


**Федеральное государственное образовательное бюджетное учреждение  
высшего образования  
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(Финансовый университет)  
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Кафедра «Информатика, математика и общегуманитарные науки»**

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**Иностранный язык**

**Рабочая программа дисциплины**

для студентов, обучающихся по направлению подготовки 42.03.01 Реклама и связи с общественностью» профиль «Интегрированные коммуникации»

## **Новороссийск 2022**

**Составитель: Ишик И.Н.** «Иностранный язык». Рабочая программа дисциплины для студентов, обучающихся по направлению подготовки 42.03.01 - Реклама и связи с общественностью, ОП Реклама и связи с общественностью (Интегрированные коммуникации), очное обучение». - Новороссийск: Финансовый университет, кафедра «Информатика, математика и общегуманитарные науки», 2022. -59 с.

Дисциплина «Иностранный язык» относится к базовой части дисциплин социально-гуманитарного модуля. В программе представлены перечень планируемых результатов освоения дисциплины, дается тематика практических занятий и технологии их проведения, перечислены формы самостоятельной работы, фонд оценочных средств для промежуточной аттестации, приводится учебно-методическое и информационное обеспечение дисциплины, методические указания по освоению дисциплины, описание материально- технической базы.

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## 1. Наименование дисциплины

Иностранный язык

## 2. Перечень планируемых результатов освоения образовательной программы (перечень компетенций) с указанием индикаторов их достижения и планируемых результатов обучения по дисциплине.

Дисциплина «Иностранный язык» по направлению 42.03.01 Реклама и связи с общественностью» профиль «Интегрированные коммуникации» обеспечивает формирование следующих компетенций:

Код компетенции	Наименование компетенции	Индикаторы достижения компетенций	Результаты обучения (умения и знания), соотнесенные с компетенциями/индикаторами достижения компетенции
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	1.Использует информационно-коммуникационные ресурсы и технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном языке Российской Федерации.	1. <u>Знать:</u> принципы деловой коммуникации в устной и письменной формах; специфику использования вербальных и невербальных средств в ситуациях иноязычной коммуникации; особенности межличностной коммуникации при межкультурном общении; содержание основных иноязычных профессиональных понятий; <u>уметь:</u> использовать информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (- ых) языках;
		2.Ведет деловую переписку, учитывая особенности официально-делового стиля и речевого этикета.	2. <u>Знать:</u> виды коммуникативных намерений; соотношение коммуникативных намерений с замыслом и целью речевой коммуникации; типовые приемы и способы выражения коммуникативных намерений

			на иностранном языке в устной и письменной речи; принципы понимания коммуникативных намерений собеседников; способы использования информационно-коммуникативных технологий в общении на иностранном языке;
		3. Умеет вести деловые переговоры на государственном языке Российской Федерации.	<p><u>Знать</u>: приемы и принципы построения публичной речи в ситуации межкультурного взаимодействия; приёмы убеждения, аргументации, выражения мнения на иностранном языке; лексико-грамматические особенности иноязычной публичной речи в ситуации делового и профессионального общения; правила подготовки публичной речи на иностранном языке; приемы и иноязычные средства делового и профессионального дискурса;</p> <p><u>уметь</u>: применять правила деловой риторики на иностранном языке; использовать приемы и принципы построения публичной речи для сообщения профессионально-ориентированного содержания на иностранном языке; использовать стереотипные иноязычные фразы для передачи структуры и содержания сообщения;</p>
		4. Использует лексико - грамматические и стилистические ресурсы на государственном языке Российской Федерации в зависимости от решаемой коммуникативной, в том числе	<p><u>Знать</u>: основные лексико-грамматические и стилистические ресурсы иностранного языка в сфере академической коммуникации; особенности иноязычной академической коммуникации; приемы извлечения и сообщения иноязычной информации с</p>

		<p>профессиональной, задачи.</p>	<p>академическими целями; основы иноязычного речевого этикета в устной и письменной коммуникации; <u>Уметь</u>: извлекать и сообщать информацию академического содержания на иностранном языке; использовать приемы академической устной и письменной коммуникации на иностранном языке; применять правила речевого этикета в ситуациях академического общения;</p>
		<p>5. Использует иностранный язык в межличностном общении и профессиональной деятельности, выбирая соответствующие вербальные и невербальные средства коммуникации.</p>	<p><u>5.Знать</u>: правила использования различных технических средств с целью поиска и извлечения иноязычной информации; основные правила определения релевантности и надежности иноязычных источников; основные правила анализа и синтеза информации; <u>уметь</u>: извлекать основную и второстепенную информацию из иноязычных источников разного типа; систематизировать и применять извлеченную информацию для решения коммуникативных и профессиональных задач</p>
		<p>6. Реализует на иностранном языке коммуникативные намерения устно и письменно, используя современные информационно-коммуникационные технологии.</p>	<p>6. Знать: основы организации письменной коммуникации; типы коммуникативных задач письменного общения; функции письменных коммуникативных средств; уметь: определять коммуникативную задачу письменного речевого произведения; создавать и оформлять отдельные виды деловых писем; излагать собственную точку зрения в письменной форме; анализировать и обобщать в письменном виде профессионально-ориентированные тексты на</p>

			иностранном языке.
		7.Использует приемы публичной речи и делового и профессионального дискурса на иностранном языке.	7. знать: - универсальные признаки делового стиля и особенности публичных выступлений; уметь: -специфицировать универсальные признаки делового стиля и особенности публичных выступлений применительно к конкретному иностранному языку.
		8.Демонстрирует владения основами академической коммуникации и речевого этикета изучаемого иностранного языка.	8. знать: - научную терминологию по своей специальности на иностранном языке; уметь: - делать учебно-научные презентации на иностранном языке;
		9.Умеет грамотно и эффективно пользоваться иноязычными источниками информации.	9. знать: - стандартную структуру и особенности оформления научных и иных текстов на иностранном языке; уметь: - оперативно ориентироваться в иноязычных источниках информации, опираясь на знания о стандартной структуре различных текстов на конкретном иностранном языке.
		10. Продуцирует на иностранном языке письменные речевые произведения в соответствии с коммуникативной задачей.	10. знать: о влиянии стиля речи на ее психологическое восприятие; уметь: - выбирать оптимальные лексико-грамматические и стилистические ресурсы иностранного языка, исходя из специфики конкретной коммуникативной задачи

### 3. Место дисциплины в структуре образовательной программы

Дисциплина «Иностранный язык» является обязательным компонентом профессиональной подготовки бакалавра и включена в общегуманитарный цикл обязательной части 42.03.01 - Реклама и связи с общественностью, ОП «Реклама и связи с общественностью», профиль «Интегрированные коммуникации» очной формы обучения.

**4. Объем дисциплины в зачетных единицах и в академических часах с выделением объема аудиторной (лекции, семинары) и самостоятельной работы обучающихся (в семестре, в сессию)**

**Очная форма обучения 2022 года приема**

**Таблица 1**

<b>Вид учебной работы по дисциплины</b>	<b>Всего (в з/е и часах)</b>	<b>Семестр (модуль) 1 (в часах)</b>	<b>Семестр (модуль) 2 (в часах)</b>	<b>Семестр (модуль) 3 (в часах)</b>	<b>Семестр (модуль) 4 (в часах)</b>
<b>Общая трудоемкость дисциплины</b>	9/324	108	108	54	54
<b>Контактная работа – Аудиторные занятия</b>	204	68	68	34	34
Лекции	-	-	-	-	-
Семинары, практические занятия	204	68	68	34	34
<b>Самостоятельная работа</b>	120	40	40	20	20
Вид текущего контроля	контрольные работы	-	контрольная работа	-	контрольная работа
Вид промежуточной аттестации	зачеты, экзамены	зачет	зачет	зачет	экзамен

**5. Содержание дисциплины, структурированное по темам (разделам) дисциплины с указанием их объемов (в академических часах) и видов учебных занятий**

### **5.1. Содержание дисциплины**

#### **Тематика обучения**

#### **Учебно-познавательная, профессиональная и межкультурная сфера общения**

#### **1 курс**

**Тема 1.** Общество как глобальная аудитория. Проблемы глобализации: преимущества и недостатки. Манипулирование социальными медиа как политический инструмент / Culture and its Impact.

**Тема 2.** Связи с общественностью. Средства массовой информации: интервьюирование. Функции управления связями с общественностью /Public Relations.

**Тема 3.** Маркетинг. Успешная организация. Производственная (продуктовая) политика. Стратегии ценообразования / Marketing.

**Тема 4.** Реклама как неотъемлемая часть жизни. Отрицательные и положительные эффекты рекламы. Создание бренда / Advertising.

#### **2 курс**

**Тема 1 (5).** Digital-реклама и психология потребителя в сети. Основные виды интернет-продвижения / Digital Marketing.



**Тема 2 (6).** Маркетинговые коммуникации. Организация коммуникационной деятельности / Customer Relationship Management.

**5.2. Учебно-тематический план**

**2022 года приема, очная форма обучения**

**Таблица 2**

№ Наименование темы (раздела) дисциплины	Трудоёмкость в часах					Самостоятельная работа	Формы текущего контроля успеваемости
	Всего	Аудиторная работа					
		общая аудиторная	лекции	Практические и семинарские занятия	в т.ч. занятия в интерактивных формах		
Тема 1. Общество Как глобальная аудитория. Проблемы глобализации: преимущества и недостатки. Манипулирование социальными медиа как политический инструмент	54	34	-	34	34	20	Опрос; устный ответ (индивидуальный и фронтальный); проверка лексических и грамматических упражнений; словарный диктант; лексико-грамматический перевод; проверка диалогических высказываний; беседа; письменные работы; диктант; проверка услышанного и/или прочитанного с помощью цифровых систем
Тема 2. Связи с общественностью. Средства массовой информации: интервьюирование. Функции управления	54	34	-	34	34	20	Устный опрос (индивидуальный, фронтальный); проверка лексических и грамматических упражнений; письменный

связями с общественностью							словарный диктант; ролевая игра; тест
<b>Итого за 1 семестр</b>	<b>108</b>	<b>68</b>	<b>-</b>	<b>68</b>	<b>68</b>	<b>40</b>	
Тема 3. Маркетинг. Производственная (продуктовая) политика. Стратегии ценообразования	54	34	-	34	34	20	Устный опрос (индивидуальный, фронтальный); проверка лексических и грамматических упражнений; письменный словарный диктант; ролевая игра
Тема 4. Реклама как неотъемлемая часть жизни. Отрицательные и положительные эффекты	54	34	-	34	34	20	Опрос; устный ответ (индивидуальный и фронтальный); проверка лексических и грамматических упражнений; словарный диктант; лексико-грамматический перевод; проверка диалогических высказываний; беседа; письменные работы; диктант; проверка услышанного и/или прочитанного с помощью цифровых систем
<b>Итого за 2 семестр</b>	<b>108</b>	<b>68</b>	<b>-</b>	<b>68</b>	<b>68</b>	<b>40</b>	Контрольная работа
Тема 5. Digital-реклама и психология потребителя в	54	34	-	34	34	20	Опрос; устный ответ (индивидуальный и

сети. Основные виды интернет-продвижения. Таргетинг.							фронтальный); проверка лексических и грамматических упражнений; словарный диктант; лексико-грамматический перевод; проверка диалогических высказываний; беседа; письменные работы; групповая проектная работа; реферирование статьи; проверка услышанного и/или прочитанного с помощью цифровых систем
Тема 5. Digital-реклама и психология потребителя в сети. Основные виды интернет - продвижения. Таргетинг.	54	34	-	34	34	20	Опрос; устный ответ (индивидуальный и фронтальный); проверка лексических и грамматических упражнений; словарный диктант; лексико-грамматический перевод; проверка диалогических высказываний; беседа; письменные работы; групповая проектная работа; реферирование

							статьи; проверка услышанного и/или прочитанного с помощью цифровых систем
<b>Итого за 3 семестр</b>	<b>54</b>	<b>34</b>	<b>-</b>	<b>34</b>	<b>34</b>	<b>20</b>	
Тема 6. Маркетинговые коммуникации. Организация коммуникационной деятельности. Роль общественных отношений (спонсорство)	54	34	-	34	34	20	Опрос; устный ответ (индивидуальный и фронтальный); проверка лексических и грамматических упражнений; словарный диктант; лексико-грамматический перевод; проверка диалогических высказываний; беседа; письменные работы; диктант; проверка услышанного и/или прочитанного с помощью цифровых систем
<b>Итого за 4 семестр</b>	<b>54</b>	<b>34</b>	<b>-</b>	<b>34</b>	<b>34</b>	<b>20</b>	<b>Контрольная работа</b>
<b>В целом по дисциплине</b>	<b>324</b>	<b>204</b>	<b>-</b>	<b>204</b>	<b>204</b>	<b>120</b>	<b>Контрольная работа</b>
<b>Итого в %</b>	<b>100</b>				<b>100%</b>		

### 5.3. Содержание семинаров, практических занятий

Таблица 4

Наименование темы дисциплины	Перечень вопросов для обсуждения на семинарских, практических занятиях, рекомендуемые источники из разделов 8,9 (указывается раздел и порядковый номер источника)	Формы проведения
Тема 1. Общество как глобальная аудитория.	<p>Общество как глобальная аудитория; глобализация; глобальная коммуникация; глобальная реклама; положительные и отрицательные стороны глобализации; международная реклама; манипулирование в рекламе; мультикультурализм; социальные СМИ в политике.</p> <p><b>Рекомендуемые источники: 8.1., 8.2.,9</b></p>	<p>Семинары с использованием цифровых образовательных ресурсов, он-лайн платформ: фронтальное обсуждение предмета/содержания печатного/аудио текста; устные/письменные упражнения на применение понятий/терминов по теме; выполнение лексических/грамматических упражнений; проведение ролевой игры; дискуссия; написание делового письма-приглашения.</p>
Тема 2. Связи с общественностью.	<p>Связи с общественностью; различные подходы к PR; международная реклама; глобальный PR; реклама и пропаганда; роли в управлении связями с общественностью; проведение интервью для СМИ; имидж специалистов по связям с общественностью и этический кодекс.</p> <p><b>Рекомендуемые источники: 8.1., 8.2., 9</b></p>	<p>Семинары с использованием цифровых образовательных ресурсов, онлайн платформ: групповое/парное обсуждение предмета/содержания печатного/аудио текста; устные/письменные упражнения на применение понятий/терминов по теме; выполнение лексических/грамматических упражнений; проведение ролевой</p>

		игры; дискуссия; написание сопроводительного письма.
Тема 3. Маркетинг.	Маркетинг; модель Marketing Mix; 4P; продукт, цена, место, продвижение; ценовая политика; логистика и цепочка дистрибуции; медиа стратегия; ТВ и радио; наружная реклама; реклама на ТВ; реклама в СМИ; директ реклама. <b>Рекомендуемые источники: 8.1., 8.2., 9</b>	Семинары с использованием цифровых образовательных ресурсов, онлайн платформ: групповое/парное обсуждение предмета/содержания печатного/аудио текста; устные/ письменные упражнения на применение понятий/ терминов по теме; выполнение лексических/ грамматических упражнений; проведение ролевой игры; дискуссия; написание ответа на письмо-жалобу.
Тема 4. Реклама.	Реклама; виды рекламы; реклама- презентация; экономическая выгода от рекламы; положительные и отрицательные эффекты рекламы; создание рекламного продукта. <b>Рекомендуемые источники: 8.1., 8.2., 9</b>	Семинары с использованием цифровых образовательных ресурсов, он-лайн платформ: фронтальное обсуждение предмета/содержания печатного/аудио текста; устные/ письменные упражнения на применение понятий/ терминов по теме; выполнение лексических/ грамматических упражнений; дискуссия; проведение ролевой игры; написание делового

<p>Тема 5. Digital-реклама и психология потребителя в сети. Основные виды интернет-продвижения. Таргетинг.</p>	<p>Традиционная и диджитал реклама; типы цифровой рекламы; ключевые показатели цифровой рекламы; таргетинг; целевая аудитория; тренды и будущее цифровой рекламы; техники убеждения; вовлеченность аудитории; маркетинг влияния. <b>Рекомендуемые источники: 8.1., 8.2., 9</b></p>	<p>письма-запроса. Семинары с использованием цифровых образовательных ресурсов, он-лайн платформ: фронтальное обсуждение предмета/содержания печатного/аудио текста; устные/письменные упражнения на применение понятий/терминов по теме; выполнение лексических/грамматических упражнений (Word-formation. Prepositions. Infinitive. Bare Infinitive. Forms of Infinitive. Infinitive constructions. Complex object. Complex subject); дискуссия; проведение ролевой игры; написание пресс релиза.</p>
<p>Тема 6. Маркетинговые коммуникации. Организация коммуникационной деятельности. Роль общественных отношений (спонсорство).</p>	<p>Коммуникация в рекламе и связях с общественностью; как создавать более крепкие связи с бизнесом; реклама и PR; управление репутацией; корпоративная реклама; спонсорство; виды спонсорства; коммуникационные навыки; умение отказать. <b>Рекомендуемые источники: 8.1.,8.2., 9</b></p>	<p>Семинары с использованием цифровых образовательных ресурсов, он-лайн платформ: фронтальное обсуждение предмета/содержания печатного/аудио текста; устные/письменные упражнения на применение понятий/терминов по теме; выполнение лексических/грамматических упражнений (Word-formation. Prepositions. Gerund. Forms of</p>

		Gerund. Gerund constructions); дискуссия; Swot analysis; написание коммерческого предложения.
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## **6. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине**

В процессе освоения дисциплины «Иностранный язык» возрастает роль самостоятельной работы с учебными и дополнительными материалами, что предполагает реализацию студентами принципов сознательности и личной ответственности за результаты обучения. Самостоятельность студента проявляется в стремлении развивать иноязычные умения и навыки, приобретённые на более ранних этапах обучения, а также в деятельности по формированию иноязычных знаний предметного характера, соответствующих направлению и профилю подготовки.

### **6.1. Перечень вопросов, отводимых на самостоятельное освоение дисциплины, формы внеаудиторной самостоятельной работы.**

Таблица 5.

<b>Наименование темы (раздела) дисциплины</b>	<b>Перечень вопросов, отводимых на самостоятельное освоение</b>	<b>Формы внеаудиторной самостоятельной работы</b>
Тема 1. Общество как глобальная аудитория.	Различия в понятиях «манипулирование» и «реклама»; тенденции процесса глобализации	Выполнение заданий, рекомендованных учебным пособием; работа с учебной и справочной литературой (словарями); работа с использованием оригинальных профессионально-ориентированных источников информации, в том числе и с Интернет-ресурсами для подготовки ролевых игр, кейсов, презентаций и групповой работе
Тема 2. Связи с общественностью.	Работа специалиста по связям с общественностью; практика PR	Выполнение заданий, рекомендованных учебным пособием; работа с учебной и справочной литературой



		(словарями); работа с использованием оригинальных профессионально-ориентированных источников информации, в том числе и с Интернет-ресурсами для подготовки ролевых игр, кейсов, презентаций и групповой работе
Тема 3. Маркетинг.	Планирование маркетинговой стратегии; инструменты маркетинга	Выполнение заданий, рекомендованных учебным пособием; работа с учебной и справочной литературой (словарями); работа с использованием оригинальных профессионально-ориентированных источников информации, в том числе и с Интернет-ресурсами для подготовки ролевых игр, кейсов, презентаций и групповой работе
Тема 4. Реклама.	Создание рекламы; поиск целевой аудитории	Выполнение заданий, рекомендованных учебным пособием; работа с учебной и справочной литературой (словарями); работа с использованием оригинальных профессионально-ориентированных источников информации, в том числе и с Интернет-ресурсами для подготовки ролевых игр, кейсов, презентаций и групповой работе
Тема 5. Digital-	ключевые показатели цифровой рекламы;	Выполнение заданий,

реклама и психология потребителя в сети. Основные виды интернет-продвижения. Таргетинг.	таргетинг; техники убеждения; маркетинг влияния.	рекомендованных учебным пособием; работа с учебной и справочной литературой (словарями); работа с использованием оригинальных профессионально-ориентированных источников информации, в том числе и с Интернет-ресурсами для подготовки ролевых игр, кейсов, презентаций и групповой работе
Тема 6. Маркетинговые коммуникации. Организация коммуникационной деятельности. Роль общественных отношений (спонсорство).	Коммуникация в рекламе и связях с общественностью; управление репутацией; виды спонсорства; коммуникационные навыки	Выполнение заданий, рекомендованных учебным пособием; работа с учебной и справочной литературой (словарями); работа с использованием оригинальных профессионально-ориентированных источников информации, в том числе и с Интернет-ресурсами для подготовки ролевых игр, кейсов, презентаций и групповой работе

## 6.2. Перечень вопросов, заданий, тем для подготовки к текущему контролю

Текущий контроль осуществляется в течение модуля в устной и письменной форме в виде проведения контрольной работы. Система рейтингового контроля предполагает: Критерии балльной оценки различных форм текущего контроля успеваемости содержатся в соответствующих методических рекомендациях и определяются в соответствии со шкалой оценивания в пределах от 0 до 40 баллов.

### Темы презентаций

1. SEO
2. Content Marketing
3. PPC
4. Social Media Marketing

5. Email Marketing
6. Social Media Advertising
7. Video Marketing
8. Web Design & Web Development
9. Consumer communication and persuasion
10. Marketing communications
11. Consumer Behaviour - Meaning, Determinants and its Importance
12. Media Strategy in Advertising
13. Advertising Agencies - Meaning, its Role and Types of Agencies
14. Dealing with Objections: Best practices

### Примеры кейс-стади Situation

A SWOT analysis is a planning tool used to understand the Strengths, Weaknesses, Opportunities, and Threats involved in a project or a business. It involves specifying the business's objective or project and identifying the internal and external factors that are supportive or unfavourable to achieving that objective.

SWOT is often used as part of a strategic planning process. SWOT is an acronym for Strengths, Weaknesses, Opportunities, Threats.

There are several ways of graphically representing a SWOT analysis on a matrix or grid. Several versions of a SWOT analysis grid/ matrix are shown below. While at first glance, this (A SWOT analysis) looks like a simple model and easy to apply, a SWOT analysis that is both effective and meaningful requires time and a significant resource.

#### The SWOT Analysis Matrix Model

	Internal		
Positive	Strengths	Weaknesses	Negative or potential to be negative
	Opportunities	Threats	
	External		

#### Variant 1

Strengths	Weaknesses
What do you do well? What unique resources can you draw on? What do others see as your strengths?	What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?
Opportunities	Threats
What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?	What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to?

#### Variant 2

##### What you are to discuss:

A true SWOT analysis cannot be done effectively by just one person. It requires a team effort. The methodology (SWOT analysis) has the advantage of being used as a 'quick and dirty' tool or a comprehensive management tool. More importantly, this is not a decision that has to be made in advanced as one can lead to the other. This flexibility is one of the factors that has contributed to its success, along with many believing it is lightweight due to the lack of its original purpose. You are to examine a company (of choice) and complete a SWOT analysis for the launch of a new product (of choice). You are to do a research and to organize a meeting discussing the strengths, weaknesses, opportunities and threats of the company.

**Weakness:** brand name, poor reputation amongst consumers, high cost, low access to resources, etc.

**Opportunities:** an unfulfilled customer need, arrival of new technology, loosening of regulations, removal of international trade barriers, etc.

**Threats:** shifts in consumer tastes or preferences, emergence of substitute products, new regulations, trade barriers, etc.

**Steps/ Process to do a SWOT**

Establish that your coalition has the necessary components to conduct a SWOT analysis (above) successfully.

Assemble the group that will conduct the SWOT analysis Distribute/ complete the SWOT analysis tool/template individually

In the group meeting, combine individual answers. Collaborate on each category. Complete the analysis matrix.

Discuss how to use the information gathered from the SWOT analysis to inform your next steps.

**Work in groups (Students A, B, C, D).**

**Student A**

You start your research with **Strengths:** patents, brand names, reputation amongst consumers, cost advantages, exclusive access to sources, etc: Positive tangible and intangible attributes internal to an organization.

They are within the organization’s control.

SWOT Analysis –Possible Strengths		
Tangible Strengths	Intangible Strengths	Processes & Systems
<ul style="list-style-type: none"> <li>•Assets including plant and equipment</li> <li>•Your business location Do you have long-term contracts?</li> <li>•Are your product unique or market-leading?</li> <li>•Have you got sufficient financial resources to fund any changes you would like to make?</li> <li>•Do you have any cost advantages over your competitors?</li> <li>•Do you use superior technology in your business?</li> <li>•Is your business high volume?</li> <li>•Can your scale up if you need to?</li> </ul>	<ul style="list-style-type: none"> <li>•Do you have a strong, recognizable brand, or do you stock strong brands?</li> <li>•Your reputation – are you considered a market leader? Or an expert in your field?</li> <li>•Do you have a good relationship with your customers? (Goodwill)</li> <li>•Do you have strong relationships with your suppliers?</li> <li>•Do you have a positive relationship with your employees?</li> <li>•Do you have any unique alliances with other businesses?</li> <li>•Do you own any patents or proprietary technology?</li> <li>•Do you have a proven advertising process that works well?</li> <li>•Do you have more experience in your field?</li> <li>•Are your managers highly experienced?</li> </ul>	<ul style="list-style-type: none"> <li>•Do you have superior industry knowledge?</li> <li>•Are you involved with industry associations?</li> <li>•Is your business Innovative?</li> </ul>
Remember – Strengths – internal to your business; characteristics or qualities of your business/		

organization that make you better than your competitors. Add any additional strengths that are unique to your business.

**Make use of the following helpful phrases:**

- My feeling about ...
- The way things are ...
- I'd like to stress that ...
- In regard to ...
- This aspect is of fundamental importance for ...

**Student B**

You start your research with **Weaknesses:** brand name, poor reputation amongst consumers, high cost, low access to resources, etc.:

Factors that are within an organization's control that detract from its ability to attain the desired goal.

Which areas might the organization improve?

<b>SWOT Analysis –Possible Strengths</b>		
<b>Tangible Strengths</b>	<b>Intangible Strengths</b>	<b>Processes &amp; Systems</b>
<ul style="list-style-type: none"> <li>• Are your plant and equipment old or outdated?</li> <li>• Is your product line too narrow?</li> <li>• Have you got insufficient financial resources to fund any changes you would like to make?</li> <li>• Do you have a high overall unit cost relative to your competitors?</li> <li>• Do you use inferior technology in your business?</li> <li>• Do you have low volume and are restricted in your ability to scale up?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you have a weak or unrecognizable brand?</li> <li>• Do you have a weak or unrecognizable image?</li> <li>• Do you have a poor or impersonal relationship with your customers?</li> <li>• Do you have a poor relationship with your suppliers?</li> <li>• Do you have a poor relationship with your employees?</li> <li>• Is your marketing failing to meet objectives?</li> <li>• Are your managers inexperienced?</li> <li>• Do you have low R&amp;D?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you lack industry knowledge?</li> <li>• Do you lack innovative skills</li> </ul>
<p>Remember – Weaknesses – internal to your business/ organization; characteristics or qualities of the way you work make you less competitive than your competitors. Add any additional weaknesses that are unique to your business/ organization.</p>		

**Make use of the following helpful phrases:**

- As far as I know...
- Though I can't say for sure...
- I stick to the opinion that...
- All this suggests that...
- It's tempting to talk in terms of...

**Student C**

You start your research with Opportunities: an unfulfilled customer need, arrival of new technology, loosening of regulations, removal of international trade barriers, etc.: External attractive factors represent the reason for an organization to exist and develop. What opportunities exist in the environment, which will propel the organization? Identify them by their “time frames.”

<b>SWOT Analysis – Possible Opportunities</b>	
<b>Industry/ Sector Opportunities</b>	<b>External Opportunities</b>
<ul style="list-style-type: none"> <li>• Expand your product line</li> <li>• Diversify your business interests</li> <li>• Expand into your customer’s field</li> <li>• Expand into your supplier’s field</li> <li>• Expand your customer base (Geographically or through new products)</li> <li>• Do you have placid competitors?</li> <li>• Are there any export opportunities?</li> <li>• Will your market grow?</li> </ul>	<ul style="list-style-type: none"> <li>• Changes to legislation</li> <li>• Changes to import/export constraints</li> <li>• Good economic outlook</li> <li>• Favourable cultural shifts – such as to greener products</li> <li>• Changes in the use of technology opening up opportunities for your business to utilize these technologies such as E-commerce or Internet sales</li> </ul>
<p>Remember – Opportunities are external to your business. They exist either within your industrial sector or outside of your sector. Add any additional opportunities that are unique to your business.</p>	

**Make use of the following helpful phrases:**

- I would like to draw particular attention to...
- If we look at...
- You have to bear in mind...
- It’s obvious that...
- I dare say...

**Пример ситуативного задания  
Role Play**

Social media engagement is a measure of how people are interacting with your social media accounts and content.

Activity and engagement is crucial for every social platform to build a positive brand experience, and develop meaningful relationships with new and potential future customers. Social media engagement is measured by a range of metrics that could include the following:

- Shares or retweets
- Comments
- Likes
- Followers and audience growth
- Click-throughs
- Mentions (either tagged or untagged)
- Using branded hashtags.

Basically, social media engagement is growing anytime someone interacts with your account and can be calculated in a variety of ways.

**Task: Act out a round-table discussion on social media engagement. Elaborate on the following issues: how to boost social media activity, how to identify emotional triggers of your client, how to influence effectively.**

1. There is an opinion that creating positive and fun social media engagement you have to use these questions as icebreakers for networking events. What questions would you recommend asking on social media to increase engagement?

2. Discuss the extract of the book: «In a way, the photos that so many of us post on our social media sites are badges that we display to all of our friends to tell them of the exotic places we have visited or the mountains we have climbed. We post them proudly and wait expectantly for our friends to like them and comment on them. For some, this is a richly rewarding and powerful social experience, and they dedicate many hours of their day to the activity of posting and liking. Each little “like” triggers a dopamine drip that keeps them hooked like junkies.» Source: William Ammerman “The Invisible Brand Marketing in the Age of Automation, Big Data, and Machine Learning» June 14, 2019.

3. How can you convince customers to go for online shopping or any other activity you need as a PR specialist? What are ways to persuade someone online?

**Kylie Jenner**, an American media personality, socialite, model, and businesswoman. She has starred in the E! reality television series Keeping Up with the Kardashians since 2007 and is the founder and owner of cosmetic company Kylie Cosmetics. After being named “the youngest self-made billionaire of all time” in 2019, Kylie Jenner’s net worth has declined to \$700 million, according to Forbes’s estimates as of October 2020.

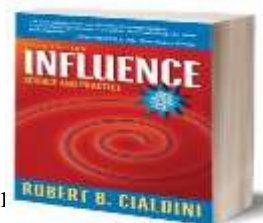


Make use of the following helpful phrases:

- Let’s be clear first of all over the general problem
- What is your alternative proposal?
- Are there any other points to discuss?
- I’ll leave it there unless there are further questions.
- I’m all for the opinion that...
- We can hardly ignore it.
- This suggests that ...
- It’s obvious that ...

**Dr. Robert Cialdini**, PhD, psychologist, the author of the book «Influence: the Psychology of Persuasion». There is a book review on Youtube, One Percent Better, Influence | The Psychology of Persuasion by Robert Cialdini

Dr. Robert Cialdini has spent his entire career researching the science of influence earning him an international reputation as an expert in the fields of persuasion, compliance, and negotiation. His books including, Influence: Science & Practice, are the result of decades of peer-reviewed research on why people comply with requests. Influence has sold over 3 million copies in over 40 languages and is a New York Times Bestseller.



Make use of the following helpful phrases:

- In spite of much development and understanding
- ...remains essentially a land of hopes and promises, but not certainties.
- My personal feeling is...
- It must be admitted that ...
- One of widespread misunderstandings is...
- Furthermore, ...
- May I have a say?
- I’m in favour of...
- It goes without saying that...
- An argument goes that ...
- Given the complexity of...

**John Rampton** is an entrepreneur, investor, online marketing guru and startup enthusiast. He is founder of the online payments company Due and productivity company Calenda. John is best known as an entrepreneur and connector. He was recently named #2 on Top 50 Online Influencers in the World by Entrepreneur Magazine and blogging Expert by Time. He currently advises several companies in the San Francisco Bay area, cooperates with Forbes, TechCrunch, CNN and others.

For more info see <https://www.johnrampton.com>

**Make use of the following helpful phrases:**

- Let me just say at the beginning...
- It makes sense (for somebody to do something)...
- May I remind you that ...
- It goes without saying that ...
- It seems illogical for me that ...
- I'm afraid, I cannot agree with...
- I'd like to point out that...
- For the most part...
- Therefore...



**Пример задания на проверку владения лексикой**  
**Match technical words to their definitions.**

1	values	A	particular ways of acting in different situations
2	competitive advantage	B	the situation when someone has in discussions with someone else to reach an agreement that is to their advantage
3	belief	C	the way you are expected to dress as an employee of a company
4	vision	D	beliefs or principles shared by the members of an organisation
5	bargaining power	E	the ideas and behavior of an organization or society
6	corporate culture	F	the ability to plan for the future or someone's ideas or hope of what something will be like in the future
7	behaviour	G	method of positioning a business as effectively as possible in the marketplace
8	leadership	H	a strong feeling that something is true or good
9	dress-code	I	an advantage that makes a company more
10	strategic planning	J	the position of being head of something; the qualities of a good leader

**Пример задания на проверку знаний лексического аппарата по изучаемой тематике**  
**Cultural issues**

**A. Below are sixteen different cultural values. Match 1-8 to the contrasting phrase in a - h.**

1. Individualistic culture	a. Egalitarian culture
2. Consensus-minded culture	b. High-context culture
3. Deferential culture	c. Specialist and technocratic management
4. High job-mobility culture	d. Soft, customer-focused
5. Low-context culture	e. Low job-mobility
6. Loyalty to the company	f. Group-oriented culture
7. Broad-based managerial skills	g. Loyalty to oneself



**B. Complete the sentences below with a phrase from part A.**

1) A culture where people work collaboratively and co-operatively and do not try to stand out from the group, and where community interests are much more important than personal ambition is a **group-oriented culture. (example)**

2) A culture where managers pay a great deal of respect to their seniors or their elders, and where subordinates show respect and humility towards managers, is a \_\_\_\_\_.

3) A culture where typically people stay in the same job for many years, probably living near their family home, has \_\_\_\_\_.

4) In a culture where managers typically have a wide range of abilities and are not necessarily specialists, it is important to have \_\_\_\_\_.

5) A corporate culture where there is the view that the company exists to serve customers, and that the customer is king, can be described as \_\_\_\_\_.

6) A culture where little attention is paid to relationship-building, where business is the priority, is a \_\_\_\_\_.

7) Where employees represent and defend their company, and respect and identify with its values, there is strong \_\_\_\_\_.

8) A culture where everyone is trying to increase a range of personal benefits, including their own status and identity within the group, is a \_\_\_\_\_.

**Примеры заданий текущих контрольных работ****Текущая контрольная работа первый курс:****FIRST YEAR****TERM I****MIDTERM TEST (Variant A)****READING**

**Task I. Read the text. Say whether according to the text the statements (1-5) are true (T) or false (F).**

Globalization helps global market to consider whole world as a single market. Traders are extending their areas of business by focusing world as a global village. Earlier to the 1990s, there was restriction of importing certain products which were already manufactured in India like agricultural products, engineering goods, food items, toiletries, etc. However, during 1990s there was a pressure from rich countries over World Trade Organization, World Bank (engaged in development financing activities), and International Monetary Fund to allow other countries to spread their businesses by opening trade and market in the poor and developing countries. In India the globalization and liberalization process was started in 1991 under the Union Finance Minister.

After many years, globalization has brought major revolution in the Indian market when multinational brands came to India like PepsiCo, KFC, Mc. Donald, Boomer Chewing gums, IBM, Nokia, Ericsson, Aiwa etc and started delivering wide range of quality products at cheap prices. All the dominating brands shown real revolution of globalization here as a tremendous boost to the industrial sector economy. Prices of the quality products are getting down because of the cut throat competition running in the market.

Globalization and liberalization of the businesses in the Indian market is flooding the quality foreign products however affecting the local Indian industries adversely to a great extent

resulting in the job loss of poor and uneducated workers. Globalization has been bonanza for the consumers however grave for the small-scale Indian producers.

1. The text suggests that Globalization incorporates any business action that has an international scope.
2. Globalization in India has allowed companies to increase their base of operations, expand their workforce with minimal investments, and provide new services to a broad range of consumers.
3. Notable examples of international companies that have done well in India in the recent years include Pepsi, Coca-Cola, McDonald's, and Kentucky Fried Chicken.
4. India's economy has grown drastically since it integrated into the global economy in 1991.
5. The number of jobs in India are concentrated more in the services sector and this has led to rapid growth of service sector creating problems for individuals with low level of education.

### LEXIS & GRAMMAR

**Task II. Put in the appropriate word or word combination to complete the statement (8-15).**

6. It has become a commonplace to say that the world is changing at an ever-increasing pace. Companies today are faced with a stark choice: \_\_\_\_\_ or go under.  
(A) adopt  
(B) market  
(C) adapt  
(D) research
7. For example, until quite recently, companies typically tended to be \_\_\_\_\_.  
(A) economical  
(B) hierarchical  
(C) welcoming  
(D) democratic
8. They were built on a model which achieved a high degree of control, but in which \_\_\_\_\_ of communication were few and slow.  
(A) webs  
(B) media  
(C) roads  
(D) channels
9. Another disadvantage of this type of organization is that more junior \_\_\_\_\_ may not even know who the CEO is.  
(A) customers  
(B) directors  
(C) staff  
(D) buyers
10. Or what \_\_\_\_\_ the decision-makers are trying to achieve.  
(A) goals  
(B) design  
(C) plan  
(D) sales

### Task III.

**A. Choose the correct form of the verb in brackets to complete the sentences.**

- 11 The company stopped ... (produce) cigarettes in 1995, but they still manufacture candy.
- 12 When my computer broke, I tried ... (speak) to someone in technical support, but I couldn't get through.
- 13 I regret ... (tell) Joe that I was unhappy at work. He told my boss what I'd said!

- 14 Mr. Pile became a successful investor by carefully ... (watch) other traders and learning from their mistakes.
- 15 I didn't remember ... (switch off) my computer when I left the office, so it was on all weekend.
- B. Choose the correct words to complete each sentence.
- 16 If you (will have / have) time, come and see me.
- 17 If they make their target, (they'll / they would) have a big party.
- 18 If we (will give / gave) them a 25 % discount, they'd double their order.
- 19 If I'd understood how serious the problem was, I (wouldn't have gone / didn't go) on holiday.
- 20 If I (am / were) you, I'd tell Dirk that he should do his own research.

**Task IV. Match each of the words or word combinations (16-20) on the left with an appropriate explanation on the right.**

21	endorser	A	important or noticeable
22	vital	B	a smaller number or part
23	significant	C	the fact that people or animals do what they are told to do
24	genetic	D	someone, especially a well-known person, who appears in an advertisement saying that they use and like a particular product
25	minority	E	to encourage someone to do or feel something unpleasant or violent
26	to incite	F	belonging or relating to genes received by each animal or plant from its parents
27	obedience	G	necessary for the success or continued existence of something; extremely important

**COMMUNICATION SKILLS**

**Task V.**

**Cross out the one incorrect option in each situation (28-32).**

28. Hello, I haven't seen you for ages. How is everything going? - ... .
- A) Pretty well at the moment.
- B) Sure. All of us are going.
- C) That's ok.
29. I'd like you to meet Greg. He's our new computer expert. - ... .
- (A) Hi! Pleased to meet you.
- (B) Hello! Are you still in sales?
- (C) Hello! I'm Bess.
30. Could you let me have their contact details? - ... .
- (A) Yes. I'll fax them to you.
- (B) Sure. Here's her business card.
- (C) Of course. Here they are.
31. I heard your trip was very successful. - ... .
- (A) Well, in fact it was from India.
- (B) We certainly made lots of useful contacts.
- (C) Yes. That's true.
32. How about you? Still in Human Resources? - ... .
- (A) No. I changed my job 2 years ago.
- (B) Well. In fact, Jane is head of HR.
- (C) Yes. I've been working here 5 years.

**GRAMMAR**

**Task VI. Choose the one word or phrase that best completes the sentence.**

33. Public relations (PR) is the practice of deliberately managing the release and spread of information between ... individual or ... organization (such as a business, government agency, or a nonprofit organization) and the public.
- (A) the ...the  
 (B) – ... –  
 (C) an ...an  
 (D) a... a
34. Public relations aims to create or obtain coverage for ... clients for free, also known as 'earned media', rather than paying for marketing or advertising.
- (A) the  
 (B) -  
 (C) a  
 (D) an
35. Propaganda was used by the United States, the United Kingdom, Germany, and others to rally for domestic support and demonize enemies during the World Wars, which led to more sophisticated commercial publicity efforts as public relations talent entered ... private sector.
- (A) the  
 (B) a  
 (C) an  
 (D)-
36. ... American companies with PR departments spread the practice to Europe when they created European subsidiaries as a result of the Marshall plan
- A) Many  
 B) A number of  
 C) A little  
 D) Less
37. ... fundamental technique used in public relations is to identify the target audience and to tailor messages that are relevant to each audience.
- (A) A  
 (B) every  
 (C) fewer  
 (D) a number of
38. Audience targeting tactics are important for public relations practitioners because they face ... of problems: low visibility, lack of public understanding, opposition from critics, and insufficient support from funding sources.
- (A) all kinds  
 (B) others  
 (C) another  
 (D) other
39. Modern mass media has created new opportunities for controlling ... contents and distribution of information, increasing the efficiency of its usage.
- (A) the  
 (B) -  
 (C) a  
 (D) an
40. The mass media plays ... important role in modern society, being a powerful resource used by politicians.
- (A) a  
 (B) an  
 (C) one  
 (D) -

**Task VII. Identify the one underlined word or phrase that must be changed in order for the sentence (41-45) to be correct.**

41. Digital marketing is the use of Internet tool and technologies such as search engines, Web 2.0

A B C D  
social bookmarking, new media relations, blogging, and social media marketing.

42. PR practitioners have been always relied on the media such as TV, radio, and magazines, to promote their ideas and messages tailored specifically to a target audience.

A B C D  
43. The police still hasn't found out who set the department on fire which destroyed hundreds of confidential documents

D  
44. Social medium platforms enable users to connect with audiences to build brands, increase sales, and drive website traffic.

A B C D  
45. Political language represent a special sign system intended for political communication.

## WRITING

### Task VI.

**You have already written a CV. Write an impressive cover letter (150-180 words) for the position of Brand Manager, so that you will be called for an interview. In your cover letter you are to:**

- (46) open the letter appropriately with the header, greetings and introduction;
- (47) state the reason for writing the letter;
- (48) highlight your strong points, your understanding of the work, and why you are suited for it;
- (49) include a summary comment near the end of your letter and indicate your availability for the interview;
- (50) close your letter.

**Текущая контрольная работа второй курс:**

**SECOND YEAR**

**TERM III**

## READING

**Task I. For questions 1-5, read the text and decide if the statements below are true (T) or false (F) according to the information in the text.**

### Building Brand Identity

The steps a company should take to build a strong, cohesive, and consistent brand identity will vary, but a few points apply broadly to most:

- Analyze the company and the market. A full SWOT analysis that includes the entire firm—a look at the company's strengths, weaknesses, opportunities, and threats—is a proven

way to help managers understand their situation so they can better determine their goals and the steps required to achieve them.

- Determine key business goals. The brand identity should help fulfill these goals. For example, if an automaker is pursuing a niche luxury market, its ads should be crafted to appeal to that market. They should appear on channels and sites where potential customers are likely to see them.

- Identify its customers. Conducting surveys, convening focus groups, and holding one-on-one interviews can help a company identify its consumer group.

- Determine the personality and message it wants to communicate. A company needs to create a consistent perception, rather than trying to combine every conceivable positive trait: utility, affordability, quality, nostalgia, modernity, luxury, flash, taste, and class. All elements of a brand, such as copy, imagery, cultural allusions, and color schemes, should align and deliver a coherent message.

Building a brand identity is a multi-disciplinary strategic effort, and every element needs to support the overall message and business goals. It can include a company's name, logo, and design; its style and the tone of its copy; the look and composition of its products; and, of course, its social media presence.

1. The text suggests that creating a brand identity an organization takes some definite and fixed actions.
2. Brand identity can hardly assist in achieving company's aims.
3. A target audience identification involves carrying out examinations of opinions, meeting customers and asking them questions about a product or service.
4. A company has to build an unchanging opinion about the company but not only impress its clients.
5. All components of a brand should express a clear idea.

### LEXIS & GRAMMAR

**Task II. For questions 6-10, match the terms with their definitions.**

- a) brand awareness
- b) brand extension
- c) brand image
- d) brand name
- e) derived brand

1. How much people know about a brand.
2. When a component of a product becomes a brand in its own right (e.g. Intel in PCs.).
3. When an existing brand is used to support a new range of products.
4. The perception of the brand in the mind of the customer.
5. What a brand is called.

**Task III. Match (11-21) on the left with an appropriate word (a-k) on the right to make word combinations from the active vocabulary.**

11) at the other end of	a) consequence
12) The floor	b) at your service
13) to create	c) public comments
14) to perform	d) I know.
15) apart	e) is yours.
16) as far as	f) value for
17) negative	g) at one's best
18) I'm always	h) from competitors
19) an inevitable	i) of the spectrum
20) a pivotal	j) of living conditions

21) standards	k) role
---------------	---------

**Task IV. Match each of the words or word combinations (22-26) on the left with an appropriate explanation on the right.**

22	font	A	the process of telling people you know about a particular product or service, usually because you think it is good and want to encourage them to try it
23	texture	B	a design or symbol used by a company to advertise its products
24	logo	C	interaction, especially between a business and its customers or consumers
25	touchpoint	D	the quality of something that can be known by touch, or the degree to which something is rough or smooth or soft or hard
26	word of mouth	E	set of letters and symbols in a particular design and size

**Task V. For questions 27-36, study each situation and complete the sentence below. Decide whether to use a first or second conditional structure.**

27. What would you do if you ... (win) a million dollars?
28. If companies invested in sustainability throughout its entire business operations, there ... (be) much less pollution.
29. When the fee of PR service ... (go up) again, PR office might face some difficulties.
30. If I spoke English fluently, I ... (not/need) to take lessons.
31. If clients ... (be) satisfied with our service, each PR manager would get a bonus.
32. Tom will be at the party tonight. If I see him, I ... (say) hello.
33. If a firm stops building the identity, the situation ... (be) worse.
34. I ... (call) you when I get to the office.
35. If we have built the identity to accord with, we ... (need) more branding and the use of trademarks.
36. If you ... (can) choose any company, which one would you like to work for?

Task VI. For questions 37-45, choose one word or phrase that best completes the sentence.

37. If communications are synchronized to achieve consistency and strong corporate identity the firm ... all fronts of marketing.
  - (A) unifies
  - (B) will unify
  - (C) unified
  - (D) have unified
1. 38. If you ... worried about the risks, speak to one of our advisors.
  - (A) are
  - (B) will
  - (C) will be
  - (D) were not
39. As long as a new corporate identity ..., work related issues will increase.
  - A) is implemented
  - B) will be implemented
  - C) implements
  - D) was implemented
40. If she ... the facts, she would definitely inform us.
  - (A) was aware of
  - (B) is aware of
  - (C) will be aware of
  - (D) was aware of
41. If Mr. Black had more practice in identifying the right image for a company, he ... improve his performance.
  - (A) could

- (B) could be  
 (C) doesn't  
 (D) didn't
42. If he ... here with us, he could tell us the truth.  
 (A) is  
 (B) was  
 (C) will be  
 (D) can be
43. If we give the team some space, probably they ... corporate visual identity more effectively.  
 (A) managed  
 (B) would manage  
 (C) will manage  
 (D) manage
44. The university will not progress unless it ... its results to its staff, students and public.  
 (A) presents  
 (B) doesn't present  
 (C) will present  
 (D) won't present
45. If they ... a corporate identity plan, they would engage effectively with customers, employees and investors.  
 (A) had  
 (B) have  
 (C) will have  
 (D) had had

## WRITING Task VII

### Write a Press Release on the Event. Volume: 180 words (+/- 10% allowed)

As a representative of the entertainment company "EnJoy" you have to write an Event Press Release for your partner company "App Service Pro" on the launching new application for children (7+) to learn foreign languages in an interactive form. "App Service Pro" wants to organize a meeting with their customers in order to present their new app.

Location: London. UK

Welcome to use an impressive clickbait to attract more customers.

Include a dateline and lead paragraph. Write the body of your press release. Include visuals if necessary.

Include contact information for meeting participants.



## **7. Перечень примерных вопросов для проведения промежуточной аттестации обучающихся по дисциплине**

Перечень компетенций, формируемых в процессе освоения дисциплины содержится в разделе 2. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы.

### **Вопросы для подготовки к зачету**

#### **1 семестр**

Темы 1 и 2 данной рабочей программы.

#### **Дополнительные вопросы по темам 1 и 2 данной рабочей программы:**

1. Globalization is one of the defining trends of the 21st century. Comment on the statement. Describe society as global audience.
2. What are the positive aspects of globalization? Dwell on the advantages of globalization for the developing countries.
3. What are the negative aspects of globalization? Comment on the role of governments and western-driven organizations in the process of globalization.
4. What are the true effects of globalization? Give some examples which illustrate the presence of globalization throughout the world.
5. Define the term “globalization”. What aspects does globalization comprise? What do we mean by “global communication”, “global advertisement”? Give some examples.
6. What is the core of mass audience manipulation? Manipulating society one can destroy certain ideas in people’s minds. Comment on the statement.
7. Explain how you understand PR. Speak on the different approaches to PR.
8. Public opinion is a powerful force in many spheres. Dwell on this term as a complex phenomenon.
9. International advertising. Provide definition of this term and describe its main aspects.
10. Global PR: what are the main issues while preparing international PR campaign? Dwell on the cultural diversity as a tool to shape the national character.
11. Multiculturalism supports the ideals of a democratic society in which every person is free and equal in dignity and rights. Comment on the statement.
12. Public relations, advertising and propaganda. Speak on the differences between these terms. What activities do they encompass?
13. What are the public relations management roles? Dwell on the crisis and communication management.
14. Today’s PR professional understands the intersection of content, social technologies and marketing in ways that achieve common PR objectives. Speak on the field of PR.
15. Delivering a media interview. What are the do’s and don’ts for a successful one?
16. Successful election campaign. What PR lessons can every business learn and take away from the US election?
17. PR-related activities. Comment on the importance of communication skills for every PR practitioner.
18. The value of PR to business and society. Speak on the topic of creating a successful PR campaign.
19. The image of PR professionals and their code of ethics. Speak on the topic of the most essential PR skills.
20. What are the PR related careers? Speak on the topic of the most essential PR skills. What responsibilities do PR pros undertake?

#### **2 семестр**

**Дополнительные вопросы по темам 3 и 4 данной рабочей программы:**

1. Globalization is one of the defining trends of the 21st century. Comment on the statement. Speak on the positive and negative aspects of globalization. Describe society as global audience. (1.3, Dialogue 1, 2)
2. Global PR and multiculturalism: what are the main issues while preparing international PR campaign? Speak on the cultural diversity as a tool to shape the national character. (1.3, Dialogue 2)
3. Public relations, advertising, propaganda and international advertising. Provide definition of these terms and describe their main aspects. What activities do they encompass? (2.3, 2.5.3)
4. Today's PR professional understands the intersection of content, social technologies and marketing in ways that achieve common PR objectives. What are the public relations management roles? Speak on the field of PR. (2.3)
5. Marketing begins and ends with the customer. Truly successful marketing understands the customers so well that the product or service satisfies a need so perfectly that the customer is desperate to buy it. (3.3)
6. Marketing mix (or 4Ps) is used by business to help them to reach their objectives and to plan visualize their strategy. (3.3, Business Advantage Unit 9)
7. Marketing Mix Model: Product. When placing a product within a market, such factors and decisions have to be taken into consideration: product design, product features, product quality and branding. (3.3, Business Advantage Unit 9)
8. Marketing Mix Model: Price. The 3 main pricing strategies the organization can adopt are: penetration pricing, skimming pricing and competition pricing. (3.3, Business Advantage Unit 9, Dialogue 2)
9. Marketing Mix Model: Place. The organization must distribute the product to the user at the right place at the right time. Two distribution channels are: indirect and direct.
10. Marketing Mix Model: Promotion. A successful product or service means nothing unless the benefits are communicated in an effective message delivered on a channel that is seen and heard by the target market. (3.3, Business Advantage Unit 9)
11. Product policy is defined as the broad guidelines related to the production and development of a product. (3.3, Dialogue 1)
12. Brands are essentially patterns of familiarity, meaning, fondness, and reassurance that exist in the minds of people. Foreign brand names in global markets. Give some examples of brand failures and success (3.3, 3.7)
13. Advertising as an integral part of life is the best way to communicate to the customers. (4.3)
14. The role, concepts and classifications of advertising. Advertising intends to persuade an audience (viewers, readers or listeners) to purchase or take some action upon products, ideals or services. (4.3)
15. Economic benefits of advertising can be different. Advertising industry is one of the instruments to overcome the world economic crisis. (4.3, 4.5.2)
16. Advertising techniques. The two main jobs advertising does: it tells people about something, like a product or a service and it also works to make people want to buy the product or service. (4.3, 4.5.3)
17. The common types of advertising. Poorly done ads can hurt the customers worse than not having ads at all. Comment on the statement. Speak on the most effective and common types of ads. (4.3, 4.5.4, 4.6)
18. Advertising presentation as the art of influencing human behavior to make certain purchase decisions. Speak on the importance of psychology of advertising and the measures to make the advertisement work. (4.6, 4.5.4)

19. Advertising has the power to sway political elections and create financial monopolies, affect human behavior, influence human mood and opportunity. Negative and positive effects of advertising. (4.3, Dialogue 2)

20. Creating an advertising product: the main steps. Advertising is a creative process, based on the art of designers, songwriters, photographers, directors and many other representatives of creative professions. Comment on the statement. (4.8)

### **3 семестр**

Тема 5 данной рабочей программы.

#### **Дополнительные вопросы по теме 5 данной рабочей программы:**

1. The similarities and differences between traditional advertising and digital advertising.
2. Target audience.
3. Types of digital advertising.
4. Key digital advertising metrics.
5. Digital ad formats.
6. Persuasive techniques.
7. Content marketing
8. Targeting.
9. Digital Advertising Trends.
10. The future of digital advertising.
11. Word-of-mouth marketing.
12. Artificial intelligence (CAPTCHA security program).
13. Social media engagement: Fogg Behavior Model.
14. Social media engagement metrics.
15. Top influencer marketing trends.
16. The future of influencer marketing.

### **4 семестр**

Тема 6 данной рабочей программы.

#### **Дополнительные вопросы по теме 6 данной рабочей программы:**

1. Relationship Building in PR and Advertising.
2. How to create stronger connections.
3. Advertising and public relations in the business environment.
4. Green advertising.
5. Reputation management.
6. Corporate advertising.
7. Sponsorship. 8.Types of sponsorship.
9. Relationship building.
10. The techniques for building relationships.
11. Negotiations: objections.
12. Strategies for overcoming objections in sales. 13.Communication skills.

#### **Примеры тестовых заданий**

#### **Первый курс, 1-2 семестр**

#### **Форма промежуточной аттестации:**

**1,3 семестр: Зачет (письменная зачетная работа и устный ответ)**

**Письменная зачетная работа:**

- лексико-грамматический тест, объем 2500-3000 п.з.;

**Устный ответ:**

- Ситуативные задания в рамках пройденной тематики (проанализировать предложенную ситуацию; развернуть предложенный тезис; прокомментировать утверждение/график/таблицу - на иностранном языке в диалоге с преподавателем, без подготовки).

## **2 семестр: Зачет (письменная зачетная работа и устный ответ)**

Письменная зачетная работа (30 баллов):

- лексико-грамматический тест, объем 2500-3000 п.з.;

- прослушивание 1-2 аудиотекстов на иностранном языке по тематике курса и выполнение заданий на их основе; время звучания каждого фрагмента 2,5-3 мин. или одного 5-6 минут, предъявляется дважды, зрительной опорой могут служить таблицы, графики, диаграммы, рисунки.

- Написание письма (объем –160 слов) - 5 баллов.

Устный ответ (30 баллов):

- Ситуативные задания в рамках пройденной тематики (проанализировать предложенную ситуацию; развернуть предложенный тезис; прокомментировать утверждение/график/таблицу - на иностранном языке в диалоге с преподавателем, без подготовки).

### **Пример тестовых заданий (зачет)**

#### **LISTENING**

TASK 1. LISTEN TO AN INTERVIEW WITH HELEN PARKER, A TRAINING AND DEVELOPMENT CONSULTANT. CHOOSE THE BEST ANSWER – A, B OR C – TO THE QUESTIONS BELOW.

1. How well does Helen say organisations understand their own training needs?

- a) Usually not very well
- b) Generally pretty well
- c) Often extremely well

2. How does Helen find out what sort of training will be useful to a company?

- a) She asks the management.
- b) She interviews the employees.
- c) She spends time in the company.

3. What is the benefit of the activities she conducts?

- a) They help her see how people work together.
- b) They allow her to understand a company's products or services.
- c) They encourage the management and employees to relax together.

4. How do case studies help Helen?

- a) They allow her to identify the most intelligent people in the organisation.
- b) They let her watch how people react to certain ideas and situations.
- c) They give her an opportunity to encourage people to share their emotions.

5. What do the bridge- or tower-building exercises show Helen?

- a) How groups do or don't cooperate
- b) What learning styles people prefer
- c) Which people are likely to leave the company sooner rather than later

6. Which of these is a feature of the bridge- and tower-building exercises?

- a) The teams must select appropriate materials.
- b) There is a deadline for the project.
- c) The construction must be done without tape or glue.

7. What does Helen say about the building games?

- a) They put people in roles they don't usually perform at work.
- b) They generally reflect how relationships work on the job.

- c) They help improve communication.
- 8 After the first phase of work in a company, what does Helen do next?
- a) She sets up training programmes.
- b) She makes suggestions for team reorganisation.
- c) She put workers and managers into 'training teams'.
- 9 What do coaching and mentoring have in common?
- a) Both build on skills that are already present.
- b) Both introduce and develop new skills.
- c) Both require the financial backing of the company.
- 10 How is mentoring different from coaching?
- a) Mentoring doesn't require as much commitment.
- b) Mentoring usually requires expert involvement from outside the company.
- c) Mentoring generally has a longer timeline.

## VOCABULARY

### Task 2.

**A. Complete the sentences with the noun form of the words from the box. You will not need all of the words.**

**advise allow develop educate employ intern qualify recognize**

- I need to ask for some \_\_\_\_\_ about how to make the best possible impression at my interview next week.
- All employees are given an \_\_\_\_\_ for food and travel expenses when they work away from the office.
- Nico earned an accounting \_\_\_\_\_ by receiving on-the-job training provided by his company.
- Adam Reeves has received a lot of \_\_\_\_\_ inside the company for making real improvements through effective training.

**B. Complete the conversation with the words and phrases in the box.**

**Seth** I heard you gave a presentation on renewable \_\_\_\_\_ 16 this morning. How did it go?

**Piet** Not very well. Martin asked me to do it just yesterday and I wasn't really prepared.

**Seth** Oh, that's a shame. What happened?

**Piet** Well, I started off talking about the need to reduce carbon \_\_\_\_\_ 17 and at first I thought people were nodding \_\_\_\_\_ 18 but actually they were nodding \_\_\_\_\_ 19!

**Seth** Did you have a chance to talk about fuel-cell \_\_\_\_\_ 20? That's your area of expertise.

**Piet** Only at the very end. It seemed like everyone was more interested in \_\_\_\_\_ 21 power and solar \_\_\_\_\_ 22 and I'm not really an expert on those.

**Seth** No, that's more Martin's area, isn't it?

**Piet** When we'd been going for about half an hour, everyone was just \_\_\_\_\_ 23 in their seats. A couple of people asked interesting questions and I thought I was recovering but then the catering people started setting up for coffee break so of course everyone was letting their \_\_\_\_\_ 24 wander over to that.

**Seth** Oh, dear.

**Piet** Then I noticed that Martin was sitting at the back of the room with his arms folded across his chest, \_\_\_\_\_ 25 at me and acting as though he was offended by my bad presentation!

## LANGUAGE

### Task 3.

**A Match the sentence beginnings (26–30) with the best endings (a–e).**

26 Don't worry about organizing the	a) I merely typed it up. training schedule,
27 I don't think Beth wrote this;	b) Lawrence already did it
28 Several people worked on this but	c) it was primarily Ian who put it together.
29 Because it's difficult, not everyone has	d) Jane probably did it.
finished the training course but Lisa	e) successfully completed one last year.
30 Stan did most of the planning and	

**B Each of these sentences contains an expression that's wrong. Cross out the incorrect word and write the correct one.**

- 31 If we're going to turn this company around, we need to connect the spots and understand that all of our problems are somehow related. \_\_\_\_\_
- 32 We don't want to allow workers to home their skills at our company and then take their expertise somewhere else for more money. \_\_\_\_\_
- 33 Your theory makes a lot of sense but it's completely divorced from practising. We simply don't work that way! \_\_\_\_\_
- 34 It's important to rejog teams from time to time even when there isn't a problem. It keeps ideas fresh. \_\_\_\_\_
- 35 When he said my input was 'academic', I think he was using the word in the pejorating sense. \_\_\_\_\_

**C Choose the correct words to complete these sentences.**

- 36 Most people understand the need to move away from (the / —) fossil fuels but actually doing it will be very difficult.
- 37 (An / The) airline industry around the world has suffered in the recession.
- 38 We need to identify (a / the) sympathetic person in middle management who would be willing to take on a mentoring role for at least the next two years.
- 39 (The / —) US is often seen as a tough market by UK companies.
- 40 Building (a / the) personal network is extremely important for graduates.

**SKILLS**

**A. Put the sentences into a logical order to make a conversation.**

- a) **Sam** I thought your face looked familiar! I was there, too. I'd love to talk to you sometime soon about something I'm working on.
- b) **Mia** Not at all. I'm Mia Leeman. I'm with Kumatori Brake Company in Osaka. Sam, you might like to meet my colleague Nori Okazaki. He works on brake systems for Toyota.
- c) **Mia** Excuse me. I'll let you two keep on talking but I'm afraid I have to make a quick call.
- d) **Sam** Yes, that would be good. So you're based in Osaka, is that correct?
- e) **Sam** Hello. I'm Sam Soames. I'm in marketing with Toyota UK. Do you mind me asking where you're from?
- f) **Nori** Nice to meet you, Sam. I met some of your colleagues at the Paris Motor Show.
- g) **Nori** OK, Mia. See you later. Sam, we should do lunch one day this week.
- h) **Nori** Not quite. Mia is in Osaka but I'm based at one of our factories, in Thailand.

- 41  
42  
43  
44  
45  
46

47

48

**B . Complete the conversation with the words and phrases in the box.**

agree	clarify	could	consider	keep going on
keep our options open	meant	would be		
A	Liam's leaving next week and we still don't have a replacement.			
B	We _____ <sup>49</sup> sharing out his work between ourselves.			
A	Sorry but could you _____ <sup>50</sup> how that would work?			
B	Well, I just _____ <sup>51</sup> that you and I could divide Liam's work. You take half, I'll take half.			
A	I'm not sure I _____ <sup>52</sup> with you there. Wouldn't it be way too much for us?			
B	I know I _____ <sup>53</sup> about this but since he lost his two biggest accounts, he just hasn't been that busy.			
A	Let's _____ <sup>54</sup> ; we need to consider hiring a replacement.			
B	Fair enough. Another option _____ <sup>55</sup> to just wait and see what happens.			

**WRITING**

**You are responsible for organizing a stand at an important trade show. On 15 July you ordered from a stationery company 1,000 promotional giveaway bags with printed matter about your products as well as pens with your company name and other items. On 17 November, three weeks later than scheduled and only three days before the trade show, 100 bags arrived. You phoned the company and explained that the order was 900 bags short. They promised to deliver the additional bags in time for the trade show but they failed to do so. Write a formal e-mail of complaint (150–200 words). It should start and finish with the appropriate salutations.**

Structure your e-mail as follows:

- Write to your contact at the company, Ms Lisa Lawrence.
- Explain briefly why you are dissatisfied with the service.
- Set out the details of what happened.
- Describe the consequences: you lost the opportunity to make contact and communicate with important customers, which could affect your business.
- Point out that the paperwork for the order and the packing list that came with the delivery specified 1,000 rather than 100 bags and so the error should have been picked up at the supplier's end.
- Say that you've now decided to cancel the purchase. Ask the supplier for a full refund of your payment.

**Второй курс, 3-4 семестр Письменная экзаменационная работа (30 баллов):**

- Аудирование (прослушивание 1-2 аудиотекстов на иностранном языке по тематике курса и выполнение заданий на их основе; время звучания каждого фрагмента 2,5-3 мин.

или одного 5-6 минут, предъявляется дважды, зрительной опорой могут служить таблицы, графики, диаграммы, рисунки) - 5 баллов.

- Лексико-грамматический тест, объем 3000-3300 п.з. - 20 баллов;
- Написание письма-предложения (Proposal Letter) (объем –180 слов) - 5 баллов.

#### Устный экзамен:

1. Анализ и реферирование текста (без словаря, объемом 1800-2000 п.з.) Время подготовки 20 мин.). Беседа с экзаменатором о содержании текста и затронутых в нем проблемах. - 15 баллов.
2. Ситуативные задания по пройденной тематике (развернуть предложен- ный тезис, оценить релевантность утверждения и обсудить его на иностран- ном языке в диалоге с преподавателем - без подготовки).

### Образец контрольной экзаменационной работы

Утверждено: зав. кафедрой «Информатика, математика  
и общегуманитарные науки»  
к.и.н. Гаража Н.А.

Федеральное государственное образовательное бюджетное учреждение высшего образования  
«Финансовый университет при Правительстве Российской Федерации»  
Новороссийский филиал

### ИТОГОВАЯ КОНТРОЛЬНАЯ РАБОТА

по дисциплине «Иностранный язык»  
Направления подготовки Реклама и связи с общественностью  
2 курс 4 семестр  
2022/2023 учебный год

#### Система оценки знаний по учебной дисциплине «Иностранный язык»

I аттест. Макс.20	II аттест. Макс.20	Итоговая письменная работа Макс. – 30			Устная часть	Итоговая оценка
		Аудирование Макс. – 10 баллов	Лексико- грамматический тест Макс. – 15 баллов	Письменное задание Макс. - 5 баллов	Макс.- 30 баллов	Макс.- 100 баллов

### FINAL TEST

Second Year Term IV Variant A

#### LISTENING

**Task 1. Listen to the recording about mass media and for each question 1-5, mark each statement 'T' for True, 'F' for False, 'NS' for Not Stated.**

1. The perception of mass media has changed.

True False Not Stated

2. Technologies have brought both advantages and disadvantages.

True False Not Stated

3. Few people worry about the violence on TV.

True False Not Stated



4. In 1993 a young boy jumped out of the window because he was scared.

True False Not Stated

5. People usually spend most of their time checking their e-mails.

True False Not Stated

**Task 2. Listen to the recording and for each question 6-10, mark one letter (A, B or C) for the correct answer.**

6. Nowadays we

- A) associate more things with mass media
- B) associate fewer things with mass media
- C) associate the same number of things with mass media

7. Many people are nervous about..... violence on TV.

- A) the influence of
- B) the spread of
- C) reasons for

8. A superhero on TV was .....an enemy.

- A) running after an enemy
- B) was fighting with
- C) running away from an enemy

9. Coach potatoes are.....people

- A) busy
- B) frightened
- C) passive

10. Addictive activity means

- A) you can't stop doing it
- B) you are keen on doing it
- C) you are tired of doing it

## **LEXIS & GRAMMAR**

**Task 3. Choose the only possible variant.**

11. \_\_\_his work Mr. Jones decided to send e-mails.

- A) Having finished B) Has finished C) Have finished D) Have been finished

12. \_\_\_ in London this organization became one of the most influential in the world.

- A) Been found B) Has been founded C) Have been founded D) Having been founded

13. I tried to speak to him \_\_\_my voice.

- A) not raised B) without raising C) without raised D) not raising

14. for the seminar he cannot answer any questions.

- A) Not preparing B) Not prepare C) Without preparing D) Without prepared

15. his wallet he could not buy a present for his son.

- A) Has lost B) Having lost C) Have lost D) Have been lost

16. I have to pay to get this program.....

- A) to install B) install C) installing D) installed

17. We heard two men..... the training.

- A) discussing B) to discuss C) discussed D) have discussed

**Task 4. Identify the word or phrase that must be changed in order for the sentence to be correct.**

18. Having working in the garden all day, we felt exhausted.

- A) Having B) working C) felt D) exhausted

19. Can you persuade your colleague purchase all the necessary equipment?

- A) persuade B) purchase C) all D) necessary

20. Political, economic and social life in the 19<sup>th</sup> century was dominate by a European planter class.

- A) economic B) in C) dominate D) by

21. Without knowing when the meeting started, she asked her colleague for help.

- A) Without B) knowing C) started D) asked

22. Having be warned about an important visitor the manager didn't leave the office for the whole day.

- A) Having B) be warned C) didn't leave D) for

23. Having founded in 1954 this organization promotes peace and cooperation between countries.

- A) Having founded B) in C) promotes D) between

**Task 5. Choose the correct preposition if necessary.**

24. This was proposed.....the Chief Executive.

- A) as B) - C) by D) of

25. Children are normally sponsored .....they reach the age of 18.

- A) while B) upon C) unless D) until

26. Our company is proud....what it makes.

- A) - B) of C) from D) in

27. The team consists....four Europeans and two Americans.

- A) from B) of C) for D) with

28. Decisions can be made.....consensus.

- A) as B) of C) by D) with

29. UNESCO is aimed....promoting world peace and security.

- A) for B) to C) at D) with

30. All these priorities focus...saving and improving children's lives.

- A) from B) of C) on D) in

**Task 6. Match each of the phrases on the left with an appropriate explanation on the right.**

31	consequence	A	To accept that something is legal, true or important
32	pledge	B	To do something illegal or something that is considered wrong
33	violate	C	A result of a particular action or situation, often one that is bad or not convenient
34	take pride in	D	To break or act against something especially a law, agreement or principle
35	oversee	E	To feel very pleased about something or someone you are closely connected with

36	commit	F	A serious or formal promise
37	recognize	G	To watch or organize a job or an activity to make certain that it is being done correctly

**Task 7. Put in the appropriate word or word combination to complete the statement.**

38. We also the enormous achievement of its adoption here today.  
 A) acknowledge B) ally C) induce D) violate
39. The EC is a political and economic.....  
 A) alliance B) recognition C) violation D) defense
40. Moreover the absence of labour standards is considered to be the... of poverty.  
 A) violation B) consequence C) abuse D) alliance
41. We strongly oppose those who this natural rule.  
 A) ally B) afford C) violate D) transfer
42. Countries....from using force or the threat of force against other countries.  
 A) maintain B) share C) afford D) refrain
43. This organization.....cooperation among its 150 members in different spheres.  
 A) predicts B) pledges C) allies D) promotes
44. All the candidates have given .....not to raise taxes if they are elected.  
 A) issues B) consequences C) milestones D) pledges

**Task 8. Say whether these statements are true (T) or false (F).**

45. The European Community is a political and economic alliance.  
 True False
46. There are seven main organs of the United Nations.  
 True False
47. The WTO's main objective is to maintain peace in the world.  
 True False
48. Mostly decisions are made by a majority vote in the WTO.  
 True False
49. The European Union General Assembly meets once in four years.  
 True False
50. The main objective of WWF is to protect countries and promote international cooperation.  
 True False

**WRITING**

Be sure to start from a place of gratitude. If the recipient has helped you in the past, say thank you. If not, make a general statement about how grateful you are for the community's strong support of your project to provide social proof that can help make your prospect more likely to commit.

A sponsorship proposal letter should include:

- A statement of thanks for past support (if applicable)
- A few facts that outline the positive impact of your event
- Two or three options for sponsorship, with the benefits of each one
- An assumptive statement thanking the recipient for his or her support
- A day and time you will call them to answer any questions.

**Keys Variant A**

Listening		Lexis & Grammar															
Task 1		Task 2		Task 3		Task 4		Task 5		Task 6		Task 7		Task 8			
1	T	6	A	11	A	18	B	24	C	31	C	38	A	45	T		
2	T	7	A	12	D	19	B	25	D	32	F	39	A	46	F		
3	F	8	A	13	B	20	C	26	B	33	D	40	B	47	F		
4	F	9	C	14	A	21	A	27	B	34	E	41	C	48	F		
5	N	10	A	15	B	22	B	28	C	35	G	42	D	49	T		
				16	D	23	A	29	C	36	B	43	D	50	F		
				17	A			30	C	37	A	44	D				

### Образец экзаменационного билета

**Федеральное государственное образовательное бюджетное учреждение  
 высшего образования  
 «ФИНАНСОВЫЙ УНИВЕРСИТЕТ ПРИ ПРАВИТЕЛЬСТВЕ РОССИЙСКОЙ  
 ФЕДЕРАЦИИ»  
 (Финансовый университет)**

**Кафедра «Информатика, математика и общегуманитарные науки»**

**Дисциплина: «Иностранный язык»**

**Факультет:**

**Форма обучения: очная**

**Семестр: 4**

**Направление подготовки: 42.03.01 Реклама и связи с общественностью**

#### ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. Прослушайте аудиотекст и выполните задания на его основе. (5 баллов)
2. Выполните лексико-грамматические задания. (20 баллов)
3. Напишите письмо-предложение. (5 баллов)
4. Выполните анализ и реферирование текста «What is Display Advertising?» (без словаря). (15 баллов)
5. Выполните ситуационное задание «Overcoming Objections in Sales» (15 баллов)

Подготовила: ст. преподаватель Ишик И. Н.

Утверждаю:

заведующий кафедры «Информатика, математика и общегуманитарные науки» Гаража Н.А.  
 «30» апреля 2022 г.

Утверждено на заседании кафедры «Информатика, математика и общегуманитарные науки»  
 Протокол № от 30 апреля 2022 г.

#### ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

**1. Выполните анализ и реферирование текста без словаря (15 баллов).**

#### What is Display Advertising?

**Tom Whatley**

Display advertising is a method of attracting the audience of a website, social media platform or other digital mediums to take a specific action. These are often made up of text-based, image or video

advertisements that encourage the user to click-through to a landing page and take action (e.g. make a purchase).

Most display and online advertising campaigns are charged on a cost per click (CPC) basis. That is to say, every time the user on a search engine clicks on your ad, you'll get charged an amount based on your overall bidding strategy.

They can also be used for retargeting campaigns. This is where ads are served to users who have already visited a specific website. The aim is to "retarget" them and encourage them to return to the website to take the same action (or an action at a different stage of the funnel).

With that in mind, let's explore what makes a great display ad campaign and how to put together compelling ad creative to attract your ideal audience.

Are there any other forms of display ads? The short answer is yes! Your display campaigns can come in several shapes and sizes, which include the following:

1. **Banner Ads:** One of the oldest and traditional forms of advertising, banner ads usually appear at the top of websites in a "banner" format. Here's an example from Amazon Prime:

2. **Interstitial Ads:** These ads appear as web pages that are served to users before they are directed to the original page they requested. In the example below, you can see how this appears before accessing a web page or app on a mobile device:

3. **Rich Media:** These ads include interactive elements, such as video, audio and clickable elements. The example below shows an ad from Demand Gen that includes an opt-in form right within the ad itself:

4. **Video Ads:** The YouTube advertising platform, as well as social networks like Instagram and Facebook, have opened a whole new avenue for marketers. Video ads allow you to reach your audience and connect with them on a personal level, and are well worth investing in.

On top of these formats, native advertising is an effective strategy to deliver great creative and get your message in front of an engaged audience. This approach allows you to produce content that your audience loves on their favorite channels.

## **2.Выполните ситуационное задание «Overcoming Objections in Sales» (15 баллов)**

The management board of your company is currently worried that clients are hesitant to buy your product. You assist in the process of teaching managers how to overcome objections (in 12-15 full sentences make use of the active vocabulary studied in this course).

When giving a speech on the issue, dwell on the following points:

- what is a sales objection
- why is objection handling important
- types of sales objections
- how to overcome sales objections

### **Вопросы для подготовки к экзамену**

#### **1. «Overcoming Objections in Sales»**

When giving a speech on the issue, dwell on the following points (in 15 or more full sentences make use of the active vocabulary studied in this course):

- what is a sales objection
- why is objection handling important
- types of sales objections
- how to overcome sales objections

#### **2. «Relationship Building»**

When giving a speech on the issue, dwell on the following points (in 15 or more full sentences make use of the active vocabulary studied in this course):

- the difference between team building and relationship building
- the importance of the company's values
- relationship building skills
- some steps one can take to develop relationship-building skills

### **3. «The Role of PR and Institutional Advertising in Integrated Marketing Communications»**

When giving a speech on the issue, dwell on the following points (in 15 or more full sentences make use of the active vocabulary studied in this course):

- the primary role of PR in modern business environment, PR goals
- advertising versus PR versus MPR
- the scope of a PR practitioner's duties to achieve the marketing purposes
- the ways and means to sort influentials

### **4. «The 4 Models of Public Relations»**

When giving a speech on the issue, dwell on the following points (in 15 or more full sentences make use of the active vocabulary studied in this course):

- understanding the 4 models of Public Relations
- the Press Agent/Publicity Model and other models
- the development of ethical practice in public relations

### **5. «Sponsorship»**

When giving a speech on the issue, dwell on the following points (in 15 or more full sentences make use of the active vocabulary studied in this course):

- what is sponsorship; its main purpose
- the reasons for the growth of sponsorship
- the main benefits and drawbacks of sponsorship
- some types of sponsorship

### **6. «SWOT Analysis»**

When giving a speech on the issue, dwell on the following points (in 15 or more full sentences make use of the active vocabulary studied in this course):

- what is a SWOT analysis
- why is SWOT analysis important
- how to write a SWOT analysis
- how to do a SWOT analysis

When giving a speech on the issue, dwell on the following points (in 15 or more full sentences make use of the active vocabulary studied in this course):

- digital advertising versus traditional advertising
- types of digital advertising
- digital advertising metrics
- general tips for social media success

### **8.«Digital Fraudulent Activities»**

When giving a speech on the issue, dwell on the following points (in 15 or more full sentences make use of the active vocabulary studied in this course):

- what is digital fraud
- common types of online fraud
- some tips to prevent digital fraud

### **9.«WOMM»**

When giving a speech on the issue, dwell on the following points (in 15 or more full sentences make use of the active vocabulary studied in this course):

- what is WOMM
- word-of-mouth marketing versus natural word-of-mouth
- advantages and disadvantages of WOMM
- the best WOMM strategies

### **10.«A Good Press Release»**

When giving a speech on the issue, dwell on the following points (in 15 or more full sentences make use of the active vocabulary studied in this course):

- what is a press release
- types of press releases, its structure and formats
- some tips on how to write an effective press release

**Фонды оценочных средств для проверки каждой компетенции, формируемой дисциплиной представлены в Приложении 1.**

## **8. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины**

### **Основная литература**

1. Дробышева Н.Н. Public Relations and Publicity. Basic Concepts and Terms. Английский язык: учебное пособие для первого года обучения по направлению "Реклама и связи с общественностью" (программа подготовки бакалавров) / Н.Н. Дробышева, О.А. Азарова, О.И. Максимова, Е.Б. Манахова; Финуниверситет, Департамент английского языка и профессиональной коммуникации. - Москва: Прометей, 2020. - 228 с. - Текст: непосредственный

### **Дополнительная литература**

2. Медведева К.О. Английский язык для специалистов по рекламе и связи с общественностью= English for advertising and public relations: учебное пособие /К. О. Медведева.- Москва: КНОРУС, 2023.-180 с. - (Бакалавриат).- URL: <https://book.ru/books/948842>

3. Левченко, В.В. Английский язык. Ч. 1 = English: For students of public administration: Учебное пособие для студентов бакалавриата, обуч. по напр. подгот. "Гос. и муницип. управление" / В.В. Левченко, Е.Е. Долгалёва, О.В. Мещерякова; Финуниверситет, Каф."Иностранные языки-1". — М.: Финуниверситет, 2015. — 171 с.; 10,75 п.л. — Имеется электронная версия: Электронные текстовые данные (1 файл: 0,85Мб); — Доступ из локальной сети Финуниверситета(чтение). — <URL:[http://elib.fa.ru/rbook/levchenko\\_engl.pdf](http://elib.fa.ru/rbook/levchenko_engl.pdf)>.

4. Долгалева, Е.Е. Английский язык. Ч. 2 = English. P. 2: Учебное пособие для студентов бакалавриата, обуч. по напр. подгот. "Гос. и муницип. управление" / Е.Е. Долгалева, С.В. Щекочихина; Финуниверситет, Департамент языковой подготовки. — М.: Финуниверситет, 2016. — 152 с.; 5,70 п.л. — Имеется электронная версия: Электронные текстовые данные (1 файл: 15,3 Мб); — Доступ из локальной сети Финуниверситета(чтение). — <URL:<http://elib.fa.ru/rbook/dolgaleva.pdf>>.

3. Powell M. Dynamic Presentations: Student's Book / M. Powell. - Cambridge: Cambridge University Press, 2012, 2013. - 96 p. – Текст: непосредственный.

-ЭБ Финуниверситета. – URL: [http://elib.fa.ru/rbook/dynamic\\_presentations.pdf](http://elib.fa.ru/rbook/dynamic_presentations.pdf). - Полный текст доступен из сети Финуниверситета (дата создания записи: 23.04.2021). - Текст: электронный.

4. Кармова М.Р. Реферирование и аннотирование текстов по дисциплине «Иностранный язык». Сборник методических указаний и заданий для самостоятельной работы студентов по аннотированию и реферированию текстов для направлений подготовки 39.03.01- «Социология» 41.03.04 «Политология» 42.03.01 – «Реклама и связи с общественностью» (программа подготовки бакалавров). – Москва: Финансовый университет, Департамент языковой подготовки, 2019. – 53 с. – ИОП. – URL: [for\\_tasks\\_met.pdf](#). (дата публикации : 25.11.2019). – Текст: электронный. – Режим доступа: ИОП. Дисциплина Иностранный язык. Методический материал. – Только для зарег. пользователей.

5. Кармова М.Р. Business Correspondence: a Guide to Press Release Writing. - сборник методических указаний и заданий для самостоятельной работы студентов 2 курса, бакалавриат,

42.03.01 «Реклама и связи с общественностью», 2022 - 42 с. ИОП. – URL: [guide\\_to\\_press\\_release.pdf](#). (дата публикации: 04.07.2022). – Текст: электронный. – Режим доступа: ИОП. Дисциплина Иностранный язык. Методический материал. – Только для зарег. пользователей.

## **9. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины**

### 1. Электронные ресурсы БИК:

- Электронная библиотека Финансового университета (ЭБ) <http://elib.fa.ru/>
  - Электронно-библиотечная система BOOK.RU <http://www.book.ru>
  - Электронно-библиотечная система «Университетская библиотека ОНЛАЙН» <http://biblioclub.ru/>
  - Электронно-библиотечная система Znanium <http://www.znanium.com>
  - Электронно-библиотечная система издательства «ЮРАЙТ» <https://urait.ru/>
  - Электронно-библиотечная система издательства Проспект <http://ebs.prospekt.org/books>
  - Электронно-библиотечная система издательства Лань <https://e.lanbook.com/>
  - Деловая онлайн-библиотека Alpina Digital <http://lib.alpinadigital.ru/>
  - Электронная библиотека Издательского дома «Гребенников» <https://grebennikon.ru/>
  - Научная электронная библиотека eLibrary.ru <http://elibrary.ru>
  - Национальная электронная библиотека <http://нэб.рф/>
  - Academic Reference <http://ar.cnki.net/ACADREF>
  - Пакет баз данных компании EBSCO Publishing, крупнейшего агрегатора научных ресурсов ведущих издательств мира <http://search.ebscohost.com>
  - Электронные продукты издательства Elsevier <http://www.sciencedirect.com>
  - Emerald: Management eJournal Portfolio <https://www.emerald.com/in-sight/>
  - Henry Stewart Talks: Библиотека Онлайн Лекций по Бизнесу и Маркетингу <https://hstalks.com/business/>
  - Oxford Scholarship Online <https://oxford.universitypressscholarship.com/>
  - Коллекция научных журналов Oxford University Press <https://academic.oup.com/journals/>
  - Scopus <https://www.scopus.com>
  - Электронная коллекция книг издательства Springer: Springer eBooks <http://link.springer.com/>
  - База данных научных журналов издательства Wiley <https://onlinelibrary.wiley.com/>
  - Цифровой архив научных журналов: <http://arch.neicon.ru/xmlui/>
  - Annual Reviews
  - Cambridge University Press
  - The Institute of Physics (IOP) Publishing
  - Nature
  - Oxford University Press
  - Royal Society of Chemistry
  - SAGE Publications
  - Science
  - Taylor & Francis Group
2. ИОП <https://org.fa.ru/>

## **10. Методические указания для обучающихся по освоению дисциплины**

**Методические рекомендации студентам по выполнению домашних творческих заданий.**

Цель: приобщить обучающихся к научному творчеству, поиску и решению актуальных современных проблем.



Обучающимся рекомендуется, используя Интернет-ресурсы, найти дополнительную информацию по теме урока и представить её в форме мультимедийной презентации с использованием СДП (например, «Поведение потребителя на рынке товаров и услуг»).

Методические рекомендации студентам по подготовке презентации

- Презентация должна отвечать поставленной цели.
- Подбор информации должен осуществляться из актуальных и проверенных источников.
- Необходимо строго придерживаться установленного регламента.
- Презентация должна быть спланирована и логично структурирована, иметь вступление, основную часть и заключение.
- Слайды презентации выполняются в тезисной форме с учетом рекомендаций о выборе шрифта, фона, иллюстраций и анимации.
- Слайды не должны содержать орфографических и пунктуационных ошибок.
- Слайды должны быть выполнены в едином стиле.

#### **Методические рекомендации студентам к подготовке к кейс-анализу.**

В ходе анализа кейса студентам предлагаются разнообразные задачи. Студентам необходимо систематизировать и проанализировать текстовые материалы, сделать Интернет-запрос для уточнения деталей расследования и т. п. Результаты необходимо представить либо в форме письменной аналитической записки, либо в виде мультимедийной презентации. Только проделав большую подготовительную работу, студенты приступают к дискуссии, в ходе которой вырабатывают и принимают решение.

#### **Рекомендации к выполнению контрольной работы**

Контрольная работа является одним из видов контроля качества знаний студентов, изучающих данную дисциплину.

Основой работы над контрольными заданиями является специальная литература по дисциплине.

Контрольная работа должна быть написана четким, понятным почерком, без исправлений, синей или черной пастой, с соблюдением приемлемого формата страниц (поля) и межстрочного интервала.

На каждой контрольной работе преподаватель выставляет оценки в соответствии с утвержденными критериями оценки. По получении проверенной контрольной работы студент должен внимательно ознакомиться с исправлениями на полях, прочитать заключение преподавателя, если таковое имеется, сделать работу над ошибками и повторить недостаточно усвоенный материал в соответствии с рекомендациями преподавателя.

### **11. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень необходимого программного обеспечения и информационных справочных систем (при необходимости)**

При осуществлении образовательного процесса обучающимися и профессорско-преподавательским составом используются: программное обеспечение, информационно-справочные системы, электронные библиотечные системы.

#### **11.1 комплект лицензионного программного обеспечения:**

- 1) Антивирусная защита ESETNOD32
- 2) Windows, Microsoft Office

#### **11.2 Современные профессиональные базы данных и информационные справочные системы:**

- 1) Базы данных Федеральной службы государственной статистики - [http://www.gks.ru/wps/wcm/connect/rosstat\\_main/rosstat/ru/statistics/accounts/](http://www.gks.ru/wps/wcm/connect/rosstat_main/rosstat/ru/statistics/accounts/)
- 2) Научная электронная библиотека - [www.elibrary.ru](http://www.elibrary.ru)
- 3) Национальная электронная библиотека (НЭБ) объединяет фонды публичных библиотек России федерального, регионального, муниципального уровня, библиотек научных и образовательных учреждений, а также правообладателей. Обеспечивает доступ ко всем изданным, издаваемым и хранящимся в фондах российских библиотек изданиям и научным работам, – от книжных памятников истории и культуры, до новейших авторских произведений. <http://нэб.рф/>
- 4) Политематическая реферативно-библиографическая и наукометрическая (библиометрическая) база данных Web of Science - <https://apps.webofknowledge.com>
- 5) Реферативная и справочная база данных рецензируемой литературы Scopus - <https://www.scopus.com>
- 6) Университетская информационная система РОССИЯ (УИС Россия) - <https://uisrussia.msu.ru/>

### **11.3 Сертифицированные программные и аппаратные средства защиты информации**

Сертифицированные программные и аппаратные средства защиты информации не предусмотрены.

## **12. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине**

Для осуществления образовательного процесса в рамках дисциплины необходимо наличие специальных помещений.

Специальные помещения представляют собой учебные аудитории для проведения лекций, семинарских и практических занятий, выполнения курсовых групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, а также помещения для самостоятельной работы и помещения для хранения и профилактического обслуживания учебного оборудования.

Проведение лекций и семинаров в рамках дисциплины осуществляется в помещениях:

- оснащенных демонстрационным оборудованием;
- оснащенных компьютерной техникой с возможностью подключения к сети «Интернет»;
- обеспечивающих доступ в электронную информационно-образовательную среду университета.

Специальные помещения должны быть укомплектованы специализированной мебелью и техническими средствами обучения, служащими для представления учебной информации большой аудитории

## Фонды оценочных средств для проверки каждой компетенции, формируемой дисциплиной

Учебная дисциплина: *Иностранный язык*

Компетенции:

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах)

Номер задания	Правильный ответ	Содержание задания	Компетенция																																				
1	1 - G 2 - F 3 - E 4 - B 5 - C 6 - A 7 - I 8 - D	<p><b>Match each of the phrases on the left with an appropriate explanation on the right. Some of the explanations are excessive.</b></p> <table border="1"> <tr> <td>1.</td> <td>legislation</td> <td>A</td> <td>a way of doing something, often one that involves a system or plan</td> </tr> <tr> <td>2.</td> <td>theory</td> <td>B</td> <td>behaviour which obeys an order, rule, or request</td> </tr> <tr> <td>3.</td> <td>discipline</td> <td>C</td> <td>the system of laws that judges or punishes people</td> </tr> <tr> <td>4.</td> <td>compliance</td> <td>D</td> <td>something that you are trying to achieve</td> </tr> <tr> <td>5.</td> <td>justice</td> <td>E</td> <td>a particular subject of study</td> </tr> <tr> <td>6.</td> <td>method</td> <td>F</td> <td>an idea or set of ideas that is intended to explain something</td> </tr> <tr> <td>7.</td> <td>relationship</td> <td>G</td> <td>a law or a set of laws</td> </tr> <tr> <td>8.</td> <td>objective</td> <td>H</td> <td>a tool of political analysis</td> </tr> <tr> <td></td> <td></td> <td>I</td> <td>the way two people or groups feel and behave towards</td> </tr> </table>	1.	legislation	A	a way of doing something, often one that involves a system or plan	2.	theory	B	behaviour which obeys an order, rule, or request	3.	discipline	C	the system of laws that judges or punishes people	4.	compliance	D	something that you are trying to achieve	5.	justice	E	a particular subject of study	6.	method	F	an idea or set of ideas that is intended to explain something	7.	relationship	G	a law or a set of laws	8.	objective	H	a tool of political analysis			I	the way two people or groups feel and behave towards	УК-4
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2	1- B 2- F 3- C 4- E 5- G	<p><b>Match each adjective on the left with its Russian equivalent. There are two extra you do not need.</b></p> <table border="1"> <tr> <td>1</td> <td>ultimate</td> <td>A</td> <td>отличительный</td> </tr> <tr> <td>2</td> <td>unobtrusive</td> <td>B</td> <td>окончательный</td> </tr> <tr> <td>3</td> <td>comprehensive</td> <td>C</td> <td>всеобъемлющий</td> </tr> <tr> <td>4</td> <td>accurate</td> <td>D</td> <td>существенный</td> </tr> <tr> <td>5</td> <td>embarrassing</td> <td>E</td> <td>точный</td> </tr> <tr> <td></td> <td></td> <td>F</td> <td>ненавязчивый</td> </tr> <tr> <td></td> <td></td> <td>G</td> <td>затруднительный</td> </tr> </table>	1	ultimate	A	отличительный	2	unobtrusive	B	окончательный	3	comprehensive	C	всеобъемлющий	4	accurate	D	существенный	5	embarrassing	E	точный			F	ненавязчивый			G	затруднительный	УК-4								
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3	1 - E 2 - A 3 - C 4- D 5 - B	<p><b>Match two parts of the sentences.</b></p> <p>1. Power, in its broadest sense, is the ability to achieve a desired outcome, and it</p> <p>2. Power is usually</p> <p>3. This distinction coincides with the division between a public sphere of life and</p> <p>4. Government can therefore</p> <p>5. One more and even broader conception of politics moves it to what is</p> <p><b>A</b> thought of as the ability to influence the behaviour of others.  <b>B</b> thought of as “public life” or “public affairs”.  <b>C</b> what can be thought of as a private sphere.  <b>D</b> be seen as one of the institutions involved in governance.  <b>E</b> is sometimes referred to in terms of the “power to” do something.</p>	УК-4																																				

4.	1 - D 2 - A 3 - F 4 - B 5 - E	<p><b>Match the verb on the left with the proper noun. There two extra you do not need.</b></p> <table border="1" data-bbox="660 215 1286 439"> <tr><td>1</td><td>to influence</td><td>A</td><td>the importance</td></tr> <tr><td>2</td><td>to stress</td><td>B</td><td>the problem</td></tr> <tr><td>3</td><td>to measure</td><td>C</td><td>the imposition</td></tr> <tr><td>4</td><td>to solve</td><td>D</td><td>the behaviour</td></tr> <tr><td>5</td><td>to generate</td><td>E</td><td>the feedback</td></tr> <tr><td></td><td></td><td>F</td><td>the success</td></tr> <tr><td></td><td></td><td>G</td><td>the impact</td></tr> </table>	1	to influence	A	the importance	2	to stress	B	the problem	3	to measure	C	the imposition	4	to solve	D	the behaviour	5	to generate	E	the feedback			F	the success			G	the impact	YK-4
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5.	1- E 2 - A 3 - B 4 - F 5 - C	<p><b>Match each noun on the left with its synonym. There are two extra you do not need</b></p> <table border="1" data-bbox="660 501 1286 725"> <tr><td>1</td><td>aspect</td><td>A</td><td>approval</td></tr> <tr><td>2</td><td>support</td><td>B</td><td>research</td></tr> <tr><td>3</td><td>survey</td><td>C</td><td>disagreement</td></tr> <tr><td>4</td><td>validation</td><td>D</td><td>maintenance</td></tr> <tr><td>5</td><td>dispute</td><td>E</td><td>feature</td></tr> <tr><td></td><td></td><td>F</td><td>confirmation</td></tr> <tr><td></td><td></td><td>G</td><td>approach</td></tr> </table>	1	aspect	A	approval	2	support	B	research	3	survey	C	disagreement	4	validation	D	maintenance	5	dispute	E	feature			F	confirmation			G	approach	YK-4
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6.	1 - D 2 - F 3 - A 4 - C 5 - B	<p><b>Match each verb on the left with its synonym. There is one extra you do not need.</b></p> <table border="1" data-bbox="660 819 1286 1012"> <tr><td>1</td><td>to acquire</td><td>A</td><td>to suffer</td></tr> <tr><td>2</td><td>to emerge</td><td>B</td><td>to affect</td></tr> <tr><td>3</td><td>to endure</td><td>C</td><td>to grow</td></tr> <tr><td>4</td><td>to expand</td><td>D</td><td>to obtain</td></tr> <tr><td>5</td><td>to impact</td><td>E</td><td>to retain</td></tr> <tr><td></td><td></td><td>F</td><td>to appear</td></tr> </table>	1	to acquire	A	to suffer	2	to emerge	B	to affect	3	to endure	C	to grow	4	to expand	D	to obtain	5	to impact	E	to retain			F	to appear	YK-4				
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7.	1 - C 2 - A 3 - D 4 - C	<p><b>Choose the one word or phrase that best completes the sentence.</b></p> <p>1. The reporter ... what primary sources of information necessary to assess whether the applicant was suitable for the position he wanted ... .</p> <p>A wanted to know        was B wants to know        was C wanted to know        were D wants to know        were</p> <p>2. The personnel manager ... that after reviewing all of the résumés he ... be able to pick and choose a select number of qualified applicants to be interviewed.</p> <p>A stresses    will B stressed    will C stresses    would D stressed    is</p> <p>3. The reporter ... whether ... any techniques how to conduct an interview effectively.</p> <p>A wondered        were there B wonders        there were C wonders        were there D wondered        there were</p> <p>4. The personnel manager ... the reporter that the interview ... be guided, but not dominated, by the manager, as it was important to let the candidate speak freely.</p>	YK-4																												

		<p>A explained to      must  B explained          is to  C explained to      should  D explained          must</p>	
8.	<p>1 B  2 A  3 D  4 D</p>	<p><b>Choose the one word or phrase that best completes the sentence.</b></p> <p>1. Analyzing a national economy ... factors, some of ... cannot be measured by data.  A involve that  B involves which  C involves that  D involve which</p> <p>2. GDP ... the value of goods and services ... produced for sale during one year.  A is known to be -  B are known to be that  C is known to be which  D are known to be who</p> <p>3. The main part of the annual report ... filled with charts and graphs, ... gives a clear picture of the company's performance.  A are which  B is who  C are that  D is which</p> <p>4. What I like to know is ... any reason ... the annual report should be studied so carefully.  A if there is that  B is there why  C is there that  D if there is why</p>	YK-4
9.	<p>1 A  2 B  3 A  4 B  5 C</p>	<p><b>Choose the right answer.</b></p> <p>1. I ___ sleep for hours when I was a little girl.  A. could  B. am able to  C. can  D. had</p> <p>2. Where are my gloves? — I ____ put them on because it's cold today.  A. can't  B. have to  C. needn't  D. mustn't</p> <p>3. You ____ take an umbrella today. The Sun is shining.  A. needn't  B. mustn't  C. can't  D. couldn't</p> <p>4. I'm sorry, you didn't invite me to your birthday party. You ___ invite me next time.  A. must  B. should  C. need to  D. can</p> <p>5. Well, it's 10 o'clock. I ___ go now.  A. can  B. has to</p>	YK-4

		C. must D. should			
10.	1. Politics; 2. An election; 3. Opponents, control; 4. Co- operative; 5. Periods; 6. National; 7. Manager; 8. Cupboard.	<p><b>Only one of the expressions in italics is correct. Cross out the WRONG one.</b></p> <p>1. <i>Politicians / Politics</i> are all the same. They never do what they say they will.</p> <p>2. I think there should be an <i>election / a referendum</i> on important issues so the Government knows what the people think.</p> <p>3. It is easy for the <i>opposition / opponents</i> to make promises but it is much harder to carry them out once they get into <i>power / control</i>.</p> <p>4. No party had a clear majority. Two parties have formed a <i>co-operative / coalition</i>.</p> <p>5. No American President can serve more than two four-year terms / periods in office.</p> <p>6. Britain has to have a <i>national / general</i> election at least once every five years.</p> <p>7. The <i>Manager / Minister of Finance</i> has said that taxes will be cut in the budget in May.</p> <p>8. The most important members of the government are all in the <i>cupboard / cabinet</i>.</p>	YK-4		
11.	1. solving 2. depends 3. usage 4. complete 5. comfort 6. responding 7. relying 8. to apply 9. to define 10. comparing 11. able 12. perform	<p><b>Use the word given on the right to form a word which fits in the gap</b></p> <table border="1"> <tr> <td> <p>Much of what people do is (1)____problems their decision. Often when then face a problem their decision (2) ____upon their previous experience. But the (3) _____of a decision that seemed to work before does not always help (4) _____a new task. If you don't get out of your (5)____zone while (6)___to challenges, you won't learn anything. Though sometimes (7)____on ready-made decisions is not bad, in most life situations you need to learn (8)____decision making skills. One of them is to be able (9)___the problem and understand how is different (10)___to the previous ones. Only then you will be (11)___to select an appropriate approach to resolve the problem and (12)____ your task.</p> </td> <td> <p>1. to solve 2. to depend 3. to use 4. completion 5. comfortable 6. to respond 7. to rely 8. application 9. definition 10. to compare 11. ability 12. performance</p> </td> </tr> </table>	<p>Much of what people do is (1)____problems their decision. Often when then face a problem their decision (2) ____upon their previous experience. But the (3) _____of a decision that seemed to work before does not always help (4) _____a new task. If you don't get out of your (5)____zone while (6)___to challenges, you won't learn anything. Though sometimes (7)____on ready-made decisions is not bad, in most life situations you need to learn (8)____decision making skills. One of them is to be able (9)___the problem and understand how is different (10)___to the previous ones. Only then you will be (11)___to select an appropriate approach to resolve the problem and (12)____ your task.</p>	<p>1. to solve 2. to depend 3. to use 4. completion 5. comfortable 6. to respond 7. to rely 8. application 9. definition 10. to compare 11. ability 12. performance</p>	YK-4
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12.	1, 5, 4, 2, 3, 6, 8, 7,9,10	<p><b>Put the phrases of the letter in the correct order</b></p> <p>1. Dear Mr. Smith, 2. I left school three years ago and since then I have had several jobs in tourism and marketing. 3. For the past six months I have been working for Go-Places Agency. 4. I am twenty years old. I was born in Spain, but my family moved to England when I was twelve and I have lived here ever since. 5. I would like to apply for the job of temporary manager which I have seen advertised on your website. 6. The manager has said that he is willing to give me a</p>	YK-4		

		reference. 7 I have also been learning German since I left school, so I speak some German too. 8. I speak Spanish and English fluently. 9. Yours sincerely, Marianna Lopez. 10. I hope you will consider my application.																	
13.	1. retail outlets, 2. purchaser, 3. launched, 4. am determined 5. convention 6. be shortlisted 7. eye catching	<b>Fill in the gaps in the sentences with the words given below:</b> <i>be shortlisted, convention, retail outlets, launched, purchaser, eye catching, am determined</i>  1. Most of their sales are through traditional _____. 2. The cost is burned by the ____ of the property. 3. This story was ____ for the Pulitzer Prize. 4. I ____ to make it as a jazz musician. 5. She rebelled against ____ and refused to marry. 6. The company announced it will ____ a new version of its software in January 7. He's just bought another ____ car to remain popular among girls.	YK-4																
14.	1. taken on 2. switch on 3. taking on 4. lay on 5. decided on 6. touches on 7. checks up on 8. called on 9. hit on	<b>Choose the suitable phrasal verb from the list given below and put in the correct tense:</b> <i>touch on, hit on, call on, lay on, check up on, switch on, decide on, take on</i>  1. The UN has _____ both sides to observe the ceasefire. 2. Every time you ____ the television there's a new reality show on. 3. We're _____ 50 new staff this year. 4. They _____ free entertainment at the club every day. 5. Have you _____ a date for the wedding? 6. The report _____ the relationship between poverty and poor health. 7 My mum _____ me most evenings to see that I've done my homework. 8. She was _____ as a laboratory assistant 9. Then we _____ the idea of asking viewers to donate money over the Net.	YK-4																
15.	1. E 2. A 3. F 4. D 5. C 6. G 7. B	<b>Complete the text by using the following word combinations from the box</b> <table border="1" data-bbox="657 1375 1286 1507"> <tr> <td>A</td> <td>Profile</td> <td>E</td> <td>segments</td> </tr> <tr> <td>B</td> <td>monitor</td> <td>F</td> <td>Developing market</td> </tr> <tr> <td>C</td> <td>buying decisions</td> <td>G</td> <td>target audience</td> </tr> <tr> <td>D</td> <td>to determine</td> <td></td> <td></td> </tr> </table> <p>As more and more industries are making products specifically adapted to particular (1) ... of the market, market researches are being asked to conduct studies and compile more detailed (2)...of consumer goods. Broad classification based on sex, age and social class are not sufficient for companies operating in highly competitive and (3)... .. Questionnaires are carefully designed (4)... the exact needs and demands of consumers as well as establishing what affects consumer (5)...when they choose one product instead of another. Advertising campaigns can then be targeted to appeal to the identified (6)... .. Finally, marketing people must (7)... the success of the campaign and modify it if necessary.</p>	A	Profile	E	segments	B	monitor	F	Developing market	C	buying decisions	G	target audience	D	to determine			YK-4
A	Profile	E	segments																
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C	buying decisions	G	target audience																
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16.	1. The Marketing Department studies the market demand for a	<b>Do the following sentences in English</b>	YK-4																

	<p>particular product.</p> <p>2. Marketing is responsible for advertising and promotion of goods on the market.</p> <p>3. According to marketing, their job is to identify, satisfy and keep customers.</p> <p>4. Marketing often studies the products and services of competitors.</p> <p>5. Marketing and sales cannot work productively without each other.</p> <p>6. Advertising takes the central part in marketing, that is active informing the prospective customer about the properties of the products.</p>	<p>1. Отдел маркетинга исследует рынок на предмет спроса на определенный товар.</p> <p>2. Маркетинг отвечает за рекламу и продвижение товара на рынке.</p> <p>3. Согласно маркетингу, их работа заключается в том, чтобы определить, удовлетворить и удержать клиентов.</p> <p>4. Маркетинг часто исследует продукты и услуги конкурентов.</p> <p>5. Маркетинг и продажи не могут работать продуктивно друг без друга.</p> <p>6. Центральное место в маркетинге занимает реклама, то есть активное информирование потенциального покупателя о свойствах продукции.</p>							
17.	<p>1. Informal</p> <p>2. Formal</p> <p>3. Neutral</p>	<p><b>Match the definitions of styles below:</b></p> <table border="1"> <tr> <td>Formal</td> <td>1. This is the style for emails between friends. The email might include personal news, funny comments etc. This style is close to speech, and has informal words and conversational expressions. Many people now choose social media rather than email to communicate with friends: with social media the style is even more informal.</td> </tr> <tr> <td>Neutral</td> <td>2. This is the style of an old-fashioned letter. Ideas are presented politely and carefully, and there is much use of fixed expressions and long words. Grammar and punctuation are important. This style is not so common, but you can find it if the subject matter is serious (for example a complaint), in emails to customers where you want to make a good impression, or in some cultures where a more formal style is expected.</td> </tr> <tr> <td>Informal</td> <td>3. This is the most common style in professional/work emails. The writer and reader are both busy, so the language is simple, clear and direct. There is often a friendly opening line. Sentences are short and there is use of contractions (I've for I have etc.).</td> </tr> </table>	Formal	1. This is the style for emails between friends. The email might include personal news, funny comments etc. This style is close to speech, and has informal words and conversational expressions. Many people now choose social media rather than email to communicate with friends: with social media the style is even more informal.	Neutral	2. This is the style of an old-fashioned letter. Ideas are presented politely and carefully, and there is much use of fixed expressions and long words. Grammar and punctuation are important. This style is not so common, but you can find it if the subject matter is serious (for example a complaint), in emails to customers where you want to make a good impression, or in some cultures where a more formal style is expected.	Informal	3. This is the most common style in professional/work emails. The writer and reader are both busy, so the language is simple, clear and direct. There is often a friendly opening line. Sentences are short and there is use of contractions (I've for I have etc.).	УК-4
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18.	<p>1. What do you think of the fair trade so far?</p> <p>2. Have you ever been to Wimbledon?</p> <p>3. Are you planning to stay the whole week?</p> <p>4. How is the weather in Chicago at the moment?</p> <p>5. Do you think fairs are different in other countries?</p>	<p><b>Put the words in the right order</b></p> <p>1. What think fair trade so you far the do of ?</p> <p>2. you Have to been Wimbledon ever ?</p> <p>3. stay Are to whole you the planning week ?</p> <p>4 Chicago the at weather in the is moment How ?</p> <p>5. Do in countries fairs are different you think other?</p>	УК-4						
19.	<p>1. c</p> <p>2. e</p> <p>3. a</p> <p>4. b</p> <p>5.f</p>	<p><b>Match the sentences on the left with the responses on the right</b></p> <table border="1"> <tr> <td>1. Could we meet next week? Say, Wednesday?</td> <td>a. No, not at all. Here it is.</td> </tr> </table>	1. Could we meet next week? Say, Wednesday?	a. No, not at all. Here it is.	УК-4				
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	6.d	<p>2. I'll send you those details. When do you need them exactly?</p> <p>3. Would you mind giving me your business card?</p> <p>4. Could we meet after the fair to discuss this in more detail?</p> <p>5. I'll prepare our offer and email it to you by next Friday.</p> <p>6. I'll talk to the head of my department and ring you tomorrow.</p>	<p>b. Yes, good idea. When could you come to my office?</p> <p>c. Yes, of course. That's fine. How about 11:00?</p> <p>d. OK, but I'm only in the office in the morning. Can you call before noon?</p> <p>e. I really need them by Tuesday if possible.</p> <p>f. That's great. I look forward to getting it</p>										
20.	<p>1. pleasure</p> <p>2. appreciated</p> <p>3. additional</p> <p>4. attached</p> <p>5. like</p> <p>6. suggest</p> <p>7. arrange</p> <p>8. kind</p>	<p><b>Complete the email with words from the box</b></p> <table border="1" data-bbox="660 797 1286 864"> <tr> <td>additional, appreciated, arrange, attached, kind, like, pleasure, suggest</td> </tr> </table> <p>Dear Rainer,</p> <p>It was a _____(1) meeting you last week in Brussels and I _____(2) our conversation at your stand very much.</p> <p>You will find the _____(3) information about our products and services that you requested _____(4) to this email, as promised.</p> <p>I would _____(5) to visit you soon very much and present our special package offer for VIP aircrafts. Could I _____(6) a meeting at your premises in Bremen?</p> <p>Please let me know if you could _____(7) a meeting and if you need any additional information.</p> <p>_____ (8) regards,</p> <p>Brendan</p>	additional, appreciated, arrange, attached, kind, like, pleasure, suggest	YK-4									
additional, appreciated, arrange, attached, kind, like, pleasure, suggest													
21	<p>1. order</p> <p>2. reduce</p> <p>3. lower</p> <p>4. calculate</p> <p>5. extend</p> <p>6. a contract</p> <p>7. a relationship</p>	<p><b>One word in each of the lines below does not go with the item in bold. Write the word that does not fit, as in the example.</b></p> <p>1. offer, order, negotiate, get <b>a discount</b></p> <p>2. agree to, guarantee, reduce, move up, <b>a delivery date</b></p> <p>3. lower, extend, reduce, agree <b>to the duration of a contract</b></p> <p>4. accept, reconsider, receive, calculate <b>an offer</b></p> <p>5. reduce, increase, extend, lower <b>the price</b></p> <p>6. <b>guarantee</b> quality, delivery time, a contract, cheaper prices</p> <p>7. <b>negotiate</b> the price, the conditions, an offer, a relationship</p>	YK-4										
22	<p>1. D</p> <p>2. F</p> <p>3. A</p> <p>4. G</p> <p>5. C</p> <p>6. H</p> <p>7. E</p> <p>8. B</p>	<p><b>Match the phrases to the definitions</b></p> <table border="1" data-bbox="660 1845 1286 2060"> <tr> <td>1. exhibition stand</td> <td>A extra advantages</td> </tr> <tr> <td>2. high profile</td> <td>B in the same place</td> </tr> <tr> <td>3. added benefits</td> <td>C potential customers</td> </tr> <tr> <td>4. editorial coverage</td> <td>D The place where you show your products at a trade fair</td> </tr> <tr> <td>5. prospects</td> <td>E extra visitors</td> </tr> </table>	1. exhibition stand	A extra advantages	2. high profile	B in the same place	3. added benefits	C potential customers	4. editorial coverage	D The place where you show your products at a trade fair	5. prospects	E extra visitors	YK-4
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		6. key publications	F well known
		7. additional audience	G publicity in magazine or newspaper articles
		8. co-located	H the most important magazines and newspapers

### Критерии (шкалы) оценивания компетенции и уровни ее формирования:

Проверка качества освоения основных образовательных программ высшего образования осуществляется в форме текущего контроля успеваемости и промежуточной аттестации по итогам семестра. Целями устного и письменного видов контроля является проверка уровня владения изученного материала, а также уровня сформированности умений и навыков различных видов языковой деятельности.

Текущий контроль может проходить в форме опроса/беседы, письменной контрольной работы, анализа презентаций, проверки эссе, компьютерного тестирования.

Оценка знаний студентов осуществляется в баллах с учетом:

- оценки за работу в семестре (оценки контрольных работ, выполнения домашних заданий, активности работы студентов на занятиях и др.);
- оценки полученных знаний в ходе зачёта/экзамена.

Результаты текущего контроля и промежуточной аттестации студентов оцениваются по 100-балльной системе в соответствии с балльно-рейтинговой системой Финуниверситета.

Результаты освоения студентами знаний, умений и компетенций, предусмотренных рабочей программой дисциплины «Иностранный язык», оцениваются максимальной суммой в 100 баллов. Балльная оценка текущего контроля успеваемости студента очной формы обучения в семестре составляет максимум 40 баллов (максимум 20 баллов – при подведении итогов текущего контроля успеваемости в середине семестра (на 15 ноября и 15 апреля) и максимум 20 баллов – при подведении итогов текущего контроля успеваемости в конце семестра). Балльная оценка в зачётно-экзаменационную сессию составляет максимум 60 баллов.

№ п/п	Вид отчетности	Баллы
1	<i>аттестация в середине семестра</i>	0-20
	<i>аттестация в конце семестра</i>	0-20
2	Промежуточная аттестация - зачет (экзамен)	0-60
	Итого:	0-100

Аттестационная оценка складывается на основе оценок за выполнение домашних заданий и оценки работы студента преподавателем в аттестационный период. При выставлении данной оценки учитывается активность студента во время аудиторных занятий, выполнение им заданий для самостоятельной работы и результаты собеседований по материалу практических заданий. Допускается выставление студенту зачета по дисциплине «Иностранный язык» на основании высоких результатов (не менее 35 баллов из 40) текущего контроля знаний без проведения опроса на зачете.

<i>Общая сумма баллов</i>	<i>Оценка</i>
Менее 51	неудовлетворительно
51-69	удовлетворительно
70-85	хорошо
86-100	отлично
51-100	зачтено
Менее 51	не зачтено

<b>Требования к результатам освоения дисциплины</b>	<b>Экзамен</b>
Оценка «отлично» выставляется студенту при наличии 86-100 баллов рейтинговой шкалы, если он глубоко и прочно усвоил программный материал, понимает объёмные сложные тексты по изученной тематике, гибко и эффективно использует язык для общения в ситуациях научного и профессионального характера, может создать точное, хорошо выстроенное сообщение на бытовые и профессиональные темы. В речи допускает 1-2 лексические ошибки, не затрудняющие понимание, и не более двух грамматических ошибок.	Отлично
Оценка «хорошо» выставляется студенту при наличии 70-85 баллов рейтинговой шкалы, если он твёрдо знает материал, понимает содержание текстов на изученные темы, говорит достаточно быстро и свободно без особых затруднений, умеет делать чёткие и подробные сообщения и изложить свой взгляд на основную проблему. В речи допускает 1-2 лексические и 3-4 грамматические ошибки, не затрудняющие общение.	Хорошо
Оценка «удовлетворительно» выставляется студенту при наличии 50-69 баллов рейтинговой шкалы, если он имеет знания только основного материала, понимает только основные идеи текстов на профессиональные темы, может составить связное сообщение по пройденной тематике, испытывает затруднения с подбором слов и выражений терминологического характера. В речи допускает 3-4 лексических и до 8 грамматических ошибок.	Удовлетворительно
Оценка «неудовлетворительно» выставляется студенту при наличии менее 50 баллов рейтинговой шкалы. Студент не знает значительной части программного материала, не понимает основные идеи текстов на профессиональные темы, в ситуациях профессионального общения может участвовать в несложном разговоре, если собеседник говорит медленно и отчётливо, имеет ограниченный запас, плохо владеет терминологией, допускает 4 лексических и более 8 грамматических ошибок, затрудняющих коммуникацию.	Неудовлетворительно
<b>Требования к результатам освоения дисциплины</b>	<b>Зачёт</b>
«Зачтено» выставляется студенту от 51 баллов рейтинговой шкалы (знания удовлетворяют требованиям оценок «отлично», «хорошо», «удовлетворительно»)	Зачтено
«Не зачтено» выставляется студенту при наличии менее 51 баллов рейтинговой шкалы (знания соответствуют требованиям оценки «неудовлетворительно»)	Не зачтено