**Федеральное государственное бюджетное образовательное учреждение**

**высшего образования**

**Московский государственный институт культуры**

|  |
| --- |
| **УТВЕРЖДАЮ:**  **Председатель УМС**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_факультета**  **(ФИО)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **«\_\_» \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20\_\_г.** |

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДИСЦИПЛИНЫ**

**Б1.В.ДВ.01.02**

**ДЕЛОВОЕ ОБЩЕНИЕ НА ИНОСТРАННОМ ЯЗЫКЕ**

**Направление подготовки/специальности (код, наименование) 43.03.02 Туризм**

**Профиль подготовки/специализация Историко-культурный туризм и гостиничное дело**

**Квалификация (степень) выпускника бакалавр**

**Форма обучения: очная/заочная**

**Химки 2024 г.**

Фонд оценочных средств предназначен для контроля сформированности компетенций (знаний, умений, навыков и владений) обучающихся по направлению подготовки (специальности) 43.03.02 Туризм по дисциплине *«ДЕЛОВОЕ ОБЩЕНИЕ НА ИНОСТРАННОМ ЯЗЫКЕ»*.

Фонд оценочных средств рассмотрен и утвержден на заседании кафедры

Управления и экономики культуры

*наименование кафедры*

протокол № 1 от "02" сентября 2024г.

Заведующий кафедрой

Управления и экономики культуры \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Григорьева Е.И.\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*наименование кафедры подпись расшифровка подписи*

*Исполнители:*

*должность подпись расшифровка подписи*

*должность подпись расшифровка подписи*

|  |
| --- |
| СОГЛАСОВАНО:  УМС факультета  Председатель УМС  *личная подпись расшифровка подписи* |

**Раздел 1. Перечень компетенций**

|  |  |  |
| --- | --- | --- |
| **Формируемые компетенции** | **Индикаторы компетенций** | **Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций** |
| **УК-4:**  Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном и иностранном (ых) языке | 4.1. Использует знания лексического состава языка, коллокации, речевых конструкций деловой стилистики, анализирует грамматические конструкции, применяет правила грамматики..  4.2. Использует знания деловой стилистики, структурирует речь, делает самостоятельные выводы.  4.3. Использует знания в области деловой коммуникации,  рассматривает найденную информацию как текстовую систему, использует речевые конструкции для формирования монологического высказывания  4.4. Демонстрирует уровень формирования компетенций на промежуточном этапе.  4.5. Демонстрирует уровень формирования компетенций на завершающем этапе обучения | Знать: • систему государственного и изучаемого иностранного языка, его основные грамматические характеристики; • формы речи (устная и письменная);  • особенности делового стиля; • лексические единицы и грамматические конструкции государственного и иностранного языка, необходимые и достаточные для общения в деловой сфере;  • фонетические, орфографические, морфологические, лексические синтаксические особенности с учетом деловой специфики изучаемого иностранного языка |
| Уметь: • адекватно реализовать свои коммуникативные намерения в деловых ситуациях;  • воспринимать на слух и понимать основное содержание несложных аутентичных текстов на иностранном языке, различных типов речи, выделять в них значимую информацию;  • понимать основное содержание иноязычных блогов/вебсайтов, а также писем личного характера; • выделять значимую информацию из русскоязычных и иноязычных текстов справочно-информационного и рекламного характера; • делать сообщения и выстраивать монолог на иностранном языке; • вести на государственном и иностранном языках запись основных мыслей и фактов (из аудиотекстов и текстов для чтения); • вести основные типы диалога, полилога, соблюдая нормы речевого этикета, используя основные стратегии; • поддерживать контакты по электронной почте;  • оформлять CurriculumVitae / Resume (резюме) и сопроводительное письмо, необходимые при приеме на работу; • выполнять письменные проектные задания (письменное оформление презентаций, докладов) с учетом межкультурного и делового речевого этикета. |
| Владеть: • системой орфографии и пунктуации; •видами устной и письменной речи в разных коммуникативных ситуациях профессионально-делового общения;  • основными способами построения простых, сложных предложений на иностранном языке. |
| **УК-5:**  Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах | 5.1. Показывает знания социо-культурных особенностей стран изучаемого языка,  5.2. использует основы речевого этикета в формально-деловых ситуациях общения,  предотвращает взаимное непонимание | Знать: • национально-культурные особенности социального и речевого поведения представителей деловых кругов и иноязычных культур. |
| Уметь: • находить и использовать необходимую информацию о культурных особенностях и традициях различных бизнес-групп;  • адекватно реализовывать свои коммуникативные намерения в контексте толерантности. |
| Владеть: • речевым этикетом межличностной и межкультурной деловой коммуникации. |

**Описание показателей и критериев оценивания**

|  |  |  |  |
| --- | --- | --- | --- |
| Номер недели/ семестра | Раздел дисциплины, обеспечивающий  формировании | Вид и содержание контрольного  задания | Требования к выполнению контрольного  задания и срокам |
|  | компетенции (или  ее части) |  | сдачи |
| 7/5 | Раздел 1-8. | Перевод предложений и словосочетаний, содержащих пройденную лексику, с русского на иностранный язык, написание эссе. | В переводе и эссе необходимо употребить пройденные лексические и грамматические конструкции. |
| 17/6 | Раздел 9-14. | Составление делового письма с использованием пройденного материала,  выполнение лексического задания на подстановку  активной лексики. | В процессе выполнения задания необходимо употребить пройденные лексические и грамматические конструкции. |
| 7 сем. | Раздел 15-20. | Анализ и  обсуждение текста по предложенной тематике, ответы на вопросы. | Ответы на вопросы должны содержать пройденную лексику и отражать основные идеи  текста. |
| 8 сем. | Раздел 21-26. | Анализ и  обсуждение текста по предложенной тематике, ответы на вопросы. | Ответы на вопросы должны содержать пройденную лексику и отражать  основные идеи текста. |

**Пример контрольного задания:**

1. **Credit test.**
   1. **Translate the following word expressions into Russian. Then make up one example with each of them.**

Платить кредитной картой; развитие; планировать бюджет; сделать карьеру; неполный рабочий день; спорить с к-л о ч-л; организовать встречу / собрание; подниматься по карьерной лестнице; опыт; совершить прорыв.

* 1. **Choose the best word to complete each sentence.**

1.If you want to make a career *move / ladder*, you just have to call us and we’ll help you. 2.If you want to be an effective sales person, it’s necessary to know how to *manage / deal* with people.

1. We can *deliver / charge* this book to you in a week.
2. The marketing department wants to hold a *conference / breakthrough* next week.
3. I can’t find a *decision / solution* to all problems, but I *do / make* my best. 6.Sorry, I *intend / apologise* for the inconvenience it may cause you.
4. You *employer / staff* will often have good ideas and *suggestions / plans*, so listen to what they have to say.
5. He told them to *invest / gain* in a new training course.
6. We understand why he’s so tired, this week he has to work *overtime / flexitime*. 10.According to their *development / research*, this new product can bring us great *profit / promotion*.
   1. **Choose *one* quotation and write a short essay (7-10 sentences).**
7. In the business world, everyone is paid in two coins: cash and experience. Take the experience first; the cash will come later.
8. Hire character. Train skill. 3.Industry is the mother of fortune.
9. Business is a combination of war and sport.
10. Competition brings out the best in products and the worst in man.
11. **Credit test.**
12. **Fill in the application form. APPLICATION FORM** Personal Information

First name: Middle name: Family name:

Date of birth: \_ \_

Nationality Native

language: Gender:

Marital status: Children

(Please indicate age) Mailing address:

Postal code:\_ City: Country: Home telephone:

(Please indicate area code in brackets) Mobile: \_

(Please indicate area code in brackets) E-mail:

\_

1. **Read the letter and fill in the gaps:**

05.02.2011

Sergey Sakharov RusInvestment ltd.

12 Prospect Mira, Moscow, Russia, 425450 Dear Mr. Sakharov,

We are glad (1) on the forthcoming Detroit Auto Show exhibition that will take place on 11 - 24 March 2011 (2) (see the attached file). You will (3)

and concept cars and (4) to develop concept cars

(5) .

Please (6) if you would like (7) this event so that we could send you the invitation letter (8) and book a room (9) .

Also we would like to you (10) what group discussion you would like to take part in:

* Investment in Concept Cars;
* Investment in Car Market;
* Hybrid Automobiles Investment; Best regards,

Stuart Field

Chief Executive of Detroit Auto Show

1. to send you the information
2. upon your request
3. make investments
4. to take part in
5. to let us know
6. to get the visa ready
7. have opportunity to see new models
8. for future sale
9. at the hotel
10. to let us know

|  |  |  |
| --- | --- | --- |
| №п/п | Задание | Требования к процедуре оценивания |
| 1. | Тестирование | Проводится в учебной аудитории устно, состоит из 5 вопросов, вопросы студенты получают от преподавателя, время, отведенное на тестирование, составляет 45 минут. При подготовке ответов на вопросы недопустимо пользоваться вспомогательными материалами, в т.ч. в сети Интернет.  Выполнение тестовых заданий оценивается следующим образом:  Соответствие содержания целям задания (0-10 баллов), организация устной речи (0-10 баллов), языковое оформление (0-10 баллов). Максимальное количество набранных баллов – 10. |
| **Вопросы тестирования:**  1)Name the most popular kinds of travelling. Which one do you prefer? Why?  2)Why is it important to plan your day?  3)What ways of planning do you usually use? What are their advantages and disadvantages?  4) Name the main strategies of selling. Characterise briefly each of them.  5)What traits of character should a good sales manager have? | | |

**Контрольная работа**

|  |  |  |
| --- | --- | --- |
| №п/п | Задание | Требования к процедуре оценивания |
| 1. | Контрольная  работа | Проводится в учебной аудитории письменно, состоит из 3-х  практических заданий, задания студенты получают от |
|  |  | преподавателя вместе с листом для ответов, время, отводимое на выполнение заданий, составляет 45 минут. При выполнении заданий недопустимо пользоваться вспомогательными материалами, в т.ч. в сети Интернет. |
| Контрольная работа 1 | Задания | **Credit test.**   1. **Translate the following word expressions into Russian. Then make up one example with each of them.**   Платить кредитной картой; развитие; планировать бюджет; сделать карьеру; неполный рабочий день; спорить с к-л о ч-л; организовать встречу / собрание; подниматься по карьерной лестнице; опыт; совершить прорыв.   1. **Choose the best word to complete each sentence.** 2. If you want to make a career move / ladder, you just have to call us and we’ll help you. 3. If you want to be an effective sales person, it’s necessary to know how to manage / deal with people. 4. We can deliver / charge this book to you in a week. 5. The marketing department wants to hold a conference / breakthrough next week. 6. I can’t find a decision / solution to all problems, but I do / make my best. 6.Sorry, I intend / apologise for the inconvenience it may cause you. 7. You employer / staff will often have good ideas and suggestions / plans, so listen to what they have to say. 8. He told them to invest / gain in a new training course. |
| 1. We understand why he’s so tired, this week he has to work overtime / flexitime. 10.According to their development / research, this new product can bring us great profit   / promotion.  **III.Choose one quotation and write a short essay (7-10 sentences).**   1. In the business world, everyone is paid in two coins: cash and experience. Take the experience first; the cash will come later. 2. Hire character. Train skill. 3.Industry is the mother of fortune. 3. Business is a combination of war and sport.   Competition brings out the best in products and the worst in man |
| Контрольная работа 2 | Задания | **Credit test.**   1. **Fill in the application form. APPLICATION FORM** Personal Information   First name: Middle name: Family name:  Date of birth: \_ \_  Nationality Native  language: Gender:  Marital status: Children  (Please indicate age) Mailing address:  Postal  code:\_ City: Country: Home telephone: (Please indicate area code in brackets) Mobile:  (Please indicate area code in brackets) E-mail:  \_   1. **Read the letter and fill in the gaps:**   05.02.2011  Sergey Sakharov RusInvestment ltd.  12 Prospect Mira, Moscow, Russia, 425450 Dear Mr. Sakharov,  We are glad (1) on the forthcoming Detroit Auto Show exhibition that will take place on 11 - 24 March 2011 (2) (see the attached file). You will (3) and concept cars and (4)  to develop concept cars (5) .  Please (6) if you would like (7) this event so that we could send you the invitation letter (8) and book a room (9)  .  Also we would like to you (10) what group discussion you would like to take part in:   * Investment in Concept Cars; * Investment in Car Market; * Hybrid Automobiles Investment; Best regards,   Stuart Field  Chief Executive of Detroit Auto Show   * 1. to send you the information   2. upon your request   3. make investments   4. to take part in   5. to let us know   6. to get the visa ready   7. have opportunity to see new models   8. for future sale   9. at the hotel   10. to let us know |

**Критерии оценивания контрольной работы**

Студент получает оценку «отлично», если в работе присутствуют все структурные элементы, вопросы раскрыты полно, изложение материала логично, выводы аргументированы, использована актуальная литература, работа правильно оформлена.

Оценка «хорошо» ставится, если в работе есть 2-3 незначительные ошибки, изложенный материал не противоречит выводам, в списке источников достаточное количество позиций, нет грубых ошибок в оформлении.

Работа оценивается «удовлетворительно», если один из вопросов раскрыт не полностью, присутствуют логические и фактические ошибки, плохо прослеживается связь между ответом и выводами, в списке литературы много устаревших источников, допущены существенные ошибки в оформлении.

Оценку «неудовлетворительно» студент получит, если количество ошибок превышает допустимую норму, в работе отсутствуют выводы или не хватает других структурных элементов, в списке литературы недостаточно источников, работа оформлена не по требованиям.

**Задания для промежуточной аттестации и требования к процедуре оценивания**

Экзамен представляет собой анализ и обсуждение текста по предложенной тематике, ответы на вопросы по тексту. Материалы заранее сформированы преподавателем в билеты. Студент получает билет с заданиями от преподавателя. Время, отведенное на подготовку билета – 25 минут, время ответа 1 студента – 10 минут.

**Перечень примерных вопросов для экзамена:**

1. Do you have a career plan? Where do you want to be in 10 years’ time?
2. Would you like to run your own company? Why / why not?
3. What are the good and bad points of bringing in someone from outside to run a family-owned business?
4. What do you like about shopping? What don’t you like?
5. How are shopping habits changing in your country?
6. What do you think are some of the best ideas in the last 20 years?
7. What should companies do to encourage new ideas?
8. Why do people become workaholics?
9. How important is the working environment in reducing stress?
10. What are the main causes of stress at work?
11. What is a good work-life balance for you? Is it easier for men than women to be a manager?
12. What are the biggest challenges in creating corporate hospitality?
13. Tell us about the marketing company that impressed you.
14. What means do you use to plan your day or week? Why?
15. What is your opinion of business plans? How useful do you think they are?
16. Talk about good / bad qualities a boss can have.
17. What is your ideal manager like? Are they male or female?
18. When does joking or teasing become bullying?
19. What happens if managers ignore conflicts and poor behavior?
20. What behavior at work do / would you find inappropriate or unacceptable?

**Пример текста для экзамена:**

**1) What Is Employee Engagement**

What is employee engagement anyway? Let's start with what it's not...

Employee engagement does not mean employee happiness. Someone might be happy at work, but that doesn't necessarily mean they are working hard, productively on behalf of the organization. While company game rooms, free massages and Friday keg parties are fun-- and may be beneficial for other reasons--making employees happy is different from making them engaged.

Employee engagement doesn't mean employee satisfaction. Many companies have "employee satisfaction" surveys and executives talk about "employee satisfaction", but the bar is set too low. A satisfied employee might show up for her daily 9-to-5 without complaint. But that same "satisfied" employee might not go the extra effort on her own, and she'll probably take the headhunter's call luring her away with a 10% bump in pay. Satisfied isn't enough.

Definition: Employee engagement is the emotional commitment the employee has to the organization and its goals.

This emotional commitment means engaged employees actually care about their work and their company. They don't work just for a paycheck, or just for the next promotion, but work on behalf of the organization's goals.

When employees care—when they are engaged—they use discretionary effort.

This means the engaged computer programmer works overtime when needed, without being asked. This means the engaged retail clerk picks up the trash on the store floor, even if the boss isn't watching. This means the TSA agent will pull a bag suspicious bag to be searched, even if it's the last bag on their shift.

Engaged employees lead to better business outcomes. In fact, according to Towers Perrin research companies with engaged workers have 6% higher net profit margins, and according to Kenexa research engaged companies have five times higher shareholder returns over five years.

1. **Management functions**

Management plays a vital role in any business or organized activity. Management is composed of a team of managers who have charge of the organization at all levels. Their duties include making sure company objectives to be met and seeing that the business operates efficiently. Regardless of the specific job, managers perform four basic functions. These management functions are planning, organizing, directing and controlling.

Planning involves determining overall company objectives and deciding how these goals can best be achieved. Managers evaluate alternative plans before choosing a specific course of action and then check to see that the chosen plan fits into the objectives established at higher organizational levels. Planning is listed as first management function because the others depend on it. However, even as managers move on to perform other managerial functions, planning continues as goals and alternatives are further evaluated and revised.

Organizing, the second management function, is the process of putting the plan into action. This involves allocating resources, especially human resources, so that the overall objectives can be attained. In this phase managers decide on the positions to be created and determine the associated duties and responsibilities. Staffing, choosing the right person for the right job, may also be included as part of the organizing function.

Third is the day-to day direction and supervision of employees. In directing, managers guide, teach, and motivate workers so that they reach their potential abilities, and at the same time achieve the company goals that were established in the planning process. Effective direction, or supervision, by managers requires ongoing communication with employees.

In the last management function, controlling, managers evaluate how well company objectives are being met. In order to complete this evaluation, managers must look at the objectives established in planning phase and at how well the tasks assigned in the directing phase are being completed. If major problems exist and goals are not being achieved, then changes need to be made in the company’s organizational or managerial structure. In making changes, managers have to go back and replan, reorganize, and redirect.

In order to adequately and efficiently perform these management functions, managers need interpersonal organizational and technical skills. Although all four functions are managerial duties, the importance of each may vary depending on the situation. Effective managers meet the objectives of the company through a successful combination of planning, organizing, directing and controlling.

1. **What is Achievement?**

Achievement is what you have done of significance at work which has benefited your company or organisation. Think about your work achievements. Or even your life achievements - these are the successes that you have had so far. Perhaps you have just passed your driving test, or maybe after many years of trying, you have learnt to swim. This is an achievement as it is something you have worked hard for, and in the end the results have been successful.

Why is this important?

In our lives it is important to have objectives so when you have reached them you can

say you have some achievements. Think about when you were younger, and your ambitions. Maybe you wanted to become a doctor, so you studied hard, and you finally became a doctor. Perhaps you wanted to have a house with a big garden. Can you remember the day you fulfilled this dream? These are personal achievements and they give you the feeling of self-satisfaction, confidence, and happiness. Let us now take a look at your work achievements. When you have achievement at work it means that you are working towards goals normally set by others, but they can be set by yourself, too. Perhaps you have to reach a sales target, or you need to complete a project within a deadline, or perhaps you need to see clients or customers and help them in some way. If you succeed in helping them, or you reach your sales target, or you complete your project by the deadline, you have examples of achievements. Striving for achievements shows determination and tenacity.

How can you show you have this competency?

If you have a job interview and you want to demonstrate your achievements you need to think about different situations you have been in, the actions you have taken, and the results of these actions. Perhaps you have had a difficult customer, how have you dealt with that person? Did your action benefit your organisation? In what way? If your results were successful, state this either in your job application, or in your interview.

Think about the skills which you have which make you attractive and valuable as an employee. Remember the more achievement you can give as examples, the more you can sell and market yourself for the job.

How to improve this skill

If there is a goal which seems difficult to achieve, don’t give up easily. If you can understand your goal and work towards it this will show that you have the potential to achieve. You need to be able to face obstacles and be determined enough to meet targets. Think about a time where you have had to take “no” for an answer, did you just accept it? Don’t just accept it, find out why the answer is “no”.

Also ask for feedback as this can give you an indication of how you are doing. You could compare this to learning a language, for example, if you find some grammar difficult you can always ask your teacher for feedback on your exercises. You can apply this rule to the workplace as well and if you are not sure of how you are progressing, ask!

**4)Building relationships**

What do we mean by relationship-building?

When we talk about the competency of relationship-building in the world of business, we are referring to building strong relationships with partners and clients – about using interpersonal skills to network in an effective way.

What does a competent relationship-builder do?

Somebody who is competent at relationship-building focuses on understanding the needs of the client and getting the best possible results. This competency promotes an ethic of client service and so an understanding and anticipation of a client’s changing needs is essential. Stress and conflict are other issues that a competent relationship- builder will manage - keeping composed and acting as mediator when conflicts arise.

How can I start to develop the competency of relationship-building?

First identify the business plan goals of your department and decide what your role is going to be in helping to achieve those goals. You will need to study the business plan and learn as much as possible about your clients’ activities, interests and needs. This information might be available in their own annual reports or in client surveys conducted by your company. Talking to your clients about how you can best meet their needs is also a sensible first step to take.

Seven steps to becoming an effective relationship-builder:

Draw up a plan of what you need to do in order to give your clients what they want. Discuss your ideas with your line manager and then do what is necessary to implement the plan.

When the plan has been set in motion, schedule regular meetings with your line manager to review the progress that you are making and make any necessary adjustments.

When you are working as part of a team or group within a department or a company it is important to assess your contribution to the group’s work. Think about how your efforts help or hinder progress.

Make a weekly analysis of your commitments. Set yourself a goal for each week so that you follow them through. Make an effort to do what you say you are going to do – and also, to do it by the time that you say it will be done. If you get into the habit of doing this it will become like second nature.

Build up a file of contacts and classify them in a way that is meaningful for your particular work context. Then you will know exactly who to call with any queries or when you need information.

Don’t just wait for feedback to come to you, request it from a variety of sources – from your line manager but also from colleagues, clients and people who you supervise. Listen to what they have to say and act accordingly.

Build informal relationships with the people who are working around you. Make a point of greeting people who you normally don’t speak to. Ask them about their interests and make it a goal to practise small talk with them. Listen to what they say and remember so that you can ask about a particular interest the next time you meet.

1. **Unemployment**

There will always be a certain amount of unemployment in the economy. When economists talk about full employment they mean that everyone who can work and wants to work has got a job. Able workers who are not working are simply not happy with the salaries that are offered – or just can’t be bothered!

However, economies rarely reach full employment. There are a number of reasons for this, and a number of different types of unemployment. One of these is cyclical unemployment. This type of unemployment varies with the growth and recession cycle of the economy. As the economy grows, demand for labor grows and unemployment falls. As the economy contracts, unemployment grows.

A second kind of unemployment is structural unemployment. This occurs when changing public tastes or advances in technology cause a fall in demand for some types of work. For example, computer technology has revolutionized the printing industry, and many traditional printers’ jobs have become obsolete. Sometimes whole regions of a country suffer from high structural unemployment. The north-east of England, for example, was famous for many years for its shipbuilding petition from abroad forced many shipyards to close. This caused huge unemployment in the region.

How long structural unemployment lasts will depend on two things. Firstly, how easily the workforce can retrain for new jobs. This may be difficult for older workers who find it hard to learn new skills. There is also the question of who pays for the training. The second issue is mobility. Workers who are able to relocate easily to another part of the country will find new jobs more quickly.

There are two other kinds of unemployment which we should mention here. These are less serious, perhaps, but they are still difficult for governments to get rid of. The first is frictional unemployment. This is a natural kind of unemployment that occurs when someone leaves a job and is looking for another one that suits them. Frictional unemployment often happens because people want to leave their job in order to change careers. Few people walk straight into another job. However, when the economy is in recession, frictional unemployment will be more common because jobs are harder to find.

The second kind is seasonal unemployment. Some industries have busy periods and periods when there is no work at all. Some freelance farm workers, for example, get most of their work in the spring and summer. Like structural unemployment, seasonal unemployment can affect whole regions of a country. Areas that rely on summer tourism, for example, suffer serious unemployment during the autumn and winter months.

**Оценивание ответа на экзамене/зачете**

|  |  |  |
| --- | --- | --- |
| *4-балльная шкала* | *Показатели* | *Критерии* |
| *Отлично/зачтено* | 1. Полнота ответа, последовательность и логика изложения; 2. Правильность ответа, его соответствие формируемым компетенциям; 3. Действенность знаний, способность студента аргументировать свой ответ и приводить примеры; 4. Осознанность излагаемого материала; 5. Соответствие нормам культуры речи; 6. Самостоятельность 7. Качество ответов на вопросы | Ставится в том случае, когда студент обнаруживает систематическое и глубокое знание программного материала по дисциплине, умеет свободно ориентироваться в вопросе. Ответ полный и правильный на основании изученного материала. Выдвинутые положения аргументированы и иллюстрированы примерами. Материал изложен в определенной логической последовательности, осознанно, литературным языком, с использованием современных научных терминов; ответ самостоятельный. Студент уверенно отвечает на дополнительные вопросы. |
| *Хорошо/зачтено* | Ставится в том случае, когда студент обнаруживает полное знание учебного материала, демонстрирует систематический характер знаний по дисциплине. Ответ полный и правильный, подтвержден примерами; но их обоснование не аргументировано, отсутствует собственная точка зрения. Материал изложен в определенной логической последовательности, при этом допущены 2-3 несущественные погрешности, исправленные по требованию экзаменатора. Студент испытывает незначительные трудности в ответах на дополнительные вопросы. Материал изложен осознанно, самостоятельно, с использованием современных научных терминов, литературным языком. |
| *Удовлетворительно/зачтено* | ставится в том случае, когда студент обнаруживает знание основного программного материала по дисциплине, но допускает погрешности в ответе. Ответ недостаточно логически выстроен, самостоятелен. Основные понятия употреблены правильно, но обнаруживается недостаточное раскрытие теоретического материала. Выдвигаемые положения недостаточно аргументированы и не подтверждены примерами; ответ носит преимущественно описательный характер. Студент испытывает достаточные трудности в ответах на вопросы. Научная терминология используется недостаточно. |
| *Неудовлетворительно /не зачтено* | Выставляется студенту, обнаружившему пробелы в знаниях основного учебного материала по дисциплине. При ответе обнаружено непонимание студентом основного содержания теоретического материала или допущен ряд существенных ошибок, которые студент не может исправить при наводящих вопросах экзаменатора, затрудняется в ответах на вопросы. Студент подменил научное обоснование проблем рассуждением бытового плана. Ответ носит поверхностный характер; наблюдаются неточности в использовании научной терминологии. |

***Основная литература:***

1. Cotton David, Falvey Davis, Kent Simon. Market leader. Pearson Education Limited, 2017. 175 стр. [Электронный ресурс]. – Режим доступа: https://cloud.mail.ru/public/RNW6/254w6Nt81
2. Eastwood John. Oxford practice grammar. Oxford university press, 2006. 445 стр. [Электронный ресурс]. – Режим доступа: https://cloud.mail.ru/public/RNW6/254w6Nt81 3.Flinders Steve. Test your professional English. Business: general. Pearson Education Limited, 2002. 57 стр. [Электронный ресурс]. – Режим доступа: https://cloud.mail.ru/public/RNW6/254w6Nt81

***Дополнительная литература:***

1. Bethell George, Aspinall Tricia “Test your business vocabulary in use”. Cambridge university press, 2008. 101 стр. [Электронный ресурс]. – Режим доступа: https://cloud.mail.ru/public/RNW6/254w6Nt81
2. Evans David. Business English verbs. Penguin English, 2000. 163 стр. [Электронный ресурс]. – Режим доступа: https://cloud.mail.ru/public/RNW6/254w6Nt81
3. Hollett Vicky “Business opportunities”. Oxford university press, 2009. 192 стр. [Электронный ресурс]. – Режим доступа: https://cloud.mail.ru/public/RNW6/254w6Nt81 4.Ibbotson Mark, Stephens Bryan “Business Start-up”. Cambridge professional English, 2008. 127 стр. [Электронный ресурс]. – Режим доступа: https://cloud.mail.ru/public/RNW6/254w6Nt81
4. McCarthy Michael, O’Dell Felicity “English vocabulary in use”. Cambridge university press, 1999. 171 стр. [Электронный ресурс]. – Режим доступа: https://cloud.mail.ru/public/RNW6/254w6Nt81

***Перечень ресурсов информационно-телекоммуникационной сети***

***«Интернет»***

Businessenglishsite.com Esl.about.com

Writing-business-letters.com

English-test.net Businessenglishresources.com Breakingnewsenglish.com https://dictionary.cambridge.org https://en.oxforddictionaries.com http://www.bbc.co.uk/languages/

http://www.businessenglishonline.net <https://www.learnoutloud.com>