

Министерство образования и науки Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«Кубанский государственный университет»
Факультет Романо-германской филологии

УТВЕРЖДАЮ:

Проректор по учебной работе,
качеству образования – первый
проректор

Иванов А.Г.

подпись

« 28 »

августа

2014 г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Б1.Б.03.03 ИНОСТРАННЫЙ ЯЗЫК

(код и наименование дисциплины в соответствии с учебным планом)

Направление

подготовки/специальность: 46.03.01 История

(код и наименование направления подготовки/специальности)

Направленность (профиль):

«Всемирная история»

(наименование направленности (профиля) специализации)

Программа подготовки:

академическая

(академическая /прикладная)

Форма обучения:

заочная

(очная, очно-заочная, заочная)

Квалификация (степень) выпускника:

бакалавр

(бакалавр, магистр, специалист)

Краснодар 2014

Рабочая программа дисциплины «Иностранный язык» составлена в соответствии с Федеральным государственным образовательным стандартом высшего образования (ФГОС ВО) по направлению подготовки 46.03.01 История, профиль «Всемирная история» (ЗФО)

Программу составила: Толстикова Л.В., к.ф.н., доцент



Рабочая программа дисциплины «Иностранный язык» утверждена на заседании кафедры английского языка в профессиональной сфере

протокол № 7 «24» марта 2014 г.

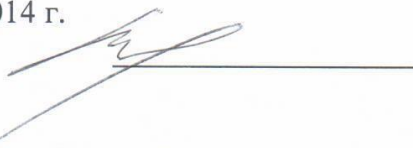
Заведующий кафедрой английского языка в профессиональной сфере
Гурьева З.И.



Рабочая программа обсуждена на заседании кафедры новой, новейшей истории и международных отношений

протокол № 11 «04» марта 2014 г.

Заведующий кафедрой _____



Утверждена на заседании учебно-методической комиссии факультета романо-германской филологии

протокол № 7 «24» марта 2014 г.

Председатель УМК факультета РГФ Маркова Л.Ф.



Рецензенты:

Лучинская Е.Н., зав. кафедрой общего и славяно-русского языкознания
КубГУ д.ф.н., профессор

Ярмолинец Л.Г., зав. кафедрой иностранных языков КГУФКСТ к.ф.н.,
профессор

1. Цели и задачи изучения дисциплины

Данная рабочая программа соответствует федеральному государственному образовательному стандарту высшего образования по направлению 46.03.01 История.

Объем трудоемкости дисциплины Б1.Б.03.03 «Иностранный язык» - 7 зачетных единиц или 252 часа. Уровень подготовки обучающихся соответствует уровню Upper-Intermediate. Данная дисциплина предусматривает изучение языка специальности на иностранном языке, углубление и расширение общекультурных знаний о языке и стране изучаемого языка, формирование и обогащение собственной картины мира на основе реалий другой культуры и бизнес-этикета, развитие способности самостоятельно обогащать личный опыт, ознакомление с основными видами деловой корреспонденции на английском языке, совершенствование навыков ведения телефонных переговоров и подготовки презентаций.

1.1 Цель дисциплины

Общая цель – формирование зрелой гражданской личности, обладающей системой ценностей, взглядов, представлений и установок, отражающих общие концепты российской культуры, и отвечающей вызовам современного общества в условиях конкуренции на рынке труда.

В учебном процессе общая цель конкретизируется в следующих параметрах:

- углубление и расширение общекультурных знаний о языке, страноведческих знаний о стране изучаемого языка (история, традиции, обычаи, культура), формирование и обогащение собственной картины мира на основе реалий другой культуры;
- формирование многоязычия и поликультурности в процессе развития вторичной языковой личности и становления толерантности, открытости, осознания и признания духовных и материальных ценностей других народов и культур в соответствии со своей культурой;
- рост интеллектуального потенциала студентов, развитие их креативности и способности самостоятельно добывать и обогащать личный опыт.

Конечная цель – формирование межкультурной коммуникативной компетенции, которая представлена перечнем взаимосвязанных и взаимозависимых компетенций, представленных в формате умений.

1.2. Задачи дисциплины

Познавательный компонент:

- формирование у студентов знания о стране изучаемого языка, культуре традициях, особенностях делового и социального этикета;
- расширение знаний студентов о фонетике, грамматическом строе, лексике и стилистике английского языка;
- изучение языка специальности.

Практический компонент:

- формирование коммуникативной компетенции, предполагающей функциональное использование английского языка как средства профессионального, бытового и делового общения и познавательной деятельности;
- развитие способности понимать и порождать иноязычный дискурс с учетом культурно обусловленных различий;
- стимулирование самостоятельной деятельности с целью расширить собственную картину мира;
- развитие умения ориентироваться в медийных источниках информации;
- развитие способности планировать цели, ход и результаты образовательной и исследовательской деятельности;

-развитие способности избежать недопонимания, преодолеть коммуникативный барьер за счет использования известных речевых и метаязыковых средств.

1.3 Место дисциплины (модуля) в структуре образовательной программы

Дисциплина Б1.Б.03.03 «Иностранный язык» относится к базовой части Блока 1 «Б.1 Гуманитарный, социальный и экономический цикл. Базовая часть» учебного плана.

1.4 Перечень планируемых результатов обучения по дисциплине (модулю), соотнесенных с планируемыми результатами освоения образовательной программы

Изучение данной учебной дисциплины направлено на формирование у обучающихся общекультурных компетенций (ОК):

№ п.п.	Индекс компетенции	Содержание компетенции (или её части)	В результате изучения учебной дисциплины обучающиеся должны		
			знать	уметь	владеть
1.	ОК-5	способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК-5);	- специфику артикуляции звуков, интонации, акцентуации и ритма нейтральной речи в английском языке;	- читать транскрипцию; - дифференцировать лексику по сферам применения (бытовая, терминологическая, общенаучная, официальная и другая); - адекватно использовать общеупотребительную/ профессиональную лексику в устном и письменном общении. - дифференцировать свободные и устойчивые словосочетания;	- лексическим минимумом в объеме 4000 учебных лексических единиц общего характера; - грамматическим и навыками, обеспечивающими коммуникацию общего характера без искажения смысла при письменном и устном общении; основные грамматические явления, характерные для профессиональной речи; -диалогической и монологической речью с использованием наиболее употребительных и относительно простых
2.	ОК-6	способностью работать в коллективе, толерантно воспринимая социальные, этнические, конфессиональные и культурные различия (ОК-6);	- основные особенности научного стиля; культуру и традиции стран изучаемого языка, правила речевого этикета.	- понимать диалогическую и монологическую речь в сфере бытовой и профессиональной коммуникации; - распознавать формальные – структурно-позитивные признаки отдельных членов предложения	

№ п.п.	Индекс компетенции	Содержание компетенции (или её части)	В результате изучения учебной дисциплины обучающиеся должны		
			знать	уметь	владеть
3.	ОК-7	- способностью к самоорганизации и самообразованию (ОК-7).	- основные способы словообразования; - структурные типы предложения.	с учетом их многозначности и многофункциональности; - корректно использовать словообразовательные элементы, необходимые для адекватного устного и письменного высказывания; - понимать иноязычную речь на слух в ситуациях бытового, профессионального и делового общения.	лексико-грамматических средств в основных коммуникативных ситуациях неофициального и официального общения; основы публичной речи (устное сообщение, доклад); - следующими навыками чтения: несложные прагматические тексты; письмо; - видами речевых произведений: аннотация, реферат, тезисы, сообщения, частное письмо, деловое письмо и биография.

2. Структура и содержание дисциплины

2.1 Распределение трудоёмкости дисциплины по видам работ

Общая трудоёмкость дисциплины составляет 7 зач.ед. (252 часа), их распределение по видам работ представлено в таблице:

Вид учебной работы	Всего часов		
		2	3
Контактная работа, в том числе:	20,5	10,2	10,3
Аудиторные занятия (всего)	20	10	10
В том числе:			
Занятия лекционного типа			
Занятия семинарского типа (семинары, практические занятия)			
Лабораторные занятия	20	10	10

Иная контактная работа:				
Контроль самостоятельной работы (КСР)				
Промежуточная аттестация (ИКР)		0,5	0,2	0,3
Самостоятельная работа, в том числе:		219	94	125
<i>Курсовая работа</i>				
<i>Проработка учебного (теоретического) материала</i>				
<i>Выполнение индивидуальных заданий (подготовка сообщений, презентаций)</i>				
<i>Реферат</i>				
Подготовка к текущему контролю				
Контроль:				
Подготовка к экзамену		12,5	3,8	8,7
Общая трудоемкость	час.	252	108	144
	в том числе контактная работа	20,5	10,2	10,3
	зач. ед.	7		

2.2 Структура дисциплины

Распределение видов учебной работы и их трудоемкости по разделам дисциплины.
Разделы дисциплины:

Курс 3 Сессия 2.

№ раз-дела	Наименование разделов	Количество часов				
		Всего	Аудиторная работа			Самост работа
			Л	ПЗ	ЛР	
19.	England before the Norman Conquest. The Iberians.	18	-	-	2	16
20.	What your signature says about you? Do you believe it? The Celtic Tribes.	18	-	-		16
21.	You are the doctor. Illness and treatment. The Interview. An informal email. Roman Invasion.	18	-	-	2	16
22.	National stereotypes: truth or myth? Clothes and Fashion. The Growth of Feudalism. The English Conquest.	18	-	-	2	16
23.	Air travel: the inside story. Flying high. The Union of England.	18	-	-	2	16
24.	Crime and punishment. The one place a burglar won't look. Stormy weather. High risk? Taking a risk. The End of Saxon England.	18	-	-	2	18

20.	What your signature says about you? Do you believe it? The Celtic Tribes.	Grammar: Auxiliary verbs; the...the + comparatives. Vocabulary: Personality. Reading: India. Pronunciation: Intonation and sentence rhythm. Reading and Speaking: What your signature says about you? Speaking: reacting and asking for more information. Listening and reading: Can psychics really see the future. Reading: The Celtic Tribes Writing: Writing summary.	Revise and check. Oral report
21.	You are the doctor. Illness and treatment. The Interview. An informal email. Roman Invasion.	Grammar: Present Perfect. Vocabulary: Illness and treatment. Speaking and Vocabulary: Illness and treatment. Reading: Medical myths. Pronunciation: consonant and vowel sounds. Reading and listening: Help! My friend's choking. Reading: Get stressed, stay young. Passwords reveal your personality. Reading: Roman Invasion Writing: an informal email/letter.	Revise and check. Test File .1
22.	National stereotypes: truth or myth? Clothes and Fashion. The Growth of Feudalism. The English Conquest.	Grammar: Adjectives as nouns, adjective order. Vocabulary: Clothes and Fashion. Listening and speaking: National stereotypes: truth or myth? Reading: Do we see ourselves as we really are? Watching the English: how the English dress. Pronunciation: Vowel sounds. Song: Englishman in New York. Reading: The English conquest. Writing: Formal letter.	Revise and check.
23.	Air travel: the inside story. Flying high. The Union of England.	Grammar: Narrative tenses: past perfect continuous; so/such...that Vocabulary: air travel. Reading: Air Babylon. We are going to crash! Hares cause airport chaos. Grammar: Adverbs and adverbial Phrases. Speaking: Discussion-Who make the best. Vocabulary: Confusing adverbs. Reading and Listening: Little brother. Reading: The Union of England. Writing: writing a mini saga.	Revise and check Test File 2.
24.	Crime and punishment. The one place a	Grammar: Passive. It is said, that... Vocabulary: Crime and punishment. Speaking and listening: Beat the burglars!	Revise and check

	burglar won't look. Stormy weather. High risk? Taking a risk. The End of Saxon England.	Reading: Making the punishment fit the crime. Vocabulary: weather. Reading: Stormy weather. Storm clouds on the horizon. Grammar: Future Perfect and Future Continuous. Song: It's raining man. Writing: Write a short blog. Reading: The risk factor. Vocabulary: expressions with "take". Listening: Japan's children play safe. Speaking: The interview. Reading: "The End of Saxon England." Writing: Composition: "There is nothing that we as individuals can do to prevent climate change."	Short blog Test File 3. Progress test
25.	Would you get out alive? Feelings. How I trained my husband. Feudal England. State. Baron. Church.	Grammar: Unreal conditionals. Vocabulary: Feelings. Speaking and reading: Would you get out alive? Reading: Escape from Amazon. Song: I will survive. Grammar: Past Modals. Reading: How I trained my husband. Listening: Tips to help people. Vocabulary: Verbs often confused. Reading: "Feudal England. State. Baron. Church."The family who turned back the clock." Listening: A song.-"Fast car." Writing: Writing about an invention you couldn't live without. Video	Grammar revision exercises Composition
26.	Let your body do the talking. A Century of Paradox.	Grammar: Verbs of senses. Vocabulary: The body. Body quiz. Pronunciation: silent letters. Listening: Radio quiz show "Use your senses". Reading: Let your body do the talking. Speaking: describing pictures. Reading: "The British Museum Library". A Century of Paradox. Writing: write an article for a school magazine.	Revise and check. Test File 4.
27.	The psychology of music. Counting sheep. Breaking news. New World is found.	Grammar: Gerund and Infinitives. Vocabulary: music. Speaking: Discussion-retelling a story Reading: What's your soundtrack? Grammar: used to, be used to, get used to. Reading and speaking: Are you sleep deprived? Vocabulary: sleep. Listening: 15-year-old girl found asleep on	Revise and check.

		<p>crane.</p> <p>Song: I don't want to miss a thing.</p> <p>Grammar: reporting verbs.</p> <p>Vocabulary: The media.</p> <p>Reading and listening: The media and you.</p> <p>Speaking: The media and you. Musical festivals.</p> <p>Reading : New World is found.</p> <p>Writing: A formal letter.</p>	Test File 5.
28.	Speaking to the world. Bright lights, big city. The Era of Discovery.	<p>Grammar: Articles.</p> <p>Vocabulary: collocation: word pairs.</p> <p>Reading: One small word, one big difference in meaning.</p> <p>Listening: Presentation disasters!</p> <p>Reading and speaking: Bright lights, big city.</p> <p>Vocabulary: towns and cities.</p> <p>Speaking and writing: Help me, I'm a tourist!</p> <p>Reading: The Era of Discovery.</p>	Grammar revision test
29.	Eureka. Great cities. The Indians Peoples of the Americas.	<p>Grammar: Quantifiers: all /every.</p> <p>Vocabulary: Science.</p> <p>Listening and Speaking: Eureka. How much do you know about science? Reading: Suffering for science?</p> <p>Speaking: Talk about science.</p> <p>Reading and Listening: Great cities.</p> <p>Reading: The Indians Peoples of the Americas.</p> <p>Writing: Writing a report on restaurants.</p> <p>Video: London.</p>	<p>Revise and check.</p> <p>Test File 6.</p>
30.	I wish you wouldn't...! A test of honesty. Tingo. The Conquest of the Western Hemisphere.	<p>Grammar: Structures after "wish".</p> <p>Speaking: Things that really annoy us.</p> <p>Vocabulary: Adjectives.</p> <p>Reading: Regrets, I've had a few...</p> <p>Listening and speaking: People regret about...</p> <p>Reading and listening: Honest workers or thieves?</p> <p>Vocabulary: business and advertising.</p> <p>Grammar: clauses of contrast and purpose, relative clauses.</p> <p>Reading and listening: The story behind the words.</p> <p>Reading: The Conquest of the Western Hemisphere.</p> <p>Writing: Composition: "What are the advantages and disadvantages of being famous?"</p>	<p>Revise and check.</p> <p>Test File 7.</p> <p>Progress Test</p>

2.3.4. Курсовые работы (проекты) – не предусмотрены.

2.4. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю)

№	Наименование раздела	Перечень учебно-методического обеспечения дисциплины по выполнению самостоятельной работы
1	2	3
19.	England before the Norman Conquest. The Iberians.	Бонди Е.А. Английский язык для студентов-историков. М, 2001.
20.	What your signature says about you? Do you believe it? The Celtic Tribes.	R. Murphy. English Grammar in Use (Part 1), Cambridge University Press.
21.	You are the doctor. Illness and treatment. The Interview. An informal email. Roman Invasion.	Clive Oxenden, Christina Latham-Koenig. New English File. Intermediate Students' Book. Oxford University Press, 2011.
22.	National stereotypes: truth or myth? Clothes and Fashion. The Growth of Feudalism. The English Conquest.	Голицынский Ю.Б. Соединенные Штаты Америки: Пособие по страноведению. – СПб.: КАРО, 2010. – 448с.
23.	Air travel: the inside story. Flying high. The Union of England.	Clive Oxenden, Christina Latham-Koenig. New English File. Intermediate. Work Book. Oxford University Press.
24.	Crime and punishment. The one place a burglar won't look. Stormy weather. High risk? Taking a risk. The End of Saxon England.	Голицынский Ю.Б. Великобритания: Пособие по страноведению. – СПб.6КАРО, 2004. – 480с.
25.	Would you get out alive? Feelings. How I trained my husband. Feudal England. State. Baron. Church.	Clive Oxenden, Christina Latham-Koenig with Jane Hudson. New English File. Upper-Intermediate Students' Book. Oxford University Press, 2011.
26.	Let your body do the talking. A Century of Paradox.	Clive Oxenden, Christina Latham-Koenig with Jane Hudson New English File, Upper-Intermediate. Work Book. Oxford University Press. 2012. R.Murphy. English Grammar in Use. (Part 2), Cambridge University Press
27.	The psychology of music. Counting sheep. Breaking news. New World is found.	Голицынский Ю.Б. Соединенные Штаты Америки: Пособие по страноведению. – СПб.: КАРО, 2010. – 448с.
28.	Speaking to the world. Bright lights, big city. The Era of Discovery.	Clive Oxenden, Christina Latham-Koenig. New English File. Intermediate. Work Book. Oxford University Press.
29.	Eureka. Great cities. The Indians Peoples of the Americas.	Голицынский Ю.Б. Великобритания: Пособие по страноведению. – СПб.6КАРО, 2004. – 480с.
30.	I wish you wouldn't...! A test of honesty. Tingo. The Conquest of the Western Hemisphere.	Clive Oxenden, Christina Latham-Koenig with Jane Hudson. New English File. Upper-Intermediate Students' Book. Oxford University Press, 2011.

3. Образовательные технологии

Специфика дисциплины предусматривает исключительно практические занятия. При освоении дисциплины используются образовательные технологии, предполагающие

активные и интерактивные формы проведения занятий, а именно: ролевая игра, презентация, мозговой штурм на начальной стадии введения темы, деловая игра на заключительных ступенях освоения дисциплины, дискуссия. Для организации самостоятельной работы предлагается активно использовать компьютерные задания, работу с источниками и справочными материалами в Интернете для подготовки реферативных заданий.

4. Оценочные средства для текущего контроля успеваемости и промежуточной аттестации

4.1 Фонд оценочных средств для проведения текущей аттестации

Текущий контроль осуществляется на лабораторно-практических занятиях, где оцениваются ответы студентов, качество выполнения домашних работ, индивидуальных заданий. Он реализуется в форме тестирования, подготовки монологического высказывания в устной или письменной формах, подготовки презентации, перевода с английского языка на русский.

Оценочные средства позволяют проводить контроль отдельных аспектов формируемой иноязычной профессиональной компетенции:

№	Контролируемый компонент	Формы и/или средства контроля
1	Контроль уровня сформированности языковых навыков и умений в области фонетики, лексики, грамматики изучаемого иностранного языка для реализации задачи осуществления межличностного и межкультурного взаимодействия на изучаемом иностранном языке	Тестирование (ОК-5, ОК-6, ОК-7)
2	Контроль уровня сформированности умений иноязычного общения в устной и письменной формах (говорение, письмо) в ситуациях межличностного и межкультурного социального взаимодействия на изучаемом иностранном языке	Подготовка монологического высказывания в устной или письменной формах (коммуникативные ситуации), написание реферата (ОК-5, ОК-6, ОК-7)
3	Контроль уровня сформированности рецептивных видов речевой деятельности (чтение и аудирование), в том числе и в рамках будущей профессиональной деятельности	Тестирование (ОК-5, ОК-6, ОК-7)
4	Контроль уровня сформированности умений использовать профессионально-ориентированные средства иностранного языка для осуществления межличностного и межкультурного взаимодействия на изучаемом иностранном языке.	Тестирование (ОК-5, ОК-6, ОК-7)

1. Пример тестов для контроля уровня сформированности языковых навыков и умений в области фонетики, лексики, грамматики изучаемого иностранного языка для реализации задачи осуществления межличностного и межкультурного взаимодействия на изучаемом иностранном языке (ОК-5, ОК-6, ОК-7).

GRAMMAR

1 Underline the correct word(s).

Example: In some towns there isn't enough entertainment for young / the young.

- 1 The Frenches / French enjoy good food.
- 2 My brother has short dark / dark short hair.
- 3 He wore a striped new blue / new blue striped T-shirt and jeans to the party.
- 4 The Italian / Italians have a great sense of style.
- 5 Poor / The poor in many countries rely on charity to survive.
- 6 I bought some little silver lovely / lovely little silver earrings in Paris.
- 7 He was so / such cold that he couldn't feel his toes.
- 8 I can't believe you drove such a / such long way to visit her.

2 Complete the sentences with the correct form of the verb in brackets.

Example: The man came out of his house and ran (run) down the road.

- 1 I _____ (do) my homework when I suddenly heard a loud noise.
- 2 We _____ (walk) for about an hour when we realized we were lost.
- 3 When I got home, I remembered that I _____ (leave) my keys in the restaurant.
- 4 The reason he _____ (not go) to the party was because Sam hadn't invited him.
- 5 When the plane landed at Heathrow it _____ (rain) as usual.
- 6 He was really angry when she arrived because he _____ (wait) for her for 45 minutes.

3 Order the words to make sentences.

Example: hungry / bit / feeling / I'm / a

I'm feeling a bit hungry.

- 1 meeting / about / unfortunately, / I / forgot / the
- 2 thanks / say / even / girl / the / didn't
- 3 never / on / out / Tessa / goes / weekdays
- 4 bed / soon / I'm / to / going / go / to
- 5 Ben / safe / I / with / feel / slowly / drives / because / he
- 6 clever / is / brother / my / extremely

VOCABULARY

4 Underline the odd word out.

Example: V-neck sleeveless loose hooded

- 1 spotted patterned checked tight
- 2 cotton plain nylon linen
- 3 scruffy leather trendy stylish
- 4 striped denim velvet woollen
- 5 lycra fur vest velvet
- 6 match smart fit suit

5 Complete the words in the sentences.

Example: A porter's job is to help people carry their bags.

- 1 I walked through c_____ and told them I had nothing to declare.
- 2 The f_____ attendant offered tea and coffee to the passengers.
- 3 The plane finally t_____ off after a three-hour delay.
- 4 You may have to pay extra if you have excess b_____.
- 5 The man looked carefully at my photo as I went through passport c_____.
- 6 The cabin c_____ are trained to keep calm in an emergency.
- 7 Some of the p_____ on the plane were frightened during the bad weather.
- 8 When the plane l_____ at the airport the weather was awful.

6 Underline the correct word(s).

Example: They are always very lucky – they've even / ever won a car!

- 1 I've nearly / near finished – I won't be long.
- 2 She wanted to buy new jeans but at / in the end she bought a skirt.
- 3 Robert is a talented singer, but he yet / still doesn't have a recording contract.
- 4 My sister hardly / hard eats any fast food, sweets, or chocolate.

5 I'm really busy actually / at the moment, but I'm hoping to be able to have a holiday soon.

6 I always get up lately / late on Saturdays and Sundays.

PRONUNCIATION

7 Match the words with the same sound.

striped loose hooded leather velvet sleeveless

Example: bike striped

- 1 egg _____
- 2 boot _____
- 3 computer _____
- 4 tree _____
- 5 bull _____

8 Underline the stressed syllable.

Example: cotton

- 1 departures
- 2 airline
- 3 old-fashioned
- 4 undressed
- 5 especially

2.Пример заданий для контроля сформированности умений иноязычного общения в устной и письменной формах (говорение, письмо) в ситуациях межличностного и межкультурного социального взаимодействия на изучаемом иностранном языке (OK-5, OK-6, OK-7)

A magazine is running a short story writing competition. Write a story about someone whose choice of clothes changed their life. Write 140–180 words. Include the following information:

- a description of what the person wore
- details about who and where the person was and what happened when they wore those clothes
- details about what happened in the end

Одним из видов работы с иноязычным текстом является подготовка монографического или обзорного реферата, который представляет собой краткое изложение в письменном виде или в форме публичного доклада содержания научного труда (статьи) по теме с раскрытием его основного содержания по всем затронутым вопросам, сопровождаемое оценкой и выводами референта. Он должен дать читателю объективное представление о характере освещаемой работы и изложить наиболее существенные моменты ее содержания.

Процесс реферирования текста (книги, статьи и т.п.) протекает в несколько **этапов**:

1. Беглый просмотр первичного документа и ознакомление с общим смыслом.
2. Вторичное чтение текста. На данном этапе необходимо определить значение незнакомых слов и понять все нюансы содержания.
3. Определение основной темы текста.
4. Смысловой анализ текста.
5. Чтение и перевод трудных для понимания абзацев.
6. Выделение наиболее важной и второстепенной информации.
7. Определение ключевой мысли каждого абзаца, содержащего наиболее значимую информацию и составление плана, который впоследствии преобразуется предложения, формулирующие основную мысль каждого раздела и доказательства, подкрепляющие эту мысль.

8. Редактирование текста реферата, внесение необходимых стилистических поправок. Реферат должен представлять собой единый связный текст.

9. Оформление текста реферата в соответствии с принятой моделью реферата.

Реферат, как правило, включает следующие части:

- Библиографическое описание первичного документа
- Собственно реферативная часть (текст реферата)
- Справочный аппарат, т.е. дополнительные сведения и примечания

Текст реферата рекомендуется строить по следующему плану:

1) Вводная часть, где говорится о цели и методике исследования, далее указывается тема реферата, т.е. более узкая предметная отнесенность статьи.

2) Описательная часть, которая включает конкретные данные о предмете исследования. Описательная часть начинается с главной мысли первоисточника. Референту необходимо суметь сжато сформулировать эту главную мысль, не внося в нее своих комментариев. Далее содержание реферируемого материала излагается в последовательности первоисточника. 3) Заключительная часть, которая содержит выводы автора по реферируемому материалу.

Речевые клише для реферирования статей.

1. Заглавие

The text is headlined / entitled ... / The title of the text is ...

The headline of the text I've read is ...

2. Автор и источник

It is (was) published/printed in ...

The author of the text is ... / The text is written by ...

It's the chapter from the book ...

3. Основная мысль текста

The main / chief / primary / core idea / subject / task of the text is ...

The text is about ... / The text is devoted to ...

The text touches upon ...

The aim of the text is to provide the reader with some material on ...

4. Содержание текста

The author starts by telling the reader (about, that) ...

The author writes (states, stresses, thinks, points out) that ...

The text describes... / According to the text ...

Further the author reports (says) that ...

First of all ... / Firstly ... / Secondly ...

Another point / thing / argument is ...

In addition to this / that ...

Moreover ... / In general ...

On the one hand ... / On the other hand ...

Although/In spite/despite (the fact that) ...

As a result of this ... / Finally ... / In conclusion ...

The author comes to the conclusion that ...

The author of the text believes / points out / explains ...

pay/give attention to ... / emphasize/give emphasis to ...

with particular emphasis on / with special attention to ...

especially / particularly / specially / specifically

question / problem / issue

be characterized by ... / be characteristic of / be typical of ...

5. Выводы

I found the text interesting (important, of no value, too hard to understand ...) because ...

The text I've read is very useful ...

Примерные темы статей:

- 1.История как наука/Исторические методы исследования. Задачи исторической науки.
 - 2.Археология как наука. Профессия историка/археолога. Методы исследований в археологии. Профессиональный рост.
 3. Традиции, обряды в культурах разных народов.
 - 4.Древние цивилизации.
 - 5.Выдающиеся русские и зарубежные историки, выдающиеся деятели.
 - 6.История алфавита. Письменные памятники культуры.
 - 7.Совместные международные научные проекты (в области археологии, этнографии и др. исторических наук)
 - 8.Музеи, направления и задачи музейной работы, история музеев, виды музеев, их значение.
 - 9.Архивы, направления, задачи архивной работы. История создания архивов.
 - 10.Библиотеки. Функции, цели, виды библиотек.
 11. Современные коммуникационные технологии .
 - 12 Служебная поездка /Подготовка.
 - 13.Конференция/Поездка / ОТЕЛЬ/ Выступление на конференции/ Организация и проведение конференции.
 - 14.Война. Конфликты между государствами. Терроризм.
 - 15.Цивилизации: конфликт и сотрудничество.
 - 16.Глобализация.
 - 17.Права человека.
 - 18.Наука. Развитие биотехнологий.
- Общие и бытовые темы:
1. Взаимопонимание. Общение приватное / официальное (в семье / на работе). Речевой этикет/Частная беседа/Табуированные аспекты общения в разных культурах.
 2. Многоязычие в современном мире / в стране / в регионе / в учебной группе/Личный опыт изучения языков/Самооценка.
 3. Семейный уклад / Семейные традиции/ Отношения между поколениями в семье/ Условия для взаимопонимания в семье.
 4. Подготовка кадров в разных странах и образовательных системах/ Пути получения высшего образования в нашей стране и стране изучаемого языка/ Академическая мобильность.
 5. Путешествие / Отдых/ Система страхования в нашей стране, в других странах. Страховой случай/ Времяпрепровождение.
 - 6.Молодежные организации / Объединения по интересам / Профессиональные ассоциации / Конференции.
 7. Современные профессии / Трудности выбора / Проблемы трудоустройства / Безработица /Служебные обязанности на работе / Планирование времени.
 8. Средства информации: печатные и электронные /Интернет в повседневной жизни и в профессии.
 - 9.Город / Экология / Условия жизни / Мобильность/ Достоинства и недостатки / Ритм жизни/ Достопримечательности крупных городов.
 10. Архитектура / Искусство /Проблемы мегаполиса.
 11. Изобретения / Открытия / Современное производство.
 12. Продукция / Качество / Экология.
 13. Культурные традиции / Театр / Кино.
 14. Конкурсы / Профессии.
 15. Закупка / заказ офисного оборудования / мебели / Каталоги (Покупки) Сервис /
 - 16.Общение по телефону / Офисная техника, обращения / Соблюдение инструкций.

17. Поведенческие стандарты / Этикет / неформальное общение / Дресс-код /История моды.
18. Традиции и правила хорошего тона / Официальный прием / Фуршет / Пикник .
19. Спорт/Виды спорта/Олимпийские игры/ История олимпийских игр/Хронология.

В освоении дисциплины инвалидами и лицами с ограниченными возможностями здоровья большое значение имеет индивидуальная учебная работа (консультации) – дополнительное разъяснение учебного материала.

Индивидуальные консультации по предмету являются важным фактором, способствующим индивидуализации обучения и установлению воспитательного контакта между преподавателем и обучающимся инвалидом или лицом с ограниченными возможностями здоровья.

3. Пример тестов для контроля уровня сформированности рецептивных видов речевой деятельности (чтение и аудирование), в том числе и в рамках будущей профессиональной деятельности (ОК-5, ОК-6, ОК-7)

Read the article and tick A, B, or C.

There are times in the history of any great city when it feels that it's at the centre of all that's fashionable. Though it was depressing and old-fashioned in the fifties, and a bit scruffy at the edges for most of the seventies, London led the world of fashion during the 'swinging' years of the sixties and during the punk revolution at the end of the seventies. Showing the way were its fashion designers, notably Mary Quant and Vivienne Westwood.

Mary Quant

Mary Quant left Goldsmith College, London, in the early fifties with very clear ideas of what she wanted to achieve in the world of fashion. She was fed up with the idea that high fashion should be for the rich and the middle-aged, and thought that it should be fun and liberating. She started making clothes designed around simple shapes and patterns, and bright colours.

Mary had been lucky enough to meet and marry a wealthy businessman called Alexander Plunket Green while she was at college, and it was his investment that allowed her to open a shop soon after finishing her studies. Mary opened a boutique in the King's Road, Chelsea, in the centre of London. The year was 1955. It was an immediate success, thanks to her innovative designs, comparatively low prices, and eccentric window displays, which made the clothes look even more stylish.

By the mid sixties, Mary Quant was a household name, and a fashion leader of sorts. She had popularized, some people would say invented, the mini skirt, which was arguably the most iconic fashion statement of the sixties, and she had done more than anyone to make clothes youthful, sexy, and natural.

Vivienne Westwood

In 1971, Vivienne Westwood's partner, and the father of her son Joseph, opened a shop in the King's Road called Let it Rock. His name was Malcolm McLaren. Vivienne, who had briefly studied at the Harrow School of Art in London, then started to sell her designs in the shop. They weren't ordinary clothes, nor were they inexpensive. She combined traditional British materials such as tartan with more outrageous items like black leather, metal chains, large safety pins, razor blades, and dog collars.

After years of selling to a small, alternative set of customers, Vivienne's designs were suddenly in demand overnight after the punk rock band The Sex Pistols wore her clothes at their first gig. Perhaps they loved the style, but it is more likely that their manager, Malcolm McLaren, influenced their choice of shop. Although probably motivated by McLaren's business

interests, the clothes and band worked well together. The band's anarchic energy combined with Vivienne's sense of punk style to take the world by storm in the late seventies, rocking the foundations of the fashion world. The influence of those designs is still felt today.

In more recent years, Vivienne has introduced many other elements into her fashion design, such as ways of cutting material borrowed from eighteenth-century clothes makers, and patterns first used by indigenous South American peoples. She is always looking for the innovative and shocking, and her ready-to-wear clothes, while no longer strictly punk, are still different and edgy.

Example: According to the writer, all big cities _____.

A never feel fashionable ☐ B sometimes feel fashionable ☒

C feel fashionable all of the time ☐

1 London was trendy _____.

A during the fifties ☐ B in the sixties ☐ C for the whole of the seventies ☐

2 When Mary Quant finished college, she _____.

A knew what she would like to do ☐ B was bored with fashion ☐

C designed clothes for wealthy people ☐

3 In the early 1950s, high-fashion clothes were _____.

A colourful and fun ☐ B only worn by certain people ☐ C easy to make ☐

4 Mary's husband _____.

A helped her design the clothes ☐ B helped her to start her business ☐

C was also a student when she was at college ☐

5 When Mary opened her shop, _____.

A it was popular from the beginning ☐

B there were problems with the shop's windows ☐

C she worked hard on the designs ☐

6 The writer of the text believes that Mary _____.

A invented the mini skirt ☐ B made the mini skirt popular ☐

C introduced young people to fashion ☐

7 Vivienne sold her clothes in _____.

A her own shop ☐ B a shop that sold music and clothes ☐

C a shop owned by someone else ☐

8 People liked Vivienne's clothes because they were _____.

A different from other clothes that were available ☐

B much cheaper than high-fashion garments ☐ C used traditional designs ☐

9 The punk band The Sex Pistols probably wore Vivienne's designs because _____.

A they liked the style ☐ B their manager decided they should wear them ☐

C they needed something unusual for their first gig ☐

10 Recently, Vivienne has started using _____.

A 18th-century pattern ☐ B 18th-century materials ☐

C 18th-century techniques ☐

4. Пример тестов для контроля уровня сформированности умений использовать профессионально-ориентированные средства иностранного языка для осуществления межличностного и межкультурного взаимодействия на изучаемом иностранном языке (ОК-5, ОК-6, ОК-7).

Пример 1:

1 Make questions and ask your partner.

1 What sort of clothes / like wearing?

2 What / the typical characteristics of people from your country?

3 Which / prefer: travelling by train or plane? Why?

4 What / the most frightening experience / ever have when / travel?

5 What / the best short story / ever read? / What / it about?

Now answer your partner's questions.

2 Talk about the statement below, saying if you agree or disagree. Give reasons.

‘There is some truth in national stereotypes.’

3 Listen to your partner talking about clothes and fashion. Do you agree with him / her?

Пример 2:

Write a description of the most interesting city you have ever visited. Include the following information:

- which city it is and where exactly it is
- what you can see and do there
- what the people who live there are like
- what the weather was like
- what was special about the place when you were there and how it made you feel

Write 140–180 words.

Пример 3:

Write an email to a friend describing someone you have got to know recently. Write 140–180 words. Include the following information:

- how you met
- a description of the positive and negative aspects of your new friend's personality
- what you have in common in terms of personality and interests

4.2. Материалы для промежуточной аттестации (зачет)

Зачет предусматривает проверку качества знаний и сформированности компетенций (ОК-5, ОК-6, ОК-7):

1) иноязычных фонетических, грамматических, лексических навыков и умений для реализации задачи осуществления межличностного и межкультурного взаимодействия на изучаемом иностранном языке;

2) умений иноязычного общения в устной и письменной формах в ситуациях межличностного и межкультурного взаимодействия на изучаемом иностранном языке;

3) умений в области рецептивных видов речевой деятельности, в том числе и в рамках будущей профессиональной деятельности.

Зачет включает следующие задания:

1) тест на проверку соответствия уровня сформированности иноязычных грамматических, лексических навыков и умений реализации задачи осуществления межличностного и межкультурного взаимодействия на изучаемом иностранном языке;

2) монологическое высказывание в ситуациях межличностного и межкультурного взаимодействия на изучаемом иностранном языке;

3) тест на проверку соответствия уровня сформированности рецептивных видов речевой деятельности (чтение).

Образцы примерных заданий для зачета

1. Тест на проверку соответствия уровня сформированности языковых навыков и умений в области фонетики, лексики, грамматики изучаемого иностранного языка для реализации задачи осуществления межличностного и межкультурного взаимодействия на изучаемом иностранном языке (ОК-5, ОК-6, ОК-7)

1 Underline the correct form.

Example: I like sport, but my sister **does** / **doesn't**.

1 It was such **good** / **a good** weather we went to the park.

2 Don't wait for Simon. He's **late always** / **always late**.

- 3 My sister is very ambitious and so **is her husband / her husband**.
- 4 These days, **young / the young** enjoy all kinds of technology.
- 5 They said it's **likely / probably** to rain tomorrow.
- 6 **The rich / Rich** pay more tax in most European countries.
- 7 Take an umbrella in case it **rains / will rain**.
- 8 A **French / French man** lives next door to us.
- 9 I did **tell / told** you the truth. I promise.
- 10 Your sister doesn't speak English, **does / doesn't** she?
- 11 **A** I really don't like going out on Sunday evenings.
B Oh, **neither / so** do I.
- 12 **A** My sister saw Brad Pitt in a bar when she was in New York.
B **Did / Has** she? Wow, I'd love to meet him!

2 Complete the sentences. Use the correct form of the verb in brackets.

Example: Have you ever been (go) to Madrid?

- 1 The robbers are believed _____ (steal) three valuable paintings.
- 2 Who _____ (know) the answer to this question?
- 3 The criminal's sentence _____ (not decide) until next month.
- 4 I _____ (finish) your book by tomorrow, so I'll give it back to you then.
- 5 If I _____ (not see) you before I go, I'll phone you next week.
- 6 I _____ (talk) to John when Daniel walked through the door.
- 7 You can go out as soon you _____ (do) your homework.
- 8 How long _____ (sit) there? Are you waiting for someone?
- 9 They _____ (climb) for about two hours when the rain started.
- 10 I _____ already _____ (speak) to Max about the problem.
- 11 This time next month I _____ (do) my final exams.
- 12 When Lucy got to the station she realized she _____ (leave) her ticket at home.
- 13 I _____ (feel) dizzy all day. I think I'll go to the doctor's.
- 14 It _____ (think) that the burglar escaped through the bathroom window.
- 15 People used _____ (send) to prison for a longer period of time.
- 16 Can you wait a few minutes? The girls _____ (not finish) their lunch yet.

3 Order the words to make sentences.

Example: park / you / yesterday / go / the / to / did

Did you go to the park yesterday?

- 1 nice / spotted / dress / Tess / wearing / is / new / a
- 2 before / were / we'd / driving / for / we / hours / realized / we / lost / been
- 3 tennis / don't / like / playing / you ?
- 4 is / station / tell / where / could / me / you / the ?
- 5 to / woman / the / said / is / in / 30s / be / her
- 6 I / as / soon / will / arrive / as / call / I / you
- 7 thinking / you / what / about / are ?
- 8 I / tired / I / went / was / to / so / bed
- 9 time / fortunately / the / arrived / in / for / wedding / we
- 10 start / sooner / the / we'll / arrive / earlier / we / the
- 11 badly / wasn't / accident / the / in / woman / injured / the
- 12 be / by / 8.30 / I'll / probably / home

VOCABULARY

4 Underline the correct word.

Example: My hotel is near / nearly the airport.

- 1 Matt's taken **part** / **up** karate. He's really enjoying it.
- 2 I don't like rushing dinner. I prefer to take my **time** / **easy**.

- 3 Elena takes **after** / **off** her mother. They're both musical.
- 4 You've been working too **hard** / **hardly**. You need a holiday.
- 5 We should take **notice** / **advantage** of the hot weather and go to the beach.
- 6 This book is **specially** / **especially** designed for very young children.
- 7 The police say they have definite **proof** / **evidence** that he is the murderer.
- 8 There's going to be a concert **at** / **in** the end of the school year.
- 9 As it's a special occasion I'm going to **dress up** / **get dressed**.
- 10 My brother's had a new girlfriend for six months and I **still** / **yet** haven't met her.

5 Underline the odd word out.

Example: blister rash temperature x-ray

- 1 suede velvet leather spotted
- 2 passenger luggage pilot crew
- 3 headache stitches cough vomiting
- 4 drought breeze hurricane hailstorm
- 5 operation asthma scan injection
- 6 robbery evidence blackmail fraud
- 7 sleeveless hooded V-neck cotton
- 8 calm loyal immature open-minded
- 9 freezing cool chilly warm
- 10 judge verdict jury witness

6 Complete the words in the sentences.

Example: Mary sprained her ankle when she was jogging in the park.

- 1 My father is **a**_____ to nuts. He becomes very ill if he eats one.
- 2 She's had a stomach **a**_____ all day. I'm going to call the doctor.
- 3 I've cut myself. My finger is **bl**_____.
- 4 Don't drive this evening. There's going to be thick **f**_____ later on.
- 5 I didn't have anything to declare, so I walked straight through **c**_____.
- 6 We went by plane to Malaysia. It was a 12-hour **f**_____.
- 7 It poured with rain and I didn't have an umbrella. I got **s**_____.
- 8 I always ask for an aisle **s**_____ when I fly.
- 9 My grandmother has very high blood **pr**_____.
- 10 We're having a **h**_____ at the moment. It's been really hot every day for a month.

7 Complete the sentences with the correct word(s).

Example: John has a sore throat and a headache.

hurt sore twisted

- 1 Amanda's very _____. She always wears the latest fashions.
scruffy trendy old-fashioned
- 2 Watch _____! There are pickpockets in this area.
up out around
- 3 I like your bag. It _____ your shoes.
suits matches fits
- 4 That skirt fits you like a _____.
glove sock hood
- 5 The gang _____ the businessman and asked his family for ten million dollars.
smuggled hijacked kidnapped
- 6 Sarah's boyfriend is a _____ fish. He never shows his feelings.
cold wet dry
- 7 My brother never changes his opinion. He's so _____!
assertive easy going stubborn

- 8 Richard's always in a good mood. He's very _____.
moody funny cheerful
- 9 A _____ stole his mobile phone and camera.
burglar vandal mugger
- 10 Jeremy's very _____. He always does his homework.
conscientious unconscious well balanced

PRONUNCIATION

8 Match the words with the same sound.

backpack blister calm caught crew drought
freezing hijack infection nylon

Example: funny blood

- | | |
|------------|-------|
| 1 guilty | _____ |
| 2 court | _____ |
| 3 loose | _____ |
| 4 judge | _____ |
| 5 shower | _____ |
| 6 headache | _____ |
| 7 cough | _____ |
| 8 heart | _____ |
| 9 sociable | _____ |
| 10 striped | _____ |

9 Underline the stressed syllable.

Example: reserved

- 1 slippery
- 2 investigate
- 3 bad-tempered
- 4 stylish
- 5 undressed
- 6 monsoon
- 7 terrorist
- 8 temperature
- 9 injection
- 10 eccentric

2. Монологическое высказывание в ситуациях межличностного и межкультурного социального взаимодействия на изучаемом иностранном языке (ОК-5, ОК-6, ОК-7)

Список примерных тем профессиональной направленности:

1. История как наука/Исторические методы исследования. Задачи исторической науки.
2. Археология как наука. Профессия историка/археолога. Методы исследований в археологии. Профессиональный рост.
3. Традиции, обряды в культурах разных народов.
4. Древние цивилизации.
5. Выдающиеся русские и зарубежные историки, выдающиеся деятели.
6. История алфавита. Письменные памятники культуры.
7. Совместные международные научные проекты (в области археологии, этнографии и др. исторических наук)
8. Музеи, направления и задачи музейной работы, история музеев, виды музеев, их значение.
9. Архивы, направления, задачи архивной работы. История создания архивов.

10. Библиотеки. Функции, цели, виды библиотек.
11. Современные коммуникационные технологии .
12. Служебная поездка /Подготовка.
13. Конференция/Поездка / Отель/ Выступление на конференции/ Организация и проведение конференции.
14. Война. Конфликты между государствами. Терроризм.
15. Цивилизации: конфликт и сотрудничество.
16. Глобализация.
17. Права человека.
18. Наука. Развитие биотехнологий.

Общие и бытовые темы:

1. Взаимопонимание. Общение приватное / официальное (в семье / на работе). Речевой этикет/Частная беседа/Табуированные аспекты общения в разных культурах.
2. Многоязычие в современном мире / в стране / в регионе / в учебной группе/Личный опыт изучения языков/Самооценка.
3. Семейный уклад / Семейные традиции/ Отношения между поколениями в семье/ Условия для взаимопонимания в семье.
4. Подготовка кадров в разных странах и образовательных системах/ Пути получения высшего образования в нашей стране и стране изучаемого языка/ Академическая мобильность.
5. Путешествие / Отдых/ Система страхования в нашей стране, в других странах. Страховой случай/ Времяпрепровождение.
6. Молодежные организации / Объединения по интересам / Профессиональные ассоциации / Конференции.
7. Современные профессии / Трудности выбора / Проблемы трудоустройства / Безработица /Служебные обязанности на работе / Планирование времени.
8. Средства информации: печатные и электронные /Интернет в повседневной жизни и в профессии.
9. Город / Экология / Условия жизни / Мобильность/ Достоинства и недостатки / Ритм жизни/ Достопримечательности крупных городов.
10. Архитектура / Искусство /Проблемы мегаполиса.
11. Изобретения / Открытия / Современное производство.
12. Продукция / Качество / Экология.
13. Культурные традиции / Театр / Кино.
14. Конкурсы / Профессии.
15. Закупка / заказ офисного оборудования / мебели / Каталоги (Покупки) Сервис /
16. Общение по телефону / Офисная техника, обращения / Соблюдение инструкций.
17. Поведенческие стандарты / Этикет / неформальное общение / Дресс-код /История моды.
18. Традиции и правила хорошего тона / Официальный прием / Фуршет / Пикник .
19. Спорт/Виды спорта/Олимпийские игры/ История олимпийских игр/ Хронология.

3. Тест на проверку соответствия уровня сформированности рецептивных видов речевой деятельности (чтение) (ОК-5, ОК-6, ОК-7)

Образец текста для чтения вслух и письменного перевода:

Read the text and translate in writing.

In the 2010 election, the Labor party received only four out of every ten votes, but it won more than six out of every ten seats in the House of Commons. It won two-and-a-half times as many seats as the Conservative party, even though it received less than one-and-a-half times as many votes. The Liberal Democratic party did very badly out of the system. It got almost a fifth

of the vote, but won only one in thirteen of the seats in the Commons. And yet it was much luckier than it had been in the past. The arithmetical absurdity of the system becomes clear when we compare the fortunes of the Liberal Democrats this time with their fortunes in the 1992 election. On that occasion, it got the same proportion of the total vote but fewer than half the number of seats. What's going on? As is often the case with British institutions, the apparently illogical figures are the result of history. Unlike in any other country in the world, the system of political representation that is used in Britain evolved before the coming of democracy. It also evolved before national issues became more important to people than local ones. In theory, the House of Commons is simply a gathering of people who each represent a particular place in the kingdom. Originally, it was not the concern of anybody in government as to how each representative was chosen. That was a matter for each town or county to decide for itself. Not until the nineteenth century were laws passed about how elections were to be conducted .

4.2. Материалы для промежуточной аттестации (экзамен)

Образец экзаменационного билета

КУБАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

Кафедра английского языка в профессиональной сфере

Билет № 1

1. Read and translate the marked passage of the text in written form. Retell the rest of the text.
2. Read and reproduce the text orally.
3. Speak on topic № 1.

Зав. кафедрой английского языка
в профессиональной сфере

З.И. Гурьева

Экзаменационный билет включает в себя следующие задания:

- 1) работу с текстом, которая предполагает чтение и перевод выделенного абзаца с последующим пересказом всего текста (ОК-5, ОК-6, ОК-7);
- 2) устный ответ по одной из предложенных выше тем. Важно, чтобы отвечающий продемонстрировал знание словарного запаса и грамматики, которые он получил в процессе освоения дисциплины. Каждая тема должна включать в себя не менее 15 предложений (ОК-5, ОК-6, ОК-7).

Критерии оценки:

- **оценка «отлично»** выставляется студенту, если его ответ характеризуется умением грамотно использовать навыки перевода, адекватно подбирать лексико-грамматические единицы, а также употреблять разнообразные речевые средства. Кроме того, учитываются и такие аспекты, как беглость и выразительность речи и смысловая связность высказывания.

- **оценка «хорошо»** выставляется в том случае, если студент продемонстрировал вышеуказанные навыки, но при этом допустил ряд незначительных ошибок, которые в целом не влияют на общее понимание изложенного им материала.

- **оценка «удовлетворительно»** выставляется, если при выполнении экзаменационных заданий студент допустил ряд серьезных ошибок при чтении, переводе и пересказе текста, а также не проявил достаточные навыки монологической речи.

- **оценка «неудовлетворительно»** выставляется в том случае, если студент продемонстрировал полное отсутствие вышеуказанных навыков.

Text 1

The Business of Luck

Pacific Rim philosophies can make your work environment more productive and help turn a profit

by Terri Morrison and Wayne A. Conaway

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Imagine you are making your first visit to a prospective business partner in the Pacific Rim. You ride the elevator to the 13th floor. You exit the elevator by walking under the legs of a large ladder. You enter the office, which is decorated in a motif of skulls and black cats. You are ushered into the CEO's office by a secretary dressed as a witch, who announces your arrival with the words, "By the pricking of my thumbs, something wicked this way comes." The CEO greets you warmly and celebrates your arrival by smashing a large mirror.

Even if you weren't the slightest bit superstitious, wouldn't you have doubts about doing business with this company?

This example is extreme, of course. But similar scenarios happen every day when executives from the Pacific Rim visit Europe and the Americas. They encounter situations that, from their cultural viewpoint, presage bad luck.

The Energy Of Luck

The most common belief system of good and bad luck in the Pacific Rim is known as *feng shui*. The precepts of *feng shui* have existed for thousands of years and were set down in the ancient Chinese text known as the **I Ching**, or **Book of Changes**. Many of the world's 1.2 billion ethnic Chinese, as well as many non-Chinese cultures, respect the rules of *feng shui*.

Feng shui is particularly popular in Taiwan and Singapore, and, despite the opposition of the government, it is still practiced in the People's Republic of China. Consequently, Western companies that host visitors from these countries should consider consulting a *feng shui* expert about the layout of their offices. We all know how important first impressions are -- why risk giving a bad first impression to an Asian visitor?

Feng shui adherents believe in the existence of a type of natural energy called *chi* (pronounced chee; it can also be spelled Qi). This *chi* flows through all things animate and inanimate. When buildings and their furnishings are harmoniously aligned with the flow of *Chi*, good things tend to happen. When the *Chi* is blocked (or worse, allowed to drain out of a building), the result is discord, bad luck, and ill health.

But Does It Work?

Aside from pleasing your Pacific Rim visitors, is there any other reason to bother having your office done by a *feng shui* expert? Actually, there are many non-Chinese who believe that it has improved their quality of life. Even in the U.S., it isn't hard to find executives who are satisfied customers of *feng shui* consultants.

Net Optics Inc. of Sunnyvale, Calif., hired *feng shui* consultant Linda Lenore to improve business in 1999. Her diagnosis included cleaning up clutter, adding green and purple to the

color scheme, and shifting most desks 180 degrees. After following her advice (which included spending about \$500 on new paint), the company's fortunes turned around. Despite the collapse of many high-tech companies, Net Optics is still going strong.

Separation Of Church And State (Or Business)

Feng shui may be accepted in cosmopolitan areas like San Francisco and New York City, but how does it play in more conservative areas? And doesn't anyone object to the introduction of *feng shui* principles on religious grounds?

In fact, *feng shui* often escapes the religious objection because it is not an organized religion. *Feng shui* is most closely related to Confucianism. Confucianism is generally considered a philosophy, not a religion. Similarly, observers of *feng shui* generally call it a system of folk beliefs rather than a religion. Certainly, any workplace could ban the practice of *feng shui* on religious grounds. But under the same rationale, it could be called upon to prohibit such popular traditions as Christmas trees or wearing green on St. Patrick's Day.

Of course, no one forces a business in the U.S. or Canada to undergo the ministrations of a *feng shui* practitioner. Such experts are hired by the owners, who should take the sensitivities of their employees into account. Many employers first have a *feng shui* expert do their homes. Only then do they decide to extend the benefits of *feng shui* to the workplace.

What Will Feng Shui Do To My Office?

Thankfully, the precepts of *feng shui* are not antithetical to Western business practices. . .or even to common sense. For example, clutter makes for bad *feng shui*. "I compare clutter to a clogged artery," says *feng shui* consultant and author Lenore. "Clutter stops the flow of mental and creative energies."

Another precept of *feng shui* is to put the cash register in a retail establishment near the front door. *Feng shui* maintains that "like attracts like," so the cash box should be near the entrance to attract money inside. This is exactly where most Western businesses put their cash registers so that the person attending the register can watch who comes in and out. Good *feng shui* behavior does not usually clash with Western practices.

The final objection to *feng shui* is that it doesn't have a rational, cause-and-effect explanation acceptable to Western science. Even Linda Lenore admits to not knowing why *feng shui* is so successful. "Seventeen years ago, I started out trying to disprove *feng shui*," she recalls. "I still can't explain it. But it works."

Reprinted from ***IndustryWeek***, July 10, 2001

Text 2

Negotiating in Different Cultures

By Terri Morrison and Wayne A. Conaway

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Few of us negotiate global deals from the comfort of home. Part of the lure of international business is the extended travel to exotic locals and the exposure to varied customs and foods. But when you are far from the home-field support system, how do you keep that advantage?

Tip #1: Never underestimate your prospect

Judging the negotiating skills of a Japanese executive based upon his or her initial handshake. A

"gentle" handshake does not belie the strength of the Japanese negotiating style. The Japanese thoroughly research their prospects and clients, and your Japanese negotiator probably knows everything about you, your product, price, and flight arrangements before you ever enter the room.

Similarly, just because you have worked with a German firm's representative in the US does not mean you have a sound knowledge of the skills of negotiators in Munich. When German corporations conduct business on foreign soil, they often send engineers or project managers to represent them. These executives are usually anxious to get to work and may be too impatient to be good negotiators. However, when you travel to Germany, expect to sit down with their A-list negotiators. On their home soil, German dealmakers are very tough. They play to win and yield nothing.

Tip #2: Don't expect decisions to be made based upon your priorities
Foreign executives often have different criterion. The typical US motivating factors – price and quality – are not universal considerations in decision-making. In many countries, personal relationships are more important. For example, when the Simmons company expanded into the Japanese market, they were astonished that customers sometimes chose to purchase inferior beds at higher prices. In Japan, the decision to buy was sometimes made on the basis of friendship or favors owed to the distributor.

Elsewhere, deciding factors could be anything from family honor to religion to nationalism. And in some cases, major deals (and prices) have been fixed long before you ever attempted to penetrate the market. You may never know what all the reasons for winning or losing a contract may be, but if you research the culture, and utilize a personal network of players in-country, you can definitely skip some of the more mundane mistakes.

Tip #3: Be prepared to be tested by your foreign counterparts
When French firms have acquired foreign companies, they sometimes mandate a "French only" policy at the global meetings. That's difficult enough if you are part of the team, but even more so if you are selling and negotiating in a language you don't understand.

When you are dependent upon translators and interpreters to convey subtle nuances as well as critical facts, be certain that you have utter confidence in the translator (and always have a backup linguist). Be clear, concise, and never expect a highly skilled interpreter to work more than a 3 or 4 hour span.

Expect to face challenges at the dinner table as well as at the conference table. In Japan and South Korea, visiting executives are usually invited to participate in after-hours drinking bouts. Even when the focus is on food rather than alcohol, the challenge may be daunting. JoAnne Stephens, the Director of International Sales for Sklar Medical Instruments, once faced a gustatory test in Taiwan. *"A three-hour private luncheon with business partners included baby pigs' head and monkey brains. In order to save face I had to eat these delicacies, which I washed down with a tremendous amount of water. After frequent trips to the rest room, I finally closed the deal at the end of the meal."*

Tip #4: Prepare yourself for unexpected negotiation techniques
Michael Landau, a textile manufacturer in the Philadelphia area, relates this tale of intimidation during a negotiation in the United Arab Emirates. *"One of our salesmen was negotiating a contract with a government official to buy textiles for military uniforms. At one point, the official – who was also a military officer in full uniform – laughingly handcuffed my salesman. He told the salesman that he wouldn't be released until he agreed to the officer's conditions. The officer soon uncuffed my salesman and passed the entire incident off as a joke, but it left the salesman pretty nervous. It was a vivid reminder that he was negotiating far from home, in a place where he had very few civil rights."*

Ultimately, travel is an adventure, and business travel is no exception. International business requires flexibility and an appreciation of diverse views. As Mahatma Ghandi said, *"Civilization is the encouragement of differences."*

Excerpted from OAG Frequent Flyer, June 1, 2001

Text 3

Dating Yourself

By Wayne A. Conaway and Terri Morrison

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Every international air traveler knows the disorientation of jet lag. Thanks to the speed of flight, we soar from time zone to time zone, and when we land, our internal biological rhythms are often out of synchronization with local time.

We have become so accustomed to crossing time zones that it is easy to forget that the very concept of universal, globe-spanning chronology is a recent convention. Before the adoption of time zones and universal time, each town set its own time. Noon was whenever the sun was directly overhead, and clocks were set by it.

The adoption of time zones started with modern transportation. As we entered the industrial age, and trains crossed continents, the differences between local times became obvious. During a short train ride, it was quite possible to arrive earlier than you left – not because you crossed a time zone, but because local times varied by as much as an hour! Efficient train schedules required the adoption of a universally accepted time. In 1883, the railroads created four time zones to span the contiguous United States of America. The following year, representatives from 24 nations met at the Prime Meridian Conference in Washington, DC. Out of this meeting evolved the time systems we use today, including Greenwich Mean Time, the more accurate Universal Coordinated Time (which includes leap seconds), and the Zulu Time used by air traffic controllers. ("Zulu Time" has nothing to do with the inhabitants of southern Africa. The term comes from the International Civil Aviation Organization's phonetic code. As in the US Military Alphabet, "A" is pronounced "Alpha," "B" is "Bravo," "C" is "Charlie"...down to "Z" for "Zulu.")

This establishes the time of day. But what about the day itself? Calendars have long been a point of difference between nations and religions. For secular purposes, most of the world uses the Gregorian calendar, named after Pope Gregory XIII. He approved a revision of the old Julian (Roman) calendar in 1582.

However, the Gregorian reform was not adopted simultaneously in each country. Europe's Protestant states usually waited until much later to change. England (and its American colonies) did not adopt the Gregorian calendar until 1752. And by that point, 11 days had to be deleted to bring the Julian calendar in synch with the Gregorian one. The Julian calendar is still used in the Greek Orthodox church and in Ukraine. Orthodox feast days now generally run 13 days behind the Gregorian calendar.

The Gregorian calendar is a solar calendar, based on a seasonal year of 365.2422 days per year.

But the sun is not the only way to calculate a year. For example, Muslims utilize a lunar based calendar, which is approximately 11 days shorter. Obviously, the two views of the time are not synchronized. In relation to the Gregorian calendar, Muslim holidays generally advance about 10 days each year. The last celebration of Ramadan, (which occurs in the ninth month of the Muslim year), began on November 27th, 2000. The next Ramadan will begin on or about November 17th, 2001. (The date is approximate because months are calculated by sightings of the moon.)

Another different aspect of the Muslim calendar is the workweek. Since Friday is Islam's holiest day of the week, many (but not all!) countries with Muslim majorities start their workweek on Saturday.

The Hebrew calendar was originally a lunar calendar, but adopted some aspects of solar calendars in the 4th Century AD. This system, still in use today, mandates the use of 19-year cycles. The variation between the Hebrew and Gregorian calendars is about a month. Thus, the

Jewish New Year (Rosh Hashanah) will generally fall between mid-September and mid-October. The Jewish Festival of Lights (Chanukah) usually occurs in December.

As with the Muslim calendar, the Hebrew calendar changes the workweek. The Jewish Sabbath begins at sundown on Friday and ends at sundown on Saturday. In Israel, where the Hebrew calendar is used, Sunday is the start of the workweek, and most people take Friday and Saturday off.

For better or worse, most of the world (including air traffic controllers) has decided to use the Gregorian calendar for secular purposes. However, there is one adaptation sometimes made to non-Christians. To differentiate between the Christian and pre-Christian eras, the initials AD (for anno Domini: "the year of our Lord") or BC ("before Christ") are traditionally added to the year. In deference to non-Christian sensibilities, the initials CE (Common Era) and BCE (Before Common Era) have been created. This is a small concession to make to a largely non-Christian world which, like it or not, uses a calendar adopted by a Roman Catholic Pope almost 250 years ago.

Excerpted from OAG Frequent Flyer, August 4, 2001

Text 4

Dining Etiquette

By Wayne A. Conaway and Terri Morrison

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Humans are social creatures, and one vital way we express our communality is by dining with others. For a business traveler, sharing a meal with an international client is a necessary part of establishing a relationship. And just as each culture has its own cuisine, it has its own dining etiquette. If you are new to a country, no one will expect you to perfectly master local table manners. However, it is expected that a foreign executive not disrupt a meal with gross violations of etiquette.

If you want to create a good impression when dining abroad, here are some tips:

Utensils (or Lack Thereof)
Most North Americans use their right hand to use both their knife and fork, necessitating the frequent switching of utensils. Most Europeans keep their dinner knife in their right hand and the fork in their left. This is a very practical way to eat, and not terribly difficult for North Americans to adopt. However, there is the risk of gesturing with a knife (which is considered threatening in many countries, and poor manners in most places). Practicing eating with the fork in the left hand before your trip is a wise exercise.

In Asia, chopsticks can present a problem, but becoming adept at their use will be appreciated. However, you may also be offered Western-style implements, and you might opt for them if you just don't have the talent for manipulating the sticks. (We've seen US diners who are all thumbs with chopsticks scatter food all over the table – and worse, over other diners). If you decide on chopsticks, remember these two rules: do not stick your chopsticks vertically in a food bowl (this makes them look like joss sticks, the incense sticks burned at funerals), and use the clean, back ends of the chopsticks for taking food from a communal tray or bowl (unless, of course, there are serving utensils for the bowl).

Dining in parts of the Middle East and North Africa is traditionally done without utensils. The most important guideline is to remember that, in and around the Arab world, the left hand is considered unclean. Even if you are left handed, eat only with your right hand. Follow your host's lead for the exceptions; the most common is to use your left hand to drink from a glass when eating greasy food with your right.

Don't Be Judgmental
Refusing to eat the local cuisine is one of the quickest ways to offend your hosts. Never complain about how spicy the local food is, or how fattening, or that you would never eat

insects/lizards/canines/primates (or whatever you find offensive). Just eat what you can without making yourself sick, and keep your criticisms to yourself. When necessary, resort to a medical excuse: "I'm sorry, but my doctor has forbidden me to eat shellfish."

This includes not deriding local preferences, both in food and brand names. In the Philippines, the US chain Dunkin' Donuts is extremely popular, and its products are served with pride in many homes. Similarly, the Japanese have a tradition of eating Kentucky Fried Chicken on Christmas. Somehow, the non-Christian Japanese came to associate the white-bearded Colonel Sanders with Santa Claus. This tradition is so widespread that KFC meals must be ordered weeks in advance for pickup on December 24 and 25!

Be

Adventurous

One of the benefits of travel is the chance for new experiences. You probably aren't going to be offered the chance to eat scorpions or bird's nest soup at home. If you are offered them in China, try them. You might actually like them.

In some situations, people will offer you local delicacies as a challenge. They know that foreigners find their delicacies unpalatable, but a foreigner good-natured enough to try such a food is widely appreciated. Arab chefs know that most North Americans find eyeballs disgusting, but that doesn't stop them from offering foreigners sheep eyes at a banquet. And there are few greater gustatory tests than eating the balut, which is sometimes called the national snack of the Philippines. The balut is a soft-boiled egg, usually duck but sometimes chicken. If that sounds innocuous, consider this: the balut is a fertilized egg, with a half-grown duck embryo inside! This bird embryo is eaten whole – beak, bones, feet and all. Foreign women may be spared this delicacy, but men are expected to try it, since the balut is believed to increase male potency. Duck embryos are also popular elsewhere in Asia, notably in Vietnam.

Sometimes food or drink is shared to convey communality. In Argentina, Uruguay and Paraguay, people drink a caffeinated tea made from the herb called yerba mate. Also known as Paraguayan tea, the leaves are packed into a gourd, which is then filled with hot water. After the herbs have steeped, the mate tea is sipped through a metal (usually silver) straw. What is unusual about this ritual is that only one gourd and one straw are used by the entire group. After the first person drains the gourd, it is refilled with hot water and handed to the next person. You may consider it unsanitary to drink from the same unwashed silver straw, but to refuse it would be to declare yourself apart from the group.

Ultimately, dining abroad is an adventure. We all have to eat, and sharing meals with global prospects and clients helps to cement relationships. Besides the development of a large network of friends and associates, trying unfamiliar foods is an opportunity to break up the routine of our lives. Learn some new aspects of dining etiquette – it is one of the best ways to make your international travels palatable.

Excerpted from OAG Frequent Flyer, September 7, 2001

Text 5

Lie to Me

By Terri Morrison and Wayne A. Conaway

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What constitutes a lie? Per the dictionary, it's, "An untrue statement made with intent to deceive." But, if you lie to save someone's feelings ("Does this dress make me look fat?" "Of course not, you look gorgeous!") is it still wrong? Probably not in that case, but it is in court. If you lie on the stand in the US, in front of a jury of your peers, you can be prosecuted for perjury. Most of us don't need to be reminded by a lawyer, or by Moses ("Thou shalt not bear false witness..."), that lying is wrong, but the justification for lies and their ramifications are different around the world. Here's what you need to know:

Lying well is actually a skill in itself
Imagine that you're in Japan where preserving a harmonious work environment is a high

priority. You, a mid-level employee, find yourself caught in a difficult situation. The boss wants to know why a product's delivery is delayed and you know full well that it's the fault of your peer, the scheduling manager. (He overlooked the order.) In Japan you must avoid humiliating other employees in public. Accusing the scheduling supervisor of a big mistake would cause conflict and make you look like an immature, critical whiner. Additionally, you don't want to be the one to deliver bad news to the boss, so what do you do?

As distasteful as it might seem, you apologize to the boss for the problem (even though you did not cause it), and then you lie about the situation in order to preserve the relationships. Later, you can try to help resolve the problem in private with the scheduling manager, but in public, lies are often allowed in order to sustain the harmony of the group and save everyone from a publicly unpleasant situation.

When no means something else
Since many cultures don't approve of using the word "No" in conversation (or negotiations) they have devised other means of communicating their displeasure or disapproval. In China, Hong Kong and many Asian cultures, appearances are extremely important. People will go to great lengths to ensure that no potentially insulting or embarrassing statements are made, which includes the word "no." This is vital to know during final contract negotiations. Since your Asian counterparts often have trouble with a flat-out "no," you should prepare many alternatives during the contract stage. This gives your Chinese counterparts room to gracefully negate several options with dignity. If you don't, they may superficially agree to the contract, just to save everyone from a controversial and conflict-ridden finish, but the signatures and product deliveries may never go through. Of course, the word "yes" doesn't necessarily mean, "I agree with you." A closer meaning would be, "I heard you." If you really put pressure on a traditional Chinese negotiator, and he wants to balk, he may say something like, "It will be difficult" or, "I am not certain that would be possible." Wise up. Those statements are polite ways to say "no" in much of Asia.

In India, business is highly personal. It's also conducted at a more leisurely pace than in the US, along with a great amount of hospitality. If you have established a personal relationship with your client, and then something comes up that requires a definitive yes or no answer, it's highly probable that your Indian associate will tell you, "Yes, of course," even if he knows full well the answer should be "no." Why does this happen? Why would a "friend" lie to you? Because the word "no" has harsh implications in India. Evasive refusals are more common and are considered more polite. An Indian associate would have a hard time directly refusing or negating an offer, particularly on a social level. So, if you invite a group of Indian associates to a social event, and they say "We'll try to make it," don't be surprised if they don't show up. Being vague and avoiding a time commitment is a normal way of indirectly refusing an invitation. And, the statement, "I'll try," is an acceptable refusal.

"No" avoidance is common behavior in Indonesia as well, where it's impolite to disagree with anyone. Most Indonesians would definitely prefer to tell you what they think you want to hear, rather than bring you any distress. Consequently, they rarely say "no." You're expected to be perceptive enough to differentiate a polite, "Yes, but I really mean no," from an actual "Yes!" This is rarely a problem when speaking in the native language, Bahasa Indonesia, since it has at least twelve ways to say "no" and many ways to say, "I'm saying yes, but I mean no."

Unfortunately, this subtlety is lost in English. Many Westerners interpret this as being deceitful, but Indonesians, along with Asians, Indians, and millions of other international businesspeople, aren't overtly trying to lie to you — they're just being polite and going by their own countries' standards. It can be a contrast to the US's, "Say what you mean and mean what you say," style, but a little diplomacy can be pleasant for a change — as long as you understand the difference between a little white lie and the 8th Commandment.

Excerpted from OAG Frequent Flyer, June 19, 2002

Text 6

International Gift-giving

Gift-giving is an art. It is an ancient social tradition, and is taken very seriously in many parts of the world. In most places, business relationships are built upon personal relationships, and appropriate gifts are a very important means of cementing those bonds. But unfortunately, even if you have the best intentions, some gifts can send the wrong message to your clients. For example:

Taboo

Items:

Never give products made from cowhide to Hindus. This precludes wallets, belts, boots, purses, or any other leather item. The cow is so sacred to Hindus that several men were killed in rural India this year over the suspicious death of a cow.

Pork and alcoholic products are prohibited to Orthodox Muslims. Don't select Virginia hams, Canadian bacon or gift baskets with bratwurst for your Middle Eastern friends. Also be sensitive to the fact that many colognes and perfumes may be alcohol based, and alcohol can be present in many specialty food items (i.e.: chocolate cordials)

Insensitive

Gifts:

Make sure your gift wasn't manufactured in an environment that is controversial for the recipient. For example, don't give a Greek executive something made in Turkey

The wrong color wrapping paper or flowers can insult international associates. Never send white flowers to an Asian client. They are associated with funerals

Keep your well-honed knives in your kitchen or pocket! Knives symbolize the severing of a relationship in many countries.

Worldwide, there are many occasions when gifts are exchanged. In Japan, gifts absolutely must be given at mid-year (July 15th) and year-end (January 1st). They are also often given at first business meetings. Every country also has its own cultural interpretations of the best gifts, the best wrapping and the best way to present it.

Since you may be facing that global gift-giving puzzle we have included a brief list of general gifts that may please your international clients:

Generally-appropriate

Gifts:

Illustrated books, historic memorabilia or traditional handicrafts from your home state or headquarters. These act as invitations to come and visit.

High-quality writing implements.

Finely-made compasses for Muslims (so they will always know the direction of Mecca).

Native American artifacts. Very popular in parts of Europe.

Specific Suggestions:

Of course, if you learn that your client has certain interests (like historical biographies or a particular sport) be sure to purchase something that shows you appreciate his or her hobbies. But if you are looking for a few suggestions that can be particularly useful or intriguing for international travelers, here are several items that your clients may enjoy:

A Kinetic Flashlight - This flashlight is powered by shaking it for 20 to 30 seconds, which forces a magnet through a coil, generating electricity. The charge is good for around 15 minutes of light, and is very handy for travelers, whether it's in your luggage, car or boat. Just be very careful not to store it (with its powerful magnet) near your computer. www.shakelight.com

A Tablet PC - This hand-held computer is about the size of an organizer. Instead of a keyboard, most Tablet PCs use handwriting-recognition software and others offer voice-recognition programs. All of them run a special Tablet PC Edition of Microsoft Windows XP. They are pricey, but Compaq's has been recommended by several technical reviews. www.compaq.com

Socks! - While giving clothing can be a rather intimate gift, you can offer a great pair of socks as a perfect item for the international traveler—because so many of us have to take our

shoes off at the airport! Play it as a joke or select some high-quality sport socks for your athletic clients! Try www.healthyllegs.com or www.fogdog.com

A list of many more culturally-correct gifts (like Fisher Space Pens, silver travel candles, zoom binoculars, air purifiers, etc.) is available at www.getcustoms.com.

Of course, traveling parents also need gifts for their children. Besides T-shirts and caps with popular sports team logos, or top CDs, one hot kids' toy is:

The Remote-Controlled Z-Car: Remote-controlled toys have been popular for years, but now they're getting smaller and smaller. Several manufacturers now make tiny automobiles, no larger than the traditional Matchbox cars, self-propelled and controlled remotely. The Z-Car, one of the best, is only 2.2' long. One 45 second charge (via the battery-powered charger) and the Z-car is ready to run for about 5 minutes. \$19.95 includes car, charger and controller; everything except the batteries. It's available in selected toy stores or from www.discovery.com/stores

Finally, the GPS Locator for Children is an innovative security device which may be of interest to your international clients who are relocating to the United States. This watch-like device combines the U.S. DOD's Global Positioning System satellite data with the patented technology of a firm called Wherify (www.wherifywireless.com). Clients in the United States can keep track of children's whereabouts, and increase their safety around the clock.

There are many corporate gift-giving services, but not many of them focus on the cultural significance of each present. If you have time, corroborate your selections with a representative from the country's embassy.

The old adage, "*It's not the gift, it's the thought that counts*," may play well at home with loved ones. However, at work, you cannot afford to insult your international associates. The correct gift will differentiate you from less culturally sensitive executives and make your gift memorable—for all the right reasons.

Excerpted from OAG Frequent Flyer, December 18, 2002

Text 7

Doing Business in Africa

By Terri Morrison

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Africa: Defining Terms

When we speak of Africa, we need to define our terms. The Muslim-dominated countries of North Africa (most of which have coastlines on the Mediterranean) have populations which are considered primarily Arab. As such, they are sometimes categorized as part of the Middle East.

There is also the enormous area sometimes called Sub-Saharan Africa or "black Africa." Sub-Saharan Africa can be further divided in different ways. You can differentiate between primarily Muslim and primarily non-Muslim (which could be Christian or various traditional beliefs). Or you can separate African countries by their former colonial overlords: Britain and France, and (to a much lesser extent) Portugal, Italy, Germany and Spain. However, using this methodology will not endear you to most Africans today.

The latter classification is linguistically useful for foreign visitors. No one expects foreigners to be fluent in the myriad indigenous languages used in Africa. But most of Africa was ruled at one time by the United Kingdom or France. In these countries, it is not difficult to find people who speak the old colonial languages. Indeed, since most African nations encompass several linguistic groups, the old colonial language is sometimes seen as a unifying force (as English is in India). So, in most of Africa, you can usually make yourself understood if you speak English and French.

Corruption and Bribery

Business travelers should be aware of the hazards involved in doing business—wherever they go. In his groundbreaking 1990 book *Tropical Gangsters*, writer Robert Klitgaard examined the effects of African nations that are run as kleptocracies, for the benefit of the rulers. Travelers to these countries can expect to pay bribes for basic services..

World touring investor Jim Rogers has traveled through Africa twice—once on a motorcycle, once in a car. He related his most recent trip in the 2003 book *Adventure Capitalist*. As he anticipated, Rogers had to pay bribes at various places, especially border crossings. He was particularly incensed when, upon exiting Mozambique, he was required to buy 30 days' worth of road insurance—good only in Mozambique, a country he was leaving for good!.

Despite his travel savvy, Rogers was deceived several more times. Once, arriving in the Congo, he discovered that the Congolese visas he purchased from a man in the Congolese consulate in the Ivory Coast were fake. (Or perhaps the Congolese official who claimed they were fakes was cheating him—Rogers never found out.).

Travelers who would like to learn more about the levels of corruption and bribery around the world should refer to the German organization, **Transparency International**, ranks countries based on a variety of statistical surveys, and is definitely worth reviewing before any trip..

Muslim

Africa

The northern half of Africa is primarily Muslim, and Muslim mores apply to travelers and citizens alike. Your clothes must be modest. Women, especially, must cover their upper arms and legs. Observant Muslims consume neither alcohol nor pork, and the sale of these may be prohibited in Muslim areas. And always use your right hand in preference to your left; the left hand is considered unclean..

While you might get away with violating these customs, your actions may affect future visitors. For example, the city of Djenné in Mali has a remarkable mosque—the largest mud-brick building in the world. This beautiful building is now off limits to non-Muslim foreigners because a European magazine used it as a photo backdrop for lingerie models. .

Curiously, the preference for the right hand over the left extends over much of Africa, far beyond the influence of Islam. And even Christian Africans can be quite conservative. The general rule for dress in Africa is: the more conservative, the better..

Of course, Africa is no stranger to violence. At any one time, there are wars raging in several African countries. But within countries, much of the worst violence occurs between Muslims and Christians. Such violence ranges from Nigeria on Africa's west coast to Sudan on the east coast. The violence may have other subtexts (such as oil revenues), but it manifests as religious friction.

Africa for Women Travelers

Africa presents particular challenges for women travelers. The lives of most African women are not easy; in addition to poverty, disease and political instability, they are burdened with cultural limitations. Among many African groups, such as the Masai of east Africa, women do almost all of the daily chores. Such work is considered beneath Masai men, who consider themselves warriors. (Since there is little work for warriors outside of the armed forces, many Masai men spend their days drinking tea.).

Because of the subordinate position of women in many African societies, foreign women should not expect the automatic courtesies or credibility they find in the West. In Africa, men go through doors first, not women. In some countries, such as Uganda, women greet men by kneeling! (Fortunately, this is not expected of foreign women.).

If you are invited to dine with a traditional African family, you may have to wait while the men eat first, then dine later with the women. (On the other hand, you might be granted the status of "honorary male" and invited to eat with the men.) And a single woman will have difficulty inviting an African male to a business meal; an invitation to be alone with a male will be misconstrued as a romantic overture..

In case you are still not clear about the variety of customs around the African continent, here are a few common behaviors—and their African variations:.

- Clapping one's hands in applause indicates approval. (No, in much of southern Africa that's how one expresses thanks.)
- You rise from your chair when someone important enters the room. (Not if you're taller than the V.I.P. Among the Bantu, you show respect by placing yourself at a

lower level, even if that means remaining seated.

- Africans will eat most forms of wildlife, including cooked python. (True, except in Togo and Benin, where voodoo is a religion and the python is venerated—there is even a Temple of the Python in Ouidah, Benin.)

- Coca-Cola is a carbonated beverage available almost anywhere in the world, including Africa. (True, but “Coca-Cola” is also a code phrase in Tanzania meaning “charge me half price and I won’t demand a receipt.”)

As you can see, Africa is a vast, ethnically rich environment full of contrasts and contradictions. Expending the effort to learn about each country independently is well worth your time. After all, as they say: *C’est L’Afrique; on a le temps.* (This is Africa; we have time.)

Excerpted from OAG Frequent Flyer, March 15, 2004

Text 8

Doing Business in the European Union

By Terri Morrison

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On May 1, 2004, 10 new countries will join the European Union. The world’s premier trade block will grow from 15 nations to 25. This unprecedented expansion represents both challenges and opportunities to businesspeople from non-EU nations.

While you might consider yourself an old hand at doing business in Europe, see if you can answer the following questions about the new EU:

TRUE or FALSE?

In one of the new EU nations, the order of personal names is reversed—surnames are listed first, followed by “first” names. TRUE: This is the traditional pattern in Hungary, where famous Hungarians like musicians Béla Bartók and Franz Liszt are known as Bartók Béla and Liszt Franz (or, in the original Hungarian, Liszt Ferenc).

TRUE or FALSE: All of the new EU members were formerly Communist states, members of the Warsaw Pact. FALSE: Cyprus and Malta were never Communist.

Obviously, the new EU is significantly different from the old.

The Old European Union

Even before the May expansion, the EU changed the way the world does business. After a shaky start, the Euro became a major world currency. Indeed, with the U.S. dollar falling, the Euro has grown in importance. (That key commodity, oil, has long been traded only in U.S. Dollars, but there is talk about changing that to Euros.)

Every foreign company that does business in the EU must do so on the EU’s terms, and abide by EU regulations. The EU’s executive arm, the European Commission, made major U.S. corporations abide by its dictates. In the past five years, the Commission’s opposition stopped WorldCom’s \$115 billion acquisition of Sprint, and General Electric’s \$45 billion takeover of Honeywell International. Just recently, the Commission fined Microsoft \$603 million for using its near monopoly in the Windows operating system to squeeze out rivals. (This is the largest fine the EU ever served against a company; Microsoft has promised to appeal.)

Expanding to 25 members will make the EU an even more powerful economic force on the global stage.

The New Members

The soon-to-be-members of the EU are, in alphabetical order: Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, the Slovak Republic and Slovenia. Bulgaria and Romania hope to join by 2007; Turkey has also applied but its membership remains in doubt, reportedly due to human rights concerns.

As you can see, by May 1 virtually all of Europe will be members or prospective members of the EU. The notable exceptions are Iceland, traditionally neutral Switzerland, contrary Norway (whose oil wealth allows it to remain separate), poverty-stricken Albania, and all of war-torn former Yugoslavia (except for peaceful, prosperous Slovenia).

Except for Cyprus and Malta, Communists ruled all of the new EU nations for much of the 20th century. Capitalism itself is new to them. While they have embraced capitalism wholeheartedly, many of their populations miss the security Communism used to provide. For example, unemployment was almost unheard of under Communism, even if some jobs were make-work.

Also, while religion has receded into the background in much of Western Europe, that is not the case in all of the new EU. Poland is often considered "the most Catholic country in the world." Catholicism is also part of the Slovenian national character, which helps differentiate it from the Orthodox and Muslim states of the former Yugoslavia.

Target Markets in the New EU

Depending on your products, certain countries are better targets for specific industries than others. New EU nations that are considered ready markets for foreign high-tech products are Poland, Hungary, Slovenia, Estonia and the Czech Republic. Estonia is so open to high-tech change, its government is so wired that its Congress votes remotely—at virtual sessions!

Since the cost of labor is lower in Eastern Europe than in Western Europe, many multinational corporations have been moving into the new EU countries in anticipation of the expansion. For example, Fiat and Daewoo are the biggest foreign investors in Poland's manufacturing industry—they have built huge auto assembly plants there. Volkswagen has actually started building cars in Slovakia; while Kia and Peugeot-Citroën are not far behind.

Of course, different market conditions also dictate what can be sold to each country. As Mediterranean islands, Malta and Cyprus have unique needs for maritime supplies. Former Warsaw Pact nations require environmental cleanup technology at the sites the former USSR polluted—especially at former Soviet military bases.

Finally, the United States is cognizant of the fact that many citizens in the crowded nations of the old Europe want U.S. military bases closed down. This is certainly one of the reasons the United States plans to open up military bases in nations such as Romania and Bulgaria. (Officially, the reason for the relocations is for U.S. military to be closer to potential hot spots.)

Where the U.S. military goes, its soldiers and dependents follow—and there are no better consumers of American products than U.S. citizens abroad, homesick for a taste of the United States.

Excerpted from OAG Frequent Flyer, April 14, 2004

Text 9

The Relativity of Time

Attitudes about punctuality vary from country to country

by Terri Morrison and Wayne A. Conaway

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At first glance, the concept of time is the same around the world. After all, aren't 90 seconds the same in Berlin or Beijing?

What is important, however, are subjective attitudes toward time. The question isn't "Aren't 90 seconds the same everywhere?" but rather "Are attitudes toward those 90 seconds the same?" And the answer is an emphatic no. Perceptions of time vary widely in different cultures.

If you don't believe that, try being 60 seconds late to appointments in Berlin and Beijing. In the latter city, it probably won't be noticed. But in Berlin, you've insulted your contact.

In every country there are people who want to remind you how important they are by making you wait. It doesn't matter if they live in a culture that respects punctuality or not--

they're going to leave you sitting in their waiting room just to show you that they can. And in many cultures it is almost the duty of the higher-ranking person to be late. (But subordinates may not make their superiors wait.)

In the Middle East, supplicants (i.e., U.S. salespeople) can wait for hours for their appointment with a member of the al-Saud family. When they are seen, the visit may not be private, and may be riddled with interruptions from other family members and friends. The prospect may even get up and leave several times. He may be meeting with another roomful of visitors, agreeing to more appointments, or observing his religious obligation to pray five times a day. It is not wise to try for more than one sales call each day in Riyadh.

In many areas (including most of Southern Europe, Latin America, Africa, and the Middle East), time is a servant, not a master. The idea that a person should be ruled by the clock is amusing. In these countries, it's fine if a person is on time. But it's also fine if a person is late. After all, life is complex, and many things happen. If you spot a friend on the way to an appointment in Paris, surely it is more important to chat with your friend than to rush to some arbitrary deadline!

In contrast, time is money in the United States and most of Northern Europe. Minutes are a precious resource. There are never enough of them. When someone is late, they have wasted your time, which is a serious insult.

It is impossible to say which way of looking at time is correct. Both are appropriate--in their own environments. We generally prefer the prevailing attitude of our native culture.

Absolute punctuality is expected in Germany, the Netherlands, Finland, and Japan. In those countries, you'd better be there early, because every minute counts. And being late demonstrates that you cannot be trusted to keep your word or manage your time.

Countries where virtual punctuality is expected include the United States, Canada, Denmark, and Sweden. In those countries, most people will not be insulted if you are less than five minutes late. (Remember, that's most people--there are sticklers for exact punctuality in all cultures.)

Some countries consider you to be on time if you arrive less than a half-hour late. Such relatively punctual countries include Norway, Austria, Belgium, France, and much of Asia.

Countries that practice moderate punctuality allow someone to arrive an hour late. These include Spain, Portugal, Italy, and most of Latin America.

And then there are the nations of the Middle East and Africa, where punctuality is not traditionally valued. In such places, people could show up hours late (or not at all) without conveying an insult.

Remember that these are traditional cultural attitudes. Just as McDonald's is spreading all over the world, so are North American attitudes about time. Even in the most time-flexible countries, some executives now expect punctuality in their work environments.

And if you come from a country like Switzerland where there is a higher standard of punctuality, you are expected to adhere to your culture's tradition. That means, if you are a Swiss executive in Saudi Arabia, a local will expect you to be punctual. He's a Saudi, so he does not have to be punctual; you are not, so he expects you to act like a Swiss.

Finally, realize that rules may vary between business and social events. In many countries, being very late to dinner or parties is expected. You can show up two hours late for a party in Mexico City. It's rude to be on time . . . since your hosts will probably not be ready!

In addition to punctuality, there are many other important considerations in cross-cultural time-keeping.

Different calendars are used throughout the world. The Western (Gregorian) calendar must compete with the Arabic, Hebrew, and Chinese calendars, among others. When different calendars are in use, it is best to use both calendars' dates on all memos and correspondence. Avoid using terms such as "we need delivery within a month," because different calendars have months of different lengths. Instead, give the exact number of days. Be aware of differences in workweeks. The traditional Islamic Holy Day is Friday, while the Jewish

Sabbath is Saturday (actually, sundown Friday to sundown Saturday). And remember that holidays vary throughout the world.

Even when both parties use the Western calendar, there are different ways of keeping and recording the time. In the United States, it is customary to write the month first, then the day, then the year (often just the last two digits). So, in the United States, 5/3/98 means May 3, 1998.

However, most of the world considers this backwards. How much more logical it is to write the day, then the month, then the year. To most Europeans and Latin Americans, 5/3/98 means March 5, 1998. They may also separate the numbers using something other than a slash, such as periods (5.3.98) or commas (5,3,98).

Then there's military time vs 12-hour tracking; six-hour vs 10-hour workdays; coffee-breaks vs tea breaks; six-week vacations vs comp time for overtime . . . There are more and more aspects of cross-cultural time-keeping to consider . . . but we're out of time!

*Reprinted from **IndustryWeek**, June 24, 1997*

Text 10

What's in a Name?

Forms of address vary across countries and cultures

by Terri Morrison and Wayne A. Conaway

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In many countries, one of the surest ways to make a poor first impression is to misuse a person's name, forget a title, or try to use a first name too soon. As U.S.-based companies continue to venture out into the rest of the world in search of customers and suppliers, the cultures, languages, and names of the people they deal with will become increasingly varied.

With that thought in mind, here are some guidelines for dealing with names in different cultures.

Let's start with a tough one: Chinese names. Compared with the order of most Western names--first name, middle name, and last name (also called the surname or the family name)--the order of Chinese names is reversed. They appear as last name, middle name, and, finally, first name. For example, in the name Chang Wu Jiang, Chang is the surname; Wu could be a generational name given to all siblings; and Jiang is the first name. This person would be addressed with a title plus his surname--that is, Mr. Chang or Dr. Chang. He should not be called Mr. Jiang. When U.S. officials made this mistake during a visit to China, they were reminded that they were being too informal too quickly.

Hispanic names can be confusing, because most include two surnames often connected by a de or y. The first surname comes from a person's father, the second from his or her mother. For example, for a man with the name Jose Antonio Martinez de Garcia, Jose is the first name; Antonio is the middle name, Martinez is his father's surname, and Garcia is his mother's surname. Both surnames may be used in written communication. But only the father's name is commonly used in verbal communication--the person in this example would be addressed as Senor Martinez.

A distinctive feature of Russian names is that the middle name traditionally is a patronymic--a name derived from the given name (first name) of a person's father. For example, in the name Fyodor Nikolaievich Medvedev, the first name (given name) is Fyodor; the surname (last name) is Medvedev; and the middle name, Nikolaievich, means son of Nikolai. A Russian may be addressed by the surname (the last name). But it's also considered respectful to use the first name and the patronymic.

Arabic names can be difficult for non-Arabs. Arabic names usually fall into the basic pattern of given name (first name), middle name (which may be a patronymic), and surname

(last name). But there also may be titles to be considered. For example, think about the name of the current ruler of Saudi Arabia, King Fahd bin Abdul-Aziz Al Saud. His title is King; his given name is Fahd; his middle name is the patronymic bin Abdul-Aziz, which means son of Abdul-Aziz; and Al Saud is the family name. Traditionally most titled Arabs are addressed by their titles and given names--that is, in the example of the ruler of Saudi Arabia, King Fahd.

Arabic titles are not restricted to nobility. For example, Sheikh (pronounced shake) is a title frequently encountered on the Arabian peninsula. In some countries it designates a member of the royal family. But in others it may be used by any important leader who is well-versed in the Koran, the holy book of Islam. Other significant titles are Haji and Hajjuh, its feminine equivalent. These titles indicate a Muslim who has made a pilgrimage to Mecca. And they are often used in Islamic countries far from the Middle East, such as Malaysia.

For Arabs without titles, there is no general rule of address. For example, Mr. Shamsaddin bin Saleh Al Batal could prefer to be called either Mr. Shamsaddin or Mr. Al Batal.

A couple of suggestions: Don't hesitate to ask your foreign contacts for assistance in correctly pronouncing names and utilizing titles. And be sure to err of the side of formality when addressing international contacts; many cultures do not use first names at work--or nicknames at all.

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Text 11

The Color of Money

Hues can offend or draw attention depending on culture.

by Terri Morrison and Wayne A. Conaway

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Does your business have a logo? Most do. Your logo probably has a specific color as well. But as your company globalizes, you may find that color design working against you.

Throughout the world, different colors have different meanings and associations. For instance, in the United States and Europe, we associate the color black with death. We wear black to a funeral, and a funeral notice is printed in black ink (often enclosed in a heavy black border). Yet this is not a universal choice. In much of Asia, people wear white to funerals. And in Buddhist tradition, the name of the deceased is printed not in black but in red. For this reason, personal names should never be written in red in Asia (unless the person is dead). Printing the name of someone living in red can be highly offensive. It even can be taken as a threat—a prediction that this person will die soon! If you hand an Asian customer your business card with your own name printed in red, you'll be conveying a highly undesirable message.

On the other hand, red is a good color choice in most of Asia for anything except personal names. Red and gold are widely considered 'lucky' colors in Asian tradition. Annual bonuses to employees are given during Chinese New Year in red envelopes called hong bao. Red candles are burned at birthdays, and brides at traditional weddings often wear red. So red is a good choice in Asia for your company logo or product packaging.

Red is also the color most associated with Communism. In any country fighting a Communist insurgency, the choice of red may have an undesirable connotation. (It was reported that in Lima, Peru, a police building was plastered in red-and-white Coca Cola posters, the better to disguise the red graffiti of the Communist Shining Path Guerrillas.)

In an earlier column, we noted how boxes of U.S.-made disposable diapers are blue for boys and pink for girls, and how those associations are not universal. In some countries, red is considered the most masculine color. This is even true in England, where red is seen as more masculine than blue. (British soldiers often had red dress uniforms, and the British Empire was always colored red on maps.) Nor is pink universally associated with girls. In many countries,

yellow is considered the most feminine color.

Yellow has diverse associations around the world. It is associated with cowardice in some countries—including the U.S., where a coward is said to have a yellow streak. It can also be the color of sickness (an image probably derived from yellow fever).

Perhaps because of its association with gold, yellow has often been reserved for the highest ranked people in Asia. In ancient times, only the Emperor was allowed to wear yellow in China. In Malaysia, even today, a distinct shade of yellow is reserved for the Malaysian king. (Modern-day Malaysia has a unique form of temporary kingship, in which a 'Paramount Ruler' is elected for a five-year term from among nine hereditary sultans.)

The color green is increasingly associated with the environment. It is also the color of Islam, which means that it is not a good choice in countries dealing with conflicts over Islam. These include countries such as Algeria (where there is a violent Islamic insurgency), nations such as Israel and Bosnia (which have had recent conflicts involving Islam), or places such as Turkey or India (where Islam can be a divisive political issue). And don't wear green headgear in China—a green hat is the traditional symbol of a cuckold or a pimp.

Finally, to compound confusion, items named by a specific color aren't always that color. A black box isn't necessarily black (the black box flight recorders on airliners are painted a high-visibility color such as orange or yellow to assist recovery after a crash). The much-coveted 'green card' that allows noncitizens to work in the U.S. isn't green. And hair described as red wouldn't qualify as that color in other contexts.

The lesson from all this? Before you show your colors in a new market, have them reviewed by an expert—preferably a native of that country.

*Reprinted from **IndustryWeek**, February 3, 1998*

Text 12

A language barrier can be breached with skillful interpretation

Una persona que habla dos lenguas vale dos personas.

- (A person who speaks two languages is worth two people.)

-- Spanish aphorism

by Terri Morrison and Wayne A. Conaway

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Well-educated executives should learn at least one foreign tongue. But no one can master the multitude of languages that global business requires. When you must communicate with someone, and you have no language in common, it's time to hire an interpreter and/or a translator.

A translator and an interpreter are not the same thing. A translator translates the written word, while an interpreter translates the spoken word. The two skills are related but not interchangeable. (In fact, many interpreters are insulted when they are referred to as translators.)

Translators often conduct their business without ever meeting their clients. Material to be translated often is sent via mail, fax or e-mail. Interpreters, on the other hand, work directly with you, often spending hours at your side. It's important for you to be comfortable with your interpreter -- and to know the proper way to treat him or her.

A good interpreter tries to become as inconspicuous as possible. The people conversing talk to -- and face -- each other; the interpreter stands or sits to one side, translating. To an outside observer, it would look as if the interpreter is being ignored.

Nevertheless, the interpreter should be treated with consideration. Because the interpreter's job is difficult and stressful, he or she also needs frequent breaks. Because of the intensity of the job, an interpreter cannot work more than about 6 1/2 hours per day.

There also are different levels of interpreters. At the top are conference interpreters, who are the interpreters we associate with the United Nations. They sit in a booth and translate simultaneously to people listening on headphones or earpieces. They must be highly accurate and very fast. For this expertise they are the highest-paid type of interpreters.

Ranked somewhat below conference interpreters are technical interpreters, who specialize in specific fields, such as computers or banking. Their expertise includes their industry's jargon.

At the bottom of the totem pole are escort interpreters. These are a cross between interpreter and tour guide. They may meet and greet foreign guests at the airport, get them to the hotel and the office, and join them for social events and tours.

Always select the right interpreter for the right job. Escort interpreters usually do not have the expertise to conduct important business negotiations. And many conference interpreters would be insulted if asked to do escort work.

Different styles of interpreting include consecutive interpretation (after the other person has finished speaking) as well as simultaneous interpretation (at the same time that the other person is speaking). Simultaneous interpretation can be done remotely, with the interpreter sitting in a booth and translating into a microphone, or with the interpreter present. The latter is sometimes called a whispering interpreter; he or she stands nearby and interprets in an undertone. A whispering interpreter speaks quietly, and cannot be easily heard by more than two persons.

Interpreting is a highly skilled profession. Not surprisingly, it can be expensive: \$600 per day plus expenses is not unusual for a conference interpreter; escort interpreters earn about half that. As in any business, supply and demand determines the price. In the United States, it is easier to find interpreters who know Spanish than Japanese, so Japanese interpreters earn more. A technical interpreter in an obscure field can demand higher pay -- but might be employed less often. Some interpreters now demand to be paid for a day's research in a technical specialty before they ever begin interpreting. And keep in mind that you might need more than one interpreter per day. Simultaneous conference interpreting is so mentally rigorous that U.N. interpreters work in pairs, switching off every half hour.

Qualified interpreters may be contacted through trade organizations such as the **Translators and Interpreters Guild**, which offers a referral service. These translators and interpreters are carefully screened for proficiency; only a small number of Guild members make the cut. The Guild can be contacted at 800-992-0367. And in an emergency, an interpreter is as close as your telephone. ATT offers its Language Line Service 24 hours a day in some 140 languages, and no appointments are necessary -- 800-628-8486.

*Reprinted from **IndustryWeek**, May 18, 1999*

Text 13

Contracts

By Terri Morrison

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When negotiating a contract in Romania or Bolivia, should your corporate counsel include a "protection clause" for your facility and staff? Andrei Muntean, Special Advisor to

U.S. Senator Arlen Specter, recommends it. If it doesn't, your CEO may end up with far more serious issues than attending a grand opening.

The reality is, 24-hour security is essential for the safety of your plant, your personnel and your everyday activities in dozens of countries like Russia, Ghana and Bulgaria.

The need for extraordinary security measures in international environments is so commonplace, the U.S. Foreign Corrupt Practices Act even overlooks bribery of police officials for safety purposes. Timothy D. Charlesworth, a prominent attorney at Fitzpatrick, Lentz & Bubba, confirmed the U.S. government's view on maintaining security abroad.

The law allows U.S. companies and individuals to make "facilitating or expediting payment(s)" in order to obtain police protection. This is considered so important that Congress included this provision in a law that was aimed at curbing bribery of foreign government officials. Conversely, the act generally prohibits payments to foreign government officials, or political parties, if the payment is intended to help keep business or get new business.

Could your U.S. corporate counsel quote this provision? Perhaps. But even if you already know as much as Mr. Charlesworth, or Mr. Muntean, you should find a knowledgeable, in-country attorney who can ensure that your contracts are prepared with all the clauses required by their legal systems.

Are all laws common?

Of course, all laws are not the same. According to Stephen Hrubala, executive director of the International Law Institute, there are as many legal systems as there are countries. Generally, legal systems can be broadly classified in two groups: common law (as in the United States, except Louisiana which practices civil law, and the United Kingdom) and civil law (used in Europe, the former Soviet Union, etc.). Unlike in the United States, lawyers and judges in Europe go "by the book"—the section of codified language that applies to each case. Lawyers in civil-law countries are familiar with the ins and outs of code-based provisions and they allow the code to govern. In contrast, cases in the United States are argued by precedent, in front of a jury and lawyers are prone to address every point of the contract.

There are also many additional legal codes that are integral and binding around the world—like Islamic law, or Sharia, which governs parts of the Middle East. Never underestimate the importance of abiding by local legal codes.

Heed this advice

One common oversight is the gravity of an agreement with a distributor. The pitfall here is that U.S. firms often don't realize that a contract with a distributor in, say, Latin America or Asia, is final, and they must retain that representative forever. Once you are aligned with a specific distributor, you often cannot effectively terminate that agreement. Additionally, in many countries, you are obligated to pay his or her fee—whether or not he or she performs the duties to your standards.

Again, the key to doing business internationally lies in the relationships you develop with the people in power who know their country's legal, political, economic and cultural environments. Without those relationships, you can get mired in the complexities of everything from real-estate ownership in Romania (title search firms are rare), to municipal, state and federal regulations in France.

No one likes to think about worst-case scenarios, but even the most well-intentioned relationships can go sour. Always be sure that your contract specifies arbitration either in your own country or in a neutral environment. If your firm is from the United States and the other is headquartered in Spain, a good country for arbitration would be England. First of all, it makes both legal teams travel, negotiations would be conducted in English, and the legal system in the United Kingdom is similar to the United States.

The last thing you want to do in an international case is resort to the courts. Lawsuits are exceedingly expensive and can drag on for years. Always attempt to resolve disagreements through mutual agreement, or arbitration and mediation.

However, if you opt to sue, you may very well spend tremendous amounts of money and

years in a courtroom, where local laws can favor one side or the other. And even if you win, it can be extremely difficult to collect your settlement.

Many experts have expressed their views that all the complexities of international business boil down to the relationships that you develop with your associates in each country, and how much you can depend on each other.

As Mr. Hrubala, from the International Law Institute, summarized it:

Get to know your business partners. A contract is a legally enforceable promise, but is founded on a "relationship of trust" that evolves over time. Frank but polite discussion of concerns always wins out over "gotcha" tactics, or playing one's hand so secretively that the other side doesn't trust you. Always looking to the law to enforce something that both parties were uncertain, or dubious, of is not the answer.

Sage counsel is worth remembering in every business relationship.

Excerpted from OAG Frequent Flyer, May 14, 2003

Text 14

Muslim Sensitivities

By Wayne A. Conaway and Terri Morrison

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Since the horrible terrorist bombings on September 11, much of the media's attention has focused on the followers of Islam. Many concerned Muslim leaders were interviewed, and they immediately denounced the bombings as aberrations, contrary to the laws put down in the Koran. To the vast majority of Muslims around the world, terrorism and murder are in direct violation of their peaceful faith.

The beliefs of xenophobic Islamic fundamentalists like the Taliban are not relevant to this column. Few, if any, US executives are doing business with them. However, most North American corporations do work with Muslims, and it is important for North American businesses to consider and appreciate Muslim sensitivities. While there are some fundamental differences between the branches and sects of Islam (i.e., the Sunni, the Shiite, and the Sufi), there are many commonalities as well. Here, we will outline some general areas in which Western businesses can inadvertently fall afoul of Muslim custom and tradition.

In a previous article, we related how Nike was forced to recall thousands of sneakers in 1997. The flame design on these shoes inadvertently resembled the Arabic word for God ("Allah"), and Muslims saw this as a desecration. Facing worldwide protests and boycotts of their shoes, Nike capitulated.

What are some other ways that religion influences the lives of Muslims?

Perhaps the primary taboo involves impious use of the name of God, or Allah. The name of Allah is considered sacred; when written, it must be treated with reverence. Some Muslim African schools, too poor to afford paper for students, teach them to write Arabic in washable ink on boards. So sacred is the name of Allah that, when the ink is washed off the boards, the ink is reverently disposed of, lest the name of Allah be defiled!

The Saudi Arabian flag displays an Arabic inscription that contains the word Allah. To a Muslim, this requires that the Saudi flag be treated with particular reverence. One constant irritation occurs every time the Saudi Arabian soccer team qualifies for the World Cup. Someone always markets a soccer ball decorated with the flags of all the World Cup countries. Kicking the Saudi flag again puts the name of Allah in contact with the foot, which is unacceptable.

A common challenge for meeting managers is finding a convenient time for a global workforce to communicate. Meetings – whether they are global videoconferences, conference calls, or face-to-face meetings – must occur during a time when the participants are not on holiday, asleep, or praying. The holy day for devout Muslims is Friday – no business is conducted, and many people take off Thursdays too. So, if your Islamic employee or client works from Saturday through Wednesday, your conference schedules may need some

adjustments.

Once you do arrive in person, it is important to allow your Islamic contact to initiate any physical greeting. Never impose your Western-style handshake, hug, or kiss on anyone from the opposite sex if you are in an Islamic (or Orthodox Jewish) environment. While it is true that many Muslims in less rigorous countries (like Turkey) are perfectly comfortable exchanging kisses on the cheek, it is better to err on the side of formality, rather than insult your host or co-worker.

Other Islamic prohibitions are well known. Anyone who has visited Saudi Arabia is warned that the possession of alcohol, pork, or pornography is prohibited. (Another offensive World Cup-related product was a special edition of World Cup wine, sporting the Saudi flag. Since Islam proscribes alcohol, a bottle of wine should never be decorated with the Saudi flag.)

Naturally, not all Muslims obey Islamic law just as many Christians violate their own rules. Many Muslims (especially the ones Western business executives meet) will drink alcohol. But, Western businesspeople should not make assumptions. A Turkish executive who drinks alcohol when visiting the US might not do so back in Turkey. He might imbibe in a Turkish nightclub, but not at home. So, just because you have shared some drinks with that executive in a nightclub, don't assume he'll be pleased if you bring him a bottle of wine when you're invited to his home.

Modesty is also an important virtue among Muslims. When visiting a country with a Muslim majority, it is important to dress appropriately. This doesn't mean just covering the skin; the profile of body should be obscured. Tight latex clothing is unacceptable. Women, especially, should opt for baggy, loose clothing. This is more important in a theocracy like Saudi Arabia, where the official religion is the Wahabi branch of Sunni Islam. Your status as a foreigner is no protection.

Conducting business globally, or at home, means perceiving and adapting to the beliefs and desires of your clients. For the international businessperson, avoiding offense to Muslims – or any religious group – promotes a civilized way of life. Now more than ever, corporations should have their products, advertisements, and campaigns reviewed by Muslims (and Arabic speakers) before they hit the shelves, or the media.

Excerpted from OAG Frequent Flyer, October 5, 2001

Text 15

It's Evident

By Wayne A. Conaway and Terri Morrison

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Three decades ago, in his classic travel guide "Vagabonding", counter-culture hitchhiker Ed Buryn taught young US travelers how to tour Europe without cash. He advocated hitchhiking by day and sleeping in parks and churches at night. Since these activities often brought the ire of the local authorities, Buryn categorized the police in various countries for the benefit of his fellow travelers. Faced with identical situations, law enforcement officials in different countries made different decisions. For example, Buryn found the police in Germany were "brusque and efficient" and were "impressed by paperwork and rational explanations." The French police were "tough and cynical" but disliked to bother with trivial matters. And in Scandinavian countries, law enforcers were "quite neutral; as eager to do you in as help you out." These police officers were geographically proximate, facing identical situations, yet they used different criteria to act upon.

Using different criteria for decision-making is not limited to law enforcement. Executives from different cultures also are prone to have different priorities. Of course, each person is an individual; no two people are the same. But our respective cultures teach us what is important. Consequently, it is possible to make predictions on how the average executive from a specific culture may act.

The late Dr. George A. Borden, a Fulbright Scholar who specialized in intercultural communication, identified three areas of cross-cultural decision-making. For non-academics, he termed these three factors Faith, Feelings, and Facts.

The third of these, Facts, is the easiest for English-speaking North Americans to understand. In the US and the English-speaking parts of Canada, we are expected to base our decisions on facts. Whenever our decisions are questioned, we are required to prove that we made the right choice. After all, the United States is one of the most litigious nations in the world, and the US legal system demands proof. And, in the US, documentation – whether in the form of letters, notarized documents, email, audio recording or videotape – is considered the most authoritative form of proof.

Consequently, US executives are often surprised when they go abroad that other executives do not necessarily consider facts above all else. To their surprise, many cultures empower their executives to make decisions primarily upon their Feelings.

In many cultures, executives are not expected to do business with someone they do not personally know and like. In some South American countries, an executive can cancel a deal on the basis of his or her "gut instinct." This is why the establishment of personal connections is so important. In such cultures, businesspeople will not sign a deal until after they have gotten to know you socially as well as professionally. Building these relationships takes time. Furthermore, once trust has been established between a South American client and a US executive, that trust is not necessarily extended to the US executive's employer. Many US firms have been dismayed to find that their business relations in South America cease when their local representative retires or is transferred. In such countries, the feeling of trust is given to an individual, not his or her company.

The last aspect of the evidentiary triad is Faith. The most obvious example of this is a personal or religious belief that impacts on business. At present, McDonald's is embroiled in a lawsuit brought by US vegetarians and Hindus. In 1990, the fast-food chain announced that its US restaurants would switch from beef fat to vegetable oil to cook its French fries. Many vegetarians and observant Hindus (who do not eat beef) took this to mean that McDonald's French fries were now acceptable to eat. However, to appease American palates, McDonald's adds a small amount of what it calls "beef flavoring" to its fries in the manufacturing process. This revelation made headlines in Indian newspapers. Outraged Hindus vandalized McDonald's restaurants in India, despite the fact that McDonald's uses no beef flavoring in countries with large Hindu populations. As for the French fries in the US, McDonald's lawyers maintain that they never claimed their fries were 100% free of animal products, just that they were cooked in vegetable oil. To people whose faith prohibits the consumption of beef, even a miniscule taint of animal product is forbidden.

Faith can also be manifested in other ways. The Japanese have a strong sense of their group identity. (This is similar, but not identical, to patriotism in the West.) When doing business with foreigners, a typical Japanese executive feels responsibility not only to his company, but to the well-being of the Japanese people. Somewhere in the executive's mental checklist is the question, "Is this deal good for Japan?" This question won't be at the top of the list, but it exists – although it may be on a subconscious level.

Contrast that attitude to the average US executive. The wholesale rush to export US jobs to cheaper markets overseas shows how few executives care if a transaction is "good for America." Indeed, any US CEO who resisted exporting jobs would probably be ousted by stockholders. In the US, it is left up to the government to question whether or not a deal is good for the country. Currently, the US communications firm Lucent is being courted by the French corporation Alcatel. Lucent's holdings include Bell Labs, the source of many innovations critical to the US military. As a result, members of the US government are considering if it is good for America to allow Lucent to be bought by a French firm. But the US business community is only concerned if the deal will be successful. (*Frequent Flyer magazine: As we went to press, it was announced that the Lucent/Alcatel talks had broken down and had been terminated*).

To observers in a country where faith (expressed as patriotism) is the primary consideration, it is madness for the US government to allow US high-technology firms to be bought by foreigners. Observers who make their decisions based on their feelings would want to know if the Lucent executives are comfortable being acquired by the French. And the average US executive is only concerned about the bottom line: the facts of the deal. Which opinion is correct? Perhaps the only answer is that all three opinions are...to the people who make them. It all depends upon your point of view – and how you interpret the evidence.

Excerpted from OAG Frequent Flyer, June 29, 2001

Показатели, критерии и шкала оценки сформированных компетенций

Код и наименование компетенций	Соответствие уровней освоения компетенции планируемым результатам обучения и критериям их оценивания		
	пороговый	базовый	продвинутый
	Оценка		
	Удовлетворительно /зачтено	Хорошо/зачтено	Отлично /зачтено
<p>способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК-5)</p> <p>способностью работать в коллективе, толерантно воспринимая социальные, этнические, конфессиональные и культурные различия (ОК-6);</p> <p>- способностью к самоорганизации и самообразованию (ОК-7).</p>	<p>Знает</p> <p>- ограниченное количество фонетических особенностей изучаемого языка, что соответствует минимальным требованиям к уровню В2;</p> <p>- ограниченное количество общей лексики, что соответствует минимальным требованиям к уровню В2;</p> <p>- ограниченный объем грамматических явлений изучаемого языка в соответствии в уровнем В2, допускает значительные ошибки</p>	<p>Знает</p> <p>- фонетические особенности изучаемого языка в соответствии с уровнем В2, но допускает неточности и незначительные ошибки, не влияющие на понимание;</p> <p>- общую лексику, в соответствии с уровнем В2, однако ее употребление связано с незначительными ошибками, не влияющими на понимание ;</p> <p>- грамматические явления изучаемого языка в соответствии в уровнем В2, однако допускает ошибки при их использовании</p>	<p>Знает</p> <p>- фонетические особенности изучаемого языка в соответствии с уровнем В2;</p> <p>- общую лексику, в соответствии с уровнем В2;</p> <p>- грамматические явления изучаемого языка в соответствии в уровнем В2</p>
	<p>Умеет</p> <p>- организовывать иноязычной общение в устной и письменной</p>	<p>Умеет</p> <p>- организовывать иноязычной общение в устной и</p>	<p>Умеет</p> <p>- организовывать иноязычной общение в устной и</p>

	<p>формах (говорение, письмо), не всегда в полной мере соответствующего уровню B2, в ситуациях межличностного и межкультурного социального взаимодействия на изучаемом иностранном языке;</p> <ul style="list-style-type: none"> - не может без предварительной подготовки участвовать в обсуждении, - речь относительно медленна, - делает много пауз для поиска подходящего выражения, выговаривания менее знакомых слов, исправления ошибок, - может поддерживать краткий разговор, но понимает недостаточно, чтобы самостоятельно вести беседу, - испытывает значительные затруднения, делает многочисленные ошибки при использовании профессионально-ориентированных средств иностранного языка для осуществления социального взаимодействия на изучаемом иностранных языках. 	<p>письменной формах (говорение, письмо) на достаточно ограниченном уровне, говорит достаточно быстро и спонтанно с незначительными затруднениями в общении, может демонстрировать колебания при отборе выражений или языковых конструкций, но заметно продолжительных пауз в речи немного, может делать четкие, подробные сообщения, подготовленные заранее, не всегда может участвовать в беседе без предварительной подготовки, <ul style="list-style-type: none"> - использовать достаточно ограниченные профессионально-ориентированные средства иностранного языка для осуществления социального взаимодействия на изучаемом иностранных языках. </p>	<p>письменной формах (говорение, письмо), соответствующего уровню B2, в ситуациях межличностного и межкультурного взаимодействия на изучаемом иностранном языке;</p> <ul style="list-style-type: none"> - создавать понятные, корректные, терминологически насыщенные тексты профессиональной тематики на иностранном языке и на родном языке как следствие перевода с иностранного; - использовать профессионально-ориентированные средства иностранного языка для осуществления межличностного и межкультурного взаимодействия на изучаемом иностранных языках.
	<p>Владеет</p> <ul style="list-style-type: none"> - на низком уровне языковыми навыками и умениями в области фонетики, лексики, грамматики изучаемого 	<p>Владеет</p> <ul style="list-style-type: none"> - на среднем уровне языковыми навыками и умениями в области фонетики, лексики, 	<p>Владеет</p> <ul style="list-style-type: none"> - языковыми навыками и умениями в области фонетики, лексики, грамматики

	иностранного языка, соответствующими уровнем В2 для реализации социального взаимодействия на изучаемом иностранном языке, допускает многочисленные ошибки, которые иногда влияют на понимание, - на низком уровне рецептивными видами речевой деятельности (чтение и аудирование), в том числе и в рамках будущей профессиональной деятельности	грамматики изучаемого иностранного языка, соответствующими уровнем В2 для реализации социального взаимодействия на изучаемом иностранном языке, допускает ошибки, которые не влияют на понимание, - на среднем уровне рецептивными видами речевой деятельности (чтение и аудирование), в том числе и в рамках будущей профессиональной деятельности, допускает ошибки, связанные с пониманием воспринимаемых текстов	изучаемого иностранного языка, соответствующими уровнем В2 для реализации социального взаимодействия на изучаемом иностранном языке - стратегиями перевода с иностранного на русский язык в рамках профессиональной сферы - рецептивными видами речевой деятельности (чтение и аудирование), в том числе и в рамках будущей профессиональной деятельности
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Оценочные средства для инвалидов и лиц с ограниченными возможностями здоровья выбираются с учетом их индивидуальных психофизических особенностей.

– при необходимости инвалидам и лицам с ограниченными возможностями здоровья предоставляется дополнительное время для подготовки ответа на экзамене;

– при проведении процедуры оценивания результатов обучения инвалидов и лиц с ограниченными возможностями здоровья предусматривается использование технических средств, необходимых им в связи с их индивидуальными особенностями;

– при необходимости для обучающихся с ограниченными возможностями здоровья и инвалидов процедура оценивания результатов обучения по дисциплине может проводиться в несколько этапов.

Процедура оценивания результатов обучения инвалидов и лиц с ограниченными возможностями здоровья по дисциплине (модулю) предусматривает предоставление информации в формах, адаптированных к ограничениям их здоровья и восприятия информации:

Для лиц с нарушениями зрения:

- в печатной форме увеличенным шрифтом,
- в форме электронного документа.

Для лиц с нарушениями слуха:

- в печатной форме,
- в форме электронного документа.

Для лиц с нарушениями опорно-двигательного аппарата:

- в печатной форме,
- в форме электронного документа.

5. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины (модуля)

5.1 Основная литература:

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate Students' Book. Oxford University Press, 2011.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate. Work Book. Oxford University Press.
3. Бонди Е.А. Английский язык для студентов-историков. М, 2001.

Для освоения дисциплины инвалидами и лицами с ограниченными возможностями здоровья имеются издания в электронном виде в электронно-библиотечных системах «Лань» и «Юрайт».

5.2 Дополнительная литература:

1. Express Series. English for Socializing. Oxford University Press. 2010.
2. Murphy R. English Grammar in Use 4 Edition. (Part 1) Cambridge University Press, 2012.
3. Murphy R. English Grammar in Use 4 Edition. (Part 2) Cambridge University Press, 2012.
4. Голицынский Ю.Б. Великобритания: Пособие по страноведению. – СПб. КАРО, 2004. – 480с.
5. Голицынский Ю.Б. Соединенные Штаты Америки: Пособие по страноведению. – СПб.: КАРО, 2010. – 448с.

5.3. Периодические издания:

1. Газеты: The Times, Sunday Times, English Today, Daily Telegraph, The Financial Times, The Guardian.
2. Журналы: The Economist, Business and Society Review.

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

1. www.englishclub.com
2. www.oup.com/elt/englishfile/intermediate (interactive exercises, games, and downloadable material)
3. www.testpodium.com
4. www.mbacomsult.ru
5. www.englishfirst.ru
6. www.ielts-moscow.ru
7. www.ef.com
8. www.linguo4u.de
9. www.linguanet.ru
10. www.4teachers.de

7. Методические указания для обучающихся по освоению дисциплины (модуля)

Текущий контроль осуществляется в ходе учебного процесса на лабораторно-практических занятиях, где оцениваются ответы студентов, качество выполнения

домашних работ, индивидуальных заданий. Он реализуется в форме фронтального опроса / беседы, проверки качества выполнения домашнего задания, внеаудиторного чтения, письменных работ.

Тестовые задания по иностранному языку требуют выполнения ряда рекомендаций.

При работе над аудированием студентам предъявляются тексты: для аудирования с пониманием основного содержания; для аудирования с извлечением запрашиваемой информации; для аудирования с полным пониманием.

Внимательно читайте инструкцию, чтобы извлечь из неё всю полезную информацию. Это позволит быстро ориентироваться в аудиотексте.

Не забудьте, что аудирование с пониманием основного содержания не предполагает полного понимания всего текста, поэтому не обращайтесь на слова, которые раскрывают основное содержание. Важно сосредоточиться только на наличии или отсутствии запрашиваемой информации и не акцентироваться на второстепенной информации. Выделите ключевые слова в заданиях и подберите к ним соответствующие синонимы. Помните, что выбор ответа в заданиях должен быть основан только на информации, которая звучит в тексте, а не на том, что вы думаете по данному вопросу. Если в задании требуется определить истинность, ложность информации тестовых вопросов или её отсутствие в предъявленном тексте (True/ False/NotStated), выбор ответа должен быть основан только на содержании текста. Ответ Notstated выбирается, только если информации в аудиотексте недостаточно, чтобы подтвердить или опровергнуть утверждение тестового вопроса. При выполнении задания «Множественный выбор» не выбирайте варианты ответов только потому, что вы чётко слышите их в тексте. Очень часто они являются неправильными ответами.

При работе над чтением предъявляются тексты для чтения с основным пониманием содержания; для чтения с восстановлением структурно-смысловых связей; для чтения с полным пониманием прочитанного.

Следует помнить, что чтение с пониманием основного не предполагает полного понимания всего текста. Поэтому не нужно переводить каждое слово в тексте. Прежде всего, выделите ключевые слова в тексте, необходимые для понимания основного содержания, и не обращайтесь на слова, от которых понимание основного содержания не зависит. Если требуется восстановить структурно-смысловые связи внутри предложения и между предложениями, убедитесь в правильности и адекватности грамматической структуры предложения. Полностью понять содержание прочитанного помогут средства логической связи.

Для чтения с основным пониманием содержания:

- прочитайте внимательно инструкцию, особенно формулировку утверждений;
- выделите ключевые вопросы в утверждениях и подумайте, какими синонимами их можно заменить;
- выделите в микротекстах ключевые слова, выражающие тему этого микротекста;
- сопоставьте ключевые слова в микротекстах с ключевыми словами утверждений;
- внимательно читайте первое и последнее предложения в микротекстах, так как часто именно они помогают понять тему микротекста;
- сосредоточьте внимание на ключевых словах, не пытайтесь переводить текст дословно;
- не останавливайтесь на незнакомых словах, они вам могут не понадобиться для выполнения задания;
- помните, что каждую букву можно использовать только один раз.

Для чтения с восстановлением структурно-смысловых связей:

- внимательно прочитайте инструкцию;

- быстро просмотрите текст, чтобы понять, о чём идет речь;
- прочитайте текст внимательно, чтобы понять его содержание;
- прочитайте внимательно данные для заполнения пропусков предложения;
- прежде чем вставить предложение в текст, внимательно прочитайте текст до и после пропуска, обращая внимание на средства логической связи;
- предложение, заполняющее пропуск, должно соответствовать тексту по смыслу, а полученная структура должна быть грамматически правильной;
- прочитайте оставшиеся варианты и подумайте, почему они не могут быть верными.

Для чтения с полным пониманием прочитанного (задание «Множественный выбор»):

- внимательно прочитайте инструкцию;
- быстро просмотрите текст, чтобы понять, о чём идет речь;
- прочитайте текст внимательно, чтобы понять его содержание;
- прочитайте вопросы к тексту и найдите отрывок в тексте, на котором мог бы основываться ваш выбор;
- вернитесь к вопросам и выберите один из предложенных ответов, который вы считаете правильным;
- прочитайте оставшиеся три варианта ответа и проанализируйте, почему они не могут быть верными.

При выполнении заданий тестового типа по грамматике и лексике необходимо:

- прочитать заголовок и весь текст;
- прочитать текст по предложениям, определить, какая именно грамматическая форма опорного слова соответствует смыслу текста и предложения;
- заполнить пропуски, в которых вы уверены;
- заполнить все оставшиеся пропуски;
- перечитать текст со вставленными словами и убедиться, что они подходят грамматически и правильно написаны.

При выполнении заданий на словообразование прочитайте заголовок и весь текст; затем прочитайте текст по предложениям и определите, какая часть речи необходима для заполнения пропуска, какой префикс добавляется к корню опорного слова для образования нужной части речи и какая приставка или суффикс придают образованному слову необходимое по смыслу значение. Заполните, в первую очередь, пропуски, в которых вы уверены, а потом все остальные пропуски. Заполнив пропуски, перечитайте текст со вставленными словами и убедитесь, что они подходят грамматически и правильно написаны.

При выполнении заданий «Выбор ответа из нескольких предложенных вариантов» прочитайте заголовок и весь текст, чтобы понять его общее содержание, затем прочитайте текст по предложениям, стараясь выбрать варианты ответов, соответствующие пропускам в тексте. Выбранное слово должно соответствовать смыслу текста и предложения и сочетаться со словами, стоящими до и после пропуска; не оставляйте пропуски незаполненными, прочитайте текст, мысленно подставляя в пропуски выбранные вами ответы. Убедитесь, что они соответствуют смыслу текста и сочетаются с остальными словами в предложении.

В ходе организации учебного процесса используются два типа тестов:

- задания с выбором ответа,
- задания с кратким ответом.

В заданиях с выбором ответа все ответы сформулированы, обучающийся должен только выбрать из готовых ответов один правильный. Задания данного типа используются главным образом для проверки знаний обучающихся, понимания изученного материала. Второй тип заданий - задания с кратким ответом — требует умения самостоятельно сформулировать ответ и оформить его кратко.

% правильных ответов	оценка
90 – 100	5(отлично)
70 – 89	4 (хорошо)
50 – 69	3 (удовлетворительно)
менее 50	2 (неудовлетворительно)

Выполнение заданий на порождение устной и письменной речи оценивается на основе следующих критериев:

Критерии оценки письменных развернутых ответов

Баллы	Критерии оценки
«5»	Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.
«4»	Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием грамматических и/или лексических ошибок.
«3»	Коммуникативная задача решена, но понимание текста затруднено наличием грубых грамматических ошибок или неадекватным употреблением лексики.
«2»	Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.

Критерии оценки устных развернутых ответов.

Оценки	Коммуникативное взаимодействие	Произношение	Лексико-грамматическая правильность речи
«5»	Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач.	Речь звучит в естественном темпе, учащийся не делает грубых фонетических ошибок.	Лексика адекватна ситуации, редкие грамматические ошибки не мешают коммуникации.
«4»	Коммуникация затруднена, речь обучающегося неоправданно паузирована.	В отдельных словах допускаются фонетические ошибки (например, замена английских фонем сходными русскими).	Грамматические и/или лексические ошибки заметно влияют на восприятие речи обучающегося.
«3»	Коммуникация затруднена, обучающийся не проявляет речевой инициативы		

Критерии оценки перевода текста

Баллы	Показатели оценки
5	Полный перевод. Отсутствие смысловых и терминологических искажений. Творческий подход и абсолютная точность передачи содержания и характерных особенностей стиля переводимого текста. Отсутствие смысловых и терминологических искажений. Правильная передача содержания и характерных особенностей переводимого текста.
5	Полный перевод. Отсутствуют смысловые искажения. Правильная передача содержания текста. Имеют место незначительные неточности. Соблюдается точность передачи содержания. Отсутствуют смысловые искажения. Допускаются некоторые терминологические неточности и незначительные нарушения характерных особенностей переводимого текста.
3	Не совсем полный перевод. Отсутствуют смысловые искажения

	Допускаются незначительные терминологические искажения. Имеют место неточности в передаче содержания текста. Неполный перевод. Допускаются незначительные искажения смысла и терминологии. Нарушается в отдельных случаях содержание переводимого текста.
2	Неполный перевод. Допускаются грубые терминологические искажения. Нарушается правильность передачи содержания переводимого текста.

Критерии оценивания презентаций складываются из требований к их созданию.

Название критерия	Оцениваемые параметры
Тема презентации	Соответствие темы программе учебного предмета, раздела
Дидактические и методические цели и задачи презентации	Соответствие целей поставленной теме Достижение поставленных целей и задач
Выделение основных идей презентации	Соответствие целям и задачам Содержание умозаключений Вызывают ли интерес у аудитории
Содержание	Достоверная информация об исторических справках и текущих событиях Все заключения подтверждены достоверными источниками Язык изложения материала понятен аудитории Актуальность, точность и полезность содержания
Подбор информации для создания проекта – презентации	Графические иллюстрации для презентации Статистика Диаграммы и графики Экспертные оценки Ресурсы Интернет Примеры Сравнения Цитаты и т.д.
Подача материала проекта – презентации	Хронология Приоритет Тематическая последовательность Структура по принципу «проблема-решение» Логика и переходы во время проекта – презентации От вступления к основной части От одной основной идеи (части) к другой От одного слайда к другому Гиперссылки Заключение Яркое высказывание - переход к заключению Повторение основных целей и задач выступления Выводы Подведение итогов Короткое и запоминающееся высказывание в конце
Дизайн презентации	Шрифт (читаемость) Корректно ли выбран цвет (фона, шрифта, заголовков) Элементы анимации
Техническая часть	Грамматика Подходящий словарь Наличие ошибок правописания и опечаток

8. ПЕРЕЧЕНЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ, ИСПОЛЬЗУЕМЫХ ПРИ ОСУЩЕСТВЛЕНИИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК»

8.1. Перечень необходимого программного обеспечения

1. Class DVD к учебнику «New English File. Upper-Intermediate».MultiRom к учебнику «New English File. Upper-Intermediate».
2. Test and Assessment CD-ROM к учебнику «New English File. Upper-Intermediate».
3. Class audio CDs к учебнику «New English File. Upper-Intermediate».
4. Class DVD к учебнику «New English File. Upper-Intermediate».

8.1 Перечень информационных справочных систем:

1. Справочно-правовая система «Консультант Плюс» (<http://www.consultant.ru>)
2. Электронная библиотечная система eLIBRARY.RU (<http://www.elibrary.ru/>)

9. Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине (модулю)

1. CD (2) к учебнику «New English File . Upper-Intermediate. Students' Book».
2. CD (1) к учебнику «New English File .Upper-Intermediate Workbook».
3. CD-ROM к учебнику «New English File. Upper-Intermediate. Students' Book».
4. CD-ROM к пособию для учителя«New English File. Upper-Intermediate. Teacher's Resource Book».
5. DVD страноведческого содержания
6. Видеомагнитофон, теле- и радио аппаратура, мультимедиа проектор, экран настенный, CD- проигрыватель, спутниковое (on-line) телевидение.

№	Вид работ	Материально-техническое обеспечение дисциплины (модуля) и оснащенность
1	Лекционные занятия	Не предусмотрены
2	Практические занятия	Не предусмотрены
3	Лабораторные занятия	Аудитории 210А (Учебная мебель), 244А (Учебная мебель, ТВ Rolsen – 1 шт.), 246 (Учебная мебель, мультимедийный комплекс, проектор Wiew Sonic PJO5134 – 1 шт.), 249 (Учебная мебель, мультимедийный проектор Epson EB – 1 шт.), 250 (Учебная мебель, Телевизор LG – 1 шт.), 254А (Учебная мебель), 416А (Учебная мебель, проектор Epson EB W39 – 1 шт.), 418А (Учебная мебель, комплекс мультимедийный – 1шт.)
4	Текущий контроль, промежуточная аттестация	Аудитории 210А (Учебная мебель), 244А (Учебная мебель, ТВ Rolsen – 1 шт.), 246 (Учебная мебель, мультимедийный комплекс, проектор Wiew Sonic PJO5134 – 1 шт.), 249 (Учебная мебель, мультимедийный проектор Epson EB – 1 шт.), 250 (Учебная мебель, Телевизор LG – 1 шт.), 254А (Учебная мебель), 416А (Учебная мебель, проектор Epson EB W39 – 1 шт.), 418А (Учебная мебель, комплекс мультимедийный – 1шт.)
5	Самостоятельная работа	Аудитория для самостоятельной работы 257 (компьютерный класс; 350040 г. Краснодар, ул. Ставропольская, 149). Учебная мебель, Проектор LG LP XG 22 – 1шт., Принтер HP LJ1020 – 1шт., Плоттер HP DJ -500 – 1шт., Принтер Epson Aculaser C 1900 – 1шт., Видеодвойка Philips 21 – 1шт., Сервер – 1шт., Компьютер персональный №2 (блок Lenovo Think Cente, монитор Aser,клав.мышь. - 15шт., МФУ YP LJ MFP V435 – 1шт., Ст.

		<p>Раб.U20\17 View Sonic – 1шт., Коммутатор D-Link – 1шт., Монитор TFT 17 Samsung 740 N – 1шт., Принтер HP – 1шт., Ст раб U20\17 View SonicTFT – 1шт., Экран на треноге 180x180 белый – 1шт., Клавиатура Win 95 – 1шт., Колонка Creative – 1шт., Колонка Genius – 1шт.</p>
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