotiations empty-handed.
 - c) After some haggling both parties achieved
- 28
- 2) Win-lose negotiation
- 3) Lose-lose negotiation
 - d) Neither negotiator knew the needs of the other party and ended up making unnecessary concessions.
 - e) Having worked out this creative solution neither party had to make any unwelcome concessions.
 - f) There was no room for bargaining – we had to accept the conditions dictated by the owners of the platinum mine.

8. Match the tips for people doing business abroad and the names of countries they apply to.

- 1) Singapore
- 2) China
- 3) Saudi Arabia
- 4) USA
- 5) Spain
- 6) Germany
 - a) Punctuality is very important. Arriving a few minutes early is advisable. Talking with hands in pockets is considered rude.

- b) Strong and direct eye contact can be misinterpreted as an attempt to intimidate the speaker.
- c) Remember that the O.K. gesture is considered obscene.
- d) Give your host a firm handshake and maintain direct eye contact.
- e) Present your business card with your right hand only because the left hand is considered unclean. Remember that showing the bottom of the foot is very impolite.
- f) Remember about *Guanxi*, which means ‘relationships’. Build a relationship before talking business.

9. Match each of the words in the list with its definition:

- a. cancel
- b. postpone
- c. bring forward
- d. cut short
- e. fix up
- f. extend
- g. reschedule
- 1. arrange a meeting
- 2. find another time for the meeting
- 3. hold the meeting later
- 4. hold the meeting sooner
- 5. hold a longer meeting
- 6. finish the meeting earlier
- 7. not hold the meeting at all

10. Choose the request which is more appropriate for each situation.

- 1. Ask a close colleague to give you the phone number of a hotel he knows.
 - a) Can you give me the phone number?
 - b) I wonder if you could give me the phone number?
 - 2. Ask your manager to read a report you wrote before you send it to a client.
 - a) Would you mind reading this report before I send it?
 - b) Can you read this report before I send it?
 - 3. Ask the sales representative from the supplier to send you a brochure.
 - a) Could you send me a brochure?
 - b) Would you mind sending me a brochure?
 - 4. Ask a client to return a document to you – unfortunately there is a mistake in it.
 - a) Please return the document to us as soon as possible.
 - b) Could you please return the document to us so that we can correct it?
- Many thanks.
- 5. You are going to visit a new client; ask them to send you directions to their office.
 - a) I wonder if you could send me some directions to your office?
 - b) Can you send me the directions to your office?
 - 6. You want to attend a conference in the US. Ask a senior manager to authorize the expenditure.
 - a) Would you please authorize the expenditure?
 - b) I'd really appreciate it if you could authorize this expenditure.

Задание 1. Определите, означает ли слово страну или национальность и поставьте буквы и 'C' ('country') или 'N' ('nationality').

- | | | | | | |
|---|---------|-------|----|----------|-------|
| 1 | Greek | _____ | 6 | China | _____ |
| 2 | Kuwait | _____ | 7 | Spanish | _____ |
| 3 | Russia | _____ | 8 | Japanese | _____ |
| 4 | Turkish | _____ | 9 | Swedish | _____ |
| 5 | France | _____ | 10 | Oman | _____ |

2. Дополните предложения словами из рамки

short / heavy / big / early / long / fast

Например: I can't carry this box. It's too heavy.

- I think 7.30 is too _____ for a meeting.
- I have a lot of books, but no space. My office isn't _____ enough.
- Taxis always drive too _____. It isn't safe!
- Mike's presentations are too _____! Last week, he talked for four hours!
- Jane's report was too _____. It didn't give nearly enough information.

3. Подберите выражения из двух столбиков и образуйте фразы, например:

___c___ to the cinema on Friday night.

- | | |
|--------------------------|---------------------------------------|
| a) I often play | 1 _____ to the gym. |
| b) I never listen | 2 _____ golf on Saturdays. |
| c) I love going | 3 _____ TV after work. |
| d) I work | 4 _____ to CDs. I'm not keen on music |
| e) I quite like watching | 5 _____ from home once a month. |
| f) I don't like going | |

4. Дополните предложения словами из рамки

colleagues / company / flexible / friendly / job / opportunities / salary

Svetlana is a website designer at Orion Data. She has a (1) _____ boss and very helpful (2) _____. She doesn't get a lot of money, but for her (3) _____ security and (4) _____ hours are more important than a high (5) _____.

This year, Svetlana also has a (6) _____ car and a lot of travel (7) _____.

5. Дополните предложения словами из рамки

23rd / at / in / June / Monday / morning / New Year / the

- We are always very busy in the _____.
- Budapest is beautiful _____ the spring.
- We never go on holiday in _____.
- Our sales conference is on _____ October.
- The office is quiet on _____ mornings.
- Max sometimes works till 11:30 _____ night.
- Our company closes for three days in _____ summer.
- We sometimes have a short holiday at _____.

6 Дополните объявления предложениями *in, on, at, from* или *to*.

ACE CARS

Are you travelling ___to___ New York? Ace Cars can ...

- meet you _____ 1 the airport.
- take you _____ 2 the city centre _____ 3 a luxury car.
- drive you _____ 4 your hotel to meetings or take you shopping and sightseeing.

And _____ 5 Friday and Saturday night, we can show you the best nightlife with our special guided tour.

7 Поставьте глаголы в нужную форму.

My name's Clive Mason and I (1)_____ (work) for an international business school in Paris. Lucille, my wife, is French. She (2)_____ (work) part-time as a website designer. We (3)_____ (live) near Vincennes. Lucille (4)_____ (travel) to work by metro, but I (5)_____ (take) a bus. We (6)_____ (have) two children, Sam and Nicole. They (7)_____ (go) to a French primary school. At the weekend we (8)_____ (love) playing tennis or going to the swimming pool. Sometimes, Lucille (9)_____ (take) the children to the cinema or to a drama club. Both Sam and Nicole (10)_____ (say) they want to be film stars!

8. Поставьте глагол to be в нужную форму.

Sandra (1)_____ from Brazil. 'I (2)_____ 30 years old and I (3) _____ married,' she says. 'My husband's name (4)_____ Lucas. We (5)_____ management consultants. We live in João Pessoa, the Green City. Our office (6)_____ very near our home. Sandra and Lucas have one son, Rafael. He (7)_____ six years old, and he (8)_____ at primary school. 'We (9)_____ a busy family, but we (10)_____ always together at the weekend,' says Sandra.

9. Подберите ответы к высказываниям

- | | | |
|-------------------------------------|---|--|
| a) Not bad, thanks. | 1 | A: Another coffee?
B: _____ |
| b) Hi, Jane. Good to see you again! | 2 | A: How's business?
B: _____ |
| c) No, thanks. | 3 | A: Would you like a drink?
B: _____ |
| d) Goodbye. | 4 | A: Hello, Mike.
B: _____ |
| e) Nice to meet you. | 5 | A: My name's Ian.
B: _____ |
| f) Yes, please. | 6 | A: See you later.
B: _____ |

Задание 9. Выберите нужное слово из рамки и заполните пропуски:

to type , the complimentary, closing, extent, salutation, volume, concern, envelope

1. _____ a polite way of the ending of a letter.
2. The name and address of the company written to are usually _____ on the left-hand side against the margin.
3. The normal form of _____ for letters addressed to organization is "Dear Sirs". "Dear Mr. Smith" has tended to replace "Dear Sir".
4. The _____ of passenger travel on the railways in decreasing
5. A flat-paper container for a letter is called _____.
6. This clause of the contract _____ very much.
7. I was surprised at the _____ of his knowledge

**Задание №10
Test 1 Public Speaking**

1. The ability to give a speech is one of the most valued business skills today. And yet most people say that giving a speech is their greatest fear. Below are 10 tips on how to overcome fear of public speaking. Match the tips with their explanations.

1. Expect to be nervous.	a. Know what you are going to say – and why you want to say it.
2. Prepare.	b. In the thirty seconds before you begin speaking, take three slow, deep breaths through your nose, filling your belly. As you breathe out, say silently to yourself, “Relax.”
3. Practice.	c. Make the audience your allies. Talk to individuals before your presentation to get to know them. Look them in the eye as you speak to them, one person at a time. When your audience sides with you, your job as a speaker becomes easier.
4. Breathe.	d. Even experienced speakers get nervous. Don't try to eliminate your jitters. Turn them into energy you can use to boost your delivery.
5. Rehearse.	e. Most speakers try to do too much in a speech. Then they worry about leaving something out or losing their train of thought. Aim, instead, to communicate one basic idea. Keep it short and simple.
6. Focus on your audience.	f. People won't see how nervous you are. (They can't tell if your palms are sweating or your knees are knocking or your heart is pounding.) So don't tell them. Smile. Stick your chest out. Look confident, even if you don't feel it.
7. Simplify.	g. Practice relaxation techniques in the days before your presentation. Lie down or sit comfortably in a quiet place. Breathe slowly. Close your eyes. Imagine your upcoming speaking engagement. Picture yourself speaking with confidence.
8. Visualize success.	h. Stand up and walk around as you practice out loud. Don't memorize your speech or practice it word for word. Talk it through, point by point. Imagine you're explaining your main ideas to a friend.
9. Connect with your audience.	i. Speak to supportive audiences in small forums where less is at stake – at a staff meeting or a PTA meeting. Join Toastmasters or take a Dale Carnegie course. Work with a coach.
10. Act confident.	j. Stage fright is rooted in self-preoccupation. (“How am I doing?” “Am I making any sense?”) Stop focusing on yourself. Focus,

	instead, on your audience. (“How are you?” “Are you getting this?” “Can you hear me?”)
--	---

2. Which of the following is NOT good advice?

If your equipment breaks down when you are making a speech...

- A** If at all possible, be prepared to replace key equipment on the spot.
- B** Focus on the audience and on your message, not on the problem. As you work on a solution, keep your audience involved. If you can’t quickly resolve the problem, go on with your presentation as best you can.
- C** Bring handouts. Make copies of your slides to distribute as you speak, if necessary.
- D** Use humor to relieve audience tension. When her computer crashes, one speaker says, “A TV can insult your intelligence, but it takes a computer to make you feel like a total idiot.” Direct your humor at the situation or at yourself, never at another person.
- E** Ask someone to fix it and wait patiently.

3. Which of the following is NOT a good tip on how to handle questions and answers?

- a. Talk to the person asking the question.
- b. When answering a question begin by addressing the questioner, then turn to others in the audience. When you finish, look to some other part of the room and ask, “Who else has a question?”
- c. Be respectful: avoid sarcasm, criticism, or arrogance.
- d. Keep your sense of humor.
- e. Answer the question as directly and briefly as possible without being abrupt.
- f. Use your answers to reinforce your main points. Avoid making a presentation about a whole new subject.
- g. Don’t be afraid to say, “I don’t know.” Ask for the person’s business card and promise to get back to him or her with the answer.
- h. Postpone questions that require lengthy answers. Give a brief answer, admit that there’s more to be said, and offer to discuss it more fully in private.
- i. Turn certain questions back on your audience, asking for their input.
- j. Retain control of the situation, deciding when to move on.

4. Complete the following passage:

<p>In formal 1... or larger meetings it's often necessary — and helpful — to introduce the main speaker. With the right 2 ... , you can make the event more successful and establish your own 3</p> <p>An 4 ... serves two purposes:</p> <p>1. It acts as a bridge, a 5 ... from one part</p>	<p>A introduction</p> <p>B transition</p> <p>C preparation</p> <p>D anticipation</p>
--	--

<p>of a meeting to another. It gives the audience time to make a mental and emotional 6</p> <p>2. It prepares people for the speaker, heightening their sense of openness and 7</p> <p>Your task is to introduce the speaker, not to take center stage. The 8 ... is on you only for a moment so that you can shine it where it belongs: on the speaker.</p>	<p>E gatherings</p> <p>F professionalism</p> <p>G shift</p> <p>H spotlight</p>
---	--

5. There are times — especially for leaders — when using PowerPoint in a speech makes little sense and may even be counterproductive. Here are seven times when it's better NOT to use PowerPoint:

1. When you want to project a sense of leadership.
2. When you want to engage your audience's emotions and imaginations.
3. When you want (primarily) to connect with your audience.
4. When you want (primarily) to engage your audience's participation.
5. When you have limited preparation time.
6. When you have limited time to deliver your presentation.
7. When your audience suffers from PowerPoint fatigue.

To which from 1 – 7 are A – G a comment?

A Booting up your computer, loading PowerPoint, opening your file, connecting the projector, and troubleshooting the inevitable problems can take a lot of time.

B Using PowerPoint cues the audience to think of you as an instructor or a trainer — as someone whose primary goal is to convey information.

C The novelty of PowerPoint has worn off. People have been subjected to too many mediocre PowerPoint presentations. Slide after slide of bullet points. Cheesy graphics. Annoying special effects.

D Sometimes you're caught last minute with only a short time to pull together a presentation. You need to use what time you have to analyze your audience, strategize your presentation, and sketch out a rough outline.

E Once you start a PowerPoint presentation, your audience knows that you are planning to cover a predetermined amount of material. You have already set the content, scope, direction, and sequence of your presentation. They know their part is to sit back and observe.

F You want to look your audience in the eye and to say, in effect: "This is me. This is what I value. This is what I want of you."

G PowerPoint is best at displaying information, which appeals to people's rational minds.

6. Karen Hughes is Marketing Director at a multinational consumer electronics firm. Choose the correct word from the list below to complete what she says.

We are one of the world's¹ in consumer electronics, introducing new types of product that did not exist previously. However, where we are not first to the market with a new product-type, we look at the market². If it looks good, we develop our own versions of the product. We usually test our offerings in focus³ before⁴ them on to the market, or, if there's not much time, we may just launch them, monitor market reaction and then modify them accordingly. We try to identify the different market⁵: groups of end-users with particular characteristics. We look at the marketing⁶. This includes the best way of distributing the product, deciding which⁷ and retail⁸ we are going to use. In the early stages, when the market is growing fast, it can be quite⁹: there are a lot of competitors, and the 'rules of the game' are not yet established. Later, when everyone who is going to buy the product has bought it, and the market is essentially one of replacement, there are usually fewer competitors and conditions are more¹⁰. Of course, we try to be among these surviving companies, preferably number one or number two in the market.

- | | | | | |
|----|----------------|-------------------|------------------|----------------|
| 1 | a) beginners | b) pioneers | c) premiers | d) starters |
| 2 | a) possible | b) potency | c) potential | d) power |
| 3 | a) circles | b) classes | c) gatherings | d) groups |
| 4 | a) casting | b) lancing | c) releasing | d) throwing |
| 5 | a) sects | b) segments | c) selections | d) sets |
| 6 | a) combination | b) miscellany | c) mixture | d) mix |
| 7 | a) immediacies | b) intermediaries | c) intermediates | d) intermezzos |
| 8 | a) outcomes | b) outflows | c) outlets | d) outpourings |
| 9 | a) variety | b) various | c) vicarious | d) volatile |
| 10 | a) stability | b) stable | c) static | d) stationary |

7. Use one of the prefixes, *out-*, *over-* or *under-*, with the correct form of the verb in brackets to complete each of the sentences below.

- Vickers has a good reputation for buying companies that are (perform), turning them round, and bringing them back to profitability.
- The Dome's operators (estimate) the number of visitors: they forecast 10 million, but fewer than 7 million showed up.
- Metro tried to buy Wertkauf, but was (bid) by Wal-Mart.
- Under the agreement, NCR will (source) the manufacture of its computers to Solelectron for at least five years.
- We opened a chain of private nursery schools. We miscalculated our costs and (charge) parents by maybe 25 per cent, which is one reason we became popular and successful.
- There are some companies with big problems because they(extend) themselves in real estate.
- He is a skilful politician who has (manoeuvre) his rivals.
- The government has (run) its spending commitments by € 1 billion.

8. Look at the nouns below. Choose one verb which can't be used in collocation with each noun.

- | | | | | |
|-----------------|----------------|----------|----------------|------------|
| 1) a suggestion | a) put forward | b) make | c) reject | d) do |
| 2) a proposal | a) accept | b) agree | c) consider | d) make |
| 3) an idea | a) deny | b) have | c) put forward | d) suggest |
| 4) a problem | | | | |

- | | | | |
|----------------|--------------|-------------|--------------|
| a) face | b) deal with | c) make | d) sort out |
| 5) a decision | | | |
| a) come to | b) do | c) reach | d) take |
| 6) a solution | | | |
| a) put forward | b) look for | c) work out | d) deal with |

9. **Choose the best alternative from the words in brackets.**

- 1 Customers can ring freephone numbers from any of the nine European countries in which Gateway trades. They are answered in Dublin by a native or (*articulate/ fluent/persuasive*) speaker.
- 2 They are the literate, (*articulate /coherent/succinct*), middle-class professionals such as lawyers, academics, politicians and senior civil servants.
- 3 If you remember the 1960s, they say, you weren't there. Anita Pallenberg famously was there, but her recollections are amazingly detailed and (*hesitant/lucid/ responsive*).
- 4 If you feel (*coherent /eloquent /inhibited*) in the way you move and express yourself, going to a workshop with a trained dance therapist may provide the help you need.
5. Many chapters conclude with useful sources of further information, and there is even a (*eloquent/lucid/succinct*) but comprehensive glossary.
- 6 The government should be more (*articulate/fluent/responsive*) to people and less preoccupied with special interest groups.

10. **Match the beginnings of the sentences to their endings a)-g).**

- | | |
|---|---|
| 1 This mining area was incredibly | a) disastrous', said one bank manager. 'It couldn't be worse.' |
| 2 Bank deposits are disappearing as nervous investors send their money abroad. 'The situation is absolutely | b) badly hit by the closure of the mines, which cost 10,000 jobs. |
| 3 The organisation's systems have been severely | c) stable, secure and hopeful. |
| 4 The finance minister said the budget was totally | d) difficult, but much easier than it was before. |
| 5 The new management techniques were found to be highly | e) criticised by auditors, who found corruption and mismanagement. |
| 6 Making films in Britain is unbelievably | f) unrealistic, and a new budget will have to be presented to parliament next week. |
| 7 The country's international position is now exceptionally | g) successful in 30% of companies and moderately successful in 45% of cases. |

6.2.1. Практические задания для промежуточного контроля знаний студентов

Формой промежуточной аттестации по дисциплине «Деловой иностранный язык» является зачет. Система текущего и рубежного контроля строится по балльно-рейтинговой модели, а итоговый зачет студенты получают в качестве накопительной рейтинговой оценки (не менее 30 баллов). В технологической карте дисциплины выделены все формы текущего и рубежного контроля, каждая из которых оценивается определенным количеством баллов (в диапазоне «минимум – максимум»).

Возможно начисление бонусных и штрафных баллов (например, к неудовлетворительной оценке в сочетании с рейтинговым штрафом приравниваются сдача текста учебного задания, позаимствованного из Интернета или из коллекции учебных заданий прошлых лет, сдача двумя и более студентами идентичного текста учебного задания, использование электронных программ перевода. Рейтинговые бонусы предусматриваются при демонстрации студентами в ходе семестра углубленного знания учебного и дополнительного материала, творческого, инициативного и дисциплинированного отношения к учебному процессу. Технологическая карта включает базовую и дополнительную части. В базовой части приводится расчет рейтинговой оценки тех учебных заданий и контрольных процедур, которые выполняются студентами в течение семестра. Для итогового зачета студентам достаточно накопить 30 баллов. Единственным обязательным учебным заданием,

которые студенты должны выполнить вне зависимости от достигнутого уровня накопительной оценки, является подготовка и презентация учебного проекта (студенты, по уважительным причинам, не принявшие участие в этой работе, обязаны подготовить учебный проект в составе дополнительных учебных заданий). Дополнительная часть технологической карты включает компенсирующие учебные задания. Студенты выполняют их в том случае, если в рамках базовой части не сумели набрать количество баллов, необходимое для получения зачета. Выбор дополнительных учебных заданий из предложенного перечня студенты осуществляют самостоятельно. Срок их выполнения определяется преподавателем.

Примеры вопросов для зачета

1. Формальное и неформальное деловое письмо.
2. Клише в деловом письме.
3. Аббревиатуры в деловом письме.
4. Особенности деловой документации.
5. Контракт. Типы современных контрактов.
6. Образцы контрактов.
7. Клише контрактов.
8. Специальная терминология в контрактах.
9. Определение и типы деловых встреч.
10. Планирование проведения деловой встречи.
11. Функциональные особенности языка деловых встреч.
12. Клише деловых встреч.
13. Определение и типы презентаций.
14. Структура презентации.
15. Клише в презентации.
16. Стилистические особенности презентаций.
17. Определение и типы переговоров.
18. Особенности языка переговоров: лексика, функциональные стили, дискурс.

1. Дополните разговор на конференции. Молли представляет Сэму коллег: doesn't / is / are / do / isn't / aren't

Molly Hello. My name ___is___ Molly Edison. I work for Carolina Consulting.
Sam Oh, hello. I'm Sam Amos, and these (1)_____ my colleagues, Bill Carter and Emma Crumb.
Bill, Emma How do you do.
Molly How do you do. Bill, Emma – are you architects?
Emma No, we (2)_____. We're engineers.
Molly And where (3)_____ you work?
Bill We're with AK Designs.
Molly Oh, yes. I know Arnold Ricks. He works for AK Designs.
Emma Yes, that's right. But he (4)_____ here at the conference with us. He (5)_____ like flying!

2. Прочитайте текст **Legal education и передайте краткое содержание на английском языке: **Legal education****

Legal education is the education of individuals who intend to become legal professionals or those who simply intend to use their law degree to some end, either related to law (such as politics or academic) or business. It includes: First degrees in law, which may be studied at either undergraduate or graduate level depending on the country. Vocational courses which prospective lawyers are required to pass in some countries before they may enter practice. Applied legal

education for specific branches of law such as, Business law, Human resource and Labour laws, Property laws, Family laws, Human rights & Legal awareness, Taxation law and many more. Higher academic degrees and doctorate. In addition to the qualifications required to become a practicing lawyer, legal education also encompasses higher degrees, such as doctorates, for more advanced academic study. In many countries other than the United States, law is an undergraduate degree. Graduates of such a program are eligible to become lawyers by passing the country's equivalent of a bar exam. In such countries, graduate programs in law enable students to embark on academic careers or become specialized in a particular area of law. In the United States, law is a professional doctorate degree known as a Juris Doctor. Students embark upon their legal studies only after completing an undergraduate degree in some other field (usually a bachelor's degree). The undergraduate degree can be in any field, though most American lawyers hold bachelor's degrees in the humanities and social sciences; legal studies at the undergraduate level are available at a few institutions. American law schools are usually an autonomous entity within a larger university. In contrast, the LL.B. degree is still the standard qualification in other common law jurisdictions, mostly in the Commonwealth of Nations. Faculty of law is another name for a law school or school of law, the terms commonly used in the United States. This term is used in Canada, other Commonwealth countries and the rest of the world. It may be distinguishable from law school in the sense that a faculty is a subdivision of a university on the same rank with other faculties, i.e., faculty of medicine, faculty of graduate studies, whereas a law school or school of law may have a more autonomous status within a university, or may be totally independent of any other post-secondary educational institution. In addition in some countries, including Germany, the United Kingdom, Canada and some states of Australia, the final stages of vocational legal education required to qualify to practice law are carried out outside the university system. The requirements for qualification as a barrister or as a solicitor are covered in those articles. See advocate for details of the requirements for qualification as an advocate in Scotland.

3. Составьте аннотацию к следующему тексту: Legal education

4. Подготовьте презентацию своей научной статьи или доклада, используя нижеприведенные выражения:

Sample of Presentation

Dear friends and colleagues,

May I welcome you on behalf of... My name is ... , let me start by giving our terms of reference. My aim today is to discuss... I have divided my report into two parts. First, I would like to talk aboutSecondly, I am going to analyzeThis will take about twenty minutes. To save time, could we leave questions until the end? Right. First of all, just a few words about the history of the subject Now for the main problem. There is an essential difference between Turning now to the possibilities, I must say that there is a choice of two courses of action... .Next we come to our recommendationsI have prepared a detailed list of issues to discussCould you hand around these leaflets, please? That concludes my talk. Please feel free to ask questions.

Задание 5. Прочитайте текст Speaking on Public и передайте краткое содержание на английском языке:

You may speak on public for different reasons, on different subjects, to people of different business culture and personal taste. The speaker may want:

- To inform the audience about some subject matter;
- To introduce some subject matter;
- To encourage the audience to make a decision;
- To sell goods / services.

However, delivering speeches will be almost the same in structure. Language points will differ a little. All good speeches have two things in common: the underlying structure and the

language points which typically arise to serve this structure. If you are going to deliver a speech, you must first have a plan. You should know exactly where and when the report is to be made. Having a clear idea of what the people in the audience are: their knowledge on the subject, status, age, business culture, specific interests – these help identify the needs of the audience. The information you are going to present should be tailored to meet the needs of the listeners. You should also devise the most appropriate format and sketch out for the use of demonstration materials and handouts. After providing answers to seven basic questions: why?, to whom?, what?, where?, when?, how long?, how?, you get down the plan of the report.

It may be as follows:

1. Greetings / Introducing oneself;
2. Introducing the subject;
3. Describing the sequence;
4. Starting the report itself;
5. Moving to the next point;
6. Summarizing;
7. Concluding;
8. Thanking / inviting questions.

Задание 6. Ответьте на вопросы по содержанию текста:

1. Why do we have to speak on public?
2. Do all speeches have anything in common?
3. What are the common features of all speeches?
4. How would you know whether people listen to you or not?
5. What is the typical plan of a speech?
6. What should you pay special attention to?
7. What are the most memorable bits of any speech?

Задание №7 Прочитайте и переведите текст RESUME

A GV (curriculum vitae) is essential if you're applying for a new job or for promotion within your own company, or even to register as a delegate at a conference. Some information might be given in your CV, some in your letter of application - and perhaps some on a Supplementary Information sheet (giving information relevant to the particular job you're applying for).

There are no fixed international rules about this: different countries have different practices.

But you can follow some hints by writing your CV: Always type it on unlined white paper, preferably a single sheet. Write your name, address and telephone number. Put your health record, date of birth and marital status. In the next section, note down your education. Put any qualifications on the next line. Next, detail your work history, starting with your most recent job. Give dates, employers and describe your duties. List hobbies and interests and put extra information in a separate section. End by saying that two referees are available on request – not naming them leaves you free to choose the best ones for particular jobs. Remember the longer an application, the less chance it has of being read. Never send a photo-copied letter – it looks as though you don't care. Always be positive and never apologize for being You.

Задание 8. Определите, какие из нижеперечисленных пунктов могут быть наиболее пригодными для CV (т. е. curriculum vitae):

- Your name, address and telephone number.
- The title and reference number of the job.
- Your date of birth.
- Your marital status.
- The name and address of present (or last) employer.
- Your hobbies and leisure interests.
- The sports you play.

Details of all the jobs you have had.
The languages you speak, read or write.
Details of the examinations you passed at school.
Details of the professional diplomas or degrees you have gained.
Details of training courses you have attended.
Details of your achievements and responsibilities in your working career.
Your suitability for the job advertised.
Your reasons for applying for this job.
When you are available for interview.
Details of your present (or last) job.
Your current (or last) salary.
The salary you would expect to receive.
The names and addresses of two or three referees.

Test 2 Business Dialogue

1. Complete the following passage with the words provided:

Resolving Conflict Made Quick and Easy!

That's a contradiction in terms. When I was a boy, my brother and I would get into arguments over some dumb thing or another. Rather than having us talk the **1** ... out, our Dad would make us put on boxing gloves, then take us out in the backyard where we would duke it out. Since I was three years older than my brother, I won every **2**

In retrospect, I see that this was an absurd way to resolve a conflict. All we did was beat each other to a pulp with the last one standing being declared the “winner.” Unfortunately, this is often how conflicts are resolved. The person with the bigger **3** ... wins, or the person who wants to avoid the perception of being on the receiving end of the “bigger punch” gives in or goes along to avoid the **4** In either case, nothing is really resolved. There is no mutual **5** ... of ideas, no contribution, **6** ... , cooperation, or learning. There is only contention, confrontation, and **7** In reality, both parties lose something.

We should realize that conflict is often the byproduct of being uniquely different—and we are all unique. We have different values, different experiences, different perceptions, likes and dislikes, tastes, and **8** In essence, our differences present an opportunity to expand our perspective and our **9** Unfortunately, we usually have a difficult time considering points of view that are not our own or that are outside the realm of our own experience. That's when the conflict shows up. The **10** ... you face when you encounter conflict is to accelerate through it. Only then you have an opportunity to resolve it.

- A punch
- B consequences.
- C issue
- D understanding
- E argument
- F biases

G challenge

H collaboration

I compulsion

J sharing

2. Read the passage above again. According to the author, which of the following is true?

- a. Conflicts are unavoidable.
- b. Resolving a conflict may be quick and easy.
- c. People tend to be self-centered in dealing with others.
- d. People can learn from conflicts.

3. Supply the following text with subheadings.

A Awareness B The magic of dialogue C Listening D Suspension

E Honesty and sincerity F Mutuality G Inquiry and Reflection

H A Safe Space I Growth through crisis J Identifying Assumptions

General Guidelines for Dialogue

1: How do you listen? What does it mean to you to hear someone? In Dialogue you should listen to hear meaning emerge both from individuals and from the group. You need to listen for common assumptions and for the voices that question those assumptions.

In listening you let meaning unfold in the conversation as a whole. You will then hear the shared meaning that can evolve only when many individual meanings are shared and heard.

The Chinese character for listen contains the sub characters one heart, eye and ear- all of which you must use to truly listen. Listening is the first step in making dialogue effective.

2: In dialogue you must speak the truth as you see it, be sincere. You have to assume that the other person is also sincere and telling the truth. This develops trust. You can then engage in dialogue with confidence.

3: The capacity to see the living processes that underlies all things. It is to become aware of yourself and the impact you have - right in the moment it occurs. It includes letting go, or "suspending" your certainty, to see things from another point of view.

With awareness you can entertain multiple points of view at once, even if they are opposed or in contradiction with one another.

4: Means that you stop your assumptions from interfering with your listening. You neither suppress what you think nor advocate it. In the words of Isaacs, you "change directions, stop, step back, see things with new eyes."

You allow differences to be present – not moving immediately to agreement or debate, but developing the skill for bridging across the diversity of opinions, assumptions, backgrounds and ideas.

The word suspend comes from the Latin root *suspendere*, which means "to hang below." It has to do with drawing out, or stretching. It refers to displaying your thinking in a way that lets you and others see and understand.

When you practice suspending your judgments, you learn to hold your opinions lightly. You consciously open yourself to hearing and understanding each person's point of view. You create a space between your judgments and your reactions so that you can hear the other person in a new way. This is key to building a climate of trust and safety in a group.

5: Your assumptions play a large part in how you view the world and behave towards others. Yet assumptions are often invisible. Your assumptions are so habituated that you "know" the world agrees with them.

6: When you are unclear about what someone means, you ask a question. In Dialogue the intent of questions is twofold. One purpose is to draw the other out in a safe and supportive way. More importantly, questions allow for digging deeply into ideas and perspectives that are novel.

Questions can give room for reflection and develop the understanding of the entire group. Questions should never belittle or criticize. They are instead a way to learn and understand.

Learning to identify our assumptions allows us to see the world in a new light. By identifying your assumptions you learn to build common ground and consensus. You learn to respect others and their contributions, regardless of the fact that these contributions may contradict things you have long held to be true.

7: In dialogue, there is a mutual search for understanding. Each regards the other as a partner in a shared inquiry. You see your partner in conversation as someone whose point of view is valued, someone with whom to explore the familiar and develop the new.

You are open to the possibility that the meanings of one may cause those of the other to be revised or changed. The conversation develops together. Yet, everyone is individually responsible for whatever they feel is needed and relevant.

8: You can't change human behavior by command, resolve, or even good intentions. But you can create a safe, holding environment for a group of people. When people feel safe, they can be more aware of their thinking, their conversations, their interrelationships, and their potential for better action. This is what Isaacs calls "a strong container."

9 : As you address difficult issues, the crises that break out are essential parts of your development. You learn from them and build with them. You need to stay with the dialogue until a new level of understanding develops.

10: occurs when a group wanders into new territory - discovers new meaning - that can only be discovered by the entire group. This is meaning that no individual formed alone - rather it flows from the group as a whole. For the group, this can be a powerful experience because it is the creation of shared meaning. Creating shared meaning is a step toward creating community and working collaboratively.

4. Complete the following passage:

Giving *unsolicited* advice is what causes problems. Advice is necessarily preceded by a judgment or evaluation—which is based on our interpretation of the situation. Although you may sincerely intend to help or assist someone, giving unsolicited advice sends a variety of underlying messages which

are all based on assumptions, and which are almost always perceived as negative. As a result, advice often comes across as judgmental, authoritative, or self-serving:

- When we give unsolicited advice, the **judgmental** assumption is, 1
- The **authoritative** assumption is, 2
- The **self-serving** assumption is, 3

I once worked in an office where one of our co-workers took it upon herself to give us advice about every aspect of our lives. In an attempt to silence her once and for all, we decided to go out of our way to solicit her advice on absolutely everything. About a month later, she had in fact stopped giving unsolicited advice. Asking her for advice clearly communicated to her that she and her opinions were valued. Once she recognized that, she no longer felt the need to constantly offer unsolicited advice

A “I know better than you,” or “I know and you don’t, so I have to tell you.”

B “I need to give you the benefit of my advice to validate or to prove to myself how smart I am.”

C “You can’t figure this out on your own,” or “I don’t trust you to figure it out.”

5. Which of the following is NOT a good suggestion?

Here are some suggestions for making your advice work.

- A Don’t interpret rhetorical questions as a request for advice.
- B Ask for permission to give advice.
- C If you sincerely intend to help or assist someone, do not hesitate to give advice.
- D Listen, listen, and listen! “
- E Be honest.
- F Offer to assist, not insist.
- G Allow people decide for themselves.

6. Choose the best title for each paragraph about negotiations:

1. Look for ways of “expanding the pie”.
 2. Be ready to explore as many variables as possible.
 3. Know your minimum acceptable offer.
 4. Start with easier points and leave the difficult ones for last.
- a) You must know how much you can give up and what conditions you can accept. It is essential that you examine many various combinations of variables to be dealt with in the negotiation process. These variables may include price, delivery conditions, quantity, credit terms or date.
 - b) Creative negotiators can work out new opportunities that benefit both parties. In the ideal situation the opponents achieve their objectives and none of them has to make a considerable concession. You can argue about how to divide the market or you can work together and expand it in such a way that each party has a substantial share.

- c) Having dealt with the easier issues in a successful way negotiators are more optimistic. This positive attitude makes it easier to deal with the harder matters.
- d) Increasing the number of variables makes it easier to work out a compromise. Whenever a car dealer does not want to give up the price of a car, he will think about alternative incentives for the client, such as equipping the car with a better radio or tyres.

7. Decide which sentences match each negotiation style.

- | | |
|--------------------------|--|
| 1) Win-win negotiation | a) Small business owners had no choice but to accept the price quoted by the large corporation. |
| 2) Win-lose negotiation | b) The question of price proved to be a stumbling block and both parties came back from the negotiations empty-handed. |
| 3) Lose-lose negotiation | c) After some haggling both parties achieved their most important objectives. |
| | d) Neither negotiator knew the needs of the other party and ended up making unnecessary concessions. |
| | e) Having worked out this creative solution neither party had to make any unwelcome concessions. |
| | f) There was no room for bargaining – we had to accept the conditions dictated by the owners of the platinum mine. |

8. Match the tips for people doing business abroad and the names of countries they apply to.

- | | |
|-----------------|---|
| 1) Singapore | a) Punctuality is very important. Arriving a few minutes early is advisable. Talking with hands in pockets is considered rude. |
| 2) China | b) Strong and direct eye contact can be misinterpreted as an attempt to intimidate the speaker. |
| 3) Saudi Arabia | c) Remember that the O.K. gesture is considered obscene. |
| 4) USA | d) Give your host a firm handshake and maintain direct eye contact. |
| 5) Spain | e) Present your business card with your right hand only because the left hand is considered unclean. Remember that showing the bottom of the foot is very impolite. |
| 6) Germany | f) Remember about <i>Guanxi</i> , which means ‘relationships’. Build a relationship before talking business. |

9. Match each of the words in the list with its definition:

- | | |
|------------------|--------------------------------------|
| a. cancel | 1. arrange a meeting |
| b. postpone | 2. find another time for the meeting |
| c. bring forward | 3. hold the meeting later |
| d. cut short | 4. hold the meeting sooner |
| e. fix up | 5. hold a longer meeting |
| f. extend | 6. finish the meeting earlier |
| g. reschedule | 7. not hold the meeting at all |

10. Choose the request which is more appropriate for each situation.

1. Ask a close colleague to give you the phone number of a hotel he knows.
 - a) Can you give me the phone number?
 - b) I wonder if you could give me the phone number?
2. Ask your manager to read a report you wrote before you send it to a client.
 - a) Would you mind reading this report before I send it?
 - b) Can you read this report before I send it?
3. Ask the sales representative from the supplier to send you a brochure.
 - a) Could you send me a brochure?
 - b) Would you mind sending me a brochure?

4. Ask a client to return a document to you – unfortunately there is a mistake in it.
 - a) Please return the document to us as soon as possible.
 - b) Could you please return the document to us so that we can correct it? Many thanks.
5. You are going to visit a new client; ask them to send you directions to their office.
 - a) I wonder if you could send me some directions to your office?
 - b) Can you send me the directions to your office?

You want to attend a conference in the US. Ask a senior manager to authorize the expenditure.

- a) Would you please authorize the expenditure?
- b) I'd really appreciate it if you could authorize this expenditure

Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

УК-4- Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

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

Компетенция	Показатели (что обучающийся должен продемонстрировать)	Оценочная шкала (или зачет/незачет)	
		Незачтено (0-50)	Зачтено (51-)
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	<i>Знает:</i> принципы коммуникации в профессиональной этике; факторы улучшения коммуникации в организации, коммуникационные технологии в профессиональном взаимодействии; характеристики коммуникационных потоков; значение коммуникации в профессиональном взаимодействии; методы исследования коммуникативного потенциала личности; современные средства информационно-коммуникационных технологий.	Отсутствие знаний и способностей осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах).	Сформированы систематические знания осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах).
	<i>Умеет:</i> создавать на русском и иностранном языке письменные тексты научного и официально-делового стилей речи по профессиональным вопросам; исследовать прохождение	Отсутствие умений создавать на русском и иностранном языке письменные тексты научного и официально-делового стилей речи по профессиональным вопросам	Сформированное умение свободно создавать на русском и иностранном языке письменные тексты научного и официально-делового стилей речи по профессиональным

	<p>информации по управленческим коммуникациям; определять внутренние коммуникации в организации; производить редакторскую и корректорскую правку текстов научного и официально-делового стилей речи на русском и иностранном языке; владеть принципами формирования системы коммуникации; анализировать систему коммуникационных связей в организации.</p>		<p>вопросам</p>
	<p><i>Владеет:</i> реализацией способов устной и письменной видов коммуникации, в том числе на иностранном языке; представлением планов и результатов собственной и командной деятельности с использованием коммуникативных технологий.</p>	<p>Фрагментарное владение способами реализации устной и письменной видов коммуникации на государственном языке Российской Федерации и иностранном(ых) языке(ах).; Частичное использование коммуникативных технологий при представлении планов и результатов собственной и командной деятельности.</p>	<p>Сформировано свободное владение способами реализации устной и письменной видов коммуникации на государственном языке Российской Федерации и иностранном(ых) языке(ах).</p>

7. Учебно-методическое и информационное обеспечение дисциплины

А) Основная литература

1. Ашурбекова Т.И. Business English [Текст]: учебное пособие. – Т.И. Ашурбекова. Махачкала: ИПЦ ДГУ. – 2018.
2. Гусякова, А.В. Business English in the New Millennium : учебное пособие / А.В. Гусякова ; Министерство образования и науки Российской Федерации, Московский педагогический государственный университет. - Москва : МПГУ, 2016. - 180 с. : ил. - Библиогр. в кн. - ISBN 978-5-4263-0358-4 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=472847> (21.09.2018).
3. Гарагуля С.И. Английский язык для делового общения - Ростов н/Д: Феникс, 2013.-268 с.
4. Овчинникова, И.М. The course of business English for the linguistic department : учебное пособие / И.М. Овчинникова, В.А. Лебедева ; ред. С.С. Хромова. - Москва : Евразийский открытый институт, 2010. - 301 с. - ISBN 978-5-374-00361-1 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=90921> (21.09.2018).

Б) Дополнительная литература

1. Гумовская, Г.Н. Английский язык профессионального общения=LSP: English for

professional communication : учебное пособие / Г.Н. Гумовская. - Москва :
Издательство «Флинта», 2016. - 218 с. - Библиогр. в кн. - ISBN 978-5-9765-2846-8 ;
То же [Электронный ресурс]. - URL:

<http://biblioclub.ru/index.php?page=book&id=482145> (21.09.2018).

2. Шевелёва, С.А. Деловой английский : учебное пособие / С.А. Шевелёва. - 2-е изд.,
перераб. и доп. - Москва : Юнити-Дана, 2015. - 382 с. - ISBN 978-5-238-01128-8 ; То
же [Электронный ресурс]. - URL:

<http://biblioclub.ru/index.php?page=book&id=436816> (21.09.2018).

Интернет-ресурсы

www.bbclearningenglish.com (section “Business English”)

<http://www.businessenglishonline.net/InCompany/intro.htm>

<http://www.dialogueworks.com/pages/blogs.php>

<http://www.logosnoesis.com/dialogue>

http://www.wittcom.com/leader_resources.htm

<http://www.englishclub.com/speaking/presentations.htm>

<http://www.kwintessential.co.uk/cultural-services/cross-cultural-communication.html>

<http://www.ublicityhound.net/prepare-for-an-interview-with-a-reporter-these-8-ways>

<http://marketing.about.com/od/publicrelation1/a/organizingapressconference.htm>

http://www.ehow.com/how_4494650_prepare-press-conference.html

8. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины (модуля)

При проведении практических занятий по дисциплине «Деловой иностранный язык»
используется следующее программное обеспечение современных информационно –
коммуникативных технологий:

Интернет-ресурсы: англоязычные сайты: <http://www.wikipedia.com>; <http://www.krugosvet.ru>;
<http://www.diplomotahes.com>; <http://www.lenta.ru>; <http://www.comersant.ru>; <http://www.uno.org>;

-поисковая система Google для поиска информации на по темам, выносимым на
самостоятельное изучение;

-учебные пособия и учебно-методические разработки научной библиотеки ДГПУ;

-электронный ресурсный центр научной библиотеки ДГПУ; “Wikipedia”

<http://www.wikipedia.org>

www.bbclearningenglish.com (section “Business English”)

<http://www.businessenglishonline.net/InCompany/intro.htm>

<http://www.dialogueworks.com/pages/blogs.php>

<http://www.logosnoesis.com/dialogue>

http://www.wittcom.com/leader_resources.htm

<http://www.englishclub.com/speaking/presentations.htm>

<http://www.kwintessential.co.uk/cultural-services/cross-cultural-communication.html>

<http://www.ublicityhound.net/prepare-for-an-interview-with-a-reporter-these-8-ways>

<http://marketing.about.com/od/publicrelation1/a/organizingapressconference.htm>

http://www.ehow.com/how_4494650_prepare-press-conference.html

9. Методические указания для обучающихся по освоению дисциплины

Обучение иностранному языку по данной программе готовит к деловому общению на
английском языке, как в профессиональной деятельности, так и в повседневной жизни, а
также учит читать и понимать тексты различной направленности, учит писать аннотации и
реферат, писать письма частного и делового характера. В программу включена специальная
терминология языка делового общения.

Необходимо разрабатывать совместно с преподавателем индивидуальный алгоритм самостоятельной работы и работы на занятиях. Основная рекомендация, обеспечивающая успех при освоении, как отдельных тем, так и курса в целом - систематическая работа над заданиями, конкретизированными в п.3, «Содержание самостоятельной работы». Выполняя задания, студент контролирует степень усвоения материала и, если он не в состоянии выполнить то или иное задание, он должен внимательно прочитать соответствующее правило по рекомендованной литературе. После завершения каждого блока тем, преподаватель дает «творческие» задания: написание связных рассуждений, высказываний, аннотаций и рефератов, писем личного и делового характера, подготовка устного сообщения по заданной теме, подготовка к ролевой игре, например, «Открытие собственного бизнеса». На это отводится достаточное количество часов на самостоятельную подготовку. Поиск и сбор материала должен осуществляться студентами самостоятельно из соответствующих источников: периодических изданий, научно – популярных текстов, научных статей, монографий, Интернет - ресурсов. При подготовке таких коммуникативно-ориентированных заданий: ролевых игр, групповых дискуссий и т.п. следует придерживаться сценария, разработанного совместно с преподавателем.

10 . Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем (при необходимости)

При проведении практических занятий по дисциплине « Деловой иностранный язык» используются следующие программные обеспечения современных информационно – коммуникативных технологий: Microsoft Office, Excell, словарь-переводчик ABBYLingvo 12, обучающие программы: «Speaking English», «Tell me more», «Английский на Ура», «Профессор Хиггинс. Английский без акцента», «Интерактивный учебник по современной грамматике английского языка», «Самоучители по английскому языку»; интерактивные курсы «ТОEFL»; тренинговые программы по грамматике и лексике, тестовые задания по английскому языку: « Тесты по английскому языку»; учебные пособия и учебно-методические разработки научной библиотеки ДГПУ.

11. Материально-техническое обеспечение дисциплины

Применение современных образовательных технологий, в рамках которых реализуется освоение дисциплины, предполагает использование академической аудитории для проведения практических занятий с необходимыми техническими средствами (компьютер, проектор, экран, интерактивная доска, аудио- и видео аппаратуры, медиазал с возможностью просмотра спутникового телевидения на иностранном языке).

Средства обучения включают учебно-справочную литературу (рекомендованные учебники и учебные пособия, словари, учебные и аутентичные печатные, аудио- и видеоматериалы, Интернет-ресурсы).

Программы: Microsoft PowerPoint 2007, Adobe Acrobat либо Foxit Reader.

Наглядные, аудиовизуальные, технические средства обучения: компьютер, мультимедиа, аудиовизуальные материалы.

