

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное автономное образовательное учреждение высшего  
образования  
«Северо-Кавказский федеральный университет»

Колледж СКФУ в г. Ставрополе

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**  
**к практическим занятиям**

|                       |          |                                                  |
|-----------------------|----------|--------------------------------------------------|
| по учебной дисциплине | СГ.03    | Иностранный язык в профессиональной деятельности |
| Специальность         | 38.02.01 | Экономика и бухгалтерский учет (по отраслям)     |
| Форма обучения        | очная    |                                                  |

Ставрополь

Методические указания к практическим занятиям по учебной дисциплине «Иностранный язык в профессиональной деятельности» составлены в соответствии с требованиями ФГОС СПО и предназначены для студентов, обучающихся по специальности: 38.02.01 Экономика и бухгалтерский учет (по отраслям).

Методические указания к практическим занятиям разработаны:

1. Иванов С.В., преподаватель колледжа СКФУ в г. Ставрополе

### **Пояснительная записка**

Методические указания к практическим занятиям по дисциплине СГ.03 Иностранный язык в профессиональной деятельности составлены в соответствии с требованиями ФГОС СПО и предназначены для студентов, обучающихся по специальности: 38.02.01 Экономика и бухгалтерский учет (по отраслям) в целях закрепления теоретического материала и приобретения практических навыков по данной дисциплине.

В результате освоения учебной дисциплины обучающийся должен **уметь**: распознавать задачу и/или проблему в профессиональном и/или социальном контексте на иностранном языке; выявлять и эффективно искать информацию, необходимую для решения задачи и/или проблемы на иностранном языке; определять необходимые источники информации, планировать процесс поиска; структурировать получаемую информацию на иностранном языке; выделять наиболее значимое в перечне информации на иностранном языке; оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач на иностранном языке; применять современную научную профессиональную терминологию на иностранном языке; понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы на иностранном языке; кратко обосновывать и объяснять свои действия (текущие и планируемые) на иностранном языке; писать простые связные сообщения на знакомые или интересующие профессиональные темы.

В результате освоения учебной дисциплины обучающийся должен **знать**: актуальный профессиональный и социальный контекст, в котором приходится работать и жить; основные источники информации и ресурсы для решения задач и проблем в профессиональном и/или социальном контексте на иностранном языке; современная научная и профессиональная терминология на иностранном языке; правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения.

По окончании практического занятия студент должен устно ответить на контрольные вопросы в рамках подготовки к защите выполненной практической работы. В процессе защиты преподаватель может задать дополнительные вопросы, связанные с выполнением работы.

#### **Критерии оценивания:**

Оценка «отлично» выставляется, если студент глубоко и прочно усвоил программный материал по изученной теме, не допускает ошибок при ответе на теоретические вопросы, выполнил тестовые задания, правильно решил задачи, дает полные ответы на дополнительные вопросы.

Оценка «хорошо» выставляется, если студент знает программный материал по теме, последовательно и по существу излагает его, допускает незначительные ошибки при ответе на теоретические вопросы, выполнил тестовые задания, правильно решил задачи, но допускает неточности в ответе на дополнительные вопросы.

Оценка «удовлетворительно» выставляется, если студент усвоил только основной материал, допускает неточности при ответе на теоретические вопросы, выполнил более

половины тестовых заданий, задачи решил с ошибками, затрудняется с ответами на дополнительные вопросы.

Оценка «неудовлетворительно» выставляется, если студент обнаружил пробелы в знании материала по теме, не выполнил более половины тестовых заданий, не решил задачи, в ответах допустил принципиальные ошибки.

## Раздел 1. Роль иностранного языка в профессиональной деятельности

### Практическое занятие № 1

#### Тема 1. Карьера

**Цель работы:** Овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Оснащение:** методические рекомендации по выполнению практической работы, формы отчетности.

#### Порядок и методика выполнения заданий:

1. Обсудить представленные вопросы для устного опроса.
2. Ознакомиться с аутентичным текстом.
2. Выполнить задания по прочитанному тексту.
3. Выполнить лексико-грамматические задания.

#### Теоретические вопросы для устного опроса (собеседования):

1. Do you consider yourself as an ambitious person? Why? Why not?
2. Do you have a career plan? What do you think can help you to improve your career?
3. Would you prefer to work for one company, for several companies or for yourself during your career?

#### Вопросы и задания:

##### Задание 1. Read the text

#### HOW TO ACCELERATE YOUR CAREER

There are several factors you should look at when making a career choice, including your personality, values, interests and skills. The goal of this process, called self-assessment, is to find a career that is a good match for you. Career skills are crucial to your ability to climb positions and successfully change jobs within an industry. Career change is also a scenario where your career training for specific abilities and skills will play a crucial role.

If you find yourself at your desk with some free time, here are few things you can do to help improve your career.

**Find A Mentor:** If you do nothing else on this list today, do this. Find someone (or several people) that you respect and ask them to mentor you. Most people will be more than happy to pass along advice that they have learned over the years which can be invaluable in helping your career. They will also be great people to use as a sounding board with ideas you have and help you figure out the best way to obtain the goals you are seeking to accomplish. A mentor can have amazing effects on your career and will make your advancements much easier.

**Identify How You Procrastinate:** We all do it, but if you can identify how you are doing it and put in a system to discourage yourself from doing so, you will dramatically increase your productivity. In most cases their big vice is watching TV far too much or spending too much time on social networking sites. Once you have identified places that you are spending too much time,

take steps to reduce the amount of time you spend on them and instead use that time to further your career.

**Pinpoint Work Essentials:** The big myth in business is that the ones who work the hardest are the ones that get ahead the most. Working hard is important, but working smart is just as important. Working smart means finding the areas within your job that are essential to your group and to the company and focusing most of your resources in those areas. This is one of the best pieces of advice that we can ever receive when working for a large company. Take some time to look at your job and what portions of it are most essential to others both inside and outside your group. If you pinpoint those areas that are most essential, you become the person that people come to when things need to get done.

**Begin Making Lists:** We used to think that making lists is useless until we start making them for yourself in a way that was useful for you. We actually should have two lists - one is a list of all the things we want to do and one is for our daily must do list. On the daily list, we can only place the three most important things we have to do that day and work on those three things until they are done. Once finished, then we can go to our general list and choose projects from there. This ensures that we get those things that we may not like to do as much that would be constantly delegated to the end of the longer list. How you develop your list to work for you may be very different, but creating a list system will help you be more productive. Once you complete something, do not throw the list away. Instead, date and file them in a work completed folder. This will allow you to have a documented list of all the tasks you accomplished which you can take out at your next performance review or when asking for a raise.

**Learn Many Languages:** As someone who was the worst student ever when it came to languages in school, we can have many proofs that absolutely anyone can learn any language. We think all of our language teachers would roll over in their graves if they knew we are proficient in other languages. Being proficient in more languages can open up a lot of career opportunities and is well worth pursuing if you have an interest in one. There are plenty of resources online.

**Take Some Classes:** Too many people feel that education ends when you receive that college diploma. In fact, it is a never ending pursuit even if you aren't taking formal classes. There are almost certainly classes you can take or skills that you can obtain that will make it easier for you to advance in your career. Take a few moments to talk with your boss or a mentor to find out what skills will make your advancement easier. Talk with your personnel department and ask if they will help pay for you to obtain these skills. Many will. It is easier than ever to take classes while working full time with online education.

**Update Your Resume:** Take some time to look over your resume to update it and improve it. It is always a good idea to have an up-to-date resume handy on the off chance that another opportunity arises. Make new copies and place them in your briefcase so that they are always ready to hand out.

**Lunch Together:** One of the most effective tools we can use when we work for a large company will be the lunch break. First, because we really did not like eating alone, but later because of all the advantages that come from it. Lunchtime gives you an opportunity to talk with people about ideas you have in a more informal setting than the office.

**Love Your Job:** Learn to love what you are doing or begin looking for something else. There are times when you may have to take a job that you do not particularly like, but there is no reason that you have to be stuck there. If you do not thoroughly enjoy what you are doing, start implementing steps to get a job that you do love. And if for some reason you don't know what you love, start experimenting. That is the only way to find out.

**Задание 2.** Match the verbs (1-6) with the nouns (a-f) to form expressions from the text.

- |                |                   |
|----------------|-------------------|
| 1. to increase | a) a career       |
| 2. to give     | b) a resume       |
| 3. to further  | c) productivity   |
| 4. to obtain   | d) an opportunity |
| 5. to update   | e) skills         |
| 6. to take     | f) classes        |

**Задание 3.** Choose the most useful points in building a successful career and compare them with the list of the points you have made in ex. 1.

### **Active Business Vocabulary**

**Задание 4.** Match the expressions (1-4) with their definitions (a-d)

- |                                                               |  |
|---------------------------------------------------------------|--|
| 1. a full-time job                                            |  |
| 2. a permanent job                                            |  |
| 3. a temporary work                                           |  |
| 4. a part-time job                                            |  |
| a. a kind of work that finishes after a fixed period          |  |
| b. a kind of work is for the whole of the normal working week |  |
| c. a kind of job that does not finish after a fixed period    |  |
| d. a kind of job that you do for fewer hours.                 |  |

**Задание 5.** Fulfill the gaps with the appropriate prepositions.

under on for at off at for

1. I'm usually ..... work till 7.
2. James works ..... a big oil company.
3. Luckily I don't get ill much, so I'm not often .... work.
4. He has to work .... the presentation about a new project.
5. A team of 12 people work .... me.
6. I usually leave ... for work at 7.30 in the morning.
7. He arrives .... work at nearly 7.50.

**Задание 6.** Choose any profession for yourself. Tell about your work considering the following questions:

1. Do you have a part-time or a full-time job, a permanent or temporary work?
2. What are you in charge of?
3. What time do you leave for work?
4. Do you take a lot of time off work?

## **Практическое занятие № 2**

### **Тема 2. Организация компании**

#### **Цель работы:**

Овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Оснащение:** методические рекомендации по выполнению практической работы, формы отчетности.

#### **Порядок и методика выполнения заданий:**

1. Обсудить представленные вопросы для устного опроса.
2. Ознакомиться с аутентичным текстом.
2. Выполнить задания по прочитанному тексту.
3. Выполнить лексико-грамматические задания.

#### **Теоретические вопросы для устного опроса (собеседования):**

1. Which of these companies would you prefer to work for? Why?
2. A family owned company
3. A multinational company
4. Your own company (be self-employed).

#### **Вопросы и задания:**

##### **RICHARD REED, INNOCENT DRINKS**

Turnover: over £100million

Number of employees: 250

HQ location: London, UK

Year founded: 1998

Ownership: privately-held

Richard Reed founded Innocent in 1998 with two friends from Cambridge University, Adam Balon and Jon Wright. When they left university they all got jobs with blue-chip companies - one went into advertising and two went into management consultancy. But that didn't stop them constantly talking about setting up a business - a conversation they'd been having since their student days.

Four years later they quit their jobs and decided to go into business after getting back from snowboarding holiday where they'd done nothing but talk about their desire to become entrepreneurs.

They decided to set up a business which would appeal to people like them – so they fixed on the theme of doing good to themselves. The result was Innocent, a drinks company producing pure fruit smoothies. The company now produces more than 30 different recipes and sells more than two million smoothies each week through 10,000 retailers in the UK and overseas.

Since Innocent was launched the company has been growing by 20% year on year and currently has a 75% share of the smoothie market. In April 2009 Coca-Cola bought an 18% stake in the

company for £30 million. A year later it paid £65 million for a 58% stake.

Part of its marketing strategy is to use delivery vans which are decorated to look like cows or grassy fields. The company also prides itself on being 'a happy place to work' and 'people-oriented', with a relaxed working environment which includes having a grass floor in the office.

Key advice

"If you're 70% sure about an idea then go for it. Because if you wait till you're 100% confident in business... you'll never make a decision, you'll never get anywhere."

(BBC News Business)

**Задание 1.** Which of these statements are true? Correct the false ones.

1. The head office of the company is situated in New York.
2. Richard Reed and his friend set up their company while they were students.
3. Innocent drinks was found to be one of the companies with the happy employees.
4. The company has been growing by 20% year on year since 2005.

**Задание 2.** Discuss the questions.

1. Would you like to work for such a company like Innocent drinks?
2. What makes people happy at work? What factors are important for you at work?

**Задание 3.** Prepare a report about a famous company and the story of its success.

**Задания к практической работе:**

**Задание 1.** Choose the correct options

1. Although the training organization TrainULike only set up business last year, it is doing well. It is *expanding* / *increasing* into new markets.
2. The renowned electronics firm DigiKom has a good reputation. It is *recognized* / *seen* internationally.
3. The Chairman of the upcoming new company wanted to establish a solid client *base* / *basis* before moving into new areas.
4. When choosing a new job, a clean *environment* / *economy* is important to many people.
5. When the contractor came into the office, he worked at the *hot* / *limited* desk.
6. Despite reports in the press of a hostile takeover, the two companies had in fact decided to work together and had *merged* / *partnered*.

**Задание 2.** Complete the missing words.

1. Last year, GlobalTrain, a large training company, t \_\_\_\_\_ o \_\_\_\_\_ LearnLocal, a small company based in south-west England.
2. Have you heard that PG Trips and FunHols are m \_\_\_\_\_? They hope to have a stronger presence on the holiday market by working together.
3. Because of our successful marketing strategy and the innovative results from research and development, we are now int \_\_\_\_\_  
rec \_\_\_\_\_ .
4. To remain co \_\_\_\_\_, we need to reduce our prices and deliver

more quickly.

5. After the scandal surrounding the members of the Board, the company's rep \_\_\_\_\_ went downhill.

6. To gain access to the company premises, you need to show your se \_\_\_\_\_ pass at the gate.

## Практическое занятие № 3

### Тема 3. Управление персоналом

#### Цель работы:

Овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Оснащение:** методические рекомендации по выполнению практической работы, формы отчетности.

#### Порядок и методика выполнения заданий:

1. Обсудить представленные вопросы для устного опроса.
2. Ознакомиться с аутентичным текстом.
2. Выполнить задания по прочитанному тексту.
3. Выполнить лексико-грамматические задания.

#### Теоретические вопросы для устного опроса (собеседования):

1. Keys to successful management.
2. Leadership vs. Management.
3. Business etiquette of a manager.
4. Peculiarities of business management in Western Europe.
5. Peculiarities of business management in Asian countries.

#### Вопросы и задания

**Задание 1.** Discuss the following quotation

*“Good management is the art of making problems so interesting and their solutions so constructive that everyone wants to get to work and deal with them.”*

— Paul Hawken, an environmentalist, entrepreneur, and author.

**Задание 2.** Read the following text. Discuss the main issues and ideas.

#### The Bolt that Holds the Ikea Empire Together

Ingvar Kamprad is no ordinary multi-billionaire. The founder of the Ikea furniture empire travels economy class, drives a 10-year old Volvo and buys his fruit and vegetables in the afternoon, when prices are often cheaper. Ask him about luxury in his life and he answers: “From time to time, I like to buy a nice shirt and cravat and eat Swedish caviar.

Mr. Kamprad is one of the greatest post-war entrepreneurs. What began as a mail-order business in 1943 has grown into an international retailing phenomenon across 31 countries, with 70 000 employees.

Sales have risen every single year. The Ikea catalogue is the world’s biggest annual print run – an incredible 110 m copies a year. And Mr. Kamprad has grown extraordinarily rich. He is worth £8,7bn and is the 17<sup>th</sup> richest person in the world according to the Forbes, US magazine.

The concept behind Ikea’s amazing success is unbelievably simple: make affordable, well-

designed furniture available to the masses. And then there is Mr. Kamprad himself – charismatic, humble, private. It is his ideas and values that are at the core of Ikea’s philosophy.

Best known for his extremely modest lifestyle, he washes plastic cups to recycle them. He has just left his long-standing Swedish barber, because he found one in Switzerland, where he lives, who charges only £6 for a cut. “That’s a reasonable amount”, he chuckles.

All Ikea executives are aware of the value of cost-consciousness. They are strongly discouraged from travelling first or business class. “There is no better form of leadership than setting a good example. I could never accept that I should travel first class while my colleagues sit in tourist class”, Mr. Kamprad says.

As he walks around the group’s stores he expresses the feeling of “togetherness” physically, clapping and hugging his employees. This is very uncharacteristic of Sweden. “Call me Ingvar”, he says to staff. The informality and lack of hierarchy are emphasized by his dress style, with an open-necked shirt preferred to a tie.

Mr. Kamprad has had both personal and business battles. He has fought against dyslexia and illness.

One of Mr. Kamprad’s characteristics is that his obsessive attention to details. When he visits his stores, he talks not only to the managers but also to floor staff and customers. A recent visit to six of the group’s Swedish stores has produced ‘100 details to discuss’, he says.

By his own reckoning, his greatest strength is choosing the right people to run his businesses.

He is determined that the group will not go public, because short-term share-holder demands conflict with long-term planning. “I hate short-termist decisions. If you want to take long-lasting decisions, it’s very difficult to be on the stock exchange. When entering the Russian market, we had to decide to lose money for 10 years”.

Mr. Kamprad has been slowly withdrawing from the business since 1986 when he stepped down as group president. He maintains that he is still “too much involved and in too many details”, although he admits to a distinct reluctance to withdraw altogether.

The question is: Can there be an eternal Ikea without Mr. Kamprad? Does the group depend too much on its founder? Will the empire continue as control of Ikea gradually moves to Mr. Kamprad’s three sons?

**Задание 3.** Discuss the following questions.

1. What, in your opinion, are the strengths and weaknesses of Ingvar Kamrad?
2. Would you like to work on him?
3. **When is the correct time for a leader or founder to leave his or her company?**

## **Professional Communication Skills**

### **Meetings and Conferences**

Here are some definitions and examples of vocabulary relating to meetings and conferences

**an appointment** - an arranged meeting with someone, e.g. bank manager, customer

**to arrange a meeting** - to organize a meeting, such as inviting participants and booking the venue

**to attend a meeting** - to take part in a meeting

**an attendee** - a person who attends a meeting

**to book a room** - to reserve a room (e.g. to use for a meeting)

**to cancel a venue** - to withdraw a booking when the room or location of a meeting or conference

is no longer needed

**to collect in forms** - to take back forms, such as feedback forms or questionnaires, from participants of a conference

**to disagree** - to not have the same opinion as someone else

**a graph** - a diagram which may have lines or bars representing figures, such as sales over time

**to hold a meeting** - to have a meeting

**to make a suggestion** - to make a proposal; to put an idea forward

**to miss a meeting** - to fail to attend a meeting, even though you intended to, perhaps because you are held up in traffic or an earlier meeting runs on longer than you expected

**the minutes** - the report or summary from a meeting, often showing action points and when they are to be done and by whom

**to negotiate** - to try and reach agreement with a partner who may have different objectives to your own, often involving the need to compromise

**to organize a conference** - to arrange a conference

**to pass round handouts** — to give papers (possibly photocopies) to participants of a meeting or conference

**a participant** - a person who attends or takes part in a meeting or conference

**to participate in** - to take part in; to attend; to be present at

**to postpone** - to push the date of a meeting or conference back to a later date

**a projector** - a piece of equipment that shows the computer screen on the wall or bigger screen so that a large number of people can see it

**to reach an agreement** - to finally have the same opinion; to agree in the end after a discussion or negotiation

**a videoconference** - a conference with audio and visual input held at a distance via the Internet

**a visual** - something like a graph, chart, diagram or photograph, used perhaps to support a point being made in a presentation

**to voice an opinion** - to say what you think

**Задание 4.** Match these words (1-4) with their synonyms (a-d).

- |                                |                        |
|--------------------------------|------------------------|
| 1. to participate in a meeting | a) a graph             |
| 2. to organize                 | b) to arrange          |
| 3. an attendee                 | c) to attend a meeting |
| 4. a visual                    | d) a participant       |

**Задание 5.** Match these words (1-6) with their antonyms (opposites) (a - f) .

- |                           |                                    |
|---------------------------|------------------------------------|
| 1. to hold a meeting      | a) to disagree                     |
| 2. to pass round handouts | b) to cancel the venue             |
| 3. to reach an agreement  | c) to cancel a meeting             |
| 4. to book the room       | d) a failure                       |
| 5. a successful event     | e) to collect in (completed) forms |
| 6. to attend a conference | f) to miss an event                |

**Задание 6** Study the following useful phrases arrange a suitable time to meet with your partner.

*Asking for a meeting*

Could we schedule a time to meet next week?

I'd like to schedule a meeting as soon as possible.

Can we meet and go over this together?  
Perhaps we could meet and go over the details in person?  
*Suggesting a meeting time*  
How about Monday at nine?  
Could we meet next week?  
Would half past five suit you?  
*Saying that you aren't able to attend*  
Sorry, I can't make it then.  
I'm afraid I have another appointment then.  
I'm a bit tied up then. How about another time?  
*Saying that you can attend*  
Sounds good.  
Yes, that works for me.  
*Confirming the day and time*  
See you on Monday at seven.  
So, I look forward to seeing you on Tuesday at four.

**Задание 7.** Work in groups of four to practise the beginning of a meeting using the useful phrases

*Welcoming participants*

It's nice to see everyone.

Thanks for being here today.

*Stating objectives*

We'll be discussing..

Joaquin will be examining..

*Asking participants to introduce themselves*

## **Практическое занятие № 4**

### **Тема 4. Методики планирования**

#### **Цель работы:**

Овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Оснащение:** методические рекомендации по выполнению практической работы, формы отчетности.

#### **Порядок и методика выполнения заданий:**

1. Обсудить представленные вопросы для устного опроса.
2. Ознакомиться с аутентичным текстом.
2. Выполнить задания по прочитанному тексту.
3. Выполнить лексико-грамматические задания.

#### **Теоретические вопросы для устного опроса (собеседования):**

1. Tactical planning in business

2. Open business plans
3. Succession planning: how to do it right

### **Вопросы и задания**

**Задание 1.** Is car industry highly developed in your country? What car you are dreaming on?

**Задание 2.** Read the text.

#### **16 NEW LAND ROVERS REVEALED**

Land Rover's line-up is set to expand to 16 models by 2020 - and we've got the details of them all, including a 4m baby three-door, and BMW X5 rival and a five-car Defender family

Land Rover has embarked on a massive new model blitz that could more than double its annual sales by 2020. It is almost certainly the biggest investment that the UK car industry has ever seen. Land Rover's future model line-up will fully cover the three main areas of the booming global SUV market – luxury, leisure and utility.

According to Land Rover's design director Gerry McGovern, the brand is set to expand all three of its model families. The plans include additional models for the Range Rover line-up, a new Defender family and a radical expansion of the Freelander range that will create four new 'leisure' SUVs during the next seven years.

Land Rover sources refuse to estimate the potential size of the car-maker once the seven-year plan has been introduced. However, market data suggests the global SUV market will reach 22 million units by 2020. If, by radically expanding its line-up, Land Rover captured around three per cent of that market, it would be close to producing 600,000 vehicles annually.

*Hilton Holloway: What is Land Rover chasing?*

According to what McGovern describes as a "holistic approach" to its future range, Land Rover plans to extend the Range Rover line-up to six models, including an 'Evoque XL', which slots into the hole that currently exists between the Evoque and the new Range Rover Sport and a convertible Evoque. A baby three-door Range Rover just 4m long is also being considered.

The new Land-Rover-badged 'leisure' line-up will have at least five new models, kicking off with an entry-level Freelander similar in size to today's Evoque. The Freelander itself will be reinvented in five-seat and seven-seat forms. The range will be topped by a new Discovery, which could switch to an aluminium platform, and be offered as a flagship to rival the successful BMW X5.

In the 'dual purpose' or 'utility' segment, Land Rover's plan indicates that a production version of the Evoque-based DC100 is heading for the showroom, as well as the long-discussed replacement for the Defender.

McGovern's plan shows outline drawings for five-seat and seven-seat new Defenders as well as a crew-cab pick-up.

This dramatic expansion will put a huge strain on the investment and engineering capabilities of Jaguar Land Rover. JLR boss Ralf Speth has already spoken about 40 new JLR product launches in the next five years. He has pledged £2bn a year to underpin this, with the £10bn investment funding at least one new platform, plus increased capacity in the UK.

However, not all of this investment is expected to be focused on the UK. JLR is wisely spreading its production footprint around the world to take advantage of booming global markets.

Reports from China in early October said that the JLR joint venture with Chinese car maker Chery gained approval in record time from the Chinese National Development and Reform Commission. About £1.8 billion will be invested in a new Chinese plant that will, in the first stages, have the capacity to build 130,000 vehicles per year, about 60 per cent of which will be Land Rover models.

Reports say that Land Rover sales in China hit 47,975 units in the first eight months of the year, 85 per cent up on the same period in 2011. Its 96 Chinese dealer outlets will also soon be expanded by a further 47 showrooms.

China is now JLR's second biggest market, just behind the UK, and Chinese tastes are increasingly turning away from conventional luxury saloon cars towards SUVs.

Buyers of premium vehicles in China and Russia are also pushing for the opportunity to buy more limited-edition vehicles and customised styling packs, an opportunity JLR's design teams are eager to capitalise on.

Back in the UK, JLR has put the finishing touches to its new aluminium press shop at Solihull and has just completed a new quality inspection building for the new Range Rover and its future sister vehicles.

Work is also underway on the new JLR engine factory to be built in the West Midlands/Staffordshire area, while much of the research work into a new generation of super-frugal four-cylinder 'Hotfire' engines is being carried out by UK universities, including Warwick and Loughborough (by Hilton Holloway).

**Задание 3:** Put a suitable word in the gaps according to the text.

1. The brand is set to \_\_\_\_\_ all three of its model families.
2. Market data suggests the global SUV market will \_\_\_\_\_ 22 million units by 2020.
3. What is Land Rover \_\_\_\_\_?
4. Land Rover plans to \_\_\_\_\_ the Range Rover line-up to six models
5. This dramatic expansion will put a huge strain on the \_\_\_\_\_ and engineering capabilities of Jaguar Land Rover.
6. However, not all of this investment is \_\_\_\_\_ to be focused on the UK.
7. Reports from China in early October said that the JLR \_\_\_\_\_ with Chinese car maker Chery gained approval in record time from the Chinese National Development and Reform Commission.
8. Its 96 Chinese \_\_\_\_\_ will also soon be expanded by a further 47 showrooms.
9. Tastes are increasingly \_\_\_\_\_ from conventional luxury saloon cars towards SUVs.

**Задание 4.** Complete the sentences with these words: *forecast, the planning process, to conduct an assessment, evaluate, set targets*.

1. If Healthy Foods has a cost of capital in nominal terms of 10% and the expected inflation rate is 2%, \_\_\_\_\_ whether Healthy Foods' existing investments are value creating or destroying.
2. The bottom line is that we reiterate our year-end \_\_\_\_\_ for RUR/USD at 29.5 with the ruble hovering within a RUR 28.7-30 range in 2013.
3. That initiative, in combination with the introduction of workforce analysis tools, helps managers to plan, \_\_\_\_\_ and monitor progress.
4. As a basis for planning, it is necessary \_\_\_\_\_ an objective \_\_\_\_\_ of radioecological conditions for residence and to draft the appropriate standard-setting legislation.

5. \_\_\_\_\_ can provide an objective and open framework for evaluating the trade-offs between various goals.

**Задание 5.** Choose the correct options.

1. We *'re going to* / *'re going* make a profit this year.
2. Why *he won't* / *won't he* come for lunch?
3. *Who's going* / *Who going* to lead the meeting today?
4. Wait for me. *I* / *I'll* just fetch my coat.
5. *Are you going* / *You going* to work late today?
6. *Shall* / *Will* I give you a hand?
7. I expect *I'll be* / *I be* in Barcelona tomorrow.
8. What *are we going to do* / *we do* about all this?

## **Практическое занятие № 6**

### **Тема 5. Работа в команде**

#### **Цель работы:**

Овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Оснащение:** методические рекомендации по выполнению практической работы, формы отчетности.

#### **Порядок и методика выполнения заданий:**

1. Обсудить представленные вопросы для устного опроса.
2. Ознакомиться с аутентичным текстом.
2. Выполнить задания по прочитанному тексту.
3. Выполнить лексико-грамматические задания.

#### **Теоретические вопросы для устного опроса (собеседования):**

1. Team Building Strategies
2. Team Building Techniques
3. How do you create a healthy project environment?
4. Benefits Effective Teamworking

#### **Вопросы и задания**

**Задание 1.** Read the comments. Use specific reasons and examples to support your answer.

1. Define teamwork: what do you value and what do you do?
2. What next – words are not enough?

**Задание 2:** Read the text. When you first read the text, don't worry about the numbers in brackets. You will fill in the gaps in the following Exercise.

## **THERE'S NO "I" IN COMPANY: THE IMPORTANCE OF TEAMWORK IN THE COMPANY**

Have you ever wondered why a business plan should include a section on the (1)\_\_\_\_\_ team? What about why the leadership team is mentioned in a public company's annual report? The answer is simple. People make the company.

No matter how brilliant a business idea, people must carry it out, and the wrong people will fail, disappointing investors. The leadership team sets the tone at the top. If they are capable team players, then they spread the message that teamwork is vital to the company's success, and the company's employees will strive to work together.

Have you ever worked on a team where everyone got along well, did their part, and felt free to share ideas? Did this experience not produce better results than when you worked on a team where everyone argued, some lazy people did nothing, and a loud few dominated the (2)\_\_\_\_\_? Teamwork, or lack thereof, distinguishes these two experiences.

If you had a choice of working in a company where teamwork is a vital part of the (3)\_\_\_\_\_ culture versus a company where teamwork doesn't exist, where would you want to work? I would choose the company with teamwork because working for it would be less stressful. I am an intelligent, capable worker, but I don't want to have so much work that it takes over my life. Such a situation would lead to burnout, which could inspire me to quit my job. Companies don't like having high employee turnover if it can be avoided because it can raise their recruitment, training, and compensation costs.

Being able to split jobs up into smaller tasks which are assigned to multiple people, management can increase productivity by better utilizing its employees. Instead of having one person complete a whole process, start to finish, the company can give that person the tasks in the process that best align with his skill set, thereby cutting down on that employee's frustration level resulting from doing what he isn't good at. Constant repetition of specific types of tasks will make that employee more (4)\_\_\_\_\_ at them, decreasing production time. This can mean less overtime, which saves the company money (for hourly employees). From the employees' point of view, doing things faster and working less overtime means going home earlier, creating a better work-life balance.

Now a process is as slow as its slowest step. If the slower steps are sped up, then the whole process can be completed much faster. Identification of better ways to perform a process requires help from the people performing the process. How helpful do you think these employees will be if they feel that their jobs are threatened? An environment where teamwork is emphasized can change how these people think about their jobs, making them more likely to cooperate in process redesign. They should be more willing to answer questions about how the process currently works. In addition, team players should be more likely to voice their ideas for improving things because they're used to thinking that people listen to their input and take it into (5)\_\_\_\_\_.

In a teamwork environment, the team takes responsibility for the process they are performing, and the employees are (6)\_\_\_\_\_. That means if one person spots something wrong that doesn't relate to his task, he is more likely to mention the problem to the relevant person, so it can be fixed. Thus, the process's output should be of higher quality. This can result in higher revenue because customers appreciate high quality.

(7)\_\_\_\_\_ can result in happier employees, and happier employees will be more interested in doing what's good for the company, instead of sabotaging the company's efforts. Like I said before, people make the company (by Samuilovna, Yahoo Contributor Network).

**Задание 3.** Fill in the gaps according to the text.

|       |               |
|-------|---------------|
| gap 1 | consideration |
| gap 2 | teamwork      |
| gap 3 | empowered     |
| gap 4 | leadership    |
| gap 5 | brainstorming |
| gap 6 | efficient     |
| gap 7 | corporate     |

**Задание 4.** Complete the missing words.

1. How much time have we got? What's the s \_ \_ \_ \_ ul e ?
2. Can you explain to Pete what he needs to do? I haven't got time to b \_ \_ \_ f him.
3. Now our lorry is repaired, we can deliver the c \_ \_ s i \_ \_ \_ \_ nt.
4. What? Work can't start yet? Why have we got to p \_ \_ \_ p \_ \_ \_ the project?
5. Our customer's not happy with the design - we need to make some m \_ d \_ f \_ c \_ \_ \_ \_ n s.
6. Tommy is going to be off sick for a few weeks, so we need to reor \_ \_ \_ \_ ze the team.

### Collocations

Here are different verbs and nouns that can be used with some key vocabulary (in **bold**) relating to projects and teams.

to delay / postpone / push back **the start date**

to agree / sign / discuss / negotiate **a contract**

to agree / confirm / negotiate / extend **a deadline**

**to draw up** a schedule / contract / specifications

**to (re)organize** a meeting / schedule

**Задание 5.** Rewrite these nouns and noun phrases using a verb or verb phrase.

- |                               |                             |
|-------------------------------|-----------------------------|
| 1. project proposal           | <i>to propose a project</i> |
| 2. project leader             |                             |
| 3. reorganization of the team |                             |
| 4. confirmation of a deadline |                             |
| 5. schedule                   |                             |
| 6. modification               |                             |
| 7. specification              |                             |
| 8. estimation of costs        |                             |
| 9. delay                      |                             |

## Практическое занятие № 7

### Тема 6. Деловые поездки

#### Цель работы:

Овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Оснащение:** методические рекомендации по выполнению практической работы, формы отчетности.

#### Порядок и методика выполнения заданий:

1. Обсудить представленные вопросы для устного опроса.
2. Ознакомиться с аутентичным текстом.
2. Выполнить задания по прочитанному тексту.
3. Выполнить лексико-грамматические задания.

#### Теоретические вопросы для устного опроса (собеседования):

1. Technology travel tips for business travelers.
2. Tips for business travel abroad.
3. Peculiarities of travelling to different countries.

#### Вопросы и задания

**Задание 1.** Discuss the following quotation.

The World is a book, and those who do not travel read only a page.

~St. Augustine

**Задание 2.** Answer the questions individually. Then compare your answers with a partner.

1. How often do you travel by air, rail, road or sea?
2. What do you enjoy about travelling? What don't you enjoy?
3. Put the following in order of importance to you when you travel.
  - a) Comfort
  - b) Safety
  - c) Price
  - d) Reliability
  - e) Speed
4. Does the order change for different types of travel?

**Задание 3.** Read the following text

#### ROAD RAGERS IN THE SKY

Airlines and their long-suffering customers are reporting a steep climb in air rage incidents. Some incidents are apparently caused by problems which are familiar to many regular travellers. One case reported from America stemmed from an interminable delay in takeoff, when passengers were cooped up in their aircraft on the tarmac for four hours, without food, drink or information. Mass

unrest is less common than individual misbehaviour, as in the case of the convict who recently went crazy on a flight, attacked the crew and tried to open the door in mid-flight.

The psychology of air rage is a new area of study, and there are almost as many explanations as examples. Most analysts of the phenomenon blame alcohol, but many people now think that the airlines are at fault. To cut costs, they are cramming ever more passengers into their aircraft, while reducing cabin crew, training, and quality of service, all of which increase passenger frustration. In addition, there is increasing concern in the US about another cost-cutting exercise, which could seriously harm passengers' health: cabin ventilation.

Modern aircraft are equipped with sophisticated air conditioning devices – but running them at optimum capacity burns up valuable aviation fuel. Many airlines routinely instruct their flight crews to run the systems on minimum settings. Campaigners for improved air quality claim that this can lead to irritability and disorientation.

In the US, the soaring number of passenger complaints across a wide range of issues is reflected in a number of new internet sites which criticize the airline and demand better service. One of the sites is demanding an air passengers' Bill of Rights.

Cabin and flight crews, who are in the front line of the battle against disruptive and dangerous in-flight behaviour, have called for stiffer penalties against the offenders. Management have also called for legislation – while denying that its cost-cutting practices have contributed to the problem. But there are some signs, in the US at least, that the airlines are at last attempting to respond to customer dissatisfaction. Some major lines have announced concessions to the most frequent complaint for all, and are removing seats to make more room for their customers.

**Задание 4.** Which of these statements are true and which are false?

1. People in groups are more likely to behave badly on planes.
2. Alcohols is often the reason of problems on the board.
3. Airlines do little to improve air quality.
4. Travellers have started to use new technology to express discontent with airlines.
5. Airlines have taken no action to address travelers concerns.

**Задание 5.** Choose the most irritating things for people when flying. Add some others irritating factors.

1. not enough legroom
2. lost or delayed luggage
3. long queues at check in
4. poor quality food and drink
5. no baggage trolleys available.
6. overbooking of seats
7. flight delays and cancellations
8. jet-lag

**Задание 6.** Discuss in pairs the advantages and disadvantages of travelling by bus, car, train, plane using the following expressions:

*To my mind, ...*

*I suppose, ...*

*In my opinion, ....*

*On the one hand, on the other hand ...*

*In my view, ...*

*In my reckoning, ...*

*I definitely think that ...*

*Well, if you ask me, ...*

*Well, I think ...*

*I believe*

*I strongly believe*

*I have a reason to believe*

*I'm sure that...*

***I'm pretty sure that...***

## **Практическое занятие № 7**

### **Тема 7. Успех в работе**

#### **Цель работы:**

Овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Оснащение:** методические рекомендации по выполнению практической работы, формы отчетности.

#### **Порядок и методика выполнения заданий:**

1. Обсудить представленные вопросы для устного опроса.
2. Ознакомиться с аутентичным текстом.
2. Выполнить задания по прочитанному тексту.
3. Выполнить лексико-грамматические задания.

#### **Теоретические вопросы для устного опроса (собеседования):**

1. Business image – an important part of business promotion
2. A disciplined approach to Business Planning
3. Women's Career In Men's Business

#### **Вопросы и задания**

**Задание 1.** What does success mean to you? Choose one of the following:

- a top job
- being your own job
- being good at what you do
- being happy
- being famous
- earning a lot of money
- something else

**Задание 2.** Read the article about Steve Job Co-Founder and Mastermind of Apple. Put a circle around words related to success and achievement.

### **STEVE JOBS'S SUCCESS STORY**

“Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma – which is living with the results of other people's thinking. Don't let the noise of other's opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.”

On February 24 1955, a man was born who would have change the whole world in the future. Not

only by creating the Apple Inc. but changing the way we communicate. His contribution to the scientific world is enormous and his success story could be the leading path for many growing computer scientists. Drawing inspiration from Steve Jobs – studying him, and learning from him, now that could give you strength to achieve your goals.

Young Steve grew up in a valley which was already turning into the world center of computer technology: Silicon Valley. In his early years he showed his interests into electronics and met Stephen Wozniak — commonly known as Woz with whom he shared his visions in computer technology. Before Steve began to work with Woz, he went to the Reed College in Oregon. He spent there only one semester after which he dropped out and spent a lot of time learning about Eastern mysticism and diets in his hippie period.

Always when we hear the name of Steve Jobs our first association leads to Apple. It all began with assembling the boards in Steve's garage and driving to local computer stores to try and sell them. The Apple computer was much more advanced product than the others on the market, that's why Steve set out to find venture capitalists to fund Apple's expansion. The success was enormous and soon the product became the symbol of the personal computing revolution worldwide. The company grew fast and as a result in December 1980, when he was only 25, his net worth passed the \$200 million mark on that day. After the success of the Apple products, Steve focused his energy on other projects like the Lisa computer, which was a breakthrough because it used a graphical user interface instead of a command-line interface. Unfortunately Steve was thrown out of the Lisa project, that's why he took something as an act of "revenge" by taking over a small project called Macintosh. It's success was no wonder but after few years, again because of his arrogance, Steve was kicked out of this project. That was his life, so he started travelling looking around for other ways to spend his creativity. Suddenly in 1985 he had the chance to share his dream in making animated movies with computers. He was introduced to a small team of brilliant computer graphics experts that George Lucas was trying to sell, so he gathered the team and bought the company for \$10 Million in 1986, incorporating it as Pixar. In the next years Steve started other projects like the NeXT Computers which however didn't sell. In addition to the NeXT "failure" his investment in Pixar also seemed to lead nowhere, so after his devastation, he spent more time with his son Reed and his wife Laurene, whom he had married in 1991.

In the course of the next years Steve had a great success with Pixar, taking part in the Toy Story movie, which raised his net worth to over \$1.5 billion! Meanwhile in 1997 the Apple Company announced losses of \$700 million, so it was the perfect time for Steve Jobs and his comeback. He quickly gave confidence in the whole Apple community and brought the company back to it's full greatness. In 2000 Steve accepted to become full CEO of Apple – that was the first time ever in the history of a man being CEO of two companies at the same time!

However the biggest success in Apple came from the unexpected source iPod. It turned to be the "must-have-music player" for everyone. The products such as the iPad (Apple's iOS-based tablet, which Steve unveiled on January 27, 2010) the MacBook and others are the most preferred in the world's society. Steve Jobs is truly an extraordinary man who opened a new page in the technological world. People such as him are those, who write the pages in the world history book.

Unfortunately sometimes life is unfair even to the ones who make the world evolve. In 2004 Steve announced that he had been diagnosed with a cancerous tumor in his pancreas. So in August 2011, Jobs resigned as CEO of Apple, but remained at the company as chairman of the company's board (from boompedia.com).

**Задание 3. 1.** What do you think of Apple products?

2. Do you agree or disagree with Steve Job's quotation: "I think if you do something and it turns out pretty good, then you should go do something else wonderful, not dwell on it for too long. Just figure out what's next."

### Active Business Vocabulary

**Задание 4.** Study the following English idioms and try to find the equivalents in your own language.

#### English Idioms about Success and Failure

1. **ace a test** If you obtain a very high score or an excellent result, you ace a test or exam.

*Maria's parents said she could go to the party if she aced her English test.*

2. **in the bag** People use this expression when it becomes obvious that success or victory is going to be achieved.

*An hour before the polling stations closed, victory seemed in the bag for the Conservative candidate.*

3. **bear fruit** If something bears fruit, it produces positive or successful results.

*After years of hard work, his research finally began to bear fruit.*

4. **(up a) blind alley** If you go up a blind alley, you follow an ineffective course of action which leads nowhere or produces no results.

*The suspect's 'revelations' lead the police up a blind alley.*

5. **bring the house down** If you bring the house down, you give a very successful performance.

*If he sings like that on Saturday, he'll bring the house down.*

6. **cake not worth the candle** To say that the cake is not worth the candle means that the advantages to be gained from doing something are not worth the effort involved.

*He recorded an album but sold very few copies; the cake wasn't worth the candle.*

7. **come up in the world** A person who has come up in the world is richer than before and has a higher social status.

*My old school friend has bought an apartment overlooking Central Park. She has certainly come up in the world.*

8. **cook someone's goose** To cook somebody's goose means to spoil that person's chances of success.

*When the burglar saw the police car arriving, he realized his goose was cooked!*

9. **cut one's own throat** If you cut your own throat, you do something that will be the cause of your own failure or ruin your chances in the future.

*Tony has already missed a lot of classes. He's cutting his own throat.*

10. **dead duck** This expression refers to a project or scheme which has been abandoned or is certain to fail.

*The new cinema is going to be a dead duck because it's too far away from the town centre.*

11. **get the better of you** If someone or something gets the better of you, they defeat you.

*She went on a diet but it didn't last long - her love of chocolate got the better of her!*

12. **go to the dogs** To say that a company, organization or country is going to the dogs means that it is becoming less successful or efficient than before.

*Some think the company will go to the dogs if it is nationalized.*

13. **go (off/over) with a bang** If something such as an event or performance goes off with a bang, it is very successful.

*The party went off with a bang - everyone enjoyed it.*

14. **go up in smoke** If a plan or project goes up in smoke, it fails or ends before producing a result.

*When Amy and Tom separated, my mother's dream of a romantic wedding went up in smoke.*

15. **hit pay dirt** If you hit pay dirt, you are lucky and suddenly find yourself in a successful money-making situation.

*Charlie finally hit pay dirt with his latent invention.*

**Задание 5.** Use a collocation from English Idioms & Idiomatic Expressions to complete the sentences.

1. This can help to \_\_\_\_\_ sense \_\_\_\_\_ the object that you are trying to visualize.
2. "All my career \_\_\_\_\_; you think it's petty and all that, but.."
3. It had developed a fund-raising strategy that promised to \_\_\_\_\_ the following year.
4. There's a universal tendency to heed Dylan Thomas's exhortation and \_\_\_\_\_ instead of a whimper.
5. That \_\_\_\_\_ his goose.

**Задание 6.** Complete the sentences using the correct past simple form of the verbs in brackets.

1. When \_\_\_\_\_ you \_\_\_\_\_ your own business? (start)
2. Yesterday, I \_\_\_\_\_ work until 9 p.m. (finish)
3. The engineer \_\_\_\_\_ over three hours trying to fix the photocopier. (spend)
4. I really \_\_\_\_\_ the presentation skills seminar last week. (enjoy)
5. The company \_\_\_\_\_ its profits by 15% last year. (increase)
6. The course \_\_\_\_\_ as much as we expected. (cost)
7. Unfortunately, we \_\_\_\_\_ the project on time. (complete)
8. My boss hates flying, so she \_\_\_\_\_ to Edinburgh by train. (go)

## Практическое занятие № 8

### Тема 8. Развитие деловых отношений

#### Цель работы:

Овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Оснащение:** методические рекомендации по выполнению практической работы, формы отчетности.

#### Порядок и методика выполнения заданий:

1. Обсудить представленные вопросы для устного опроса.
2. Ознакомиться с аутентичным текстом.
2. Выполнить задания по прочитанному тексту.
3. Выполнить лексико-грамматические задания.

#### Теоретические вопросы для устного опроса (собеседования):

1. Non-Verbal Communication in Building Relationships
2. How to Re-Build Broken Relationship
3. Using Emotional Intelligence to Build Relationships
4. Managing Relationship Related Stress
5. Relationship Building with Managers and Team Leaders

#### Вопросы и задания

**Задание 1.** Read the comments. Use specific reasons and examples to support your answer.

1. Relationship-building is not the same as team-building. When we talk about relationship-building we are talking about a competency in which we cultivate relationships both inside and outside the workplace, with individuals and groups
2. If we are in a conflictive situation with somebody, we should focus on the issue and not on the person.
3. should we try to get to know colleagues outside the office?

**Задание 2.** Read the text.

#### 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.

**Задание 3.** Decide whether these statements are true or false according to the article.

You need good interpersonal skills to be a competent relationship-builder.

True

False

Relationship building puts the client's needs first.

True

False

A good relationship-builder has a network of mediators for when conflicts arise.

True

False

Information about your clients cannot be found within your company.

True

False

Only the feedback from your line manager is important.

True

False

Idle chat is not a good way to get to know your colleagues.

True

False

**Задание 4.** Choose one of the correct sub-headings from the box for each of the seven steps to

becoming an effective relationship-builder.

Network of contacts

Team work

Weekly goal

Small talk

Plan

Get feedback

Review

**Задание 5.** Underline the correct word in italics.

1. If you agree to a minimum order of 10,000 pieces, we will *meet /spread* the cost of customizing the product in the way you explained.
2. The company we use for all our transport and logistics has told me their prices will be going up. We'll have to try to *absorb /cut* some of the extra cost ourselves. I don't think we can pass it all on to our customers.
3. It's a *very* complex project involving a lot of people and a lot of resources. I'm using a spreadsheet to help me *figure out /pay* all the costs.
4. They are offering us very attractive terms of payment - 20% on delivery, 40% after 30 days, and the remainder after 60 days. That will help to *cut / spread* the cost.
5. Sales have been disappointing and we're not going to make a profit. The good news is that we should at least *cover / figure out* our costs, so it's not a complete disaster.

**Задание 6.** Use active business vocabulary to speak about your experience in relationship-building.

## Практическое занятие № 9

### Тема 9. Деловые задачи и цели

#### **Цель работы:**

Овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Оснащение:** методические рекомендации по выполнению практической работы, формы отчетности.

#### **Порядок и методика выполнения заданий:**

1. Обсудить представленные вопросы для устного опроса.
2. Ознакомиться с аутентичным текстом.
2. Выполнить задания по прочитанному тексту.
3. Выполнить лексико-грамматические задания.

#### **Теоретические вопросы для устного опроса (собеседования):**

1. What are SMART goals?
2. What's the benefit of business planning?
3. How do you set a goal?

### **Вопросы и задания**

**Задание 1.** Read the text

#### **Types of Planning in Business**

Suchi Moorthy, a business consultant defined the main types of business plans:

##### *Start-Up Plans*

This plan is the defining step for any new business. It has an executive summary in the beginning and the projections for the first year. It also lists the company's aspirations and strategies in terms of product or service to be produced, the market in which it is going to operate, implementation milestones and the team that is going to implement them.

##### *Feasibility Plans*

This plan ascertains whether a business must be set up. This is an extension of a start-up plan. It has an executive summary, mission statement, goals, analysis of the market, costs, pricing and likely expenditure.

##### *Internal Plans*

These plans, as the name suggests, are internal to the organization. The organization's planned working style is briefly listed here. Each functional department has an internal plan for its functioning and operations. These usually include implementation milestones, time frames and the responsibilities of the people who would execute the work.

##### *Strategic Plans*

This planning is for the overall picture. With a strategic plan the organization chalks out all the alternatives available and the trade-offs in choosing any one over the others. Also, the priorities are underlined and the ends and means toward achieving targets are spelled out clearly.

### *Growth Plans*

This plan chalks out the organization's path toward expansion. This almost always includes views on investments, operations, finances, time and personnel resources. Also, if the company is planning to introduce a new product, this planning comes in handy (by Suchi Moorthy, eHow Contributor).

### **Five Essential Elements of a Good Business Plan**

When developing your business plan ensure that you have kept the following in mind. Stop and ask yourself the following? If the answer to your question is "yes", continue, but if it is "no", stop and revise what you have written until you are satisfied that you can answer "yes" to each question.

*Is my business plan simple?*

Make sure your business plan is easy to understand and to implement. Is it a practical document and will anyone who picks it up get a clear picture of what you're wanting to achieve?

*Is my business plan specific?*

You need to ensure that your goals are specific and measurable. Does your action plan include deadlines, budgets and who's going to get the job done.

*Is my business plan realistic?*

Don't set yourself up for failure. Ensure that when you set your goals that you've actually looked at what it'll take to implement. Make sure that your sales goals are achievable.

*Is my business plan complete?*

Make sure that you have included all the relevant aspects of your business. While the purpose of some business plans differ there are specific business plan basics in every document. Make sure you're thorough and rather include too much detail rather than too little.

*Are My Goals SMART?*

Make sure that you have adopted the principle of SMART goals:

specific  
measurable  
achievable  
realistic  
timely

### **Задание 2.**

#### **Take-aways**

1. A business plan is a formal statement of a set of business goals, the reasons they are believed attainable, and the plan for reaching those goals. It may also contain background information about the organization or team attempting to reach those goals.
2. Types of Planning in Business: Start-Up Plans, Feasibility Plans, Internal Plans, Strategic Plans, Growth Plans.
3. It is also important to understand that when developing your business plan there are specific business plan basics that need to be included in your plan. There are five essential elements of a business plan that are critical if its to be of any value at all.

**Задание 3.** Prepare a report about a famous company and the story of its success.

**Задание 4.** Go through the phrases given below.

**competitive** - when a company offers good products or services at a good rate

**to expand into new markets** - to start operating in new regions or countries

**a good reputation** - when a company is respected and valued by people

**to merge** - to combine to become one (e.g. two companies)

**a multinational company** - a company that operates in more than one country

**open-plan** - when an office has no interior walls, so that all members of staff are working in the same room rather than in individual offices

**profitable** - when a business makes a profit and is not lossmaking

**to be recognized internationally** - to be known about and well thought-of around the world

**to take over** - to buy another company

**a security pass** - a card allowing entry to premises or building, possibly with a photo of the holder

**the service industry** - companies that offer a service (e.g. training, leisure, marketing)

**a solid client base** - a number of reliable and regular clients/customers

**a tower block** - a building with very many floors

**a well-established company** - a company that has been in business long enough to have a solid client base and good reputation

**the working environment** - the place and atmosphere within which people work

## **Практическое занятие № 10**

### **Тема 10. Собеседование на работу**

#### **Цель работы:**

Овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Оснащение:** методические рекомендации по выполнению практической работы, формы отчетности.

#### **Порядок и методика выполнения заданий:**

1. Обсудить представленные вопросы для устного опроса.
2. Ознакомиться с аутентичным текстом.
2. Выполнить задания по прочитанному тексту.
3. Выполнить лексико-грамматические задания.

#### **Теоретические вопросы для устного опроса (собеседования):**

1. What's the most important thing you should do at a job interview?
2. What things you shouldn't do there?
3. How to get a job you want?

#### **Вопросы и задания**

##### **Задание 1. Read the text.**

##### **RICHARD REED, INNOCENT DRINKS**

Turnover: over £100million

Number of employees: 250

HQ location: London, UK

Year founded: 1998

Ownership: privately-held

Richard Reed founded Innocent in 1998 with two friends from Cambridge University, Adam Balon and Jon Wright. When they left university they all got jobs with blue-chip companies - one went into advertising and two went into management consultancy. But that didn't stop them constantly talking about setting up a business - a conversation they'd been having since their student days.

Four years later they quit their jobs and decided to go into business after getting back from snowboarding holiday where they'd done nothing but talk about their desire to become entrepreneurs.

They decided to set up a business which would appeal to people like them – so they fixed on the theme of doing good to themselves. The result was Innocent, a drinks company producing pure fruit smoothies. The company now produces more than 30 different recipes and sells more than two million smoothies each week through 10,000 retailers in the UK and overseas.

Since Innocent was launched the company has been growing by 20% year on year and currently has a 75% share of the smoothie market. In April 2009 Coca-Cola bought an 18% stake in the company for £30 million. A year later it paid £65 million for a 58% stake.

Part of its marketing strategy is to use delivery vans which are decorated to look like cows or grassy fields. The company also prides itself on being 'a happy place to work' and 'people-oriented', with a relaxed working environment which includes having a grass floor in the office.

Key advice

"If you're 70% sure about an idea then go for it. Because if you wait till you're 100% confident in business... you'll never make a decision, you'll never get anywhere."

(BBC News Business)

**Задание 2.** Which of these statements are true? Correct the false ones.

1. The head office of the company is situated in New York.
2. Richard Reed and his friend set up their company while they were students.
3. Innocent drinks was found to be one of the companies with the happy employees.
4. The company has been growing by 20% year on year since 2005.

**Задание 3.** Discuss the questions.

1. Would you like to work for such a company like Innocent drinks?
2. What makes people happy at work? What factors are important for you at work?

**Задание 4.** Put a suitable word in the gaps according to the text.

1. The brand is set to \_\_\_\_\_ all three of its model families.
2. Market data suggests the global SUV market will \_\_\_\_\_ 22 million units by 2020.
3. What is Land Rover \_\_\_\_\_?
4. Land Rover plans to \_\_\_\_\_ the Range Rover line-up to six models
5. This dramatic expansion will put a huge strain on the \_\_\_\_\_ and engineering capabilities of Jaguar Land Rover.
6. However, not all of this investment is \_\_\_\_\_ to be focused on the UK.
7. Reports from China in early October said that the JLR \_\_\_\_\_ with Chinese car maker Chery gained approval in record time from the Chinese National Development and Reform Commission.
8. Its 96 Chinese \_\_\_\_\_ will also soon be expanded by a further 47 showrooms.
9. Tastes are increasingly \_\_\_\_\_ from conventional luxury saloon cars towards SUVs.

**Задание 5.** Memorize the phrases give below.

#### **Active Business Vocabulary**

Here are some definitions and examples of vocabulary relating to planning.

**achievable** - something that is realistic and possible, such as a goal

**to analyze** - to look into something in detail, such as why sales have not risen as much as hoped

**to base a decision on** - to make a decision depending on information available at the time

**to be cautious** - to be careful; to not want to take big risks

**a concern** - a worry, something you're not very confident or happy about

**to conduct an assessment** - to analyze; to carry out research, perhaps to feed into the decision-

making process

**the current situation** - what things are like now, at the present time

**to diversify** - to move into new or different areas of work

**to downsize** - to become smaller

**to draw up a plan** - to put a plan together

**to enable** - to make something possible; to make something happen

**to evaluate** - to assess a situation; to look at pros and cons

**to expand** - to get bigger; to move into more markets

**a failure** - something that didn't go well, wasn't a success

**to focus on** - to concentrate on; to have as the main thing to work on

**a forecast** - a prediction; how you think things might turn out in the future

**a goal** - an objective; what is to be aimed at (and hopefully achieved) in the future

**to look into** - to get more information about; to consider

**to make the most of** - to get as many benefits out of a situation as possible

**an outlook** - a probable or expected outcome

**to pan out** - to work out; to turn out

**the planning process** - the stages to go through when planning

**to predict** - to say how things might turn out in the future

**a priority** - an action that needs to be done before another

**a proposal** — a suggestion; an idea; a possible way forward

**to raise a concern** - to express a worry

**a risk** - something you cannot control, but which could have a negative effect

**to set targets** - to agree what is achievable and what should be done

**to share a vision** - to have the same idea about what should be done and achieved in the future

**a strategy** - an agreed way forward; a plan for success

**a success** - something that goes well, as planned

**unforeseen** - something that was not expected

**unrealistic** - something that is not particularly achievable.

## **Список информационных источников:**

### **Основные печатные издания**

1. Гливенкова О.А. Английский язык для экономических специальностей: учебник для СПО / Гливенкова О.А., Морозова О.Н. — Саратов, Москва: Профобразование, Ай Пи Ар Медиа, 2021. — 170 с. — ISBN 978-5-4488-0958-3, 978-5-4497-0804-5. — Текст: электронный // IPR SMART: [сайт]. — URL: <https://www.iprbookshop.ru/100491.html>
2. Грищенко, Н. А. Иностранный язык. Английский. (Деловая сфера коммуникации): учебное пособие / Н. А. Грищенко, Е. О. Ершова, М. А. Старшева. - Красноярск: Сиб. федер. унт, 2019. - 172 с. - ISBN 978-5-7638-4206-7. - Текст: электронный. - URL: <https://znanium.com/catalog/product/1818944>
3. Горденко Н.В. Иностранный язык. Развитие английской разговорной речи: учебное пособие / Горденко Н.В., Горденко Д.В.. — Москва: Ай Пи Ар Медиа, 2020. — 136 с. — ISBN 978-5-4497-0420-7. — Текст: электронный // IPR SMART: [сайт]. — URL: <https://www.iprbookshop.ru/94203.html>

### **Основные электронные издания**

1. Байдикова, Н. Л. Английский язык для технических направлений (В1–В2): учебное пособие для среднего профессионального образования / Н. Л. Байдикова, Е. С. Давиденко. — Москва: Издательство Юрайт, 2023. — 171 с. — (Профессиональное образование). — ISBN 978-5-534-10078-5. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/516975>.
2. Гуреев, В. А. Английский язык. Грамматика (В2): учебник и практикум для среднего профессионального образования / В. А. Гуреев. — Москва: Издательство Юрайт, 2023. — 294 с. — (Профессиональное образование). — ISBN 978-5-534-10481-3. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/516727>.

### **Дополнительные источники**

1. Кузьменкова, Ю. Б. Английский язык для технических колледжей (А1): учебное пособие для среднего профессионального образования / Ю. Б. Кузьменкова. — Москва: Издательство Юрайт, 2023. — 207 с. — (Профессиональное образование). — ISBN 978-5-534-12346-3. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/517769>.
2. Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 1: учебное пособие для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва: Издательство Юрайт, 2023. — 264 с. — (Профессиональное образование). — ISBN 978-5-534-09890-7. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/513179>.

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное автономное образовательное учреждение высшего  
образования  
«Северо-Кавказский федеральный университет»

Колледж СКФУ в г. Ставрополе

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**  
для самостоятельной работы

по дисциплине     **СГ.03   Иностранный язык в профессиональной деятельности**

Специальность     38.02.01 Экономика и бухгалтерский учет

Форма обучения   очная

Ставрополь

Методические указания для самостоятельной работы по дисциплине «Иностранный язык в профессиональной деятельности» составлены в соответствии с требованиями ФГОС СПО и предназначены для студентов, обучающихся по специальности: 38.02.01 Экономика и бухгалтерский учет.

Методические указания для самостоятельной работы разработаны:

1. Иванов С.В., преподаватель колледжа СКФУ в г. Ставрополе

### Пояснительная записка

Методические указания для самостоятельной работы по дисциплине СГ.03 Иностранный язык в профессиональной деятельности составлены в соответствии с требованиями ФГОС СПО и предназначены для студентов, обучающихся по специальности: 38.02.01 Экономика и бухгалтерский учет в целях закрепления теоретического материала и приобретения практических навыков по данной дисциплине.

Целью методических указаний является обеспечение эффективности самостоятельной работы обучающихся, определение ее содержания, установление требований к оформлению и результатам самостоятельной работы.

Целью самостоятельной работы является формирование и развитие профессиональных и общих компетенций и их элементов.

В результате освоения учебной дисциплины обучающийся должен **уметь**: распознавать задачу и/или проблему в профессиональном и/или социальном контексте на иностранном языке; выявлять и эффективно искать информацию, необходимую для решения задачи и/или проблемы на иностранном языке; определять необходимые источники информации, планировать процесс поиска; структурировать получаемую информацию на иностранном языке; выделять наиболее значимое в перечне информации на иностранном языке; оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач на иностранном языке; применять современную научную профессиональную терминологию на иностранном языке; понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы на иностранном языке; кратко обосновывать и объяснять свои действия (текущие и планируемые) на иностранном языке; писать простые связные сообщения на знакомые или интересующие профессиональные темы.

В результате освоения учебной дисциплины обучающийся должен **знать**: актуальный профессиональный и социальный контекст, в котором приходится работать и жить; основные источники информации и ресурсы для решения задач и проблем в профессиональном и/или социальном контексте на иностранном языке; современная научная и профессиональная терминология на иностранном языке; правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения.

Задачами методических указаний по самостоятельной работе являются:

1. развитие комплексного подхода к изучению дисциплины;
2. активизация самостоятельной работы обучающихся;
3. содействие развитию творческого отношения к данной дисциплине;
4. выработка умений и навыков рациональной работы с литературой и нормативными документами;
5. управление познавательной деятельностью обучающихся.

Функциями методических указаний по самостоятельной работе являются:

1. определение содержания работы обучающихся по овладению программным материалом;
2. установление требований к результатам изучения дисциплины.

Сроки выполнения и виды отчётности самостоятельной работы определяются преподавателем и доводятся до сведения обучающихся перед началом изучения дисциплины.

#### **План-график выполнения самостоятельной работы**

| <b>№</b> | <b>Наименование разделов и тем дисциплины.</b> | <b>Вид и задание самостоятельной работы</b>                                                                                         | <b>Часы</b> |
|----------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1.       | Тема 4. Методики планирования                  | <b>Самостоятельная работа обучающихся №1</b> подготовить презентацию по теме «Практики успешных менеджеров»                         | 2           |
| 2.       | Тема 5. Работа в команде                       | <b>Самостоятельная работа обучающихся №2</b> подготовить монологическое высказывание по теме «Организация взаимодействия в команде» | 2           |
| 3.       | Тема 6. Деловые поездки                        | <b>Самостоятельная работа обучающихся №3</b> подготовить диалог по теме «Онлайн-переписка и телефонные переговоры»                  | 2           |
| 4.       | Тема 7. Успех в работе                         | <b>Самостоятельная работа обучающихся №4</b> подготовить словарь терминов по теме «Успех в работе»                                  | 2           |
| 5.       | Тема 8. Развитие деловых отношений             | <b>Самостоятельная работа обучающихся №5</b> монологическое высказывание по теме «Преимущества бизнес-отношений»                    | 2           |
| 6.       | Тема 9. Деловые задачи и цели                  | <b>Самостоятельная работа обучающихся №6</b> подготовить словарь терминов по теме «Деловые задачи и цели»                           | 2           |
| 7.       | Тема 10. Собеседования на работу               | <b>Самостоятельная работа обучающихся №7</b> подготовить презентацию по теме «Методики и тактики убеждения»                         | 4           |
|          | Итого                                          |                                                                                                                                     | 16          |

## **Рекомендации по оформлению видов и форм отчетности по самостоятельной работе**

### **Методические рекомендации по оформлению сочинения-рассуждения:**

Сочинение-рассуждение – письменная работа, в которой студент выражает свои мысли, аргументирует свое мнение и рассуждает по конкретной теме. Написание сочинений-рассуждений на иностранном языке способствует развитию языковых навыков, аналитического мышления, способности к аргументации и повышению уверенности в письменной и устной коммуникации, что является необходимым для успешной профессиональной деятельности.

Сочинение должно быть логичным и грамматически правильным. Объем работы составляет 1-2 страницы текста (не более 300-400 слов).

Сочинение должно быть логично структурировано и состоять из трёх основных частей:

1. Введение (В этом разделе необходимо ввести читателя в тему. Можно начать с размышлений о том, что значит профессия для человека, почему важно выбирать профессию, соответствующую личным интересам и внутренним убеждениям. Для студентов важно указать, почему выбор профессии в их специальности имеет важное значение.)
2. Основная часть (В этом разделе необходимо более детально рассмотреть свою профессию. Студент должен описать, почему он выбрал именно эту профессию, какие качества и навыки необходимы для успешной работы, что привлекает в данной области. Также можно указать, как профессия связана с личными интересами и ценностями.)
3. Заключение (В заключении необходимо подвести итог, закрепив важность выбранной профессии, а также выразить личное отношение к ней. Можно отметить, как выбранная профессия будет способствовать личностному и профессиональному развитию в будущем.)

### **Методические рекомендации по оформлению доклада:**

Подготовка доклада направлено на развитие навыков исследовательской работы, способность аргументировать свою точку зрения, а также применять профессиональную лексику на иностранном языке. Доклад должен отражать личное мнение студента, его подход к выбору профессии и учитывать актуальные вопросы выбора профессии в сфере здравоохранения. Рекомендуемый объем доклада – 250-350 слов.

Доклад должен быть логично структурировано и состоять из следующих частей:

1. Титульный лист
2. Введение (Введение должно включать общую постановку вопроса о выборе профессии, его значении в жизни человека. Важно обозначить, что выбор профессии является одним из ключевых моментов в жизни каждого человека и от этого выбора зависит дальнейшая карьерная и личностная траектория.)
3. Основная часть (В основной части доклада следует рассмотреть несколько факторов, влияющих на выбор профессии.)

4. Заключение (В заключении необходимо подвести итог, подчеркнув важность осознанного выбора профессии и осмысления всех факторов, влияющих на этот выбор. Можно отметить, что профессия должна соответствовать не только интересам, но и внешним обстоятельствам, чтобы обеспечить долгосрочную карьеру и личное удовлетворение.)

5. Список источников

#### **Методические рекомендации по оформлению анализа:**

Подготовка анализа по теме «Сравнение среднего профессионального образования в России, Великобритании, США и Китае» направлено на развитие навыков исследования и аналитической работы на иностранном языке, а также на умение сравнивать системы образования разных стран с учетом специфики профессии, например, в области сестринского дела. Рекомендуемый объем – 400-500 слов.

Анализ должен быть логично структурирован и состоять из следующих частей:

1. Введение (В введении нужно кратко описать, что такое среднее профессиональное образование и почему важно проводить его сравнительный анализ в разных странах. Также следует обозначить, что данное исследование будет касаться специфики среднего профессионального образования в России, Великобритании, США и Китае, с акцентом на его роль для подготовки специалистов в сфере сестринского дела.)
2. Основная часть (Основная часть должна включать подробное сравнение систем среднего профессионального образования в четырех странах. Для каждой страны нужно рассмотреть такие аспекты, как структура, качество и стандарты образования, карьерные перспективы)
3. Заключение (В заключении необходимо подвести итог анализа, отметить, что каждая страна имеет свои особенности в организации среднего профессионального образования в сфере сестринского дела. Вывод должен отражать, как эти различия и сходства влияют на подготовку специалистов и какие лучшие практики можно использовать для улучшения образования в России.)
4. Список источников

#### **Методические рекомендации по оформлению диалога:**

Задание направлено на развитие навыков ведения профессионального общения на иностранном языке в рамках делового диалога. Важно научиться вести беседу с иностранными партнерами, обсуждать темы, связанные с профессиональной деятельностью, в том числе в сфере сестринского дела. Это задание способствует улучшению коммуникативных навыков, а также способности адаптировать речевые конструкции для общения с иностранными коллегами в профессиональной сфере. Диалог должен быть посвящен обсуждению профессиональных вопросов в области сестринского дела с иностранным партнером. Можно выбрать конкретную тему, например, обмен опытом в уходе за пациентами, образовательные программы, или проблемы, с которыми сталкиваются медицинские работники в разных странах. Диалог должен состоять из 6-8

обменов репликами. Важно использование формального и профессионального стиля общения, применение профессиональной лексики, использования вежливых форм приветствия, прощания и благодарности, так как диалог касается делового общения с иностранным партнером.

Диалог должен быть логично структурирован и состоять из следующих частей:

1. Приветствие и представление.
2. Основную тему обсуждения.
3. Вопросы для обмена мнениями.
4. Благодарность и прощание.

### **Методические рекомендации по оформлению вопросов по просмотренному видеоматериалу:**

Задание направлено на развитие навыков критического восприятия и анализа информации на иностранном языке, а также на улучшение коммуникативных способностей в контексте трудоустройства и карьеры. Задача состоит в том, чтобы, просмотрев видео на тему «Трудоустройство и карьера» и «Интервью и собеседование», подготовить вопросы, которые помогут углубить понимание ключевых аспектов этих тем и использовать эти знания в будущей профессиональной деятельности в области сестринского дела. Рекомендуемый объем – 5-10 вопросов по каждому видео.

Примеры вопросов:

- What are some unusual questions that may come up in an interview?
- How should you prepare for the question: "Why do you want to work here?"
- Why is it important to research the company before an interview?
- What strategies can help build a successful career?
- How can someone find a job without prior experience?

### **Методические рекомендации по оформлению презентации:**

Задание направлено на развитие навыков подготовки презентации на иностранном языке, умение систематизировать информацию, проводить исследования и представлять ее в логичной и привлекательной форме. Тема задания позволяет учащимся изучить эволюцию чемпионатов по профессиональному мастерству в России и понять, как эти мероприятия могут быть полезными для профессионалов в различных сферах, в том числе в сестринском деле. Презентация должна состоять из 8-10 слайдов. Используйте четкий, но не перегруженный дизайн. Основное внимание должно быть на содержании, а не на декоративных элементах. Для текста используйте крупный, легко читаемый шрифт (например, Arial или Times New Roman, размер шрифта 24-28). Слайды должны быть минималистичными — избегайте длинных текстов, используйте ключевые фразы. Добавьте изображения, графики или диаграммы для наглядности (например, фотографии с чемпионатов или графики, иллюстрирующие рост популярности чемпионатов).

Структура презентации:

1. Титульный слайд:
  - a. Название презентации: «Чемпионаты России по профессиональному мастерству: от прошлого к настоящему».
  - b. Имя студента (Ваше имя).
  - c. Название учебного заведения.
  - d. Дата презентации.
2. Введение (1 слайд):
3. Основная часть (3-5 слайдов):
4. Заключение (1 слайд):
5. Список использованных источников (1 слайд):

**Методические рекомендации по оформлению монологического высказывания:**

При подготовке обучающихся следует уделить особое внимание устному монологическому высказыванию, так как это задание часто вызывает наибольшие трудности у обучающихся и является одним из наиболее сложных видов речевой деятельности.

Монолог – это вид речевой деятельности, предполагающий продолжительное высказывание одного лица, обращенное к аудитории. Особенности монологической речи являются: целенаправленность/соответствие речевой задаче, непрерывный характер, логичность, смысловая законченность, самостоятельность, выразительность.

Согласно критерия оценивания максимальный балл за ответ (7), обучающийся получает при выполнении следующих параметров:

- задание выполнено полностью: цель общения достигнута; тема раскрыта в полном объеме (полно, точно и развернуто раскрыты все четыре аспекта, указанные в задании);
- объем высказывания – не менее 10–12 фраз (в среднем по 3-5 фраз на каждый пункт плана + вступление + заключение);
- обязательно присутствуют вступительная и заключительная фразы;
- монологическое высказывание построено логично и связно, в заданном объеме и в контексте коммуникативной задачи в различных стандартных ситуациях социально-бытовой, социально-культурной и социально-трудовой сфере общения с опорой на план, представленный в виде косвенных вопросов;
- точно и правильно употреблены языковые средства оформления высказывания;

Типичные ошибки при выполнении задания «Тематическое монологическое высказывание»:

- отсутствие вступления/заключения;
- несоблюдение структуры монолога;
- избыточная информация по заявленной теме;
- лексико-грамматические ошибки;
- отсутствие или неправильное использование языковых средств;
- использование элементарной лексики;

свидетельствуют о том, что языковые навыки оформления монологического высказывания требуют дальнейшего совершенствования, а речевые умения монологического высказывания дальнейшего развития.

На подготовку к ответу выделяется 1,5 минуты, а на само высказывание - 2 минуты. Если учащийся не успевает ответить за отведенное время, запись все равно прекращается и соответственно экспертом проверяется только 2 минуты.

За время подготовки необходимо в первую очередь внимательно прочесть текст задания, обращая особое внимание на вопросы, которые необходимо раскрыть с учётом времени, отводимого на ответ, и требуемого объёма высказывания. Затем нужно продумать само монологическое высказывание, а именно: вступление (представление темы), основную часть (раскрытие четырёх аспектов задания), заключение (подведение итога сказанному, выражение своего мнения). В процессе подготовки записи вести нельзя.

В идеале во время ответа учащемуся необходимо:

- начать со вступительной фразы;
- раскрыть содержание всех аспектов задания;
- давать развёрнутую аргументацию, если в одном из аспектов задания есть пункт why; • стараться не давать избыточную информацию, которая не обозначена в пунктах плана;
- правильно использовать лексические единицы и грамматические формы и конструкции, соответствующие коммуникативной задаче и уровню сложности задания;
- подвести итог, обобщив сказанное в основной части высказывания, и дать заключительную фразу.

Для введения можно использовать стандартные фразы, а именно:

I'm going to give a talk about...  
 I'm going to tell you about ...  
 I'd like to give a talk about...  
 I'd like to talk about...  
 Now I would like to speak about  
 Let me give a talk about...

Для заключительных фраз можно использовать:

That's all I wanted to say (to tell you about...). Thank you for listening to me.

Well, I've come to the end of my talk. Thank you for listening to me.

That's all. Thank you for your attention.

Right, that's just about all I wanted to cover.

На начало и конец желательно ограничиться одним-двумя предложениями, так как слишком большие по сравнению с основной частью начало и конец могут не засчитать или даже поставить минус за организацию высказывания.

Что касается пунктов плана, то нужно отметить, что это не только вопросы, на которые нужно ответить одной фразой. Необходимо комментировать каждый пункт плана не менее 2-3 предложениями, чтобы набрать необходимый объем высказывания для полного и точного ответа. Если объем ответа недостаточен, даже при наличии ответа, балл будет снижен.

Для того, чтобы речь была естественной и спонтанной нужно говорить в обычном ритме и использовать средства логической связи, которые можно поделить на 8 групп:

1. Вступительная часть (beginning an answer)
2. Последовательность (sequence of actions)
3. Приведение примеров (giving examples)
4. Добавление информации (adding information)
5. Усиление (adding emphasis)
6. Сравнение, противопоставление (contrasting ideas)
7. Выражение личного мнения (giving opinions)
8. Завершение высказывания (concluding)

| № | Группы средств логической связи           | Варианты средств логической связи                                                                                                                                      |
|---|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | Вступительная фраза                       | I'm going to tell you about ...<br>I'd like to give a talk about...<br>I'd like to talk about ...<br>Now I would like to speak about...<br>Let me give a talk about... |
| 1 | Вступительная часть (beginning an answer) | To begin with, ... .<br>To start with, ... .<br>First of all, ... .<br>Well, to kick off, ... .                                                                        |
| 2 | Последовательность (sequences)            | First, ... . /<br>Firstly, ... . Second, ... . /<br>Secondly, ... . After that, ... .<br>Next, ... .<br>Then ... .<br>Finally, ... .                                   |

|   |                                                   |                                                                                                                                                                                                           |
|---|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Приведение примеров (giving examples)             | For example, ... . For instance, ... .<br>You can see this with ... .<br>... such as ... .<br>... like ... .<br>Take ... as an example.                                                                   |
| 4 | Добавление информации (adding information)        | Another thing is, apparently ... .<br>On top of that, ... .<br>To my knowledge, ... .<br>As far as I know, ... .<br>And I'd like to add that ... .<br>Also, ... .<br>Besides, ... .<br>What's more, ... . |
| 5 | Усиление (adding emphasis)                        | As a matter of fact, ... .<br>Actually, ... .<br>In fact, ... .<br>I'd go as far as to say, ... .<br>And here is the thing, apparently ... .                                                              |
| 6 | Сравнение, противопоставление (contrasting ideas) | On the one hand, .... on the other hand, ... .<br>But ... .<br>However, ... .<br>Despite this fact, ... .                                                                                                 |
| 7 | Выражение личного мнения (giving opinions)        | <i>I believe/ think/ feel that ... .</i><br><i>It seems to me that ... .</i><br><i>As for me, I ... .</i><br><i>Personally, I... .</i><br><i>To my mind, ... .</i>                                        |

### **Методические рекомендации по составлению индивидуального англо-русского терминологического словаря**

Терминологические словари, как правило, бывают алфавитными и переводными; они содержат научную, техническую или другую терминологию. Отраслевые терминологические словари включают в себя информацию, отражающую интересы определенной специальности или области знания.

Рекомендации по составлению терминологического мини- словаря

Приступайте к выполнению работы после прочтения всех пунктов.

Выберите словарь, текст или несколько текстов по изучаемой специальности (в зависимости от уровня владения английским языком).

Прочитайте тексты.

При чтении выделяйте слова, которые являются специальными терминами (т.е. относятся к языку вашей специальности). Например: engineer, contract, cab-tire cable, account.

Выпишите или сразу прочитайте в программе Word выделенные термины на английском языке, нумеруя их. Если ключевое слово встречается в тексте в сочетании с

разными словами и эти словосочетания также являются терминами, выписывайте их тоже. Например: bill – вексель, счет; bill of exchange – переводной вексель.

Отсортируйте по алфавиту выписанные английские термины.

Найдите в англо-русском словаре, в составе которого есть и терминология вашей специальности, русские эквиваленты (перевод) английских терминов.

Напротив каждого английского термина вашего отсортированного списка выпишите его перевод.

Используйте рекомендуемый преподавателем список текстов и словарей.

Уточните требования к минимальному содержанию слов в вашем словаре в соответствии с вашим уровнем подготовки.

### **Критерии оценки результатов самостоятельной работы**

Критериями оценок результатов внеаудиторной самостоятельной работы студента являются:

- Логичность и последовательность изложения мыслей.
- Соблюдение структуры.
- Грамотность и точность языка.
- Применение профессиональной лексики.
- Степень раскрытия темы и творческий подход.
- Связь с реальной практикой и использование примеров (при наличии).

## **Список информационных источников:**

### **Основные источники:**

1. Гливенкова О.А. Английский язык для экономических специальностей: учебник для СПО / Гливенкова О.А., Морозова О.Н. — Саратов, Москва: Профобразование, Ай Пи Ар Медиа, 2021. — 170 с. — ISBN 978-5-4488-0958-3, 978-5-4497-0804-5. — Текст: электронный // IPR SMART: [сайт]. — URL: <https://www.iprbookshop.ru/100491.html>
2. Грищенко, Н. А. Иностранный язык. Английский. (Деловая сфера коммуникации): учебное пособие / Н. А. Грищенко, Е. О. Ершова, М. А. Старшева. - Красноярск: Сиб. федер. унт, 2019. - 172 с. - ISBN 978-5-7638-4206-7. - Текст: электронный. - URL: <https://znanium.com/catalog/product/1818944>
3. Горденко Н.В. Иностранный язык. Развитие английской разговорной речи: учебное пособие / Горденко Н.В., Горденко Д.В.. — Москва: Ай Пи Ар Медиа, 2020. — 136 с. — ISBN 978-5-4497-0420-7. — Текст: электронный // IPR SMART: [сайт]. — URL: <https://www.iprbookshop.ru/94203.html>

### **Основные электронные издания**

1. Байдикова, Н. Л. Английский язык для технических направлений (В1–В2): учебное пособие для среднего профессионального образования / Н. Л. Байдикова, Е. С. Давиденко. — Москва: Издательство Юрайт, 2023. — 171 с. — (Профессиональное образование). — ISBN 978-5-534-10078-5. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/516975>.
2. Гуреев, В. А. Английский язык. Грамматика (В2): учебник и практикум для среднего профессионального образования / В. А. Гуреев. — Москва: Издательство Юрайт, 2023. — 294 с. — (Профессиональное образование). — ISBN 978-5-534-10481-3. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/516727>.

### **Дополнительные источники**

1. Кузьменкова, Ю. Б. Английский язык для технических колледжей (А1): учебное пособие для среднего профессионального образования / Ю. Б. Кузьменкова. — Москва: Издательство Юрайт, 2023. — 207 с. — (Профессиональное образование). — ISBN 978-5-534-12346-3. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/517769>.
2. Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 1: учебное пособие для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва: Издательство Юрайт, 2023. — 264 с. — (Профессиональное образование). — ISBN 978-5-534-09890-7. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/513179>.