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Дата подписания: 30.05.2026 12:08:41

Уникальный программный ключ:

8db180d1a3f02ac9e60521a5672742735c18b1d6

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«МОСКОВСКИЙ ПОЛИТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

(МОСКОВСКИЙ ПОЛИТЕХ)

ФАКУЛЬТЕТ ЭКОНОМИКИ И УПРАВЛЕНИЯ

УТВЕРЖДАЮ

Декан



/А.В. Назаренко/

«26» февраля 2026г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

«ИНОСТРАННЫЙ ЯЗЫК»

Направление подготовки

38.03.03 УПРАВЛЕНИЕ ПЕРСОНАЛОМ

Профиль

«ЭКОНОМИКО-ПРАВОВОЕ ОБЕСПЕЧЕНИЕ ТРУДОВЫХ ПРОЦЕССОВ»

Квалификация

бакалавр

Формы обучения

очно-заочная

Москва, 2026 г.

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1. Цели, задачи и планируемые результаты обучения по дисциплине

К **основным целям** освоения дисциплины «Иностранный язык» следует отнести: комплексное развитие сформированных на предыдущих ступенях образования коммуникативных навыков студентов, необходимых для эффективного повседневного и профессионального общения, а также знакомство студентов с цифровыми инструментами, которые как способствуют формированию необходимых иноязычных коммуникативных компетенций, так и облегчают устное и письменное взаимодействие с зарубежными коллегами.

К **основным задачам** освоения дисциплины «Иностранный язык» следует отнести:

- освоение необходимого лексического минимума для общения в повседневных и профессиональных целях;
- развитие навыков правильного использования грамматических конструкций, обеспечивающих коммуникацию без искажения смысла;
- развитие умения воспринимать иностранную речь на слух как в реальной жизни, так и в форме видеолекций и видеороликов в Интернете;
- развитие навыков чтения и понимания общей и научной литературы на иностранном языке по своему направлению подготовки;
- развитие умения грамотно выражать свои мысли в устной и письменной форме;
- развитие навыка использования цифровых инструментов для формирования необходимых иноязычных коммуникативных компетенций (онлайн толковые и двуязычные словари, инструменты для перевода текстов, исправления письменной речи, запоминания новых слов)
- формирование адекватного речевого поведения в повседневных и профессионально ориентированных ситуациях;
- формирование и развитие навыков самостоятельной работы (работы с иноязычными источниками, поиска и анализа необходимой информации, критического мышления) в том числе с привлечением цифровых инструментов (например: документы Google, сервисы для создания презентаций и т.д.).

Обучение по дисциплине «Иностранный язык» направлено на формирование у обучающихся следующих компетенций:

Код и наименование компетенций	Индикаторы достижения компетенции
УК-4: способность осуществлять коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном языке	ИУК-4.1. Учитывает особенности деловой коммуникации на государственном и иностранном языках в зависимости от особенностей вербальных и невербальных средств общения ИУК-4.2. Умеет вести обмен деловой информацией в устной и письменной формах на государственном и иностранном языках с учетом своеобразия стилистики официальных и неофициальных писем, а также социокультурных различий в формате корреспонденции ИУК-4.3. Выполняет перевод профессиональных текстов с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный

2. Место дисциплины в структуре образовательной программы

Данный курс входит в перечень обязательной части/части, формируемой участниками образовательных отношений блока Б1 «Дисциплины (модули)». Дисциплина «Иностранный язык» логически, содержательно и методически связана с другими гуманитарными дисциплинами в учебном плане, направленными на расширение кругозора, формирование гуманистического мировоззрения и развитие коммуникативных навыков, а также с

информационными технологиями, которые направлены на формирования цифрового сознания студентов.

3. Структура и содержание дисциплины

Общая трудоемкость дисциплины составляет **12** зачетных единиц (**432** часа).

3.1. Виды учебной работы и трудоемкость

3.1.2. Очно-заочная форма обучения

№ п/п	Вид учебной работы	Кол-во часов	Семестры					
			1	2	3	4	5	6
1	Аудиторные занятия	104	14	18	18	18	18	18
	В том числе:							
1.1	Лекции	-	-	-	-	-	-	-
1.2	Семинарские/практические занятия	104	14	18	18	18	18	18
1.3	Лабораторные занятия	-	-	-	-	-	-	-
2	Самостоятельная работа	328	58	54	54	54	54	54
3	Промежуточная аттестация							
	Зачет/диф.зачет/экзамен		зачет	диф. зачет	зачет	диф. зачет	зачет	экзамен
	Итого	432	72	72	72	72	72	72

3.2. Тематический план изучения дисциплины

(по формам обучения)

3.2.1. Очно-заочная форма обучения

№п/п	Разделы/темы дисциплины	Трудоемкость, час					
		Всего	Аудиторная работа				Самостоятельная работа
			Лекции	Семинарские/практические занятия	Лабораторные занятия	Практическая подготовка	
1	Семестр 1	72		14			58
1.1	Тема 1. My Family	24		4			20
1.2	Тема 2. My University	24		4			20
1.3	Тема 3. My Country	24		6			18
2	Семестр 2	72		18			54
2.1	Тема 4. Traveling. Planning a Business Trip	24		6			18
2.2	Тема 5. Means of Transport	24		6			18
2.3	Тема 6. Healthy lifestyle	24		6			18

3	Семестр 3	72		18			54
3.1	Тема 7. Human Resource Management (HRM)	18		2			16
3.2	Тема 8. Rules from the Recruitment Insiders	18		6			12
3.3	Тема 9. Public Management	18		4			14
3.4	Тема 10. International management expansion	18		6			12
4	Семестр 4	72		18			54
4.1	Тема 11. Changing context of Public Management and Policy	18		2			16
4.2	Тема 12. Strategic Management in the Public sector	18		6			12
4.3	Тема 13. New Trends in Human Resources	18		4			14
4.4	Тема 14. Digital Technology in Human Resources and Public Services	18		6			12
5	Семестр 5	72		18			54
5.1	Тема 15. The main aspects of economics	24		6			18
5.2	Тема 16. Macroeconomics and microeconomics	24		6			18
5.3	Тема 17. Economic issues	24		6			18
6	Семестр 6	72		18			54
6.1	Тема 18. What are factors of production? Capital as a factor of production	18		4			14
6.2	Тема 19. Labor as a factor of production	18		4			14
6.3	Тема 20. Land as a factor of production	18		4			14
6.4	Тема 21. Entrepreneurship, ownership and technology as factors of production	18		6			12
	Итого	432		104			328

3.3. Содержание дисциплины

1 семестр

Тема 1: My Family

Лексический минимум	family • growing up • convenience • favorite family tradition • demand • sport to play • changes in family role • details of family relationships • activities • celebrations • household budgets • the generation gap • parental responsibility • life expectancy • estate • skillful ways • to make a family wealthy • to sell and buy the goods • merchant • the future •
Грамматика	Местоимения. Множественное число существительных. Present Simple. There is/are. Предлоги места и времени. Степени сравнения.
Чтение	Виды чтения (просмотровое, ознакомительное, изучающее). Отработка выполнения заданий по заполнению таблиц или диаграмм на основе прочитанного текста.

Говорение	Описание <i>What is a family member you admire?</i>
Письмо	Письменное описание <i>Do you get along well with your family?</i> Связующие слова <i>and, also, moreover, but, however, although, besides.</i>

Тема 2: My University

Лексический минимум	Meeting preparation and coordination at the university • to identify the purpose of your future profession • informal or formal meeting • develop professional skills • select the right university • decide where and when to look for the best university • send invitations.
Грамматика	Past Simple. Future Simple. Some, any, no и их производные.
Чтение	Развитие навыков просмотрового и ознакомительного чтения. Отработка выполнения заданий на «верно/неверно/не указано в тексте».
Говорение	Подготовить встречу зарубежного партнера в офисе “Administrative meeting” (ролевая игра). Слова, указывающие на последовательность действий: first, second, third, then, next, after, finally.
Письмо	Описать любой знаменитый университет “University”
Блок развития навыков самостоятельной работы: развитие навыков поиска и обработки информации.	Введение примера или иллюстрации в презентацию. “What is a successful international University?” (поиск информации по заданным вопросам в Интернете).

Тема 3: My Country

Лексический минимум	Country • the history of the country you live in • capital • well-planned city • select the right place to live • to be proud of the country • send invitations for the visitors • famous cities • famous people • industry • science • language • population • flag • traditions.
Грамматика	Модальные глаголы can, may, must. Эквиваленты модальных глаголов: be able to, might, have to, to be permitted to, to be allowed to.
Чтение	Развитие навыков просмотрового и ознакомительного чтения. Отработка выполнения заданий на «верно/неверно/не указано в тексте».
Говорение	Подготовить встречу зарубежного гостя в нашей стране “Meeting in Russia” (ролевая игра). Слова, указывающие на последовательность действий: first, second, third, then, next, after, finally.
Письмо	Описать любой всемирно известный город в нашей стране “Moscow”
Блок развития навыков самостоятельной работы: развитие навыков поиска и обработки информации.	Введение примера или иллюстрации в презентацию: “What is a smart city?” (поиск информации по заданным вопросам в Интернете).

2 семестр

Тема 4: Traveling. Planning a Business Trip

Лексический минимум	Business traveling, A 4-wheel drive • A baggage handler • A barge • A beltway/bypass/ringroad • goods • shortage • customs • disadvantages • A bonnet/hood (GB) • mental • money • A bumper • A bus ride & etc.
Грамматика	Present Continuous. Выражение to be going to. Present Perfect. Past Perfect.
Чтение	Отработка выполнения заданий «Подберите лучший заголовок для каждого абзаца» и «В каком абзаце говорится о...»

Говорение	“Barriers in multicultural communication”. Лексика для выражения своего мнения и аргументации (because, lead to disruptions and inability of some employees to work effectively as a team, cause conflict, due to, as). Краткое описание структуры заключения контракта с зарубежными партнерами, используя Present Continuous. Описание первых результатов в написания контракта, используя Present Perfect.
Письмо	“How does cultural diversity affect communication?” Структура эссе. Правила построения абзаца. Вводные предложения, которые формулирует тему абзаца.
Блок развития навыков самостоятельной работы: развитие навыков критического мышления.	Проведение круглого стола по теме «Культура англоязычных стран» (написание эссе по выбранной более узкой теме в рамках общего направления и представление небольшого доклада по теме эссе на круглом столе с последующим обсуждением сходства и различий между русскоязычной и англоязычными культурами).

Тема 5: Means of Transport

Лексический минимум	a means of transportation • a ferry • a fine/ticket • a baggage handler • A barge • a beltway/bypass/ringroad • goods • a free rental of city bikes • customs • disadvantages • a bonnet/hood (GB) • mental • money • a bumper • a bus ride & etc.
Грамматика	Времена группы Perfect.
Чтение	Отработка выполнения заданий «Подберите лучший заголовок для каждого абзаца» и «В каком абзаце говорится о...»
Говорение	“Barriers in transportation”. Лексика для выражения своего мнения и аргументации (because, lead to disruptions and inability of some employees to work effectively as a team, cause conflict, due to, as). Краткое описание структуры заключения контракта с зарубежными партнерами, используя Present Continuous. Описание первых результатов в написания контракта, используя Present Perfect.
Письмо	“How does cultural diversity affect transportation system?” Структура эссе. Правила построения абзаца. Вводные предложения, которые формулирует тему абзаца.
Блок развития навыков самостоятельной работы: развитие навыков критического мышления.	Проведение круглого стола по теме «Transportation» (написание эссе по выбранной более узкой теме в рамках общего направления и представление небольшого доклада по теме эссе на круглом столе с последующим обсуждением сходства и различий между транспортными системами в зарубежных странах).

Тема 6: Healthy lifestyle

Лексический минимум	Nutritious • Nutrition • Food allergy • Food intolerance • Free-range • Balanced diet • Fattening • Cut down on smth. • Snack • Strongly advise • To digest • & etc.
Грамматика	Past & Future Continuous. Future in the Past Simple. Present Perfect. Past Perfect.
Чтение	Отработка выполнения заданий «Подберите лучший заголовок для каждого абзаца» и «В каком абзаце говорится о...»
Говорение	Проведение круглого стола по теме «Healthy lifestyle». Лексика для выражения своего мнения и аргументации (because, lead to disruptions and inability of some employees to work effectively as a team, cause conflict, due to, as). Краткое описание структуры заключения контракта с зарубежными партнерами, используя Present Continuous. Описание первых результатов в написании контракта, используя Present Perfect.
Письмо	“Healthy lifestyle is becoming more and more popular” Структура эссе. Правила построения абзаца. Вводные предложения, которые формулирует тему абзаца.
Блок развития навыков самостоятельной работы: развитие навыков критического мышления.	Проведение круглого стола по теме «Healthy lifestyle»

3 семестр

Тема 7: Human Resource Management (HRM)

Лексический минимум	Human Resource Management (HRM) • to devise • staffing • employee compensation • benefit • mandate • strong communication skills • ever-increasing • actively listen and take notes • remain cheerful • enterprise • to govern • to conduct recruiting • executive education • appraisal • reward systems & etc.
Грамматика	Формы и правила использования Participle I and II.
Письмо	Описание круговой диаграммы по теме Human Resource Management (HRM)

Тема 8: Rules from the Recruitment Insiders

Лексический минимум	• recruitment • to hire • accountable • ownership employment brand • to frustrate • to streamline • schedule • to set expectations • behavioral questions • to deserve • decline • correspondence • term • content • nature • composition • format • paragraph • expand • information • provide • tone • address • recipient • address • title • blank • line • type • standard • paper • top • mail • base • order • recommendation • confirmation • credit • transfer • courier • professional • personal • formal • accurate • relevant antagonistic • classify • variable • casual • effective • to print • to cover • to occupy • to support etc.
Грамматика	Введение и отработка грамматического материала. Oxford Grammar Passive voice.
Письмо	Описание круговой диаграммы. Pia Chart for IELTS.
Блок развития навыков самостоятельной работы:	Подготовка проектов по теме с использованием интернет-ресурсов и обсуждение в группе.

Тема 9: Public Management

Лексический минимум	• disburse • to engaged in organizing • to engaged in recruiting staff • to engaged in guiding • to engaged in coordinating • to engaged in briefing (reporting) • to engaged in monitoring controlling • to gain insight into • to shift repeatedly from • to draw attention • to emerge • responsibilities of brief duration • to perceive • CEO (Chief Executive Officer) • to gain insight into of • distinct issue • to track down • commuting • the broadness of subjects • insignificant issues • alongside crucial • to reveal • hardly make big decisions • a conventional sense • substantial • agenda • disordered discourse • to be in charge of • to be directly correlated to • impact • formal authority • Phone etiquette • introduction yourself • pick up the phone • customer support • personal call • speak clearly • strong communication skills • speakerphone • remain cheerful • transferring a call • to put someone on hold •
Грамматика	Введение и отработка грамматического материала. BBC Learning Passive voice.
Говорение	Telephone communications

Тема 10: International management expansion

Лексический минимум	Cultural and Business differences • huge opportunity • huge opportunity • significant potential • potential for revenue • to accompany • no longer make sense • cash flow • disrupt operations • plenty of research • to offer the same opportunities • successful expansion • competitive landscape • bringing in local expertise • the demand • initial market • at the rates
Грамматика	Passive Voice.
Чтение	Отработка выполнения заданий на заполнение таблиц или диаграмм на основе прочитанного текста.
Говорение	“Barriers in multicultural business communication”. Лексика для выражения своего мнения и аргументации (because, lead to disruptions and inability of some employees to work effectively as a team, cause conflict, due to, as). Краткое описание структуры заключения контракта с зарубежными партнерами, используя Present Continuous. Описание первых результатов в написания контракта, используя Present Perfect.

Письмо	“How does cultural diversity affect business communication?” Структура эссе. Правила построения абзаца. Вводные предложения, которые формулирует тему абзаца.
Блок развития навыков самостоятельной работы: развитие навыков критического мышления.	Проведение круглого стола по теме «Культура англоязычных стран» (написание эссе по выбранной более узкой теме в рамках общего направления и представление небольшого доклада по теме эссе на круглом столе с последующим обсуждением сходства и различий между русскоязычной и англоязычными культурами).

4 семестр

Тема 11: Changing context of Public Management and Policy

Лексический минимум	effective presentation • superordinate • audience • proponent • guarantee • chance • order • prior • performance • perspective • client • goal • define • objective • assemble • consolidation • separate • accurate • correct • relevant • • discuss • object • content • establish • monotonous • intonation • pauses • emphasize • illustrate • guide • animation • quote • reputation • visual • tactic • • reaction • express • nonverbal • humor • circulate • lecture • tend • affect
Грамматика	Infinitive/ Инфинитив

Тема 12: Strategic Management in the Public sector

Лексический минимум	Innovation • process-improvement methods • technology roadmapping • technology forecasting • to obtain market share and value • creating newness • designation • power of devices • speakerphones • manipulate • artificial intelligence • internet speed • communication platforms • collaborate • co-worker and client • to enhance smb's. ability to communicate with • to manage IT services • cloud computing
Грамматика	Введение и отработка грамматического материала. Оборот Complex Object.

Тема 13: New Trends in Human Resources

Лексический минимум	process of leading • organizing • technology roadmapping • coordinating • a team of individuals • different geographic locations • using digital communication tools and platforms • work across cities, countries, or even continents • scheduling across different time zones • manipulate • artificial intelligence • internet speed • communication platforms • collaborate • providing consistent support, feedback, and coaching • rarely or never meet in person • to manage IT services • cloud computing
Грамматика	Введение и отработка грамматического материала. Оборот Complex Subject.

Тема 14: Digital Technology in Human Resources and Public Services

Лексический минимум	process of leading • organizing • technology roadmapping • coordinating • a team of individuals • different geographic locations • using digital communication tools and platforms • work across cities, countries, or even continents • scheduling across different time zones • manipulate • artificial intelligence • internet speed • communication platforms • collaborate • providing consistent support, feedback, and coaching • rarely or never meet in person • to manage IT services • cloud computing
Говорение	Развитие умения проводить различные виды анализирования, сравнения.
Письмо	Описание линейных графиков и таблиц.

5 семестр

Тема 15: The main aspects of economics

Лексический минимум	Gross domestic product and gross national income, the total value of all goods and services/
Грамматика	Герундий. Gerund.
Чтение	Отработка выполнения заданий на заполнение таблиц или диаграмм на основе прочитанного текста.
Говорение	Развитие умения выражать свое мнение и делать обобщения.
Письмо	Описание круговой диаграммы

Блок развития навыков самостоятельной работы:	Подготовка проектов по теме с использованием интернет-ресурсов и обсуждение в группе.
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Тема 16: Macroeconomics and microeconomics

Лексический минимум	employment, gross domestic product, and inflation, aggregate variables, employment, sticky/flexible prices, consumption function
Грамматика	Сравнение актива и пассива. Passive Versus Active.
Письмо	Описание столбчатой диаграммы. Bar Chart Description (IELTS).

Тема 17: Economic issues

Лексический минимум	Scarcity of resources, economic recession, depressions, social disintegration, business cycles, economy in short and long-run
Грамматика	Герундий и инфинитив: правила употребления.
Чтение	Отработка выполнения заданий на заполнение таблиц или диаграмм на основе прочитанного текста.
Говорение	Развитие умения выражать свое мнение и делать обобщения.
Письмо	Описание круговой и столбчатой диаграммы
Блок развития навыков самостоятельной работы:	Подготовка проектов по теме с использованием интернет-ресурсов и обсуждение в группе.

6 семестр

Тема 18: What are factors of production? Capital as a factor of production

Лексический минимум	Inflow and outflow planned and unplanned investments, government spending
Грамматика	Причастие I -II.
Чтение	Отработка выполнения заданий на заполнение таблиц или диаграмм на основе прочитанного текста.
Говорение	Развитие умения выражать свое мнение и делать обобщения.
Письмо	Описание линейного графика
Блок развития навыков самостоятельной работы:	Подготовка проектов по теме с использованием интернет-ресурсов и обсуждение в группе.

Тема 19: Labor as a factor of production

Лексический минимум	Labor force, product market, household spending, incentives
Грамматика	Причастные обороты.
Чтение	Отработка выполнения заданий на заполнение таблиц или диаграмм на основе прочитанного текста.

Говорение	Развитие умения выражать свое мнение и делать обобщения.
Письмо	Описание таблиц
Блок развития навыков самостоятельной работы:	Подготовка проектов по теме с использованием интернет-ресурсов и обсуждение в группе.

Тема 20: Land as a factor of production

Лексический минимум	Natural resources, scarcity of resources, inputs and outputs
Грамматика	Повторение неличных форм глагола.
Чтение	Отработка выполнения заданий на заполнение таблиц или диаграмм на основе прочитанного текста.
Говорение	Развитие умения выражать свое мнение и делать обобщения.
Письмо	Описание двух графиков.
Блок развития навыков самостоятельной работы:	Подготовка проектов по теме с использованием интернет-ресурсов и обсуждение в группе.

Тема 21: Entrepreneurship, ownership and technology as factors of production

Лексический минимум	Output and technological advancement, exogenous and endogenous variables
Грамматика	Повторение грамматического материала.
Чтение	Отработка выполнения заданий на заполнение таблиц или диаграмм на основе прочитанного текста.
Говорение	Развитие умения выражать свое мнение и делать обобщения.
Письмо	Описание двух графиков.
Блок развития навыков самостоятельной работы:	Подготовка проектов по теме с использованием интернет-ресурсов и обсуждение в группе.

3.4. Тематика семинарских/практических и лабораторных занятий

3.4.1. Семинарские/практические занятия

Очно-заочная форма обучения.

1 семестр.

Тема 1: My Family (4 часа)

Занятие 1. Введение нового лексического материала по теме. Чтение и понимание текста по изучаемой теме (Текст 1). Местоимения. Множественное число существительных. Глагол to be.

Занятие 2. Чтение и понимание текста по изучаемой теме (Текст 2). Задания на понимание прочитанного текста. Степени сравнения прилагательных. Текущий контроль по теме 1.

Тема 2. My University (4 часа)

Занятие 1. Введение нового лексического материала по теме. Повторение Present Simple. Чтение и понимание текста по изучаемой теме (Текст 3).

Занятие 2. Чтение и понимание текста по изучаемой теме (Текст 4). Задания на понимание прочитанного текста. Повторение Past Simple. Future Simple. Текущий контроль по теме 2.

Тема 3. My Country (6 часов)

Занятие 1. Введение нового лексического материала по теме. Модальные глаголы.

Неопределенные местоимения some, any, no. Чтение и понимание текста по изучаемой теме (Текст 5).

Занятие 2. Развитие навыков аудирования. Неопределенные местоимения some, any, no. Чтение и понимание текста по изучаемой теме (Текст 6).

Занятие 3. Выполнение итоговой лексико-грамматической контрольной работы.

2 семестр

Тема 4. Traveling. Planning a Business Trip (6 часов)

Занятие 1. Введение нового лексического материала по теме. Формы и правила использования Present Continuous. Чтение и понимание текста по изучаемой теме (Текст 1).

Занятие 2. Развитие навыков аудирования. Сопоставление Present Continuous и Present Simple. Способы выражения будущего времени в английском языке: Future Simple, be going to, Present Continuous, Present Simple.

Занятие 3. Writing Skills. Практика сравнительного анализа. Текущий контроль по теме 4.

Тема 5. Means of Transport (6 часов)

Занятие 1. Введение нового лексического материала по теме. Present Perfect. Чтение и понимание текста по изучаемой теме (Текст 2).

Занятие 2. Развитие навыков аудирования. Сопоставление Present Perfect и Past Simple.

Занятие 3. Writing Skills. Практика описательного процесса. Текущий контроль по теме 5.

Тема 6. Healthy lifestyle (6 часов)

Занятие 1. Введение нового лексического материала по теме. Чтение и понимание текста по изучаемой теме (Текст 3). Модальные глаголы и их эквиваленты.

Занятие 2. Развитие навыков аудирования. Writing Skills. Практика выражения мнений.

Занятие 3. Повторение материала семестра. Выполнение итоговой лексико-грамматической контрольной работы.

3 семестр

Тема 7. Human Resource Management (HRM) (2 часа)

Занятие 1. Введение нового лексического материала по теме. Чтение и понимание текста по изучаемой теме (Текст 1). Задания на понимание прочитанного текста. Развитие навыков аудирования. Формы и правила использования Participle I and II.

Тема 8. Rules from the Recruitment Insiders (6 часов)

Занятие 1. Введение нового лексического материала по теме. Чтение и понимание текста по изучаемой теме (Текст 2). Задания на понимание прочитанного текста.

Занятие 2. Введение нового лексического материала по теме (international words). Развитие навыков аудирования. Чтение и понимание текста по изучаемой теме (Текст 3). Задания на понимание прочитанного текста.

Занятие 3. Введение и отработка грамматического материала. Oxford Grammar Passive voice. Описание круговой диаграммы. Pia Chart for IELTS. Текущий контроль по темам 7-8.

Тема 9. Public Management (4 часа)

Занятие 1. Введение нового лексического материала по теме. Чтение и понимание текста по изучаемой теме (Текст 4). Задания на понимание прочитанного текста. Формирование умений диалогической речи. Развитие навыков аудирования. Введение нового лексического материала по теме (telephone communications).

Занятие 2. Чтение и понимание текста по изучаемой теме (Текст 4). Задания на понимание прочитанного текста. Развитие навыков аудирования. Введение и отработка грамматического материала. BBC Learning Passive voice.

Тема 10. International Management Expansion (6 часов)

Занятие 1. Введение нового лексического материала по теме. Чтение и понимание текста по изучаемой теме (Текст 5). Задания на понимание прочитанного текста.

Занятие 2. Описание столбчатой диаграммы. Bar Chart Description (IELTS). Сравнение актива и пассива. Passive Versus Active.

Занятие 3. Текущий контроль по темам 9-10. Выполнение итоговой лексико-грамматической контрольной работы.

4 семестр

Тема 11. Changing context of Public Management and Policy (6 часов)

Занятие 1. Введение нового лексического материала по теме. Чтение и понимание текста по изучаемой теме (Текст 1).

Занятие 2. Задания на понимание прочитанного текста. Развитие навыков аудирования.

Занятие 3. Введение и отработка грамматического материала. Infinitive.

Тема 12. Strategic Management in the Public sector (2 часа)

Занятие 1. Введение нового лексического материала по теме. Чтение и понимание текста по изучаемой теме (Текст 2). Задания на понимание прочитанного текста. Развитие навыков аудирования. Введение и отработка грамматического материала. Оборот Complex Object. Текущий контроль по темам 11-12.

Тема 13. New Trends in Human Resources (6 часов)

Занятие 1. Введение нового лексического материала по теме.

Занятие 2. Чтение и понимание текста по изучаемой теме (Текст 3). Задания на понимание прочитанного текста. Развитие навыков аудирования.

Занятие 3. Введение и отработка грамматического материала. Оборот Complex Subject.

Тема 14. Digital Technology in Human Resources and Public Services (6 часов)

Занятие 1. Введение нового лексического материала по теме. Чтение и понимание текста по изучаемой теме (Текст 4). Задания на понимание прочитанного текста.

Занятие 2. Развитие навыков аудирования. Описание линейных графиков и таблиц.

Занятие 3. Текущий контроль по темам 13-14. Выполнение итоговой лексико-грамматической контрольной работы.

5 семестр.

Тема 15. The main aspects of economics (6 часов)

Занятие 1. Введение нового лексического материала по теме. Обсуждение проблем в экономике на основе прочитанного текста

Занятие 2. Case-study. Формы и употребление в речи Gerund

Занятие 3. Контроль диалогической речи. Просмотр видео. Составление глоссария. Контроль аудирования.

Тема 16. Macroeconomics and microeconomics (6 часов)

Занятие 1. Введение нового лексического материала по теме. Обсуждение темы на основе прочитанного текста.

Занятие 2. Просмотр видео. Составление глоссария. Сопоставление инфинитива и герундия.

Занятие 3. Лексика, необходимая для участия в дебатах. Текущий контроль по темам 15-16.

Тема 17. Economic issues (6 часов)

Занятие 1. Введение нового лексического материала по теме. Case-study.

Занятие 2. Участие в дебатах по теме инвестиций в start-up. Выступление с проектами по темам семестра.

Занятие 3. Повторение пройденного в семестре материала. Выполнение итоговой лексико-грамматической контрольной работы.

6 семестр

Тема 18. What are factors of production? Capital as a factor of production (4 часа)

Занятие 1. Введение нового лексического материала по теме.

Занятие 2. Обсуждение различий капитала как фактора производства и финансового понятия капитала.

Занятие 3. Сложные формы Participle I.

Занятие 4. Контроль диалогической речи.

Тема 19. Labor as a factor of production (8 часов)

Занятие 1. Введение нового лексического материала по теме.

Занятие 2. Формирование умений перевода аутентичных статей.

Занятие 3. Независимый причастный оборот.

Занятие 4. Описание таблиц. Текущий контроль по темам 18-19.

Тема 20. Land as a factor of production (10 часов)

Занятие 1. Введение нового лексического материала по теме.

Занятие 2. Обсуждение темы на основе прочитанного текста.

Занятие 3. Сложные формы Participle I. Participle II.

Занятие 4. Проведение дебатов по профессиональной тематике.

Занятие 5. Текущий контроль по теме 20.

Тема 21. Entrepreneurship, ownership and technology as factors of production (10 часов)

Занятие 1. Введение нового лексического материала по теме.

Занятие 2. Развитие умений диалогической речи.

Занятие 3. Повторение пройденного в семестре грамматического материала.

Занятие 4. Повторение пройденного в семестре лексического материала.

Занятие 5. Выполнение итоговой лексико-грамматической контрольной работы.

3.5. Тематика Курсовых работ

Не предусмотрено.

4. Учебно-методическое и информационное обеспечение

4.1. Нормативные документы и ГОСТы

Не предусмотрено

4.2. Основная литература

1. Левченко, В. В. Английский язык. General & Academic English (A2-B1) : учебник для вузов / В. В. Левченко, Е. Е. Долгалёва, О. В. Мещерякова. — 2-е изд. — Москва : Издательство Юрайт, 2025. — 304 с. — (Высшее образование). — ISBN 978-5-534-16156-4. —

Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/561009>

2. Чикилева, Л. С. Английский язык в управлении персоналом (B1—B2). English for Human Resource Managers : учебник и практикум для вузов / Л. С. Чикилева, Е. В. Ливская, Л. С. Есина. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2025. — 203 с. — (Высшее образование). — ISBN 978-5-534-08232-6. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/561383>

3. Куряева, Р. И. Английский язык. Лексика и грамматика : учебник для вузов / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2025. — 497 с. — (Высшее образование). — ISBN 978-5-534-16536-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/568523>

4. Английский язык для экономистов (B1—B2) : учебник и практикум для вузов / ответственный редактор Т. А. Барановская. — 3-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2025. — 421 с. — (Высшее образование). — ISBN 978-5-534-15097-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/560030>

5. Поплавская, Т. В. Английский язык. Проблемы коммуникации : учебник для вузов / Т. В. Поплавская, Т. А. Сысоева. — Москва : Издательство Юрайт, 2025. — 175 с. — (Высшее образование). — ISBN 978-5-534-07461-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/564899>

4.3. Дополнительная литература

1. Левченко, В. В. Английский язык для экономистов (A2-B2) : учебник для вузов / В. В. Левченко, Е. Е. Долгалёва, О. В. Мещерякова. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2025. — 408 с. — (Высшее образование). — ISBN 978-5-534-14780-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/560432>

2. Чикилева, Л. С. Английский язык для публичных выступлений. English for Public Speaking : учебник для вузов / Л. С. Чикилева. — 3-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2025. — 204 с. — (Высшее образование). — ISBN 978-5-534-12098-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/561428>

3. Смирнова, Н. В. Английский язык для менеджеров (B1—B2) : учебник для вузов / Н. В. Смирнова, А. В. Соколова, Ю. А. Дуглас. — Москва : Издательство Юрайт, 2025. — 154 с. — (Высшее образование). — ISBN 978-5-534-08395-8. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/557899>

4. И.Л. Клименко Английский язык. Рабочая тетрадь. / Л.В. Тюрина, Л.И. Фетисова М.: Мосполитех, 2016 (http://mospolytech.ru/storage/files/izdat/Angl_yaz_RT_DlyaStudentov1_2kursov_Klimenko_Tjurina_Fetisova.pdf)

4.4. Электронные образовательные ресурсы

Первый семестр:

Английский для экономических специальностей, первый семестр

<https://online.mospolytech.ru/course/view.php?id=3316>

Курс базовой грамматики по английскому языку (1 семестр):

<https://online.mospolytech.ru/course/view.php?id=338>

Второй семестр:

Английский для экономических специальностей, второй семестр

<https://online.mospolytech.ru/course/view.php?id=4282>

Базовая грамматика по английскому языку (2 семестр):

<https://online.mospolytech.ru/course/view.php?id=319>

Третий семестр:

English for HR in New Public Management. Part 1 (3 semester)

<https://online.mospolytech.ru/course/view.php?id=328>

Четвертый семестр

English for HR in New Public Management. Part 2 (4 semester)

<https://online.mospolytech.ru/course/view.php?id=9221>

Пятый семестр

Economics Course to learn with Ease (part I)

<https://online.mospolytech.ru/course/view.php?id=547>

Шестой семестр

Economics Course to learn with Ease (part II)

<https://online.mospolytech.ru/local/crw/course.php?id=550>

4.5. Лицензионное и свободно распространяемое программное обеспечение

не предусмотрено

4.6. Современные профессиональные базы данных и информационные справочные системы

www.Macmillandictionaries.com

www.multitran.ru

<https://www.oxfordlearnersdictionaries.com/>

5. Материально-техническое обеспечение

Аудитории, оснащенные учебной мебелью и переносным (стационарным) мультимедийным комплексом (проектор, ноутбук (компьютер)/ SMART доска).

6. Методические рекомендации

6.1. Методические рекомендации для преподавателя по организации обучения

«Иностранный язык» – одна из базовых дисциплин любого учебного плана. В современном мире без знания иностранного языка невозможно говорить о всесторонней подготовки будущих специалистов. Основной курс данной программы разработан для студентов, ранее изучавших английский язык. Ведущая цель данного курса – развитие у студентов иноязычной профессионально-коммуникативной компетенции в повседневной и профессиональной сфере общения. Поскольку в образовательном пространстве дисциплина «Иностранный язык» относится к блоку гуманитарных дисциплин, она имеет важное значение в формировании социокультурного облика современного конкурентоспособного специалиста.

Структура курса составлена с учетом последовательного движения от простого к сложному, от общей лексики и более профессионально-ориентированной, что позволяет осуществить последовательный переход от общего языка к профессиональному. Данная рабочая программа строится на сочетании таких принципов обучения, как линейность и модульность, фундаментальность и прагматичность, ориентированность на личность студента.

Курс состоит из двух блоков: практические занятия и самостоятельная работа студентов, которой отводится значительная часть учебных часов. Практические занятия должны быть построены таким образом, чтобы изучаемый и закрепляемый в ходе выполнения упражнений лексико-грамматический материал обязательно находил выход в продуцировании собственных высказываний студентов в устной и письменной речи. Именно с этой целью каждый содержательный раздел дисциплины включает в себя части «Говорение» и «Письмо», целью которых и является введение и закрепление определенного тематического блока лексико-грамматических конструкций и создание небольших устных и письменных сообщений на заданную тему в соответствии с изучаемым в данный момент разделом.

Целью самостоятельной работы студентов является, прежде всего, развитие навыков необходимых в дальнейшей профессиональной жизни, таких как навыков самообучения и саморазвития и навыков работы в группах.

Успешное освоение разработанной программы по иностранному языку должно сформировать у студентов знания общеобразовательной лексики, умения готовить презентации и писать эссе, навыки самостоятельной работы с целью поиска и анализа требуемой информации, тем самым подготовив прочный фундамент для освоения профессиональной иноязычной терминологии и развития иноязычных профессионально-коммуникативных навыков на следующих семестрах обучения.

6.2. Методические указания для обучающихся по освоению дисциплины

Программа обучения по дисциплине "Иностранный язык" имеет следующие особенности:

- разделение программы обучения на общетематические (1 и 2 семестры) и профессионально-ориентированный (3 - 6 семестры) блоки,
- выделение самостоятельной работы в автономный вид работы студентов, который оценивается отдельно и имеет профессионально-ориентированный характер,
- использование балльно-рейтинговой системы как основы для оценки знаний и умений студентов и выставления итоговой оценки в конце каждого семестра.

Дисциплина "Иностранный язык" изучается студентами 6 семестров. Это означает, что с самого первого семестра студенты должны правильно построить свою работу над совершенствованием своего уровня владения иностранным языком: прорабатывать новую лексику по изучаемым темам, внимательно читать предлагаемые тексты, обращая внимание на новые слова и использование разных грамматических конструкций, активно участвовать в групповых обсуждениях и формах работы на занятиях, самостоятельно создавать связанные устные и письменные тексты по изучаемым темам.

В рамках дисциплины «Иностранный язык» виды самостоятельной работы организованы по принципу «от простого к сложному». На первом семестре задачей самостоятельной работы является научить студентов находить запрашиваемую преподавателем информацию и делать краткую справку по основным моментам. Результат работы представляется в виде презентации.

На втором семестре задачей этого вида деятельности является развитие критического мышления студентов. В качестве задания на самостоятельную работу студентам предлагается ознакомиться с несколькими источниками и, критически их осмыслив, подготовить групповую презентацию.

На третьем и четвертом семестрах задачей самостоятельной работы является научить студентов работать с графиками (круговой и столбчатой диаграммами, линейными графиками): читать диаграммы, выделять основные и второстепенные моменты, описывать диаграммы на иностранном языке. Результат работы представляется в виде письменного описания диаграмм и устной презентации на основе использования графиков.

На пятом и шестом семестрах самостоятельная работа заключается в проведении групповых дебатов с целью формирования навыков аргументирования и работы в командах.

Все предложенные виды самостоятельной работы напрямую связаны с использованием электронных ресурсов или компьютерного программного обеспечения, что также способствует развитию профессиональных навыков студентов, необходимых в их дальнейшей профессиональной деятельности.

7. Фонд оценочных средств

7.1. Методы контроля и оценивания результатов обучения

В процессе обучения используются следующие оценочные формы самостоятельной работы студентов, оценочные средства текущего контроля успеваемости и промежуточных аттестаций.

К оценочным средствам текущего контроля относятся:

- контрольная работа,
- устный опрос,
- доклад/сообщение,
- кейс-задачи,
- ролевая игра,
- описание графиков.

К оценочным средствам самостоятельной работы

- подготовка презентаций;
- дебаты.

К оценочным средствам промежуточного контроля относится:

- итоговая лексико-грамматическая контрольная работа на проверку знания изученного лексического и грамматического материала;
- беседа с преподавателем по пройденным темам с целью контроля уровня сформированности навыков общения в типичных ситуациях.

Образцы заданий для проведения текущего контроля, темы для презентаций и эссе, задания для самостоятельной работы студентов, образец итоговой контрольной работы приведены в п. 7.3.

7.2. Шкала и критерии оценивания результатов обучения

Показателем оценивания компетенции на различных этапах ее формирования является достижение обучающимися планируемых результатов обучения по дисциплине.

УК-4 - способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном языке

Промежуточная аттестация обучающихся в форме зачета/экзамена проводится по результатам выполнения всех видов учебной работы, предусмотренных учебным планом по данной дисциплине, при этом учитываются результаты текущего контроля успеваемости в течение семестра. Оценка степени достижения обучающимися планируемых результатов обучения по дисциплине проводится преподавателем, ведущим занятия по дисциплине, методом экспертной оценки. По итогам промежуточной аттестации по дисциплине выставляется оценка зачтено/не зачтено или «удовлетворительно»/«хорошо»/«отлично»/«неудовлетворительно» в зависимости от предусмотренной учебным планом формы промежуточного контроля.

К промежуточной аттестации допускаются только студенты, выполнившие все виды учебной работы, предусмотренные рабочей программой по дисциплине «Иностранный язык»: выполнение домашних заданий, выполнение текущих контрольных работ, выполнение самостоятельной работы.

Применяется **балльно-рейтинговая система оценивания** студентов. Максимальное количество баллов, которое студент может набрать по результатам семестра, составляет 100 баллов. Из них 40 баллов оценивают аудиторную работу студента, 10 баллов - результат выполнения самостоятельной работы, 50 баллов приходится на промежуточную аттестацию.

Очно-заочная форма обучения

Аудиторная работа: максимум 40 баллов

- выполнение домашних заданий, работа на занятиях (ответы на устные вопросы, участие в обсуждениях, ролевых играх) — 20 баллов по итогам семестра;
- выполнение лексико-грамматических контрольных работ (всего 2 контрольные работы) — 20 баллов (по 10 баллов за каждую контрольную работу).

Самостоятельная работа: максимум 10 баллов

- 1 семестр: презентация - 10 баллов (из них максимум в 7 баллов оценивается презентация самого доклада и 3 балла — ответ на вопросы по теме доклада).
- 2 семестр: групповая презентация — 10 баллов (из них максимум в 7 баллов оценивается презентация самого доклада и 3 балла — ответ на вопросы по теме доклада).
- 3 семестр: подготовка презентации на основе описания графиков — 10 баллов (из них максимум в 7 баллов оценивается презентация самого доклада и 3 балла — ответ на вопросы по теме доклада).

Промежуточная аттестация: максимум 50 баллов

- лексико-грамматическая контрольная работа — 25 баллов
- беседа с преподавателем по пройденным темам — 25 баллов

Таблица соответствий набранных студентом баллов оценке «зачтено»/«не зачтено» и описание результатов:

Стобалльная шкала оценивания	Шкала оценивания	Критерии оценивания
55 — 100	Зачтено	Выполнены все виды учебной работы, предусмотренные учебным планом. Студент демонстрирует соответствие знаний, умений, навыков приведенным в таблицах индикаторам, оперирует приобретенными знаниями, умениями, навыками, применяет их в ситуациях бытового и профессионального взаимодействия. При этом могут быть допущены незначительные ошибки, неточности в выборе адекватных лексических единиц и грамматических структур.
0 — 54	Не зачтено	Не выполнен один или более видов учебной работы, предусмотренных учебным планом. Студент демонстрирует неполное соответствие знаний, умений, навыков приведенным в таблицах индикаторам, допускаются значительные ошибки, проявляется отсутствие знаний, умений, навыков по основным видам речевой деятельности (аудирование, говорение, чтение и письмо), студент испытывает значительные затруднения при оперировании знаниями и умениями при их переносе на новые ситуации общения.

Таблица соответствий набранных студентом баллов пятибалльной шкале оценивания и описание результатов:

Стобалльная шкала оценивания	Пятибалльная шкала оценивания	Критерии оценивания
86 - 100	Отлично	Выполнены все виды учебной работы, предусмотренные учебным планом. Студент демонстрирует соответствие знаний, умений, навыков приведенным в таблицах индикаторам, оперирует приобретенными знаниями, умениями, навыками, применяет их в ситуациях повышенной сложности. При этом могут быть допущены незначительные ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации.
71 - 85	Хорошо	Практически целиком выполнены все виды учебной работы, предусмотренные учебным планом. Студент демонстрирует соответствие знаний, умений, навыков приведенным в таблицах индикаторам, оперирует приобретенными знаниями, умениями, навыками, применяет их в ситуациях повышенной сложности. При этом могут быть допущены отдельные негрубые ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации.
55 - 70	Удовлетворительно	Частично выполнены все виды учебной работы, предусмотренные учебным планом. Студент демонстрирует удовлетворительное соответствие знаний, умений, навыков приведенным в таблицах индикаторам, частично оперирует приобретенными знаниями, умениями, навыками, испытывает достаточно серьезные затруднения при оперировании знаниями и умениями при их переносе на новые ситуации.
0 - 54	Неудовлетворительно	Не выполнен один или более видов учебной работы, предусмотренных учебным планом. Студент демонстрирует неполное соответствие знаний, умений, навыков приведенным в таблицах индикаторам, допускаются значительные ошибки, проявляется отсутствие знаний, умений, навыков по ряду показателей, студент испытывает значительные затруднения при оперировании знаниями и умениями при их переносе на новые ситуации.

7.3. Оценочные средства

7.3.1. Текущий контроль

1 семестр

1. Вопросы для устного опроса

Тема 1: My Family.

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

Тема 2: My University

1. What subjects are you studying at university?
2. What will you do after finishing your studies?
3. Is there an increased trend for further education in our country?
4. Is higher education too expensive in our country?
5. In your opinion, what makes someone a good student?
6. How do teachers teach in our country?
7. How has education changed in Russia over the past few decades?
8. How will education change in the near future?

Тема 3. My Country

1. Which part of our country do like to live? Why?
2. What makes you feel proud of our country?
3. Do you know the history of Russia?
4. Will you stay in Russia in the Future?
5. What are the attractive cities in our country? Why?
6. How would you like to change the future of our country?

2. Текущая лексико-грамматическая контрольная работ

1. Open the brackets and put the verbs into the Present Simple Tense.

Tom _____ (to work) at a bank. He _____ (to be) the manager. He _____ (to start) working every day at 8:00 am. He _____ (to finish) his work every day at 6:00 pm. He _____ (to live) very close to the bank. His brother and sister also _____ (to work) at the bank. But, they _____ (to live/not) close to the bank. They _____ (to start) working at 9:00 am. In the bank, Tom _____ (to be) the boss. His employee asked him one day. “_____ you ever _____ (to get) tired from the job?” Tom replied – “No, I _____ (to do/not)”

2. Fill in the blanks with appropriate prepositions where necessary. At / On / In / Of / To

I'm moving to a new flat _____ 7 August.
 A large number _____ people gathered to protest.
 I'm going to a party _____ New Year's Eve.
 I have my gym class _____ Wednesdays.
 Please send it back _____ me.
 My train leaves _____ 18.40 _____ Platform 1.
 This place is _____ exhibitions and shows.
 The lecture starts _____ 6 o'clock _____ the evening __ next Monday __ room number 10.

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

1. I am a student now. I have _____ (little) free time than before.
2. Notebooks are _____ (expensive) than desktop computers.

3. Walking is not as _____ (fast) as cycling.
4. The film was _____ (bad) than I thought.
5. Yesterday I bought _____ (late) model of iPhone.
6. Chinese is one of _____ (difficult) languages of all.
7. The Queen of the UK is _____ (rich) woman in the world.

4. Complete following sentences with the right words.

The first university in the Western Hemisphere was (1) _____ (*established/disappeared*) by the Spaniards: the University of Santo Domingo (1538) in what is now the Dominican Republic. The (2) _____ (*earliest/endmost*) American institutions of (3) _____ (*tinier/higher*) learning were the four-year colleges of Harvard (1636) and William and Mary (1693). The first Russian State Universities was founded in Moscow (1755) on the (4) _____ (*initiative/unconcern*) of Mikhail Lomonosov, an (5) _____ (*outstanding/ordinary*) scientist of the Enlightenment, whose unsettled (6) _____ (*encyclopedic/limited*) mind and energy gave the inner (7) _____ (*block/impetus*) to the project. One of the oldest universities in Canada is that at Toronto, (8) _____ (*disentitled/chartered*) as King's College in 1827. American colleges and universities tended to (9) _____ (*imitate/opposed*) German models, seeking to (10) _____ (*combine/disconnect*) the Prussian ideal of academic (11) _____ (*freedom/slavery*) with the native (12) _____ (*tradition/irregularity*) of educational (13) _____ (*opportunity/failure*) for the many. Some "land-grant colleges" (14) _____ (*arose/dropped*) from Morrill Act of 1862 act, which (15) _____ (*granted/refused*) each state (16) _____ (*tracts/limitations*) of land, for example, the Massachusetts Institute of Technology (MIT). Several European countries in the 19th century (17) _____ (*reorganized/kept*) and (18) _____ (*secularized/religionized*) their universities, notably Italy (1870), Spain (1876), and France (1896). Universities in these and other European countries became mostly (19) _____ (*state-financed/bankrupted*). Women began to be (20) _____ (*admitted/unappreciated*) to universities in the second half of the 19th century. Meanwhile, universities' curricula also continued to (21) _____ (*evolve/deteriorate*). The study of modern languages and literatures was (22) _____ (*added/uncombined*) to, and in many cases supplanted, the (23) _____ (*traditional/unestablished*) study of Latin, Greek, and theology. Such (24) _____ (*mysteries/sciences*) as physics, chemistry, biology, and engineering (25) _____ (*achieved/destroyed*) a recognized place in curricula, and by the early 20th century the newer disciplines of economics, political science, psychology, and sociology were also taught.

5. Complete following sentences with appropriate form of pronoun.

1. I study at Moscow Polytech. _____ University has many buildings.
2. We moved to a new flat. _____ is big and light.
3. We live in a small village. _____ house is small and very pretty.
4. My sister works in a theatre. She loves _____ job.
5. What is the colour of your new car? - _____ colour is black.
6. My friends don't have much money. _____ lives are quite difficult.
7. My friend is married to a Brazilian man. _____ name is Ricardo.
8. Is this your book? - Yes, it is _____.

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

1. My brother has a (tidy) _____ room than me.
2. Australia is _____ (big) than England.
3. I'm _____ (good) now than yesterday.
4. She's got _____ (little) money than you, but she doesn't care.
5. Cats are not as _____ (intelligent) as dogs.
6. He thinks Chinese is _____ (difficult) language in the world.
7. Valencia played _____ (bad) than Real Madrid yesterday.

7. Complete following sentences with the right words.

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

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

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

8. Put the questions to the sentences with the question words from the brackets.

1. We visited some very interesting places last summer. (When?)
2. In Britain most people get information from television. (How?)
3. Ann works as a lawyer in a large international company. (Where?)

2 семестр:

1. Вопросы для устного опроса

Тема 4. Traveling. Planning a business trip.

1. Do you like travelling?
2. Whom do you often spend the holiday with? ...
3. Have you done much travelling? ...
4. What kind of places have you visited in your life? ...
5. When you visit new places, what do you like to do? ...
6. Do you prefer travelling alone or in a group? ...
7. Do you often travel abroad?

Тема 5. Means of Transport

1. What kinds of public transport are there where you live? ...
2. Do you prefer public transport or private transport? ...
3. How do you travel to work? ...
4. Is a bicycle a good means of transport? ...
5. Do you think that there should be a separate lane for bicycles?

Тема 6. Healthy lifestyle

1. Do you think people pay enough attention to their health?
2. Do you think the government is responsible for public health?
3. Do you think there are more unhealthy people these days as compared to a decade ago?
4. How do you think parents can encourage children to be healthy?
5. How do you usually cope with stress?

2. Текущая лексико-грамматическая контрольная работа

Тема 4. Traveling. Planning a business trip.

1. Complete following sentences with the right words.

Almost all people ____ (be fond) of travelling. It is very interesting to see new places, another towns and countries. People ____ (may) travel either for pleasure or on business. There ____ (be) various means of travelling. For me there is nothing like travel by air; it is ____ (many) comfortable, more convenient and, of course, far quicker than any other means. There is none of the dust and dirt of a railway or car journey, none of the trouble of changing from train to steamer and then to another train.

With a train you ____ (have) speed, comfort and pleasure combined. From the comfortable seat of a railway carriage you ____ (have) a splendid view of the whole countryside. If you ____ (be) hungry, you ____ (can) have a meal in the dining-car; and if a journey is a long one you ____ (can) have a wonderful bed in a sleeper.

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

1. You ____ (to go) through security? - No, I ____ (not/to check) in yet. I ____ (to arrive) only 20 minutes ago because of the traffic jam. Besides there is a really long queue.
2. It is the first time Susan ____ (to have) a meal in such a luxurious restaurant.
3. You ____ (to speak) to Mary today? Will she come to the competition tomorrow?

4. The first football match _____ (to take) place more than a hundred years ago in Great Britain.
5. During my last holiday I _____ (to get) to the wrong terminal and (to be) late for my flight.
6. You look great. You _____ (to be) on a diet?

3. Complete following sentences with the right words.

There are as many means of transport as you _____ (can) only imagine. They are a bus, a bicycle, a car, a ship, a train, a plane and so on. And today I _____ (want) to discuss all of them.

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

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

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

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

1. You (to talk) during your exam tomorrow.
2. He ... (to cook) tonight because he's going to a restaurant.
3. We ... (to forget) to lock all the doors before we leave.
4. She ... do this work tomorrow, because now she doesn't have enough time for it.
5. Lucy (to attend) our meeting. She's stuck in a traffic jam.
6. She's seven years old, but she ... read yet. Her parents are getting her extra lessons.
7. ... (She / to wear) ... jewelry at school?
8. The museum was free. So we ... pay to get in.
9. (You / to swim) ... when you were 10?
10. Hurry up! The check-in (to start) in three hours and we are still at home.

5. Complete following sentences with the right forms of the words.

Today healthy lifestyle _____ (be become) _____ (much and much) popular both with the old and the young. People _____ (have become) more health-conscious. They say that _____ (the great) wealth is health. And it's so true. The _____ (healthy) we are, the _____ (good) we feel. The _____ (good) we feel, the _____ (long) we live.

A healthy diet _____ (be) an essential part of staying healthy. We know that we should not stuff ourselves with fast food, sweets, sausages, pastry and fat food. Due to medical research, this type of food _____ (shorten) our life, it _____ (lead) to obesity, heart and blood vessels diseases, diabetes, gastric problems and lots of other serious ailments. To prevent all these problems we should _____ (enjoy) well-balanced home-made meals with a lot of organic fruits, vegetables, dairy products, grains and seafood. We are what we eat.

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

1. Don't give me any cheese. I _____ (to hate) it!
2. You won't find Jerry and Tom at home right now. They _____ (to study) in the library.
3. Harold Black's a famous pianist. He _____ (to give) two or three concerts every week.
4. It _____ often _____ (not / rain) in the summer, but today it _____ (rain).
5. " _____ Mr. Jackson _____ (help) his son with his homework?" - "Yes, every evening"
6. _____ you _____ (to take) any vitamins at the moment?
7. At first, I didn't like my job, but I _____ (to begin) to enjoy it now.
3. Fill in the gaps with the correct modal verb in the right tense.
1. Last year he _____ (not/to take part) in the competition because he had his leg broken.
2. At our hotel holiday-makers _____ (to choose) between a single, a double or a family room.
3. You _____ (to pick) our son up from school at 17.00. Please, don't forget.
4. I _____ (to leave) my house much earlier because I was afraid to get into a traffic jam and miss my plane.
5. You _____ (not/to see) me off if you don't have free time.
6. When I was 12 I _____ (to choose) our holiday destination as my birthday present.
7. In ten years young people _____ (to enter) the university without entrance exams.
8. _____ you (to book) the plane tickets yourself? I am very busy this week.
9. I am afraid I never _____ (to be) on a diet. I love cakes too much.

10. Tomorrow they _____ (to stay) four hours in Paris airport waiting for the connecting flight.

Tema 5. Means of Transport

1. Complete following sentences with the right words.

There are as many means of transport as you _____ (can) only imagine. They are a bus, a bicycle, a car, a ship, a train, a plane and so on. And today I _____ (want) to discuss all of them.

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

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

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

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

1. You (to talk) during your exam tomorrow.
2. He ... (to cook) tonight because he's going to a restaurant.
3. We ... (to forget) to lock all the doors before we leave.
4. She ... do this work tomorrow, because now she doesn't have enough time for it.
5. Lucy (to attend) our meeting. She's stuck in a traffic jam.
6. She's seven years old, but she ... read yet. Her parents are getting her extra lessons.
7. ... (She / to wear) ... jewelry at school?
8. The museum was free. So we ... pay to get in.
9. (You / to swim) ... when you were 10?
10. Hurry up! The check-in (to start) in three hours and we are still at home.

Tema 6. Healthy lifestyle

1. Complete following sentences with the right forms of the words.

Today healthy lifestyle _____ (be become) _____ (much and much) popular both with the old and the young. People _____ (have become) more health-conscious. They say that _____ (the great) wealth is health. And it's so true. The _____ (healthy) we are, the _____ (good) we feel. The _____ (good) we feel, the _____ (long) we live.

A healthy diet _____ (be) an essential part of staying healthy. We know that we should not stuff ourselves with fast food, sweets, sausages, pastry and fat food. Due to medical research, this type of food _____ (shorten) our life, it _____ (lead) to obesity, heart and blood vessels diseases, diabetes, gastric problems and lots of other serious ailments. To prevent all these problems we should _____ (enjoy) well-balanced home-made meals with a lot of organic fruits, vegetables, dairy products, grains and seafood. We are what we eat.

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

1. Don't give me any cheese. I _____ (to hate) it!
2. You won't find Jerry and Tom at home right now. They _____ (to study) in the library.
3. Harold Black's a famous pianist. He _____ (to give) two or three concerts every week.
4. It _____ often _____ (not / rain) in the summer, but today it _____ (rain).
5. “ _____ Mr. Jackson _____ (help) his son with his homework?” - “Yes, every evening”
6. _____ you _____ (to take) any vitamins at the moment?
7. At first, I didn't like my job, but I _____ (to begin) to enjoy it now.

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

1. Last year he _____ (not/to take part) in the competition because he had his leg broken.
2. At our hotel holiday-makers _____ (to choose) between a single, a double or a family room.
3. You _____ (to pick) our son up from school at 17.00. Please, don't forget.
4. I _____ (to leave) my house much earlier because I was afraid to get into a traffic jam and miss my plane.
5. You _____ (not/to see) me off if you don't have free time.
6. When I was 12 I _____ (to choose) our holiday destination as my birthday present.
7. In ten years young people _____ (to enter) the university without entrance exams.

8. _____ you (to book) the plane tickets yourself? I am very busy this week.
9. I am afraid I never _____ (to be) on a diet. I love cakes too much.
10. Tomorrow they _____ (to stay) four hours in Paris airport waiting for the connecting flight.

3 семестр

Вопросы для устного опроса:

Тема 7. Human Resource Management

1. What is human resource management in simple terms?
2. What is human resource management with example?
3. Why is human resource management so important?
4. What is the main role of HR?
5. What is a knowledge base important to managers?
6. What do managers need to carry out the various functions of management?
7. What skills are associated with a manager's ability to work well with others?
8. What is meant by corporate culture?

Тема 8. Rules from the Recruitment Insiders

1. What is recruitment?
2. What are the stages of the recruitment process?
3. What are the types of recruitment?
4. What are the two methods of recruitment?
5. What are the features of recruitment?

Тема 9. Public Management

1. What is considered to be an important aid for the daily operation of the company?
2. What can lead to the company demise?
3. What are the main functions of public management?
4. What does planning involve?
5. What is required in planning?
6. What is decision making?

Тема 10. International management expansion

1. Can a foreign company buy shares in our country?
2. Why do foreign companies invest in Russia?
3. Can a foreign national start a company in other countries?
4. What is the foreign equity ownership?
5. What are foreign markets?
6. How do you enter a foreign market?
7. What are the modes of entry into foreign market?
8. What is foreign market share?

3. Текущая лексико-грамматическая контрольная работа (Тема 7-8)

1. What is human resource management in simple terms?

- a) Managing a company's finances b) Hiring, training, and managing employees c) Creating marketing strategies d) Developing new products

2. What is an example of human resource management?

- a) Designing a new logo b) Conducting employee performance reviews c) Installing new software d) Negotiating with suppliers

3. Why is human resource management important?

- a) It helps increase product sales b) It ensures employees are recruited, trained, and motivated effectively c) It reduces the company's tax liability d) It manages the company's social media

4. What is the main role of HR?

- a) Manage office supplies b) Oversee recruitment, training, and employee relations c) Create advertising campaigns d) Set company pricing strategies

5. What is a knowledge base important to managers?

- a) A set of rules for employees b) Information and skills managers use to make decisions and lead teams c) A financial report d) Company's product catalog
- 6. *What do managers need to carry out the various functions of management?*
 - a) Only technical skills b) A mix of technical, interpersonal, and conceptual skills c) Only marketing skills d) Only financial skills
- 7. *What skills are associated with a manager's ability to work well with others?*
 - a) Technical skills b) Analytical skills c) Interpersonal skills d) Programming skills
- 8. *What is meant by corporate culture?*
 - a) The physical office layout b) The shared values, beliefs, and behaviors within a company c) The company's profit margin d) The legal structure of a company
- 8. *Choose the correct answer.*
 - 1. *What is recruitment?*
 - a) The process of firing employees b) The process of hiring new staff c) The process of evaluating company profits d) The process of training existing staff
 - 2. *What are the typical stages of the recruitment process?*
 - a) Planning, designing, and celebrating b) Sourcing, selection, and onboarding c) Budgeting, planning, and marketing d) Selling, promoting, and reporting
 - 3. *What are the types of recruitment?*
 - a) Passive and active b) External and internal c) Seasonal and permanent only d) Casual and formal
 - 4. *What are the two main methods of recruitment?*
 - a) Paid and unpaid b) Formal and informal c) Internal and external d) Manual and automated
 - 5. *Which of the following is a feature of recruitment?*
 - a) It delays hiring decisions b) It limits job opportunities c) It is a positive process aimed at attracting talent d) It focuses only on company reputation

4 семестр

1. Вопросы для устного опроса

Тема 11. Changing context of Public Management and Policy

1. What is the difference between New Public Management (NPM) and Traditional Public Administration?
2. What does Networked governance require?
3. What are public managers responsible for?
4. What is Politics?
5. What are the core differences between public management and private management, and how do these differences affect decision-making processes?
6. How has New Public Management (NPM) influenced the efficiency and accountability of public sector organizations?
7. In what ways can public managers balance political directives with the need for administrative neutrality and professionalism?
8. How do transparency and accountability impact public trust in government institutions?
9. What role does strategic planning play in effective public service delivery?

Тема 12. Strategic Management in the Public sector

1. What is Strategic Management?
2. What are the six features that identify strategic management?
3. What should the Strategic Management process do?
4. What is Strategic planning?
5. What should the statement of objectives be in Strategic planning?
6. What is the essence of planning founded on?
7. Why is the strategy process always circular?

Тема 13. New Trends in Human Resources

1. What are the most recent trends in human resource management that can change the overall working scenario of a daily office?

2. Why has the focus shifted to employee experience nowadays more than the engagement of employees at the workplace?
3. Why do the companies utilize the best of people analytics?
4. Why is learning new skills the crucial part of tracking the employees learning process stay updated?
5. What is the simulation process?
6. Why do we need biometric time tracking and security?
7. How has the shift of leadership goals changed?
8. Why does target recruitment is one of the most discussed trends in the HR sector?
9. Why should we worry about workplace health?

Тема 14. Digital Technology in Human Resources and Public Services

1. For the sake of argument: does the HR sector even need to be more digital?
2. Why do we need to recognize and leverage the potential of E-recruitment?
3. Why will business managers have to tackle new challenges?
4. Why are people analytics tools a missing link between business managers and employees?
5. Why do we need real-time performance management?
6. Why do companies focus on employee wellness management?
7. Why has IoT become a significant part of digital transformation within the workplace?
8. Why do we need digitalization in human resources?

2. Текущая лексико-грамматическая контрольная работа (Тема 11-12)

1. Read the questions below and write a short answer (2–3 sentences) for each.

1. Can a foreign company buy shares in our country?
(Think about legal regulations, market openness, and restrictions.)
2. Why do foreign companies invest in Russia?
(Consider natural resources, market size, labor, or strategic advantages.)
3. Can a foreign national start a company in other countries?
(What factors determine this? Legal systems, visa types, or business laws?)
4. What is foreign equity ownership?
(Define the term and explain why it matters in international business.)
5. What are foreign markets?
(Explain the meaning and give an example.)
6. How do you enter a foreign market?
(Name at least two strategies a business might use.)
7. What are the modes of entry into foreign markets?
(List and briefly explain common entry modes like exporting, joint ventures, etc.)
8. What is foreign market share?
(Define it and explain why companies track this metric.)

2. Fill in the gaps with the right form of the verb: Passive Voice

Establish a Defined Interview Process. Everyone in the company must understand the process and _____ (be hold) accountable for their piece of it. Clear lines of ownership and buy-in mean the process flows smoothly.

Interview Well. Train your employees on how to properly conduct an interview. Don't let multiple people ask the same questions over and over again. Ask good behavioral questions. Make the candidate think and really dig in. Not only will you learn more about them, but they _____ (be impress).

Use Technology Well. This is where most employers first fall short. You have technology in place for a reason - to make your job easier. Why not make it work for your candidates too? Don't ask them to upload a resume and then manually enter information into an application. Duplication is frustrating and time-consuming. Streamline your processes with a goal to be easy to work with. You could lose good people before you even get to talk to them.

3. Read the questions below and write a short answer (2–3 sentences) for each.

1. What are the main functions of management?
(Explore planning, organizing, leading, and controlling.)
2. What skills are essential for an effective manager?
(Think of leadership, communication, decision-making, and time management.)
3. What is the difference between leadership and management?
(Understand how inspiring people differs from organizing resources.)
4. How do managers set and achieve goals within an organization?
(Look at goal-setting strategies, KPIs, and performance monitoring.)
5. What is strategic management, and why is it important?
(Learn how long-term planning aligns with a company's mission and competitiveness.)

4. Fill in the gaps.

Technology ____ (have) significantly transformed the professional development of managers, making learning more accessible, efficient, and personalized. With the rise of online courses, webinars, and digital certifications, managers can now ____ (update) their skills and knowledge without leaving their workplaces. Tools like learning management systems (LMS) and professional development platforms ____ (offer) flexible, on-demand learning options that suit a manager's busy schedule. In addition, technology ____ (enhances) communication and collaboration skills through platforms like Zoom, Slack, and Microsoft Teams. These tools ____ (enable) managers to lead remote teams, manage virtual projects, and stay connected with global markets. Artificial intelligence and data analytics also ____ (help) managers make informed decisions by providing insights into employee performance, customer trends, and operational efficiency.

5. Compile the essay on a topic of: What is culture, and how can culture be understood through Hofstede's cultural framework?

As the business world becomes more global, employees will likely face someone from another country at some point in their careers, companies will negotiate with companies from other countries, and even employees of domestic companies will likely encounter someone from another country. Furthermore, trends suggest that immigration, the movement of people from their home country to other countries, will continue to grow worldwide, a process that will contribute to making companies' workforces increasingly diverse. Additionally, many multinational companies rely on expatriates to run their local operations. An expatriate is a foreign employee who moves to and works in another country for an extended period of time. All of these trends mean that during your career you are likely to encounter someone from a different culture and that the potential for cross-cultural tensions is high. It is therefore important for any international management student to understand culture to better prepare for dealing with such tensions.

6. Fill in the gaps.

One of the most important aspects of ____ (managing - manager) a virtual team is communication. Without face-to-face interactions, it is vital to establish clear channels and expectations for communication. Tools like Zoom, Microsoft Teams, and Slack facilitate real-time collaboration, but they must be used thoughtfully to avoid ____ (misunderstandings - misunderstand) or information overload. Regular video ____ (met - meetings), clear agendas, and documented follow-ups help maintain alignment and build trust among team members.

Building trust and team cohesion is another critical challenge. Remote team members may feel ____ (isolate - isolated) or disconnected without daily office interactions. Managers can foster a sense of belonging by ____ (encouraging- encourage) informal conversations, celebrating team achievements, and organizing virtual team-building activities. Transparent leadership, empathy, and consistent support also play a key role in ____ (keep- keeping) morale high and relationships strong.

2. Answer the following questions in a written form.

1. What are the core differences between public management and private management, and how do these differences affect decision-making processes?

2. How has New Public Management (NPM) influenced the efficiency and accountability of public sector organizations?
3. In what ways can public managers balance political directives with the need for administrative neutrality and professionalism?
4. How do transparency and accountability impact public trust in government institutions?
5. What role does strategic planning play in effective public service delivery?

5 семестр

1. Вопросы для устного опроса

Тема 15. The main aspects of economics

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

Тема 16. Macroeconomics and microeconomics

Macroeconomics (Economy-Wide Issues):

1. What are the main indicators of economic performance (GDP, inflation, unemployment)?
2. How do fiscal and monetary policies influence economic growth and stability? (*Focus: government spending, taxation, interest rates, central banks*)
3. What causes economic cycles, recessions, and booms in national economies?
4. How do exchange rates, trade balances, and globalization affect a country's economy?

Microeconomics (Individual & Market Behavior):

5. How do consumers make choices based on limited resources and preferences? (*Focus: consumer behavior, utility, budget constraints*)
6. What determines how firms set prices and output levels? (*Focus: cost structures, market competition, profit maximization*)
7. How are supply and demand related, and how do they affect equilibrium in individual markets?
8. What factors influence competition in different types of market structures (perfect competition, monopoly, etc.)?

Тема 17. Economic issues

1. What to produce? - How should a society decide which goods and services to produce, given limited resources?
2. How to produce? - What methods and technologies should be used in production to maximize efficiency and minimize costs?
3. For whom to produce? - How should goods and services be distributed among the population?
4. How to achieve economic growth? - What strategies can increase a country's output of goods and services over time?

5. How to reduce unemployment? - What policies can help ensure more people have access to stable and meaningful work?
6. How to manage inflation and price stability? - How can the economy control rising prices while maintaining purchasing power?
7. How to reduce poverty and inequality? - What role do governments and markets play in ensuring fair income distribution?
8. How to ensure environmental sustainability in economic development? - How can economic progress be balanced with protecting natural resources and addressing climate change?

2. Текущая лексико-грамматическая контрольная работа (Тема 15-16)

1. Put the verb in brackets in the correct Tense and Voice form: (Поставьте глагол в скобках в нужную временную и залоговую форму):

1. Production and consumption levels (to coordinate) through prices.
a) coordinate b) are coordinated c) is coordinated d) are coordinating
2. High taxes (to impose) on producers of goods and services by the government recently.
a) are imposed b) imposed c) were imposed d) have been imposed
3. Three main problems (to solve) in this sector in the nearest future.
a) are going to solve b) will solve c) are solved d) will be solved
4. The conflict between demands and the ability to produce (to reconcile) continuously in any economy.
a) is being reconciled b) has been reconciled c) reconciles d) is reconciling
5. The optimal level of government intervention (to achieve) with difficulty.
a) achieves b) was achieved c) were achieved d) achieved

2. Complete the sentences with suitable modal verbs. (Дополните предложения подходящими модальными глаголами):

1. Not all partners in a firm ... take an active part in management.
a) must b) have c) ought d) are
2. The consumer ... to solve the problem of choice.
a) have b) has c) must d) should
3. The consumer ... to choose the specific goods within the limits imposed by his budget. a) can
b) must c) are d) has

3. Answer the questions in a written form

1. What is the basic problem of scarcity in economics, and how does it influence decision-making?
2. How do supply and demand determine prices in a market economy?
3. What are the main differences between microeconomics and macroeconomics?
4. What role do governments play in regulating and stabilizing the economy?
5. How do inflation, unemployment, and GDP reflect the health of an economy?
6. What is opportunity cost, and why is it a central concept in economics?
7. How do different economic systems (capitalism, socialism, mixed economies) allocate resources?
8. What impact do international trade and globalization have on national economies?

4. For each group of words a-j find a synonym from 1-10.

1. prospect (adj.)	a. potential, scope, future, expectations, possibilities;
2. to estimate (v.)	b. to increase, to rise, to advance, to leap, to surge, to escalate;
3. range (n.)	c. synthetic, fake, false, mock, imitative, simulated;
4. driverless (adj.)	d. brainpower, perception, sharpness, cleverness, ability;
5. prediction (n.)	e. autonomous, independent, self-ruling, uncontrolled;
6. intelligence (n.)	f. forecast, prognosis, anticipation, apprehension;
7. to inch (v.)	g. blockage, bottleneck, traffic jam;
8. artificial (adj.)	h. evaluate, figure out, consider
9. congestion (n.)	i. to creep, to drag, to lag, to worm;
10. to accelerate (v)	j. radius, area, orbit, field, scope, scale, horizon, latitude;

6 семестр

1. Вопросы для устного опроса

Tema 18. What are factors of production? Capital as a factor of production

1. What is capital in economic terms?
2. What are the types of capital?
3. How is capital formed?
4. How does capital increase productivity?
5. What is the role of capital in economic growth?
6. How is capital allocated in the economy?
7. What are the returns on capital?
8. What are the risks and limitations of capital?

Tema 19. Labor as a factor of production

1. What is labor in economic terms? How is labor defined as a factor of production, and what distinguishes it from other factors?
2. What are the types of labor? How do we differentiate between skilled, unskilled, manual, and intellectual labor?
3. How is labor measured? What indicators (e.g., hours worked, labor force participation, productivity) are used to assess labor input?
4. What determines the supply of labor? What factors influence how many people are willing and able to work, such as wages, education, and demographics?
5. What affects labor productivity? How do training, technology, work environment, and motivation impact the efficiency of labor?
6. How is labor compensated? What determines wages and salaries, and how do market conditions and government policies influence them?
7. What are the challenges in the labor market? How do unemployment, underemployment, labor rights, and job mismatches affect economic performance?
8. How does labor interact with other factors of production? In what ways does labor work together with capital and land to produce goods and services?

Tema 20. Land as a factor of production

1. What is land in economic terms? How is land defined as a factor of production, and what resources are included (e.g., soil, minerals, water, air)?
2. Why is land considered a passive factor of production? What does it mean that land does not require human input to exist, unlike labor or capital?
3. What is the role of land in production? How does land contribute to agriculture, industry, construction, and resource extraction?
4. How is land different from other natural resources? How do we distinguish between land as a general resource and specific resources like oil, forests, or water?
5. How is land valued economically? What determines the economic value of land (e.g., location, fertility, accessibility, zoning)?
6. What are the returns to land? What is economic rent, and how does it represent the income earned from owning land?
7. How do human activities affect the value and use of land? How do urbanization, infrastructure, environmental policies, and climate change influence land use?
8. What are the challenges in land use and management? How do issues like land scarcity, ownership rights, environmental degradation, and land reform affect the economy?

Tema 21. Entrepreneurship, ownership and technology as factors of production

1. What is entrepreneurship in the context of production? How do entrepreneurs organize and combine other factors of production (land, labor, capital) to create goods or services?
2. What are the key characteristics of successful entrepreneurs? What traits (e.g., risk-taking, innovation, leadership, vision) drive entrepreneurial success in production?
3. How does entrepreneurship contribute to economic growth? In what ways do entrepreneurs stimulate job creation, competition, and innovation in markets?
4. What risks do entrepreneurs face in the production process? What types of financial, operational, and market-related risks must they manage?
5. How does technology enhance production efficiency? What role do tools, machinery, software, and automation play in improving productivity and reducing costs?

6. What is the impact of technological innovation on industries? How do technologies like AI, robotics, and digital platforms transform traditional production processes?
7. How do entrepreneurship and technology interact? How do entrepreneurs leverage technology to develop new products, disrupt markets, or create entirely new industries?
8. What are the barriers to technological adoption in production? What limits the use of technology in some sectors (e.g., cost, skills gap, infrastructure)?

2. Текущая лексико-грамматическая контрольная работа (Тема 18-19)

1. Put the verb in brackets in the correct Tense and Voice form: (Поставьте глагол в скобках в нужную временную и залоговую форму):

1. Production and consumption levels (to coordinate) through prices.
a) coordinate b) are coordinated c) is coordinated d) are coordinating
2. High taxes (to impose) on producers of goods and services by the government recently.
a) are imposed b) imposed c) were imposed d) have been imposed
3. Three main problems (to solve) in this sector in the nearest future.
a) are going to solve b) will solve c) are solved d) will be solved
4. The conflict between demands and the ability to produce (to reconcile) continuously in any economy.
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a) achieves b) was achieved c) were achieved d) achieved

2. Complete the sentences with suitable modal verbs. (Дополните предложения подходящими модальными глаголами):

1. Not all partners in a firm ... take an active part in management.
a) must b) have c) ought d) are
2. The consumer ... to solve the problem of choice.
a) have b) has c) must d) should
3. The consumer ... to choose the specific goods within the limits imposed by his budget. a) can
b) must c) are d) has

3. Fill in the gaps with the right verb in the right form: Passive voice

The Grand Strategy. Companies choose a grand strategy in response to the first question they should ask themselves: does the firm want to grow, strive for stability, or take a defensive position in the marketplace? Often, the choice of a grand strategy _____ (be base) on conditions in the business environment because firms generally want to grow unless something (like a recession) makes that difficult. Note that a grand strategy and a corporate strategy can overlap significantly.

Planning Firm Actions to Implement Strategies.

When managers create strategies, they are making plans for how their firm will compete in the marketplace and what actions the firm will have to undertake to compete. A plan is a decision to carry out a particular action in order to achieve a specific goal. A plan includes decisions about when and how actions should _____ (be accomplish) and what resources _____ (will be require) to complete the actions. Because planning is one of the basic functions of management, a good manager should have good goal-setting skills, technical knowledge about the tasks necessary to reach goals, time-management skills, and the organizational skills required to arrange company resources to be available to complete the planned tasks. Planning is a combination of deciding what needs _____ (to be do), figuring out how to do it, assigning roles to people and providing them the resources to complete their tasks, and overseeing the work to make sure it gets done correctly and in a timely manner.

3. Оценочные средства для самостоятельной работы: проведение дебатов на тему «The modern challenges in science and technology»

Варианты тем в зависимости от специальности студентов:

1. You are a manager of a team that is taking a long time to move through the Storming stage. There are two individuals on the team that seem to be unproductive when dealing with conflict and are holding the team back. What would you do to help the team move through conflict management and begin Norming and Performing?
2. One of your direct reports on your team is very focused on his own personal development. He is a strong employee individually, but hasn't had as much experience working in a team environment on a project. He wants to do well, but isn't exactly sure how to work within this context. How would you instruct him?
3. You are leading a team responsible for a very important strategic initiative at your company. You have

launched the project, and your team is very motivated and excited to move forward. You have the sense, however, that your sponsor and some other stakeholders are not fully engaged. What do you do to engage them?

1. The emergence of a more knowledge- and information-based global economy means that services will become more critical and service industries will continue to grow at a faster pace than product-based industries.
2. The abilities of artificial intelligence in HRM.
3. The abilities of artificial intelligence in management information systems.
4. How and why do entrepreneurs develop MTI skills?
5. No matter what method is used, what skills do you need to successfully manage technology and innovation?
6. How do you look into the future to keep pace?

4. Темы устных сообщений:

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

5. Задание для описания графиков и диаграмм:

Ознакомьтесь с информацией, представленной на графике, круговой диаграмме, гистограмме, обобщите ее в письменном виде, выделив главные моменты и сделав необходимое сравнение.

6. Вопросы для дебатов (круглый стол):

1. Why is it important to understand and appreciate the importance of international management in today's world?
2. What is culture, and how can culture be understood through Hofstede's cultural framework?
3. How are regions of the world categorized using the GLOBE framework, and how does this categorization enhance understanding of cross-cultural leadership?
4. Why is an understanding of cultural stereotyping important, and what can students do to prepare for cultural stereotyping by looking at social institutions?
5. What steps can you undertake to be better prepared for cross-cultural assignments?
6. What are the main strategies that companies can use to go international?
7. Why might it be necessary for a company to go international, and how might it accomplish this goal?

7. Темы устных сообщений:

- 1) Представление компании, работающей в профессиональной области студентов (название, год основания, владелец, штаб-квартира, правовая форма компании, специализация, структура, количество работников, выпускаемые товары или оказываемые услуги, ее основные конкуренты, преимущества этой компании перед конкурентами) (Темы 3.4.6)
- 2) Анализ деятельности компании за последние два года (студент готовит материал по той компании, которую он представлял в рамках изучения предыдущей темы).

8. Ролевая игра:

а) интервью о приеме на работу

Студенты делятся на пары. В качестве домашнего задания они изучают резюме и сопроводительное письмо своего партнера и готовятся к проведению интервью. На занятии поочередно студенты в парах проводят интервью. Затем они делают мини-сообщение с целью дать свою оценку тому, как соискатель

на работу вел себя в процессе прохождения интервью. В качестве домашнего задания они должны написать аргументированное письмо-ответ, о том принят или нет человек на работу.

б) рассмотрение жалобы клиента

На занятии студенты обсуждают, какие виды проблем могут возникнуть между компанией и ее клиентами. В конце занятия студенты получают задание написать письмо-жалобу по одной из обсужденных ситуаций. На занятии студенты обмениваются письмами-жалобами и в качестве домашнего задания пишут письмо-ответ на жалобу. После этого «клиенты», ознакомившись с ответом, лично приходят в компанию для рассмотрения своей ситуации непосредственно с сотрудником компании. В конце, каждая из сторон делает мини-сообщение о сути претензии, о том, был ли разрешен конфликт и о том, насколько каждая из сторон довольна состоявшимся общением.

Круглый стол (дебаты) ‘The impact of technology on professional development’

- ✓ What do we mean by management of technology and innovation (MTI), and why is it crucial?
- ✓ How do organizations develop technology and innovation?
- ✓ What are external sources of technology and innovation development, and when are they best used?
- ✓ What are internal sources of technology and innovation development, and when are they best used?

9. Оценочные средства для самостоятельной работы: презентация бизнес плана своей будущей компании

Студенты делятся на группы из 2-3 человек с целью подготовить презентацию бизнес-плана своей будущей компании. Структура бизнес плана:

1. Personal Details (relevant work experience)
2. Details of the business (name, type of business, etc)
3. Mission statement (describe the general aim of the business)
4. Objective (describe what specifically the company will do)
5. Product/service description
6. Market (describe your market, target customers, main competitors, the advantages of your product or service over the competition)
7. Details of production (describe the location of your business, details of production, the kind of premises, machinery and vehicles which you need)
8. Personnel (number of people, job function)
9. Marketing (describe what sort of marketing or advertising you intend to do)
10. Finance (give a table to show how much money you need to set up a business and a graph to show your cash flow forecast and estimated profit and loss account)

Остальные студенты выступают в роли банкиров, которые задают уточняющие вопросы и принимают решение о том, будет ли выдан кредит на открытие данного предприятия или нет.

7.3.2. Промежуточная аттестация

1 семестр

- 1. Итоговая лексико-грамматическая контрольная работа.**
- 2. Беседа по пройденным темам.**

1. Итоговая лексико-грамматическая контрольная работа.

1. Fill in the gaps with proper words.

Good education ____ (be- is – are) the foundation of personal growth, social development, and national progress. It goes beyond memorizing facts or passing exams—it ____ (help – helps – helping) individuals develop critical thinking, creativity, communication skills, and a strong sense of values. A good education ____ (empowering - empowers - empower) people to understand the world, make informed decisions, and contribute meaningfully to society.

One key feature of good education is that it is **inclusive and accessible**. Every child, regardless of their background, should have the opportunity to learn in a safe and supportive environment. Good education also focuses on **developing the whole person**, combining academic knowledge with emotional intelligence, life skills, and ethical awareness.

In today's fast-changing world, education must also be **adaptable and relevant**. This _____ (*means – mean*) teaching students not just what to learn, but how to learn—so they can continue growing throughout their lives. Technology, when _____ (*used – use – using*) wisely, can make education more engaging and personalized.

In conclusion, good education is essential for building better lives and a better future. It _____ (*shape – shaping – shapes*) not only skilled workers, but responsible citizens and thoughtful human beings.

2. Match the words from the essay with their meanings:

Word	Meaning
Inclusive	A. The ability to understand and manage emotions
Critical thinking	B. Available and fair to everyone
Emotional intelligence	C. Thinking carefully and logically
Empower	D. To give someone the power or confidence
Relevant	E. Useful or connected to the present situation

3. Answer the following questions in complete sentences:

1. What is the main purpose of good education according to the essay?
2. Why is accessibility important in education?
3. What does it mean to develop "the whole person"?
4. How can technology improve education?
5. Why is it important to teach students how to learn, not just what to learn?

2.Беседа по пройденным темам.

1. Is there an increased trend for further education in our country?
2. Is higher education too expensive in our country?
3. In your opinion, what makes someone a good student?
4. How do teachers teach in our country?
5. How has education changed in Russia over the past few decades?
6. How will education change in the near future?
7. Which part of our country do like to live? Why?
8. What makes you feel proud of our country?
9. Do you know the history of Russia?
10. Will you stay in Russia in the Future?
11. What are the attractive cities in our country? Why?
12. How would you like to change the future of our country?
13. Do you like travelling?
14. Whom do you often spend the holiday with? ...
15. Have you done much travelling? ...
16. What kind of places have you visited in your life? ...
17. When you visit new places, what do you like to do? ...
18. Do you prefer travelling alone or in a group? ...
19. Do you often travel abroad?

2 семестр

1. Итоговая лексико-грамматическая контрольная работа.

2. Беседа по пройденным темам.

1. Итоговая лексико-грамматическая контрольная работа.

1. Complete following sentences with the right words.

There are as many means of transport as you _____ (can) only imagine. They are a bus, a bicycle, a car, a ship, a train, a plane and so on. And today I _____ (want) to discuss all of them.

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

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

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

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

1. You (to talk) during your exam tomorrow.
2. He ... (to cook) tonight because he's going to a restaurant.
3. We ... (to forget) to lock all the doors before we leave.
4. She ... do this work tomorrow, because now she doesn't have enough time for it.
5. Lucy (to attend) our meeting. She's stuck in a traffic jam.
6. She's seven years old, but she ... read yet. Her parents are getting her extra lessons.
7. ... (She / to wear) ... jewelry at school?
8. The museum was free. So we ... pay to get in.
9. (You / to swim) ... when you were 10?
10. Hurry up! The check-in (to start) in three hours and we are still at home.

3. Complete following sentences with the right forms of the words.

Today healthy lifestyle _____ (be become) _____ (much and much) popular both with the old and the young. People _____ (have become) more health-conscious. They say that _____ (the great) wealth is health. And it's so true. The _____ (healthy) we are, the _____ (good) we feel. The _____ (good) we feel, the _____ (long) we live.

A healthy diet _____ (be) an essential part of staying healthy. We know that we should not stuff ourselves with fast food, sweets, sausages, pastry and fat food. Due to medical research, this type of food _____ (shorten) our life, it _____ (lead) to obesity, heart and blood vessels diseases, diabetes, gastric problems and lots of other serious ailments. To prevent all these problems we should _____ (enjoy) well-balanced home-made meals with a lot of organic fruits, vegetables, dairy products, grains and seafood. We are what we eat.

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

1. Don't give me any cheese. I _____ (to hate) it!
2. You won't find Jerry and Tom at home right now. They _____ (to study) in the library.
3. Harold Black's a famous pianist. He _____ (to give) two or three concerts every week.
4. It _____ often _____ (not / rain) in the summer, but today it _____ (rain).
5. " _____ Mr. Jackson _____ (help) his son with his homework?" - "Yes, every evening"
6. _____ you _____ (to take) any vitamins at the moment?
7. At first, I didn't like my job, but I _____ (to begin) to enjoy it now.
3. Fill in the gaps with the correct modal verb in the right tense.
1. Last year he _____ (not/to take part) in the competition because he had his leg broken.
2. At our hotel holiday-makers _____ (to choose) between a single, a double or a family room.
3. You _____ (to pick) our son up from school at 17.00. Please, don't forget.
4. I _____ (to leave) my house much earlier because I was afraid to get into a traffic jam and miss my plane.
5. You _____ (not/to see) me off if you don't have free time.
6. When I was 12 I _____ (to choose) our holiday destination as my birthday present.
7. In ten years young people _____ (to enter) the university without entrance exams.
8. _____ you (to book) the plane tickets yourself? I am very busy this week.
9. I am afraid I never _____ (to be) on a diet. I love cakes too much.
10. Tomorrow they _____ (to stay) four hours in Paris airport waiting for the connecting flight.

2. Беседа по пройденным темам.

1. Do you like travelling?
2. Whom do you often spend the holiday with? ...
3. Have you done much travelling? ...

4. What kind of places have you visited in your life? ...
5. When you visit new places, what do you like to do? ...
6. Do you prefer travelling alone or in a group? ...
7. Do you often travel abroad?
8. What kinds of public transport are there where you live? ...
9. Do you prefer public transport or private transport? ...
11. Is a bicycle a good means of transport? ...
12. Do you think that there should be a separate lane for bicycles?
13. Do you think people pay enough attention to their health?
14. Do you think the government is responsible for public health?
15. Do you think there are more unhealthy people these days as compared to a decade ago?
16. How do you think parents can encourage children to be healthy?
17. How do you usually cope with stress?

3 семестр

1. Итоговая лексико-грамматическая контрольная работа.
2. Беседа по пройденным темам.

1. Итоговая лексико-грамматическая контрольная работа.

1. Translate from Russian into English the following sentences.

1. Организация – это группа людей, работающих для достижения целей.
2. Управление – это процесс планирования, организации, подбора кадров и контроля для того, чтобы достичь цели организации.
3. Управление касается как коммерческих, так и неприбыльных предприятий.
4. Менеджеры наделены полномочиями и ответственностью предпринимать шаги, которые способствуют осуществлению целей организации.
5. Менеджеры могут достичь хороших результатов, если создадут в коллективе благоприятный морально-психологический климат.

2. Explain the meaning of the following word groups.

1. Human Resource Management;
2. organizational development;
3. manager is charged;
4. conduct recruiting;
5. staffing;
6. appraisal of work force performance;
7. professional development of workers.

3. Write a brief summary (essay) of the text “The Purpose of organization.”

An organization with a clear purpose or mission is one that is easy to understand and manage. A common purpose unifies employees and helps them understand the organization's direction. Any employee working at the NASA Space Center in the 1960s knew that that organization's common purpose was to put a man on the moon. Included with the common purpose would be the business and company strategy, mission statement, company values, and the organization's short- and long-term objectives. The role of communicating all of these components most likely falls to managers through the company.

Coordinated Effort

Arguably, a manager's most important responsibility is to coordinate the effort of work in a way that maximizes resources with the common purpose in mind. Managers will need to leverage the employees' skill sets, experience, and personalities in a way that consistently adds value. Managers must also take into account employees' preferences as they relate to job satisfaction and engagement.

Specialization and the Division of Labor

Early in the twentieth century, every employee on the Ford Motor Company assembly line had a specific, repetitive task. For instance, one person would install the wheels on the left side of the car, and another employee only installed the front bumper. By breaking the whole job down to specific standardized tasks and repeating them over and over, Ford could produce one car every ten seconds.

Ford, and many other factories, demonstrated that **specialization** made work more efficient. Management saw this as the most efficient use of the relative skills of its employees. Employee skills at performing a task improve through repetition. Less time is spent changing tasks, in putting away tools from a prior task and getting the necessary tools for the next task. A second, and equally important, efficiency with specialization is the ease and low cost of finding and training people to do specific and repetitive tasks.

4. IELTS Pie Chart essay. Summarize the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.



2. Беседа по пройденным темам.

1. What is human resource management in simple terms?
2. What is human resource management with example?
3. Why is human resource management so important?
4. What is the main role of HR?
5. What is a knowledge base important to managers?
6. What do managers need to carry out the various functions of management?
7. What skills are associated with a manager's ability to work well with others?
8. What is meant by corporate culture?
9. What is recruitment?
10. What are the stages of the recruitment process?
11. What are the types of recruitment?
12. What are the two methods of recruitment?
13. What are the features of recruitment?
14. What is considered to be an important aid for the daily operation of the company?
15. What can lead to the company demise?
16. What are the main functions of public management?
17. What does planning involve?
18. What is required in planning?
19. What is decision making?
20. Can a foreign company buy shares in our country?
21. Why do foreign companies invest in Russia?
22. Can a foreign national start a company in other countries?
23. What is the foreign equity ownership?
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27. What is foreign market share?

4 семестр

1. Итоговая лексико-грамматическая контрольная работа.

2. Беседа по пройденным темам.

1. Итоговая лексико-грамматическая контрольная работа.

1. Match the words which you have met in the text with their definitions. It will help you understand deeper how to produce day-to-day business letters.

a) nouns

Salutation, courier, signature, letterhead, capability, business correspondence, sender, response, exchange, request.

1. The most common form of greeting used in a letter or other written or non-written communication.
2. A mark that a person writes on documents as a proof of identity and intent.
3. A situation in which one person gives another person something and receives something else of a similar type or value in return.
4. Exchange of information, ideas or opinions between two or more persons during the course or itinerary of business through writing letters.
5. Someone who delivers messages, packages, and mail.
6. A reply or an answer.
7. A talent or ability that has potential for development or use.
8. A sheet of paper printed with one's address, name for writing a letter on.
9. A person, company, or organization that sends a letter.
10. The act of asking or something asked for.

b) verbs

To communicate, to mention, to begin, to send, to change, to occupy, to define, to classify, to sacrifice, to differ, to follow, to indent, to add, to re-enforce, to consider, to type, to smear, to fade, to mail, to create.

1. To stain by dirty substance.
2. To arrange into classes or categories.
3. To express thoughts, feelings, or information to another person.
4. To join so as to increase in size, quantity, or quality.
5. To produce through imaginative effort.
6. To start a line of the text from the margin.
7. To refer to something briefly without going in detail.
8. To give up something important or valued for the sake of other considerations.
9. To fill up time or space.
10. To send letters and other postal material by mail.
11. To be dissimilar in nature, quality, amount, or form.
12. To make more forcible or effective.
13. To post a letter or parcel to someone.
14. To disappear gradually.
15. To start out by doing something first.
16. To think about something carefully.
17. To write something with a keyboard of the computer.
18. To determine something.
19. To give a completely different form or appearance.
20. To come after.

2. Letter of Agreement. Change the underlined sentences so that it means the same as in the letter, using the information from ex.8. Respond to the partner.

*Company Telescope
Sq. Ak. Kurchatov, bld.1,
Moscow, Russia, 123098*

August 8, 20... .

*Company Imperial
88 George Curl Way, London
S018 2RZ United Kingdom*

Subject: Letter of Agreement. Supplying electrical goods

Dear Mr Rayon,

We are happy to know that you have selected Telescope Company as the sole vendor for supplying electrical goods to your head office and three branches in Moscow. We will be providing you the necessary supplies manufactured at our production unit.

According to the discussion we had at your office, we will send our personnel to do the installing and servicing work as required. In case, there is any need to repair or replace the item, allow us 24 hours to do so. The payment should reach us in 30 days from the date of billing.

If the terms and conditions are acceptable to you, please sign and send a copy of this letter at our official address. Should you have any further questions, please do not hesitate to contact us. We hope to continue our relationship for many years.

Yours sincerely,

Mike Belov

General Manager

I-Telescope@hotmail.ru

+ 7 (495) 984 81 64

Agreed and Accepted

By: _____ Date: _____

2. Беседа по пройденным темам.

1. What is the difference between New Public Management (NPM) and Traditional Public Administration?
2. What does Networked governance require?
3. What are public managers responsible for?
4. What is Politics?
5. What are the core differences between public management and private management, and how do these differences affect decision-making processes?
6. How has New Public Management (NPM) influenced the efficiency and accountability of public sector organizations?
7. In what ways can public managers balance political directives with the need for administrative neutrality and professionalism?
8. How do transparency and accountability impact public trust in government institutions?
9. What role does strategic planning play in effective public service delivery?
10. What is Strategic Management?
11. What are the six features that identify strategic management?
12. What should the Strategic Management process do?
13. What is Strategic planning?
14. What should the statement of objectives be in Strategic planning?
15. What is the essence of planning founded on?
16. Why is the strategy process always circular?
17. What are the most recent trends in human resource management that can change the overall working scenario of a daily office?
18. Why has the focus shifted to employee experience nowadays more than the engagement of employees at the workplace?
19. Why do the companies utilize the best of people analytics?
20. Why is learning new skills the crucial part of tracking the employees learning process stay updated?
21. What is the simulation process?
22. Why do we need biometric time tracking and security?
23. How has the shift of leadership goals changed?
24. Why does target recruitment is one of the most discussed trends in the HR sector?
25. Why should we worry about workplace health?
26. For the sake of argument: does the HR sector even need to be more digital?
27. Why do we need to recognize and leverage the potential of E-recruitment?
28. Why will business managers have to tackle new challenges?
29. Why are people analytics tools a missing link between business managers and employees?
30. Why do we need real-time performance management?
31. Why do companies focus on employee wellness management?
32. Why has IoT become a significant part of digital transformation within the workplace?
33. Why do we need digitalization in human resources?

5 семестр

- 1. Итоговая лексико-грамматическая контрольная работа.**
- 2. Беседа по пройденным темам.**

1. Итоговая лексико-грамматическая контрольная работа.**1. Fill in the gaps with the right form of the verb: Passive Voice**

International management is a critical area for any serious student of management because of globalization, the worldwide phenomenon whereby the countries of the world are becoming more interconnected and where trade barriers among nations are disappearing. Companies of all kinds _____ (be no longer limit) to producing and selling their goods and services in domestic markets. In fact, companies _____ (be encourage) to explore global markets to stay competitive and are thus likely to have business activity anywhere in the world. Globalization _____ (be being facilitate) by several key factors, and companies that want to succeed in this environment must understand the key factors that are making the business world more globally connected.

2. Put the verbs in brackets in the correct form in Present Simple Passive Voice.

Write the negative form in full: do not write, is not given.

1. These letters (to address) to Alice.
2. Wine from California (to export) to Russia.
3. The goods (to keep) in the warehouse.
4. I (to visit) often (to help) with my work.
5. Much time (to give) to the development of new devices.
6. At the University students (to teach) many different subjects.
7. Hockey (to play) in winter.
8. I (to make) an interesting job offer.
9. Service (to include) in the bill.

3. Managerial Decision. Select three different businesses from different industries, such as a hospitality business (hotel, restaurant, fitness center), a manufacturing company, and a not-for-profit business. Perform an analysis for each business.

2. Беседа по пройденным темам.

1. What is considered to be an important aid for the daily operation of the company?
2. What can lead to the company demise?
3. What are the main functions of public management?
4. What does planning involve?
5. What is required in planning?
6. What is decision making?
7. Can a foreign company buy shares in our country?
8. Why do foreign companies invest in Russia?
9. Can a foreign national start a company in other countries?
10. What is the foreign equity ownership?
11. What are foreign markets?
12. How do you enter a foreign market?
13. What are the modes of entry into foreign market?
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6 семестр

- 1. Итоговая лексико-грамматическая контрольная работа.**
- 2. Беседа по пройденным темам.**

1. Итоговая лексико-грамматическая контрольная работа.**1. Fill in the gaps with the right form of the verb: Infinitive, Gerund, Passive voice, Participle I&II**

What do we mean by management of technology and innovation (MTI), and why is it crucial?

Management of technology and innovation is critical to the organization. Because of innovations and new technologies, we _____ (have historically see) the emergence of innovative organizational structures and new

ways of _____ (perform) work. For example, the Industrial Revolution ushered in the functional structure for organizations. As business moved from small craft businesses like blacksmiths to railroads, there was a need _____ (introduce) a more complex business structure. Today, we see the innovations in information technology _____ (change) structures to more network based with people _____ (be able to work) remotely. The changes in structure are innovations in the technology of how work _____ (be accomplish); the innovations brought on by the invention of new products influence the technology we use and how we use it.

Technology can _____ (be define) in a number of ways. The basic purpose of a system (such as an organization) is to convert inputs into outputs. Therefore, we will define organizational technology as the processes within the organization that help _____ (convert) inputs into outputs as well as the _____ (support) evaluation and control mechanisms. The management of technology involves _____ (the plan), implementation, evaluation, and control of the organization's resources and capabilities in order to create value and competitive advantage.

2. Match the words with their definitions.

1	Technology strategy	—the process of taking an innovation or technology and trying to build more value by looking for ways to use the technology in different markets and places.
2	Technology forecasting	—the use of portfolio techniques in development and use of technology enhances the potential value of technologies being developed and the technologies that are currently part of a firm's portfolio. Disney was a leading producer of animated films. However, Disney did not stop there—the portfolio of characters in the films are now marketed as products and displayed in Disney theme parks, and Disney very carefully manages the availability of the animated films.
3	Technology roadmapping	—the use of tools to study the environment for potential technological changes that can both positively and negatively affect the firm's value proposition. Digitization of a variety of products such as watches and cameras provided great opportunities for some firms and caused others to go bankrupt. Forecasting (or at least keeping an eye on the changes in technology) is very important in management of technology
4	Technology project portfolio	—the logic of how technology will be used and what role technology will have in the organization. For example, will innovation (first-to-market strategies dominate) be the focus, or will the firm want to do things better to obtain market share and value (let others take the initial risks)?

3. Write an essay in about 150 words on the following topic:

Innovation activities are an important subset of technology activities.

Innovation includes “newness” in the development and used of products and/or processes within a firm and within an industry. Invention, new product development, and process-improvement methods are all examples of innovation. Management of innovation includes both change management and managing organizational processes that encourage innovation. The management of innovation is more than just planning new products, services, brand extensions, or technology inventions—it is about imagining, mobilizing, and competing in new ways. For the organization, innovation management involves setting up systems and processes that allow newness that adds value to emerge. Some firms, like Google and 3M, give some employees time during the workweek to work on their own ideas with the hope of sparking new ideas that will add value. Google News and 3M Post-it Notes are products that emerged from this practice. In order to manage innovation processes successfully, the firm must undertake several activities (these can involve the study of technologies currently in use).

2. Беседа по пройденным темам.

1. Why is casting a wide net while trying to keep up with potential changes in the firm, the market, the competition, etc. crucial?

2. Can the creating newness with existing products expand the portfolio of value of a product?
3. Is the creating a culture open to newness critical to cultivating ideas?
4. Is the communicating knowledge throughout the firm important?
5. Have you ever listened to a presentation? Do you still remember it? Why?
6. Have you ever pitched/delivered your own presentation?
7. Could you name some basic pitch presentation follow-up strategies?
8. What is the toughest challenge in pitching presentation?
9. What is your personal definition of a presentation?
10. What do you prefer to watch a presentation or to listen to a speech?
11. What is the difference between a movie and a presentation?
12. How do companies benefit from participating in an electronic trading hub?
13. What impact does electronic trading have on the global economy?
14. How are management of technology and management of innovation similar? How are they different?
15. How can firms create value through good management of technology and innovation?
16. How do organizations develop technology and innovation?

Пример экзаменационного билета.

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО
ОБРАЗОВАНИЯ
«МОСКОВСКИЙ ПОЛИТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»
(МОСКОВСКИЙ ПОЛИТЕХ)**

Факультет базовых компетенций, кафедра «Иностранные языки»
Дисциплина «Иностранный язык»
Все направления подготовки
__ курс, __ семестр

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. Лексико-грамматическая контрольная работа.
2. Беседа по пройденным темам.

Утверждено на заседании кафедры «__» _____ 202__ года, протокол № ____
Зав. кафедрой _____ / _____ /