



ФГОС ВО
(версия 3+
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**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ
«ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК»**

ЧЕЛЯБИНСК 2026

**МИНИСТЕРСТВО КУЛЬТУРЫ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ЧЕЛЯБИНСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ КУЛЬТУРЫ»**

Кафедра литературы, русского и иностранных языков

**Фонд оценочных средств
по дисциплине
«Деловой иностранный язык»**

**программа магистратуры
«Дети и молодежь в сфере наследия и туризма»
по направлению подготовки
51.04.04 Музеология и охрана объектов культурного и природного
наследия
Квалификация: магистр
Форма обучения: очная, заочная**

Челябинск 2026

Фонд оценочных средств по дисциплине «Деловой иностранный язык» составлен в соответствии с требованиями ФГОСВО по направлению подготовки 51.04.04 Музеология и охрана объектов культурного и природного наследия

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Фонд оценочных средств как составная часть ОПОП на заседании совета факультета документальных коммуникаций и туризма рекомендован к рассмотрению экспертной комиссией, протокол № 5 от 22.01.2024.

Экспертиза проведена 16.02.2024, акт № 2024 / Мм

Фонд оценочных средств как составная часть ОПОП утвержден на заседании Ученого совета института протокол № 5 от 26.02.2024.

Срок действия фонда оценочных средств продлен на заседании Ученого совета института:

Учебный год	№ протокола, дата утверждения
2025/26	протокол №8 от 26.05.2025
2026/27	протокол №10 от 25.05.2026
2027/28	
2028/29	

1. СОСТАВНЫЕ ЧАСТИ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ «ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК»

Фонд оценочных средств (далее – ФОС) представлен:

- ФОС в составе рабочей программы дисциплины;
- комплектом аттестационных педагогических измерительных материалов;
- материалами, необходимыми для оценки умений и владений (практико-ориентированные задания, используемые в период проведения промежуточной аттестации).

2. ФОС В СОСТАВЕ РАБОЧЕЙ ПРОГРАММЫ ДИСЦИПЛИНЫ

ФОС в соответствии с Положением «О порядке разработки и утверждении основных профессиональных образовательных программ – программ бакалавриата, специалитета и магистратуры» (утв. Ученым советом, протокол № 7 от 22.04.2019, приказ 83-п от 24.04.2019) входит в состав рабочей программы дисциплины (раздел № 6) и включает следующие пункты и подпункты:

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

6.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы. Таблица 6, 7.

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

6.2.1. *Показатели и критерии оценивания компетенций на различных этапах их формирования* Таблицы 8, 9

6.2.2. *Описание шкал оценивания.*

6.2.2.1. Описание шкалы оценивания ответа на зачете (пятибалльная система). Таблица 10.

6.2.2.2. Описание шкалы оценивания Таблица 11.

6.3. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений и владений, характеризующих этапы формирования компетенций в процессе освоения образовательной программы.

6.3.1. *Материалы для подготовки к зачету.* Таблица 12, 13.

6.3.2. *Темы и методические указания по подготовке рефератов, эссе и творческих заданий по дисциплине.*

6.3.3. *Методические указания по выполнению курсовой работы.*

6.3.4. *Типовые задания для проведения текущего контроля формирования компетенций.*

6.3.4.1. Планы семинарских занятий.

6.3.4.2. Задания для практических занятий.

6.3.4.3. Темы и задания для мелкогрупповых/индивидуальных занятий.

6.3.4.4. Типовые темы и задания контрольных работ (контрольного урока).

6.3.4.5. Тестовые задания.

6.4. Методические материалы, определяющие процедуры оценивания знаний, умений и владений, характеризующих этапы формирования компетенций.

3. КОМПЛЕКТ АТТЕСТАЦИОННЫХ ПЕДАГОГИЧЕСКИХ ИЗМЕРИТЕЛЬНЫХ МАТЕРИАЛОВ

Спецификация АПИМ

Цель АПИМ	Оценка учебных достижений
Функция АПИМ	Контроль, диагностика
Вид контроля	Текущий контроль знаний обучающихся. Возможно применение в рамках промежуточной аттестации и проверки остаточных знаний
Модель АПИМ	Уровневая модель представлена в трех взаимосвязанных блоках заданий: – Блок 1. Задания на уровне «знать» в форме «выбор одного, двух и более правильных ответов из предложенных» выявляют в основном знаниевый компонент по дисциплине и оцениваются по бинарной шкале «правильно-неправильно»; – Блок 2. Задания на уровне «знать» и «уметь» в форме «установление соответствия (последовательности)», в которых нет явного указания на способ выполнения, для их решения обучающийся самостоятельно выбирает один из изученных способов. Задания данного блока позволяют оценить не только знания по дисциплине, но и умения пользоваться ими при решении стандартных, типовых задач. – Блок 3. Задания на уровне «знать», «уметь», «владеть» представлены в форме кейс-задания, содержание которого предполагает использование комплекса умений и навыков, для того чтобы обучающийся мог самостоятельно сконструировать способ решения, комбинируя известные ему способы и привлекая междисциплинарные знания. Кейс-задание представляет собой учебное задание, состоящее из описания реальной ситуации и совокупности сформулированных к ней вопросов. Выполнение обучающимся кейс-заданий требует решения поставленной проблемы (ситуации) в целом и проявления умения анализировать конкретную информацию, прослеживать причинно-следственные связи, выделять ключевые проблемы и методы их решения. – Блок 4. Задания на уровне «знать», «уметь», «владеть» представлены в форме открытых вопросов, предполагающих краткий свободный ответ.
Время тестирования (мин)	90 мин. на выборку из 20 вопросов
Планируемые результаты освоения	УК-4
Перечень документов, используемых при планировании содержания теста	ФГОС ВО по направлению подготовки, рабочая программа дисциплины
Разработчики	В. Б. Мещеряков, заведующий кафедры литературы, русского и иностранных языков, кандидат педагогических наук, доцент
Экспертиза тестовых заданий	Проведена в рамках общей экспертизы ОПОП

Банк заданий с ответами

УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

Код задания	Задание	Ключ правильного ответа
Блок 1	Выберите правильный ответ(ы)	
1.1	How old are you? A. I have 16. B. I am 16. C. I have 16 years. D. I am 16 years.	<i>B</i>
1.2	Are you having a nice time? A. Yes, I'm nice. B. Yes, I'm having it. C. Yes, I am. D. Yes, it is.	<i>B</i>
1.3	Yesterday I went ___ bus to the National Museum. A. on B. in C. by D. with	<i>C</i>
1.4	Sue and Mike ___ to go camping. A. wanted B. said C. made D. talked	<i>A</i>
1.5	Who's calling, please? A. Just a moment. B. It's David Parker. C. I'll call you back. D. Speaking.	<i>B</i>
1.6	They were ___ after the long journey, so they went to bed. A. hungry B. hot C. lazy D. tired	<i>D</i>
1.7	Can you tell me the ___ to the bus station? A. road B. way C. direction D. street	<i>B</i>
1.8	___ you remember to buy some milk? A. Have B. Do C. Should D. Did	<i>B</i>
1.9	Don't forget to put the rubbish out. - I've ___ done it! A. yet B. still C. already D. even	<i>C</i>

1.10	I'm a nurse. And __do you do? A. how B. what C. which D. who	<i>B</i>
1.11	There's something wrong with my leg. A. can walk hardly B. can hard walk C. hardly can walk D. can hardly walk	<i>D</i>
1.12	Have you got __work to do? A. many B. much C. few D. a few	<i>B</i>
1.13	What __to do next? A. are you going B. you are going C. you going are D. going you	<i>A</i>
1.14	__cold in Moscow in winter? A. Is it B. Does it C. Is there D. Does there	<i>A</i>
1.15	What's the matter? - I __for David. Have you seen him? A. look B. am looking C. have been looking D. have looked	<i>B</i>
1.16	Yesterday she __some nice shoes. A. buy B. buys C. bought D. buyed	<i>C</i>
1.17	Please, don't give me __more work to do. A. some B. any C. no D. none	<i>B</i>
1.18	I like listening to music. - So __ A. do I B. like I C. am I D. I do	<i>A</i>
1.19	I'm afraid my clothes are quite wet. I should dry__ A. it B. them C. their D. theirs	<i>B</i>
1.20	Ann __for a job since December. A. was looking B. is looking C. has been looking	<i>C</i>

	D. had looked	
1.21	I'm very tired today. I wish I _____ a rest tonight. A. have B. had C. had had D. hasn't had	<i>A</i>
1.22	If Columbus hadn't loved travelling so much, he _____ America in 1942. A. won't discover B. wouldn't discover C. wouldn't have discovered D. would discover	<i>C</i>
1.23	She wouldn't wait for me if I _____ very late. A. come B. came C. had come D. has come	<i>B</i>
1.24	I would do the same if I _____ in your place. A. were B. am C. will be D. would be	<i>A</i>
1.25	An Equal Pay Act _____ into force in Britain in December 1975. A. came B. comes C. has come D. will come	<i>A</i>
1.26	They _____ several attempts recently to do this hard job. A. make B. made C. are making D. have made	<i>D</i>
1.27	They usually ... their European meeting in Paris. A. are holding B. hold C. holds D. have held	<i>B</i>
1.28	She _____ in Rome at the moment. A. works B. worked C. is working D. has worked	<i>C</i>
1.29	If he _____ her address, he would write to her. A. knows B. knew C. had known D. has known	<i>B</i>
1.30	If he had been at the concert, he _____ it. A. will enjoy B. would enjoy C. would have enjoyed D. enjoys	<i>C</i>
1.31	If we _____ a taxi, we would have missed the plane. A. have taken	<i>C</i>

	B. hadn't taken C. had taken D. has taken	
1.32	If it were not so cold, the children _____ to the mountains. A. would go B. will go C. would have gone D. will have gone	A
Блок 2	Установите соответствие. Ответ к заданиям запишите в виде сочетания цифр и букв, без пробелов и знаков препинания. Например, 1A2B3B	
2.1	Установите соответствие между заголовками 1–8 и текстами А–Г. Используйте каждую цифру только один раз. В задании есть один лишний заголовок. - Reason for extension - Presents begin to enrich the collection - New collections for the new building - New field for the old museum - Shift towards history - First famous exhibits - One on the basis of two - Location of the museum A. The present Ashmolean Museum was created in 1908 by combining two ancient Oxford institutions: the University Art Collection and the original Ashmolean Museum. The older partner in this merger, the University Art Collection, was based for many years in what is now the Upper Reading Room in the Bodleian Library. B. The collection began modestly in the 1620s with a handful of portraits and curiosities displayed in a small room on the upper floor. In the 17th century there were added notable collections of coins and medals later incorporated into the Ashmolean coin collection. The objects of curiosity included Guy Fawkes' lantern and a sword given by the Pope to Henry VIII, and a number of more exotic items. C. In the 1660s and 70s, the collection grew rapidly and, in 1683, the Bodleian Gallery was left to develop as a museum of art. At first, it was a gallery of portraits of distinguished contemporaries, but from the mid 1660s, it began to acquire a more historical perspective with the addition of images of people from the past: college founders, scientists, soldiers, monarchs, writers and artists. D. In the eighteenth century, several painters donated self-portraits. They also added a number of landscapes, historical paintings and scenes from contemporary life. Other donors, former members of the University, added collections of Old Masters so that by the early nineteenth century, it had become an art gallery of general interest and an essential point of call on the tourist map. The public was admitted on payment of a small charge. Catalogues were available at the entrance and the paintings were well displayed in a large gallery. E. It was only with the gift of a collection of ancient Greek and Roman statuary from the Countess of Pomfret in 1755 that the need for a new art gallery became urgent. The marble figures	A7B5C1D2E3F6G 4

	were too heavy to be placed in an upstairs gallery and were installed in a dark ground-floor room in the library pending the creation of a new museum. F. Before the new museum was finished, a major group of drawings by Raphael and Michelangelo was purchased by public subscription for the new galleries, establishing the importance of the Oxford museum as a centre for the study of Old Master drawings. The new museum also attracted gifts of paintings. In 1851, a collection of early Italian paintings, which included Uccello's "Hunt in the Forest" one of the museum's major works of art was presented. G. In the 1850s, the University established a new Natural History Museum, which is now known as the Oxford University Museum of Natural History. And all the natural history specimens from the Ashmolean were transferred to the new institution. Having lost what had become the most important element in its collection, the Ashmolean was to find a major new role in the emerging field of archaeology.	
2.2	Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Запишите ответ в виде последовательности букв и цифр. The Power of ‘Hello’ I work at a company where there are hundreds of employees. I know most of them and almost all of them know me. It is all based on one simple principle: I believe every single person deserves to be acknowledged, A _____. When I was about 10 years old, I was walking down the street with my mother. She stopped to speak to Mr. Lee. I knew I could see Mr. Lee any time around the neighborhood, B _____. After we passed Mr. Lee, my mother said something that has stuck with me from that day until now. She said, ‘You let that be the last time you ever walk by somebody and not open up your mouth to speak, because even a dog can wag its tail C _____.’ That phrase sounds simple, but it has been a guidepost for me and the foundation of who I am. I started to see that when I spoke to someone, they spoke back. And that felt good. It is not just something I believe in — D _____. I believe that every person deserves to feel someone acknowledges their presence, no matter how unimportant they may be. At work, I always used to say ‘hello’ to the founder of the company and ask him how our business was doing. But I was also speaking to the people in the cafe, and asked how their children were doing. I remembered after a few years of passing by the founder, I had the courage to ask him for a meeting. We had a great talk. At a certain point, I asked him E _____. He said, ‘If you want to, you can get all the way to this seat.’ I have become vice president, but that has not changed the way I approach people. I speak to everyone I see, no matter where I am. I have learned that speaking to people creates a pathway into their world, F _____. 1. it has become a way of life. 2. when it passes you on the street. 3. when you see him and talk to him.	A3B5C2D6E7F1

	4. and it lets them come into mine, too. 5. so I did not pay any attention to him. 6. however small or simple the greeting is. 7. how far he thought I could go in his company.	
Блок 3	<i>Кейс-задания предполагают работу с предложенным текстом. После его прочтения необходимо ответить на поставленные вопросы или выполнить задания</i>	
3.1	<i>Read the text and choose the right answer:</i> D. There is a debate going on in some colleges and universities today about the importance of a foreign language requirement. At some of these institutions, students may choose between a second language and mathematics – or some other discipline. When you live in the U.S., knowledge of a foreign language is helpful but not necessary for survival. From some students' point of view, saying "bonjour" instead of "hello" when they might spend a couple of weeks' vacations in France over the course of a lifetime hardly merits a big investment in time and effort. Neither does learning a Spanish dialogue to make a trip South of the Border. It is important, therefore, to define the benefits of learning a foreign language. In the first place, students should be made aware that in the U.S. alone, over 30% of the population is Spanish-speaking or of Hispanic origin. Learning French enables one to communicate in parts of Europe, Canada, and Africa. Chinese and Arabic covers over half the people in the world! Second, learning a foreign language leads to a better understanding of cultures and mentalities different from one's own; and though it may be interesting to bow rather than to shake hands, the important thing is the thinking and questioning process that should lead to a better understanding of one's own culture as well as those of others. Third, learning a language opens the door to great literatures and philosophies, which can have a tremendous impact on one's life. Reading literature in the language written is truly "living" the author's creation, in a way not possible through translation – no matter how great the translator. Finally, we do business in a global economy; the better we communicate with associates around the world, the greater success we will achieve. 1. Today in some colleges and universities a debate is going on about the importance of: A. studying mathematics B. learning a foreign language C. studying different disciplines 2. When you live in the United States, knowledge of a foreign language is: A. necessary B. helpful C. both necessary and helpful 3. Learning French gives one a chance to communicate in: A. Spanish speaking countries B. some Arabic speaking countries and China C. some European countries, Canada, and Africa 4. Learning a foreign language leads to a better understanding of:	1. learning a foreign language 2. helpful 3. some European countries, Canada, and Africa 4. cultures and mentalities of people coming from different countries 5. to understand great world literatures

	A. your own country and mentality B. different ways of bowing and shaking hands C. cultures and mentalities of people coming from different countries 5. Learning a foreign language helps: A. to write great literatures B. to understand great world literatures C. you to have a tremendous impact on great literatures	
3.2	Read the text and choose the right answer: English is the most widely spoken language in the world. It is the first language, or mother tongue, of around 400 million people living in Britain, Ireland, the US, Australia, New Zealand, Canada and South Africa, and is spoken as a second language by another 300 million people. English is learned by many more people worldwide as a foreign language. Altogether about 1.3 billion (1 300 million) people speak English, and the number is increasing. English has become a global language or international language, used by people who speak different native languages to communicate with each other. English has achieved the status of a world language over a long period of time, and for various historical and cultural reasons. In the 17th century English was spread by settlers going from Britain to America, and in the 18th and 19th centuries by the expansion of the British Empire. Many countries which were part of the empire kept English as their official language after independence. This avoided their having to choose between competing local languages. As an official language, English is generally used in government, public administration and the law, and children may be taught in English. Some countries feel that using English gives them an advantage in international affairs. More recently, the military and political power of the US has contributed to the spread of English. People in many countries who have had contact with these great powers have been expected to learn English. Since the middle of the 20th century, English has been an official language of international organizations such as the United Nations. Economic factors are also important. Britain and the US are both major business and financial centers, and many multinational corporations started in these countries. Elsewhere, knowledge of English is often seen as necessary for success in business. 1. English is spoken by many people worldwide: to learn it to use it instead of their native languages to communicate with each other 2. In the seventeenth century English was spread by: the expansion of the British Empire settlers going from Britain to America many countries which were part of the British Empire 3. Some countries feel that using English gives them an advantage in: public administration and the law international affairs teaching English to children 4. People worldwide who have contact with Great Britain and	1. to communicate with each other 2. settlers going from Britain to America 3. international affairs 4. to learn English 5. necessary for starting multinational corporations

	the United States have been expected: to choose local languages to contribute to the spread of English to learn English 5. English is often seen as: necessary for success in business an economic factor necessary for starting multinational corporations	
Блок 4	<i>Открытые вопросы</i>	
4.1	Where do the British Isles lie?	to the north – west coast of Europe
4.2	What is the area of the British Isles?	about 315 thousand square kilometers
4.3	What is the capital of Great Britain?	London
4.4	What is the population of Great Britain?	more than 67 million of people
4.5	Where is London situated?	on the river Thames
4.6	How many parts can London be divided into?	into four main parts
4.7	What kind of state is Great Britain?	a parliamentary monarchy
4.8	Who is the head of state?	the King
4.9	What rights does the monarch have?	to enforce federal laws
4.10	What is the highest organ of legislative power in Britain?	Parliament
4.11	What chambers does the British Parliament consist of?	the House of Lords and the House of Commons
4.12	What is the official name of Britain?	The United Kingdom of Great Britain and Northern Ireland
4.13	What parts does the United Kingdom consist of?	England, Scotland, Wales, Northern Ireland
4.14	What is the capital of Scotland?	Edinburgh
4.15	What is the symbol of England?	the red rose
4.16	What rock group was formed in Liverpool in 1963 and made a revolution in the world pop and rock music scene?	The Beatles

**4. МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ УМЕНИЙ И ВЛАДЕНИЙ
(ПРАКТИКО-ОРИЕНТИРОВАННЫЕ ЗАДАНИЯ, ИСПОЛЬЗУЕМЫЕ В ПЕРИОД ПРОВЕДЕНИЯ
ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ)**

№	Темы примерных практико-ориентированных	Код
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п/п	заданий	компетенций
1.	People and places	УК-4
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Содержание практико-ориентированных заданий

ТЕМА 1. PEOPLE AND PLACES

Read the text and speak about your choice of a profession answering the following questions:

- 1) Have you already decided what you want to be?
- 2) What did you want to be in your childhood?
- 3) What is your father?
- 4) What is your mother?
- 5) Do you want to choose the profession of your parents?
- 6) Do you have the strength of will?
- 7) What are your likes?
- 8) What do you hate doing most of all?
- 9) Do you study well?
- 10) What is your favourite subject?
- 11) Do you have a person who you admire?
- 12) What is your dream?

Choosing a profession is very difficult. Your choice should depend on your character, intellect, abilities and talent. Do you think someone can be a good teacher if he/she doesn't love children? Do you think someone can be a good vet if he/ she doesn't like animals? Can a musician or singer make a success if they don't have a good ear for music? Can an actor or dancer become famous if they have no special talent? You can never be a respectable judge if you are not just and honest. Only those who are brave, can become sailors. Only people who have creative minds can be successful businessmen. The profession of a doctor requires special education and long training. A doctor must be very responsible because they deal with the most precious thing that people have – their health. There are a lot of interesting and noble professions, and many roads are opened before you. But remember most professions are available only to educated people. So, if you want to be a professional you have to enter an institute or university. It is difficult and you have to study hard. It is not easy, because only those who have a strong will, can study hard. Try to build your character, develop the strength of will and your dreams will come true.

Choosing a profession is not an easy. Listen to some advice that can help you to make the right choice.

If you are not sure what job or profession to choose, do the following:

- Ask your parents about their profession and the profession of their friends. Ask them to describe other jobs they know.
- Your likes and dislikes are very important. No one can work well, if he or she does not like the profession.

- In order to discover your abilities and traits of character you can visit a psychologist, who tests your attention, memory and character.
- Mass media such as newspapers, magazines and TV can help you too. There are interesting articles and programs about famous and common people.

TEMA 2. INTERNATIONAL BUSINESS STYLES

Read and translate the text, then retell it, answering the question “What is management for you?”

Generally, management means decision-making and solving problem.

Management is the control or organization of people a business, a department or a firm a project of a process.

The characteristics of management often vary according to national culture, which can determine how managers are trained, how they lead people and how they approach their jobs.

There is no single approach to defining such concept as management. There exists the debatable question whether management is an art or a science. The majority of people use both. Shortly, management can be defined as skillful treatment the business or enterprise. The collective meaning of the word management is "the persons who are in charge of a business". So, management implies the personnel who have the right to make decisions which regulate company's affairs.

The amount of responsibility of any individual in a company depends on the position that he or she occupies in its hierarchy. Managers, for example, are responsible for leading the people directly under them, who are called subordinates. To do this successfully, they must use their authority, which is the right to take decisions and give orders. Managers often delegate authority. This means that employees at lower levels in the company hierarchy can use their initiative, that is to make decisions without asking their manager.

There are 4 hierarchical levels of management. At the head of this structure are shareholders, who take part in running strategic issues. Then the Board of Directors, who manage the company and responsible for control. Then the Managing Director or Chief Executive officer is in charge of everyday running the company and his duty is to coordinate the work. And on the last level are Senior or Department managers, who include Sales Manager, Personnel Manager, Chief Buyer, Chief Accountant, Information technology Department, Marketing Department, R&D Department.

There are 4 management levels: top, senior, middle and operating. Top management includes the President, Vice president and the general manager. Senior management includes CEO, finance, marketing managers. Middle management includes white-color managers, plant managers and production superintendents. Operating management includes supervisors, foremen and others.

The managers at any level are responsible for decision making. The decision making is the skill in choosing the best alternative. The decision making can be divided into five components:

- 1) to define the problem;
- 2) to determine the objective;
- 3) to explore alternatives;
- 4) to predict the consequences;

5) to make a choice;

6) to perform sensitivity analyses and implement the decision chosen.

In most business schools now six fundamental managerial skills are taught: creative insight, sensitivity, vision, versatility, focus, patience in order to reach the following tasks:

- to set goals and to establish policies and procedures;
- to organize, motivate, and control people;
- to analyze situations and to formulate strategic and operating plans;
- to react to changes bringing new strategies into reality;
- to produce significant growth, profitability and return on investment.

A good manager should possess the following traits:

- analytical ability;
- conceptual or logical ability;
- intuition;
- creativity;
- tolerance;
- open-mindedness.

Before, leaders were distant and remote, not easy to get to know or communicate with. Today, managers are more open and approachable: you can talk to them easily. There are more managers by consensus, where decisions are not imposed from above in a top-down approach, but arrived at by asking employees to contribute in a process of consultation.

TEMA 3. BRITISH AND AMERICAN PRESS

Read and translate the text. Compare British and American Press with the Russian one.

The British and American press system

Nowadays, it is impossible to deny the importance of getting information. Moreover, our existence based on information which is provided in the various forms. I mean TV-news, radio, newspapers, communication between people and so on. Thank for them forms our views, thoughts and attitudes.

One of such informative instruments is the press. The press usually refers just to newspapers, but the term can be extended to include magazines. Everybody knows what the newspapers are and how they look like. In British dictionaries it is possible to face with the following definition: Newspaper is a regularly printed document consisting of large sheets of paper that are folded together containing news reports, articles, photographs and advertisements. But it should be mentioned that there is a large variety definition of newspapers equally as types ones in the different countries.

For example, national, regional, local, daily, weekly, morning and evening papers are presented to the British attention. All of them people buy because the front pages catch their eyes. These newspapers are the product of national press and can be classified into 2 large groups. They are quality and popular newspapers. The former is a serious national paper aiming at the educated reader. Furthermore, they contain detailed news, wide range of topical features, arts and literary reviews and much professional advertising. Among of them there are The Times, The Daily Telegraph, The financial Times. The latter is designed for the undemanding reader. They include emphasizing facts and a large number of photographs. The most popular ones are The Sun, The Star, The Daily Mirror and etc. One more thing should be

mentioned about the British press this is the tendency of newspapers to be conservative, liberal or central direction.

As for American press, it is more quality rather than popular. And the main difference of American newspapers is that it has no national character. There are no official or government-owned newspapers in the USA and most daily newspapers are distributed locally or regionally. The notable of them are The New York Times, The Washington Post. Also, there is one feature of American press, it is reliance of papers on wire copy from news agencies. That is why you can see one event in different papers.

In conclusion the following can be mentioned that the British and American system of press like different sides of one coin. On the one hand, British paper is a synonym of strong power of the government. On the other hand, American press is compared with freedom of speech and independency.

The American papers are distributed in states, but Britain has local, regional, national ones. Such differences are considered to depend on history and policy of two countries. If the Great Britain is monarchy it will propaganda information which is convenient for government. The quite different situation is in the US, their policy is democracy. And according to it, the American press supports the image of independent press which struggles for citizens' rights.

TEMA 4. MASS MEDIA

Read the article and express your opinion comparing US and Russian students.

U.S. STUDENTS FLOCK TO GRADUATE SCIENCE PROGRAMS

by Jeffrey Mervis

The data are strangely absent from most discussions about the inadequacies of science education in the United States. But a new report from the National Science Foundation (NSF) finds that the number of Americans pursuing advanced degrees in science and engineering has risen sharply over the past decade and stands at an all-time high. U.S. politicians are constantly complaining that the nation's system of higher education isn't producing the high-tech workforce needed to keep the country's 64 economy competitive. And one big reason, they say, is a lack of student interest in the so-called STEM (science, technology, engineering, and mathematics) fields. But the numbers, at least for graduate education, tell a different story. An NSF analysis released today shows that graduate enrollment in science and engineering programs at U.S. institutions increased 35% from 2000 to 2010, to a record 556,532. What experts regard as an even more sensitive barometer of student interest has shot up even faster, with first-time, full-time graduate enrollment in STEM programs registering a 50% increase over the decade. A closer analysis of the numbers, which come from NSF's annual Survey of Graduate Students and Postdoctorates in Science and Engineering, offers still more encouraging demographic news. Although foreign students make up 30% of the total enrollment in U.S. graduate science and engineering programs, and while they constitute a majority in several fields, their slice of the overall pie has not grown in the past decade. Rather, the pools of U.S. citizens and those with temporary visas each grew by 35%. Individuals and organizations trying to attract more women and minorities into careers in science and engineering also have cause for celebration. The number of female graduate students in STEM fields grew by 40% over the decade, outpacing the 30% growth rate for men. Likewise, the growth of Hispanic and African American STEM graduate students rose by 65% and 50%, respectively, outpacing the 35% growth for the overall population. The author of the report, NSF's Kelly Kang, points out that the increasing interest in STEM

degrees among U.S. students is not a new phenomenon. She says her analysis simply provides additional evidence of a decade-long trend. That is certainly true. On the other hand, it can take a long time for politicians to abandon arguments based on outdated numbers and to embrace new data that make the opposite case. The latest information from NSF has the potential to change minds and, in turn, influence the debate about preparing the next generation of U.S. scientists and engineers.

TEMA 5. BUSINESS MEDIA

Read the text and speak on the design in Business.

Design in business and advertisement means much. The story of style in the applied arts since the mid-to late fifties has been dominated by various new forces, including social and economic factors and certain aspects of technical and scientific progress. Now we have computer design, web design, advertisement design (for example consumer-product branding design) and the whole fashion of different types of ad, colors and so on.

The late fifties saw the birth of advertising as we know it today, a high-powered business dedicated to the development effective marketing techniques; it involved new design concepts and a whole new professional jargon of product packaging, market research, corporate images and house style.

The Pop Art movement embraced the work of a new generation of artists of late fifties and early sixties of both sides of the Atlantic. In Britain, in addition to the Independent Group, there were Peter Blake, Allen Jones. In USA Jasper Johns, Tom Wesselman, Claes Oldenburg and other formalized the language of product packaging, from beer cans to Campbell's Soup tins of strip cartoons, fast food, advertising hoardings and pin-ups.

Pop Art at once reflected and glorified mass-market culture and injected a new vigour into the applied arts. Pop Art suggested a new palette of colours and gave a fresh, ironical edge to the imagery of popular culture. Pop Art positively encouraged designers to exploit vulgarity, brashness and bright colour, and to use synthetic or disposable materials in contexts in which they would formerly have been unacceptable. Pop Art has had a lasting effect on design in a wide variety of media, including interiors, graphics and fashion.

TEMA 6. BUSINESS WRITING

Read the text and answer the question according to the title of it.

WHAT IS A BUSINESS MEMO?

A business memo is a short document used to transmit information within an organization. Memos are characterized by being brief, direct, and easy to navigate. They are less formal than letters but should maintain a professional, succinct style. Often, the purpose of a business memo is twofold: to identify a problem and propose a solution. Other times, memos may provide or request factual information.

Business memos are designed to accommodate busy readers who want to find the information they need from the memo quickly and easily. In writing a business memo, you should structure your memo to accommodate three kinds of readers:

- Those who read only the executive summary
- Those who skim the entire memo for its key points and a few details they're interested in

- Those who read the entire document for the details that support its major claims or recommendations

Bear in mind that these readers may have different purposes in reading the memo. Often, readers need to make policy and action decisions based on the recommendations. Others may want to obtain specific information (evidence) needed to understand and justify policy and action decisions. Readers may also want to get a sense of your professional ability and judgment.

In determining the purpose and audience of your memo, ask yourself: Who is the intended recipient of this memo? What do I want the recipient to do after reading the memo? What information will the recipient be looking for in the memo? These kinds of questions will help guide your content, structure, and style choices.

HOW DO I WRITE AN EFFECTIVE BUSINESS MEMO?

As stated above, an effective business memo is brief, direct, and easy to navigate. The following five writing strategies help readers to navigate business memos easily and quickly:

1. **Present the main point first.** This may be the single most important guideline about the structure and content of memos. Readers should quickly grasp the content and significance of the memo. If readers have a question or problem, they want to know the answer or solution immediately—if readers want more information, they can continue reading. In other words, supporting details should *follow* the main point or conclusion, not precede it.

2. **Maintain a professional, succinct style.** The style of your writing should be appropriate to your audience: In this case, your audience is your boss, your coworkers, or both. So, your style should be professional, straightforward, cordial, and easy to read. To achieve such a style, use short, active sentences. Avoid jargon and pretentious language. Maintain a positive or neutral tone; avoid negative language if possible. In addition to making memos easier to read, a professional writing style also improves the writer's credibility.

3. **Create a very specific subject line to give the reader an immediate idea of the memo's (or message's) subject and purpose.** The subject line should orient the reader to the subject and purpose of the memo and provide a handy reference for filing and quick review. Suppose, for instance, that you were writing to request authorization and funding for a business trip. You'd avoid a general subject line like "Publisher's Convention" or "Trip to AWP Conference" in favor of something more specific like "Request for funds: AWP conference." The last example would tell the reader the subject and what she was being asked to do about it.

4. **Provide a summary or overview of the main points, especially if the memo is more than one page.** Often referred to as an executive summary, the first paragraph of a long memo or message serves these functions:

- Presents the main request, recommendation or conclusion
- Summarizes then previews the main facts, arguments and evidence
- Forecasts the structure and order of information presented in the remainder of the memo
- Like the subject line, the executive summary provides a quick overview of the purpose and content of the memo. The reader uses it to guide both a quick first reading and subsequent rapid reviews.

5. **Use format features, such as headings, to signal structure and guide readers to the information they're seeking.** Headings provide an outline of the memo, enabling the reader to quickly see what the major topics or points are and where to find them in the memo. Make headings parallel with each other and as specific as possible. Other format features that

signal structure and guide readers include short paragraphs and blocks of text, lists set off by indentations, numbers or bullets, or generous use of white space to guide the eye.

Лист изменений в ФОС по дисциплине

В ФОС по дисциплине внесены следующие изменения:

Учебный год	Реквизиты протокола Ученого совета	Номер раздела, подраздела	Содержание изменений и дополнений
2025/26	протокол №8 от 26.05.2025		
2026/27	протокол №10 от 25.05.2026		Доработаны тестовые задания
2027/28	Протокол № ДД.ММ.ГГГГ		
2028/29	Протокол № ДД.ММ.ГГГГ		