



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Магнитогорский государственный технический университет им. Г.И. Носова»



УТВЕРЖДАЮ  
Директор ИГО  
Т.Е. Абрамзон

03.03.2020 г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)**  
***ПРАКТИКУМ КУЛЬТУРЫ РЕЧЕВОГО ОБЩЕНИЯ***

Направление подготовки (специальность)  
45.04.02 Лингвистика

Направленность (профиль/специализация) программы  
Современная лингвистика и межкультурная коммуникация в условиях этнокультурного  
разнообразия

Уровень высшего образования - магистратура  
Программа подготовки - академический магистратура

Форма обучения  
заочная

– Институт/ факультет    Институт гуманитарного образования  
Кафедра                    Лингвистики и перевода  
Курс                         1

Магнитогорск  
2019 год

Рабочая программа составлена на основе ФГОС ВО по направлению подготовки 45.04.02 Лингвистика (уровень магистратуры) (приказ Минобрнауки России от 01.07.2016 г. № 783)


Рабочая программа рассмотрена и одобрена на заседании кафедры Лингвистики и перевода

19.02.2020, протокол № 6

Зав. кафедрой  Т.В. Акашева

Рабочая программа одобрена методической комиссией ИГО

03.03.2020 г. протокол № 6

Председатель  Т.Е. Абрамзон

Рабочая программа составлена:

доцент кафедры ЛиП, канд. филол. наук  О.М. Седлярова

Рецензент:

профессор кафедры ЯиЛ, д-р филол. наук  С.В. Рудакова

**Лист актуализации рабочей программы**

---

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2020 - 2021 учебном году на заседании кафедры Лингвистики и перевода

Протокол от 3.09 2020 г. № 1  
Зав. кафедрой Акашева Т.В. Акашева

---

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2021 - 2022 учебном году на заседании кафедры Лингвистики и перевода

Протокол от \_\_\_\_\_ 20\_\_ г. № \_\_\_\_  
Зав. кафедрой \_\_\_\_\_ Т.В. Акашева

---

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2022 - 2023 учебном году на заседании кафедры Лингвистики и перевода

Протокол от \_\_\_\_\_ 20\_\_ г. № \_\_\_\_  
Зав. кафедрой \_\_\_\_\_ Т.В. Акашева

---

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2023 - 2024 учебном году на заседании кафедры Лингвистики и перевода

Протокол от \_\_\_\_\_ 20\_\_ г. № \_\_\_\_  
Зав. кафедрой \_\_\_\_\_ Т.В. Акашева

---

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2024 - 2025 учебном году на заседании кафедры Лингвистики и перевода

Протокол от \_\_\_\_\_ 20\_\_ г. № \_\_\_\_  
Зав. кафедрой \_\_\_\_\_ Т.В. Акашева

### 1 Цели освоения дисциплины (модуля)

Целями освоения дисциплины «Практикум культуры речевого общения» являются: формирование знаний, умений, владений культурой речевого общения на английском языке – практическим применением функциональных стилей и жанров устной и письменной речи в общении на английском языке в различных сферах коммуникации в соответствии с социокультурными нормами англоязычного сообщества для подготовки студентов по направлению подготовки 45.04.02 Лингвистика. Современная лингвистика и межкультурная коммуникация в условиях этнокультурного разнообразия.

### 2 Место дисциплины (модуля) в структуре образовательной программы

Дисциплина Практикум культуры речевого общения входит в базовую часть учебного плана образовательной программы.

Для изучения дисциплины необходимы знания (умения, владения), сформированные в результате изучения дисциплин/ практик:

«Практикум культуры речевого общения» в объеме образовательной программы бакалавриата.

Знания (умения, владения), полученные при изучении данной дисциплины будут необходимы для изучения дисциплин/практик:

Деловой английский язык

Профессионально-ориентированная коммуникация

Межкультурный подход в обучении английскому языку

Грамматические аспекты речевого дискурса

### 3 Компетенции обучающегося, формируемые в результате освоения дисциплины (модуля) и планируемые результаты обучения

В результате освоения дисциплины (модуля) «Практикум культуры речевого общения» обучающийся должен обладать следующими компетенциями:

Структурный элемент компетенции	Планируемые результаты обучения
ОПК-28 способностью ориентироваться на рынке труда и занятости в части, касающейся своей профессиональной деятельности, обладает системой навыков экзистенциальной компетенции (изучение рынка труда, составление резюме, проведение собеседования и переговоров с потенциальным работодателем)	
Знать	<input type="checkbox"/> основные определения и понятия коммуникации; <input type="checkbox"/> называет структурные характеристики коммуникации; <input type="checkbox"/> основные правила интервью и составления резюме.
Уметь	<input type="checkbox"/> обсуждать способы эффективного поведения во время собеседования <input type="checkbox"/> распознавать эффективное решение от неэффективного; <input type="checkbox"/> применять знания в профессиональной деятельности; использовать их на междисциплинарном уровне.

Владеть	<input type="checkbox"/> практическими навыками использования правил поведения (в т.ч. речевого) во время собеседования на практике; <input type="checkbox"/> способами демонстрации умения анализировать ситуацию в соответствии с ожиданиями работодателя; <input type="checkbox"/> профессиональным языком предметной области знания; - способами совершенствования профессиональных знаний и умений путем использования возможностей информационной среды.
ОПК-32 владением системными знаниями в области психологии коллектива и навыками менеджмента организации	
Знать	-основные определения и понятия в области психологии коллектива и навыками менеджмента организации;
Уметь	- корректно выражать и аргументированно обосновывать положения предметной области знания – психологии коллектива и менеджмента организации
Владеть	<input type="checkbox"/> профессиональным языком предметной области знания – психологии коллектива и менеджмента организации; - способами совершенствования профессиональных знаний и умений в области психологии коллектива и менеджмента организации путем использования возможностей информационной среды.
ПК-17 владением способами достижения эквивалентности в переводе и способностью применять адекватные приемы перевода	
Знать	<input type="checkbox"/> основные способы достижения эквивалентности и адекватные приемы перевода;
Уметь	<input type="checkbox"/> обсуждать способы эффективного решения перевода; - применять знания эквивалентности в переводе и адекватные приемы перевода в профессиональной деятельности;

Владеть	<input type="checkbox"/> практическими навыками использования знания эквивалентности в переводе и адекватных приемов перевода на практике; <input type="checkbox"/> профессиональным языком переводчика; - способами совершенствования профессиональных знаний и умений путем использования возможностей информационной среды при переводе.
ПК-16 владением методикой предпереводческого анализа текста, способствующей точному восприятию исходного высказывания, подготовки к выполнению перевода, включая поиск информации в справочной, специальной литературе и компьютерных сетях	
Знать	- основные компоненты и алгоритм предпереводческого анализа текста.
Уметь	<input type="checkbox"/> обсуждать способы эффективного решения предпереводческого анализа текста; - корректно выражать и аргументированно обосновывать положения предпереводческого анализа текста.
Владеть	<input type="checkbox"/> практическими навыками использования предпереводческого анализа текста на занятиях в аудитории и на практике; <input type="checkbox"/> профессиональным языком переводчика; - способами совершенствования профессиональных знаний и умений путем использования возможностей информационной среды.

#### 4. Структура, объём и содержание дисциплины (модуля)

Общая трудоемкость дисциплины составляет 3 зачетных единиц 108 акад. часов, в том числе:

- контактная работа – 6 акад. часов;
- аудиторная – 6 акад. часов;
- внеаудиторная – 0 акад. часов
- самостоятельная работа – 93 акад. часов;
- подготовка к экзамену – 9 акад. часа

Форма аттестации - экзамен

Раздел/ тема дисциплины	Курс	Аудиторная контактная работа (в акад. часах)			Самостоятельная работа студента	Вид самостоятельной работы	Форма текущего контроля успеваемости и промежуточной аттестации	Код компетенции
		Лек.	лаб. зан.	практ. зан.				
1. Challenges								
1.1 Beating stage fright	1			2/ИИ	16	Чтение текстов. Составление глоссария. Составление аннотации. Обсуждение темы. Монологическое и диалогическое высказывания. Перевод текста. Эссе.	Устный опрос. Письменное задание (эссе, перевод).	ОПК-28, ОПК-32, ПК-17, ПК-16
1.2 Outdoor adventure				2/ИИ	16	Чтение текстов. Составление глоссария. Составление аннотации. Обсуждение темы. Монологическое и диалогическое высказывания. Перевод текста. Эссе.	Устный опрос. Письменное задание (эссе, перевод).	ОПК-28, ОПК-32, ПК-17, ПК-16
Итого по разделу				4/ИИ	32			
2. Challenges at work								

2.1 Working on your own vs working in a team	1		1	20	Чтение текстов. Составление глоссария. Составление аннотации. Обсуждение темы. Монологическое и диалогическое высказывания. Перевод текста. Эссе.	Устный опрос. Письменное задание (эссе, перевод).	ОПК-28, ОПК-32, ПК-17, ПК-16
2.2 Food and food waste processing			0,5	20	Чтение текстов. Составление глоссария. Составление аннотации. Обсуждение темы. Монологическое и диалогическое высказывания. Перевод текста. Эссе.	Устный опрос. Письменное задание (эссе, перевод).	ОПК-28, ОПК-32, ПК-17, ПК-16
2.3 Restyling clothing			0,5	21	Чтение текстов. Составление глоссария. Составление аннотации. Обсуждение темы. Монологическое и диалогическое высказывания. Перевод текста. Эссе.	Устный опрос. Письменное задание (эссе, перевод).	ОПК-28, ОПК-32, ПК-17, ПК-16
Итого по разделу			2	61			
Итого за семестр			6/2И	93		экзамен	
Итого по дисциплине			6/2И	93		экзамен	ОПК-28,ОПК-32, ПК-17,ПК-16



## **5 Образовательные технологии**

### **1. Традиционные образовательные технологии**

Формы учебных занятий с использованием традиционных технологий.

### **2. Технологии проблемного обучения**

Изложение материала, предполагающее постановку проблемных и дискуссионных вопросов, освещение различных научных подходов, авторские комментарии, связанные с различными моделями интерпретации изучаемого материала.

3. Игровые технологии – организация образовательного процесса, основанная на реконструкции моделей поведения в рамках предложенных сценарных условий.

Формы учебных занятий с использованием игровых технологий:

Учебная игра – форма воссоздания предметного и социального содержания будущей профессиональной деятельности специалиста, моделирования таких систем отношений, которые характерны для этой деятельности как целого.

### **4. Технологии проектного обучения**

Информационный проект – учебно-познавательная деятельность с ярко выраженной эвристической направленностью (поиск, отбор и систематизация информации о каком-то объекте, ознакомление участников проекта с этой информацией, ее анализ и обобщение для презентации более широкой аудитории).

### **5. Интерактивные технологии**

с «обратной связью» – изложение материала с заранее запланированными ошибками, беседа, дискуссия.

6. Информационно-коммуникационные образовательные технологии – организация образовательного процесса, основанная на применении специализированных программных сред и технических средств работы с информацией.

Изложение содержания сопровождается презентацией (демонстрацией учебных материалов, представленных в различных знаковых системах, в т.ч. иллюстративных, графических, аудио- и видеоматериалов).

## **6 Учебно-методическое обеспечение самостоятельной работы обучающихся**

Представлено в приложении 1.

## **7 Оценочные средства для проведения промежуточной аттестации**

Представлены в приложении 2.

## **8 Учебно-методическое и информационное обеспечение дисциплины (модуля)**

### **а) Основная литература:**

English Course for University Students [Электронный ресурс] : учебное пособие. Part 1 / [Е.А. Гасаненко, О. А. Лукина, Ю. В. Южакова и др.] ; МГТУ. - Магнитогорск : МГТУ, 2017. - 1 электрон. опт. диск (CD-ROM). - Режим доступа: <https://magtu.informsystema.ru/uploader/fileUpload?name=3255.pdf&show=dcatalogues/1/1137108/3255.pdf&view=true>. - Макрообъект.

Соловьева Н. С. Listening Comprehension Guide (Практикум по аудированию к аудиокнигам "Кэрри" С. Кинга, "Опасный пациент" М. Крайтона, "Расскажи мне свои сны" С. Шелдона, "Лунный свет тебе к лицу" М. Х. Кларк) [Электронный ресурс] : прак-тикум / Н. С. Соловьева ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Текст рус., англ. – Режим доступа па:<https://magtu.informsystema.ru/uploader/fileUpload?name=3470.pdf&show=dcatalogues/1/1514286/3470.pdf&view=true>. - Макрообъект.

### **б) Дополнительная литература:**

Уразаева, Н. Р. Корпусные технологии в лингвистике : учебно-методическое пособие / Н. Р. Уразаева ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3732.pdf&show=dcatalogues/1/1527733/3732.pdf&view=true> (дата обращения: 15.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

**в) Методические указания:**

Самостоятельная работа студентов вуза : практикум / составители: Т. Г. Неретина, Н. Р. Уразаева, Е. М. Разумова, Т. Ф. Орехова ; Магнитогорский гос. технический ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2019. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3816.pdf&show=dcatalogues/1/1530261/3816.pdf&view=true> (дата обращения: 18.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

**г) Программное обеспечение и Интернет-ресурсы:**

<https://magtu.informsystema.ru/uploader/fileUpload?name=3255.pdf&show=dcatalogues/1/1137108/3255.pdf&view=true> English Course for University Students [Электронный ресурс] : учебное пособие. Part 1 / [Е.А. Гасаненко, О. А. Лукина, Ю. В. Южакова и др.] ; МГТУ. - Магнитогорск : МГТУ, 2017. - 1 электрон. опт. диск (CD-ROM). - Режим доступа: <https://magtu.informsystema.ru/uploader/fileUpload?name=3255.pdf&show=dcatalogues/1/1137108/3255.pdf&view=true>. - Макрообъект.

<https://magtu.informsystema.ru/uploader/fileUpload?name=3470.pdf&show=dcatalogues/1/1514286/3470.pdf&view=true> Соловьева Н. С. Listening Comprehension Guide (Практикум по аудированию к аудиокнигам "Кэрри" С. Кинга, "Опасный пациент" М. Крайтона, "Расскажи мне свои сны" С. Шелдона, "Лунный свет тебе к лицу" М. Х. Кларк) [Электронный ресурс] : практикум / Н. С. Соловьева ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Текст рус., англ. – Режим доступа на: <https://magtu.informsystema.ru/uploader/fileUpload?name=3470.pdf&show=dcatalogues/1/1514286/3470.pdf&view=true>. - Макрообъект.

<https://magtu.informsystema.ru/uploader/fileUpload?name=3816.pdf&show=dcatalogues/1/1530261/3816.pdf&view=true> Самостоятельная работа студентов вуза : практикум / составители: Т. Г. Неретина, Н. Р. Уразаева, Е. М. Разумова, Т. Ф. Орехова ; Магнитогорский гос. технический ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2019. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3816.pdf&show=dcatalogues/1/1530261/3816.pdf&view=true> (дата обращения: 18.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

**Программное обеспечение**

Наименование ПО	№ договора	Срок действия лицензии
MS Windows 7 Professional(для классов)	Д-1227-18 от 08.10.2018	11.10.2021
MS Office 2007 Professional	№ 135 от 17.09.2007	бессрочно

FAR Manager	свободно распространяемое	бессрочно
7Zip	свободно распространяемое	бессрочно

### Профессиональные базы данных и информационные справочные системы

Название курса	Ссылка
Электронная база периодических изданий East View Information Services, ООО «ИВИС»	<a href="https://dlib.eastview.com/">https://dlib.eastview.com/</a>
Национальная информационно-аналитическая система – Российский индекс научного цитирования (РИНЦ)	URL: <a href="https://elibrary.ru/project_risc.asp">https://elibrary.ru/project_risc.asp</a>
Поисковая система Академия Google (Google Scholar)	URL: <a href="https://scholar.google.ru/">https://scholar.google.ru/</a>
Информационная система - Единое окно доступа к информационным ресурсам	URL: <a href="http://window.edu.ru/">http://window.edu.ru/</a>
Российская Государственная библиотека. Каталоги	<a href="https://www.rsl.ru/ru/4readers/catalogues/">https://www.rsl.ru/ru/4readers/catalogues/</a>
Электронные ресурсы библиотеки МГТУ им. Г.И. Носова	<a href="http://magtu.ru:8085/marcweb2/Default.asp">http://magtu.ru:8085/marcweb2/Default.asp</a>
Университетская информационная система РОССИЯ	<a href="https://uisrussia.msu.ru">https://uisrussia.msu.ru</a>

### 9 Материально-техническое обеспечение дисциплины (модуля)

Материально-техническое обеспечение дисциплины включает:

1. Учебные аудитории для проведения практических занятий, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации. Оснащение: Мультимедийные средства хранения, передачи и представления информации. Комплекс тестовых заданий для проведения промежуточных и рубежных контролей.
2. Помещения для самостоятельной работы обучающихся. Оснащение: Персональные компьютеры с пакетом MS Office, выходом в Интернет и с доступом в электронную информационно-образовательную среду университета.
3. Помещение для хранения и профилактического обслуживания учебного оборудования. Оснащение: Шкафы для хранения учебно-методической документации, учебного оборудования и учебно-наглядных пособий.

## **Приложение 1**

### **Учебно-методическое обеспечение самостоятельной работы обучающихся**

По дисциплине «Практикум культуры речевого общения» предусмотрена аудиторная и внеаудиторная самостоятельная работа обучающихся.

Аудиторная самостоятельная работа студентов предполагает проведение опроса по заданной проблематике, анализ и обработку полученных данных с последующим выступлением студентов с презентацией, монологическим и диалогическими высказываниями по предложенной теме.

Внеаудиторная самостоятельная работа обучающихся осуществляется в виде изучения языкового материала, текстов по соответствующему разделу с проработкой материала, выполнения домашних заданий.

### **Перечень тем и заданий для практических занятий с методическими указаниями по их выполнению**

#### Раздел 1. Challenges

1.1. Beating stage fright.

1.2. Outdoor adventure.

#### Раздел 2. Challenges at work

2.1. Working on your own vs working in a team

2.1. Food and food waste processing.

2.2. Restyling clothing.

При подготовке к практическому занятию по теме необходимо:

- ознакомиться с темой, повторить лекционный материал, языковой материал к практическому занятию;
- изучить лексику, грамматические конструкции, используя справочную литературу, словари, в т.ч. электронные;
- выполнить заданные упражнения;
- провести опрос;
- подготовить доклад-презентацию по заданной теме;
- написать сочинение.

#### ***ИДЗ № 1***

Find the information about public speaking. What should you do to become a successful speaker? Share your ideas with your classmates and work out 7-10 top rules of a successful speech.

#### ***ИДЗ № 2***

Find some information and prepare a talk on a famous adventure following the rules of a successful speaker.

#### ***ИДЗ № 2***

2.1. Making a glossary: Read the text and write out the vocabulary associated with food processing. Look up the word and word combinations in a dictionary to check the meaning.

2.2. Make up 10-12 questions to the text. Make sure that you can answer them. Be ready to ask your classmates these questions.

2.3. Translate the text into Russian.

### *Food processing*

**Food processing**, any of a variety of operations by which raw foodstuffs are made suitable for consumption, cooking, or storage. A brief treatment of food processing follows. For fuller treatment of storage methods, *see* food preservation.

Food processing generally includes the basic preparation of foods, the alteration of a food product into another form (as in making preserves from fruit), and preservation and packaging techniques.

A number of food-processing innovations have even resulted in new products, such as concentrated fruit juices, freeze-dried coffee, and instant foods. Foods and food supplements have also been processed from such hitherto untapped sources as oilseeds (chiefly protein-rich soybeans and cottonseeds); mutant varieties of crops; leaves, grasses, and aquatic plants; and highly nutritious fish meal and concentrates.

**Food preservation**, any of a number of methods by which food is kept from spoilage after harvest or slaughter. Such practices date to prehistoric times. Among the oldest methods of preservation are drying, refrigeration, and fermentation. Modern methods include canning, pasteurization, freezing, irradiation, and the addition of chemicals. Advances in packaging materials have played an important role in modern food preservation. Food spoilage may be defined as any change that renders food unfit for human consumption.

#### **Food additives**

Probably the greatest knowledge of the influence of chemicals in human feeding control relates to artificial sweeteners. Sugars are phagostimulants; however, sugars and especially complex carbohydrates (e.g., starch), from which simple sugars may be derived in the oral cavity, are a source of fats, the primary storage form of carbohydrates. The accumulation of these fats can lead to obesity. As a result, humans have searched for substances that taste sweet but do not result in excessive fat storage. Such compounds are known to occur naturally in some plants and represent a range of structurally different chemical classes.

Various food additives are used by different societies. Chemicals are added to foods to influence the flavours of foods, often stimulating appetite and digestive processes. Monosodium glutamate (MSG) is commonly added to increase the umami, or meaty taste, of cooked dishes, and the flavour of many spices and herbs increases production of saliva and other digestive juices or stimulates digestive processes. For example, the perception of peppermint increases saliva production, and the taste of cinnamon increases peristalsis in the gut. Individuals vary greatly in their olfactory sensitivity and in their chemosensory and cultural backgrounds, with the result that the use of additional flavours in foods is highly idiosyncratic. Nevertheless, flavour additives provide many people with pleasurable food experiences. In advanced commercial developments, use is made of the knowledge that minute amounts of key odour ingredients that typify favoured foods and beverages can be added to enhance the attractiveness of these products—for example, key components of the odour of freshly baked bread or of freshly roasted coffee.

### *ИДЗ № 3*

3.1. Read the text and make a summary of it..

3.2. Write your commentary on the text.

#### *The layering secret: how to get a whole new wardrobe from your old clothes*

Combining items you already own is sustainable and chic, but this season's big trend takes confidence and skill. Our writer gets a masterclass in how to do it well.

I feel about layering the same way I feel about flossing – I know I should do it, but I never seem to manage it. Layering seems a bit of a palaver, an elaborate affair for dowagers trussed up in yards of crinoline and lace. Without a maidservant to dress me, I wear a uniform of tracksuit bottoms, T-shirts and hoodies.

And besides, I hate to feel constricted. Three-quarter-length sleeves and elasticated waistbands are the equivalent of a window flung open in summer: so freeing! Clothes should accommodate, not constrain.

But. I've seen them lately. Women in gossamer-thin turtlenecks layered under crisp cotton shirts, worn with oversized cardigans with the sleeves rolled up just so. They look purposeful ... and warm. The sight of a cuff peeking out of a jumper under a blazer is visual poetry.

The Olympians of layering are, of course, the Olsen twins: layering icons who have built the respected fashion label the Row out of knowing exactly how many layers the human body can take before it goes from chic to derelict (in their case, approximately 14. For regular mortals, no more than five.)

Layering is also a way to reinvigorate your wardrobe, without extra expense. At London fashion week, Extinction Rebellion protested against the fashion industry's ruinous environmental impact – estimates for the average lifespan of a garment in the UK range between two and three years. New layering combinations could help them live longer. On Instagram, the #iworeitagain challenge urges fashion-conscious consumers to experiment with the clothes they already own. Well-chosen layers give tired outfits a new lease of life – you can shop your own wardrobe, and get ready for the new season. A long-sleeved T-shirt under a slipdress lets you wear your summer wardrobe well into the winter months – and you can channel your inner Courtney Love.

It is also on trend. At Victoria Beckham's spring/summer 2020 show, models strode across the Foreign and Commonwealth Office in rollnecks layered under safari shirts, cuffs hanging low to cover the wrists. At Joseph's SS20 Resort collection: a cobalt-blue double-breasted jacket, worn over a matching kilt – and trousers. At Fendi's AW19 ready-to-wear show, thin bodysuits were layered underneath shirts, jumpers and dresses, styled with monogrammed tights that looked like leggings.

Layering is an intentional way of dressing; it takes confidence and skill. This is why I have invited the Guardian's styling editor Melanie Wilkinson over to my home, to help me restyle my wardrobe.

"People are scared of layering," Wilkinson observes, flipping through my closet. "They think it's going to look really bulky, but in fact it's a great way to get the most out of your wardrobe."

Wilkinson teaches me the two cardinal rules of layering: one, never layer your bottom half, and two, start with finer, thinner materials and work your way out.

"The main thing you need to think about when you are layering is the thickness of the fabrics," she says.

"You need lots of light things to go under chunky things." Stick to these rules, and you won't end up resembling Joey from Friends.

Using my own clothes, Wilkinson came up with five brand-new looks to help me layer my way into the winter months.

#### Look 1

Wilkinson pulls a Warehouse mididress out of my wardrobe and styles it with a white Topshop long-sleeve rollneck T-shirt. I'm not sure about the fluted three-quarter-length sleeves over a long-sleeve T-shirt, but Wilkinson reassures me they look great. Paired with my trusty Dr Martens, it's perfect for transitional September dressing. And an outfit I have worn since.

#### Look 2

I keep on the Topshop T-shirt, which I wear under my favourite striped LF Markey jumper, the sleeves rolled up slightly. Paired with my blue Katharine Hamnett jeans and brown, low-heeled Nanushka boots, this is entry-level layering: a BTech rather than the full Olsen doctoral programme. I like how the rollneck peeks out from under the jumper, though; it makes an everyday outfit of jumper and jeans look more modern.

#### Look 3

A Cos white shirt, under my camel-coloured & Other Stories jumper, with a Monki blazer on top. I keep on the jeans and boots. Wilkinson frowns, and then arranges my jumper so that it is in a French tuck. (It's good to accentuate your waistline when wearing multiple layers, so that you don't look swamped in fabric.) I feel smart – I wouldn't normally wear a shirt under this jumper, which I prefer to pair with jeans and trainers – but it works. I would wear this to a job interview.

### ***ИДЗ № 4***

4.1. Read the text and complete it with the correct options

#### ***Julian Owens: Refashionista***

Julian Owens is loved for the imaginative / appropriate clothing she designs, but you won't find her name on any labels. No two of Julian's clashing / eccentric designs are alike because they all

begin with an unexpected raw material: old clothes that other people have given away. She calls herself a 'refashionista' because she turns second-hand, discarded, sometimes *refined / scruffy* clothing into *tasteful / conventional* outfits, often by cutting the garments up and sewing them back together again to create a totally new style. Because of the unusual way in which the clothes are produced, the result is usually *tasteful / unconventional* but that doesn't mean her creations are strange or unattractive. In fact, her 'refashions' are generally seen as very formal / trendy – and in some cases, positively *glamorous / casual*.

4.1. Write two separate paragraphs of about 100-150 words addressing the following questions.

- a) Can you think of other ways in which things that people no longer need are reused rather than thrown away?
- b) Would you consider wearing one of Julian Owens's designs? Why? Why not?

### ***ИДЗ № 5***

Make a presentation on clothes restyling (by a fashion designer).

### ***ИДЗ № 6***

**Read the text. What do you think of these rules? Learn the main points. Is anything missing?**

#### ***TEN RULES OF INTERVIEWING***

Before stepping into an interview, be sure to practice, practice, practice. A job seeker going to a job interview without preparing is like an actor performing on opening night without rehearsing. To help with the interview process, keep the following ten rules in mind:

1. Keep your answers brief and concise. Unless asked to give more detail, limit your answers to two to three minutes per question. Tape yourself and see how long it takes you to fully answer a question.

2. Include concrete, quantifiable data. Interviewees tend to talk in generalities. Unfortunately, generalities often fail to convince interviewers that the applicant has assets. Include measurable information and provide details about specific accomplishments when discussing your strengths.

3. Repeat your key strengths three times. It's essential that you comfortably and confidently articulate your strengths. Explain how the strengths relate to the company's or department's goals and how they might benefit the potential employer. If you repeat your strengths then they will be remembered and—if supported with quantifiable accomplishments—they will more likely be believed.

4. Prepare five or more success stories. In preparing for interviews, make a list of your skills and key assets. Then reflect on past jobs and pick out one or two instances when you used those skills successfully.

5. Put yourself on their team. Ally yourself with the prospective employer by using the employer's name and products or services. For example, "As a member of \_\_\_\_\_, I would carefully analyze the \_\_\_\_\_ and \_\_\_\_\_." Show that you are thinking like a member of the team and will fit in with the existing environment. Be careful though not to say anything that would offend or be taken negatively. Your research will help you in this area.

6. Image is often as important as content. What you look like and how you say something are just as important as what you say. Studies have shown that 65 percent of the conveyed message is nonverbal; gestures, physical appearance, and attire are highly influential during job interviews.

7. Ask questions. The types of questions you ask and the way you ask them can make a tremendous impression on the interviewer. Good questions require advance preparation. Just as you plan how you would answer an interviewer's questions, write out specific questions you want to ask. Then look for opportunities to ask them during the interview. Don't ask about benefits or salary. The interview process is a two-way street whereby you and the interviewer assess each other to determine if there is an appropriate match.

8. Maintain a conversational flow. By consciously maintaining a conversational flow—a dialogue instead of a monologue—you will be perceived more positively. Use feedback questions at the end of your

answers and use body language and voice intonation to create a conversational interchange between you and the interviewer.

9. Research the company, product lines and competitors. Research will provide information to help you decide whether you're interested in the company and important data to refer to during the interview.

10. Keep an interview journal. As soon as possible, write a brief summary of what happened. Note any follow-up action you should take and put it in your calendar. Review your presentation. Keep a journal of your attitude and the way you answered the questions. Did you ask questions to get the information you needed? What might you do differently next time? Prepare and send a brief, concise thank you letter. Restate your skills and stress what you can do for the company.

## *ИДЗ № 7*

7.1. Study the information in the following text.

7.2. Make a glossary on management styles.

7.3. Put 15-20 questions to the text.

7.4. Think over the main ideas presented in the text (as a preparation for a discussion in the classroom).

7.5. Learn the four **categories of management styles.**

7.6. Comment upon **the ten types of management styles for effective leadership.**

### *The Best Types Of Management Styles*

Leadership skills, like most abilities in life, must be earned through practice and hard work. However, there are many different ways to be a good leader. In fact, great leaders often incorporate different types of management styles at different times.

In this post, the experts at Sling will share 10 types of management styles for effective leadership so that you can take your management skills—and your business—to the next level.

The simple, and perhaps somewhat disappointing, answer is that there is no method of leadership that is always superior to all other types of management styles.

The best types of management styles are flexible, adaptive, and appropriate for the given circumstances. This is true because different situations call for different kinds of leadership.

When deciding how to lead, you'll need to take a number of things into consideration. Here are a few of the factors that will influence which management style you'll need to employ:

- The type of business you manage.
- The volume of work that needs to be completed in the near future.
- Your personality and innate management qualities.
- The personalities and attitudes of the staff you're currently managing.

Once you've taken all of these factors into account, you're ready for action!

#### **Why Is Learning Your Management Style Essential For Success?**

Learning your primary management style — or knowing which styles work in which situations — has a significant impact on the way you and your team operate.

Here are four ways that identifying your management style can set you on the road to success.

#### 1) You Won't Have To Rely On Fads

Management fads come and go, and very few are effective long term. But when you find a management style that works for you, you create a foundation to which you can return when the going gets tough.

#### 2) You'll Know How To Adapt

As you'll see in the next section, certain situations — emergencies, critical deadlines, organizational

As you'll see in the next section, certain situations — emergencies, critical deadlines, organizational strategy — require a more direct management policy. When you settle on your day-to-day management style, you'll know better how to adapt to issues that fall outside the “norm.”

#### 3) You'll Know How To Best Engage Your Employees

If your employees are engaged in their work, they'll perform better in the short term and be less likely to leave your business in the long term. The right management style for the job promotes this type of employee engagement and makes your team members feel more comfortable approaching you with questions, suggestions, and ideas.

#### 4) You'll Know Your Weaknesses And How To Improve



Each management style comes with its own set of skills. When you learn which management style fits your personality, your team, and your business, you can focus on exercising your strengths and improving your weaknesses.

### Four Broad Categories Of Management Styles

Before we enumerate the various management styles for effective leadership, it's helpful to get familiar with the four broad categories into which they each fall.

These categories go by many different names, but we've chosen the most descriptive to help you identify the one that's right for you.

Armed with this information, you can find the management style that best fits your personality and the way you and your team work.

#### 1) Autocratic

An autocratic management style is characterized by strong, centralized control with a single source of authority. Communication flows from the top down (only one way) and team members are expected to follow orders.

An autocratic manager typically motivates employees externally through rewards and penalties. Because of the command-and-follow nature of this management style, an autocratic approach is valuable in times of crisis or when time constraints demand rapid action.

The drawbacks of managing your team autocratically include:

- Causes staff to fear or dislike management
- Engenders a need for constant supervision
- Creates poor working relationships

Certain situations demand that you employ the autocratic management style, but, for the most part, it's best to keep it to a minimum so as not to alienate your team.

#### 2) Persuasive

- A persuasive management style, like the autocratic style, is characterized by strong, centralized control that makes decisions for the business.
- But, unlike autocratic managers, persuasive managers take the time to invite questions rather than levying "do this or else" policy mandates. Similarly, once management and ownership come to a conclusion, they will discuss with the team members the basis for the decision-making process.
- Employees are then encouraged to commit to tasks through various persuasive techniques rather than through rewards and penalties.

#### 3) Consultative

In a consultative management style, policy and decision making still rests with managers and owners, but those higher-ups encourage a two-way form of communication.

Consultative managers will often hold discussions with team members to hear their opinions and input prior to finalizing a decision.

A consultative style of business management is an effective way to involve employees in the large-scale activities of your company. But it's not without its drawbacks.

In some situations, a consultative management style can:

- Be more costly
- Slow the decision-making process
- Delay the implementation of important changes

It's vital to use this management style sparingly so as not to hinder the progress of your business.

#### 4) Participative

In a participative management style, owners spread the authority and power throughout the organization by presenting problems and issues for discussion and then working with employees to reach a final decision.

This type of style promotes employee empowerment because it gets team members actively involved in the direction of the project or the business as a whole. It also encourages each team member to find their own self-direction and to be intrinsically motivated rather than externally motivated.

Participative styles are frequently adopted by professional organizations where the intellectual abilities and skills of its employees are similar to each other.

Taken to the extreme, a participative management style can lead to a laissez-faire attitude where management abdicates responsibility for the direction of the business.

A participative style also allows for more business drift — when the organization doesn't have an overall direction — because management isn't making useful decisions to keep the company on course.

## Ten Types Of Management Styles For Effective Leadership

### 1) Democratic Management Style

Category: *Consultative*

Democratic leaders are eager to involve their staff in company decisions. If you choose this management style, you're showing your team that you trust them and respect their input. It also displays a confidence in both your employees' opinions and your own ability as a leader.

There's no need to fire off commands or rule with an iron fist. You believe that employees can largely govern themselves and you're simply a judge or referee to keep things moving in the right direction.

### 2) Inspirational Management Style

Category: *Consultative*

To be an inspirational leader is no easy task, but it is extremely effective when accomplished. The inspirational type of management style requires superb people skills, a big heart, and an honest desire to help your employees develop both in and outside of the workplace.

### 3) Authoritative Management Style

Category: *Autocratic*

While there is much to be said in favor of a democratic leadership style, sometimes a situation calls for a dictator. Maybe you're a new manager and the workplace seems a bit chaotic, lacking in order and structure. Or perhaps your employees tend to slack off and are in need of disciplinary action.

In either of these cases, you might need to adopt a more authoritative type of management style. But having an authoritative style of leadership doesn't mean you need to be rude—remember that you can give orders with a smile and a “please.”

### 4) Results-Based Management Style

Category: *Consultative*

The magic word for results-based managers is *efficiency*. You're not concerned with *how* things get done, as long as they get done well and in the quickest way possible.

You don't feel the need to create every rule and method yourself—if an employee comes up with a superior way of doing things, you're happy to make changes to company policy. The only thing that matters with this type of management style is results.

### 5) Laissez-Faire Management Style

Category: *Participative*

The Laissez-Faire type of management style requires two things: an extremely laid-back attitude and a great deal of confidence in your staff. If you possess these two traits, you might be well-suited for a laissez-faire style of leadership.

This method is effective because laissez-faire managers don't busy themselves with micromanaging employees. At the same time, employees appreciate the autonomy they've been given and will often show more initiative than if they were being told exactly what to do and how to do it.

### 6) Collaborative Management Style

Category: *Participative*

The collaborative approach to leadership is similar to the democratic style but differs in one significant way. With a collaborative management style, you're not simply asking your employees to participate in a yay-or-nay vote—you're actively soliciting feedback from team members about company policies.

You're looking to have real, thoughtful conversations about improving your business, which empowers your staff and may even provide some innovative solutions.

### 7) Example-Setting Management Style

Category: *Persuasive*

This management style is exactly what it sounds like: you lead by consistently setting an impeccable example of the kind of work standards you expect at your business. The bar is set by your actions and your actions alone.

In some cases, this may even transform the ethics of and working environment of your business. Example-setting leaders are definitely not afraid to roll up their sleeves and get their hands dirty to show the crew how things should be done.

### 8) Strategic Management Style

Category: *Consultative*

Strategic managers aren't interested in the minute details of basic tasks. Instead, they're focused on the bigger picture and long-term success of the business they manage.

If you have a strategic management style, you're comfortable allowing assistant managers and shift leaders to oversee the majority of everyday responsibilities. While the crew gets the mundane work done, you're planning marketing campaigns and preparing for expansion.

## 9) Affiliative Management Style

Category: *Persuasive*

The affiliative manager is humble, hard-working, and confident. These types of managers make themselves a part of the team and lead from the front, rather than constantly reminding employees that they're the one in charge.

If this is your preferred leadership style, you're looking for opportunities to affiliate yourself with your staff and lending a helping hand wherever it's needed. Employees see you as an ally and will respect the fact that you're trying to help them succeed.

## 10) Charismatic Management Style

Category: *Persuasive*

The charismatic management style—sometimes called the persuasive management style—is built around the personality and charm of the manager.

If this is your type of management style, you're focused on developing personal relationships with your staff and building a team in your workplace. Employees are cooperative because they respect the fact that you're interested in getting to know them as individuals.

Ultimately, any manager worth her salt will use a combination of these types of management styles. Leaders who know how to lead are flexible and quick to adapt to their environment.

### How To Improve Your Management Style

The first step in improving your leadership is to identify which style you gravitate toward. Keep in mind that you may rely on several different styles as the need dictates. But, on closer examination, you'll find a default style or two that you use in your normal managerial duties.

Once you've identified the management styles that dominate your work, you can take steps to make them stronger, better, and more well-rounded.

Here are six ways to do that.

#### 1) Cultivate Self-Awareness

If you've reached this step in your quest to improve your management style, you're already plenty self-aware — it took a healthy dose of that quality to identify which leadership style you rely on most. Now's not the time to let up.

Continue to examine your feelings, motivations, strengths, and weaknesses as they apply to leading your team.

Doing so will help you respond better to both the daily grind of your job and the unforeseen challenges that may pop up. It will also help you identify where you need to improve and how you can perfect your chosen management style.

To cultivate self-awareness, try one or more of the following suggestions:

- Keep a journal about your leadership activities
- Occasionally push your leadership limits to see how it feels and what results it brings
- Ask for feedback from those you manage and those who manage you (more on this below)
- Talk to a colleague
- Don't get defensive during any phase of this self-examination

#### 2) Examine Your Values

You can think of your values in a number of different ways. They can be:

- Your principles
- Your standards of behavior
- Your judgment of what is important in life

However you choose to define it, examining your values comes down to the question, "What do you find important?"

After asking that question of yourself in regard to your management style, expand your view to include the rest of your life as well. The core values that you adhere to in your personal life should manifest in your professional life.

If they don't, there's a disconnect somewhere that you need to address in order to improve the way you manage your team.

#### 3) Change The Way You Communicate

We all want to believe that we're expert communicators. But when you turn your eye of self-awareness on the subject, what do you see?

Even if you feel that you don't need to work on your communication to improve your management style, try changing your methods for a week, two weeks, or a month to see if you and your team can accomplish more.

For example, if you've been holding a Monday-afternoon meeting every week to discuss existing projects, try meeting with each team member one-on-one throughout the week instead. Or reduce the number of emails you send each day to improve your written communication and increase your efficiency.

However you choose to tweak your communication, record the results (in a journal, for example) to see what works, what doesn't work, and why.

#### **4) Ask For Input**

Another effective way you can improve your management style is by asking for input from those above and below you in the chain of command.

While the feedback you receive from your manager is valuable in many ways, focus your efforts on the input from those you manage.

Most often, they are the ones "on the front lines," as it were, and will have unique ideas about how you can improve your management style. They can help you find more effective and efficient ways to lead the team as a whole.

Asking your team for input will help them feel like a cohesive unit. And when they see you incorporating their suggestions, they'll be inspired to improve themselves.

#### **5) Seek Out Learning Opportunities**

One of the best ways to improve your management style is to seek out learning opportunities in the form of on-going education. Furthering your education will give you new insight into the myriad nuances of your preferred management style and the pros and cons of other styles.

It will also expose you to other aspects of the business and management world that you may have been missing out on because you were so busy doing your job.

Whether you decide to pursue certificate work or go all-in toward a master's degree, seeking out new learning opportunities will put you in contact with new people — teachers and students alike — who can expose you to new techniques, help you solidify your values, and improve the way you manage your team.

#### **Free Up Time To Improve Your Leadership Skills**

If you want to free up more time to improve your leadership skills, use Sling to create the perfect work schedule for your team. Formatting, producing, distributing, and editing the employee work schedule doesn't leave a lot of time to develop your management style.

Not to mention the time it takes to keep track of employees clocking in and out, labor expenses, payroll, and overtime.

Sling simplifies and streamlines all of these processes so you can work on yourself. Not only is Sling an extremely powerful work schedule creator, but it's also a mobile time clock, labor cost analyzer, intra-business messaging system, newsfeed manager, and employee task list all rolled into one easy-to-use package.

You can even use one Sling account to schedule employees across multiple locations. Now that's power and flexibility! Add in the onboard A.I. that notifies you when there's a scheduling conflict or you missed a request for time off, and you've got the perfect system for managing your employees.

The Sling app is free, easy to use, and will help you spend your time more efficiently so you can concentrate on honing your personal management style. From the retail and service industries to the healthcare and non-profit sectors, [Sling](#) will help you manage your business more effectively.

### ***ИДЗ № 8***

**Do the test on Intercultural Communication. Choose the right option (a, b or c).**

1. Intermediate-level culture includes \_\_\_\_\_.

- a. practices of the middle class
- b. symbols (e.g., language), meanings, and norms
- c. relationship expectation
- d. all of the above

2. Deep-level culture includes \_\_\_\_\_.

- a. nonverbal communication emphasis
- b. relationship expectation
- c. traditions, beliefs, and values
- d. all of the above

3. Surface-level culture includes \_\_\_\_\_.

- a. relationship expectation
- b. verbal communication emphasis
- c. cultural artifacts or systems that have mass appeal and that infiltrate our daily life
- d. all of the above

4. Relationship expectation is how much role formality/informality or task/social tone you want to forge in the interaction.  
a. True b. False
5. Culturally shared \_\_\_\_\_ involve answers to questions such as human origins, concepts of time, space, reality, and the existence of a supernatural being.  
a. traditions b. beliefs c. norms d. values
6. Culture is a learned \_\_\_\_\_ system that consists of patterns of traditions, beliefs, values, norms, meanings, and symbols that are passed on from one generation to the next and are shared to varying degrees by interacting members of a community.  
a. normative b. meaning c. language
7. These can include myths, legends, ceremonies, and rituals that are passed on from one generation to the next via an oral or written medium.  
a. Culturally shared traditions b. Culturally shared beliefs c. Cultural norms d. Cultural values
8. Music and images produced by Snoop Dogg, Beyoncé Knowles, and other musical artists, belong to what level of culture?  
a. Surface-level culture b. Intermediate-level culture c. Deep-level culture d. Immediate-level culture
9. There has been a dramatic increase in intercultural dating and marriage relationships in the United States.  
a. True b. False
10. Through the study of intercultural communication, we can deepen our other-awareness, but not our self-awareness.  
a. True b. False
11. Cultural norms belong to deep-level culture.  
a. True b. False
12. Television shows such as Dancing with the Stars and American Idol are primarily examples of intermediate-level culture, and specifically, examples of culturally shared beliefs.  
a. True b. False
13. A symbol refers to a sign, artifact, word(s), gesture, or nonverbal behavior that stands for or reflects something that is meaningful for one individual.  
a. True b. False
14. Cultural norms refer to individual expectations of what constitutes proper or improper behavior.  
a. True b. False
15. Culturally shared traditions include myths, legends, ceremonies, and rituals passed on from one generation to the next via a written medium because oral ones have perished.  
a. True b. False
16. Culturally shared beliefs refer to fundamental assumptions or worldviews that people hold dearly to their hearts without question.  
a. True b. False
17. Cultural values – in times past but no longer generally true today - refers to priorities that guide “good” or “bad” behavior, “desirable” or “undesirable” practices, and “fair” or “unfair” actions.  
a. True b. False

“What Is Intercultural Communication Flexibility?”

18. Aileen becomes aware that she has committed an intercultural faux pas during an interaction with a cultural stranger, but thinks to herself, “That’s just the way I am. It’s not worth trying to change.” Aileen is in what stage of the staircase model of flexible intercultural communication?

a. Unconscious incompetence b. Conscious incompetence c. Conscious competence d. Unconscious competence

19. The degree to which communicators achieve mutually shared meaning and integrative goal-related outcomes is which of the four criteria of a flexible intercultural communicator?

a. Appropriateness b. Effectiveness c. Communication adaptability d. Communication ethnocentrism

20. The degree to which exchanged behaviors are regarded as proper and match the expectations generated by insiders of a culture is which of the four criteria of a flexible intercultural communicator? a.

Appropriateness b. Effectiveness c. Communication adaptability d. Communication creativity

21. In the staircase model of intercultural communication, the stage in which an individual is “mindlessly mindful” and can code-switch effortlessly between the two different intercultural communication stages is the \_\_\_\_\_ stage.

a. conscious competence b. conscious incompetence c. unconscious incompetence d. unconscious competence

22. Adine decides to increase her intercultural communication flexibility. She takes a vacation in Belgium, taking in the sights and interacting with Belgian individuals. What component of flexible intercultural communication is she focusing on?

a. Knowledge: informal learning b. Knowledge: formal studying c. Meaning: cognitive layer d. Meaning: affective layer

23. Alisha is from Georgia and is surprised that on her first trip to New York City, native New Yorkers do not respond to her friendly overtures on the subway. She learns that New Yorkers generally do not talk to strangers on the subways as a way of obtaining some privacy in a very crowded city. So, instead of condemning New Yorkers as “unfriendly and suspicious,” she uses a different cultural frame of reference, understanding their behavior from within their own frame of reference. Alisha is using what mind-set to evaluate New Yorkers’ behavior?

a. Adaptability b. Informal c. Ethnocentric d. Ethnorelative

24. Taking this class in intercultural communication is an example of which kind of knowledge?

a. Formal studying b. Informal learning c. Affective knowledge d. Ethnocentric knowledge

25. Ah Ming, a Chinese native, is assigned to a temporary overseas work assignment in the United States, and upon return, he reports that U.S. employees are “pushy and critical,” as they often directly told him what to do. What kind of mind-set is Ah Ming using to evaluate U.S. employees’ behavior?

a. Flexible intercultural communication b. Ethnocentric c. Ethnorelative d. Appropriate

26. Barry approaches his international manager to ask her for a salary increase. What type of goal is Barry’s salary increase in this intercultural communication interaction?

a. Content goal b. Relational goal c. Identity goal d. Symbolic goal

27. The fact that intercultural communication involves simultaneous encoding and decoding reflects which characteristic of intercultural communication?

a. Symbolic exchange b. Process c. Different cultural communities d. Content meaning

28. The instructor says to Brooke and Bianca, “You look tired.” Although they both understand the words, Brooke takes this as a comforting message and Bianca believes she has been criticized. These two women have understood the same words but attached differing \_\_\_\_\_ to them.

a. symbols b. settings c. goals d. meanings

29. \_\_\_\_\_ meaning is inferred via nonverbal intonations, body movements, or gestures that accompany the verbal content.

a. Content b. Relational c. Instrumental d. Transactional

30. Dr. Brown realizes she has inappropriately criticized Binh Phuoc's family remedy for sprained ankles. However, because intercultural communication is a(n) \_\_\_\_\_ process, he cannot take back his remark.  
a. transactional b. embedded c. irreversible d. symbol
31. Informal learning, such as visiting ethnic neighborhoods, is one way to increase our knowledge of flexible intercultural communication. a. True b. False 3
2. We should all try to attain the unconscious incompetence stage of flexible intercultural communication.  
a. True b. False
33. The staircase model consists of two main stages: flexible and inflexible intercultural communication. a. True b. False
34. Symbolic exchange refers to the use of verbal and nonverbal symbols between a minimum of two individuals to accomplish shared meanings. a. True b. False Page 6
35. The digital aspects of communication refers to the content information that we convey to our listener.  
a. True b. False
36. Identity meaning refers to questions such as "Who am I and who are you in this interaction episode?"  
a. True b. False Chapter 3, "What Are the Essential Cultural Value Patterns?"
37. People of cultures high in uncertainty avoidance prefer clear procedures and conflict avoidance.  
a. True b. False
38. Attitude is a predisposed tendency that influences thinking patterns, but actions to a much less extent.  
a. True b. False
39. Self-construal is the degree to which people conceive of themselves as separate or connected to others.  
a. True b. False
40. This is a common cultural pattern found in most northern and western regions of Europe and in North America.  
a. "Being" activity value orientation b. Collectivism c. Subjugation-to-nature value orientation d. Individualism
41. A flood has hit a small town in England, where Carly lives. She responds to the flood by viewing it as something that is beyond the control of her or her town, and in fact, was predestined. Which destiny value orientation is she endorsing?  
a. Controlling the environment b. Harmony-with-nature c. Subjugation-to-nature d. Internal locus of control
42. Cici is most often concerned with her personal achievements, and is rather competitive with classmates. She would tend to have a(n) \_\_\_\_\_ construal of self.  
a. internal b. external c. independent d. interdependent
43. A culture which confronts a natural disaster, such as floods, by building dams, bridges, and other water-control features, is operating from which people-nature value orientation?  
a. Controlling their environment value solution b. Harmony-with-nature or "flowing" value solution c. Subjugation-to-nature or "yielding" value solution d. "Being" value solution
44. On Carlos' first day as a study-abroad student, he was surprised to find that his instructor asked for student feedback and that at the end of class, the instructor went to lunch with some of the students. Having paid attention in his intercultural communication class, Carlos understands that the culture in which he is now living is a \_\_\_\_\_ culture.  
a. future-oriented b. past-oriented c. large power distance d. small power distance

45. Caitlyn's father always decides where to go on vacation and Caitlyn is expected to accept the decision without complaint. Caitlyn's mother does the packing and is concerned with the quality of the hotel. Caitlyn is in a \_\_\_\_\_ family situation.  
a. "masculine" b. "feminine" c. "being-in-becoming" d. "being"
46. Which group or nation is most likely to emphasize individual initiative and achievement and a future value solution?  
a. Saudi Arabia b. Saudi Arabian upper class c. U.S. middle-class European Americans d. All Japanese classes
47. Camille and Chika have different reactions to their equally poor performances on the first exam of the semester. Camille believes that it is her responsibility to do better and that she must make extra effort on the next exam. Chika believes that destiny or fate was involved and that sometimes external forces shape one's life events. Camille has a(n) \_\_\_\_\_ locus of control and Chika has a(n) \_\_\_\_\_ locus of control.  
a. internal; external b. external; internal c. vertical; horizontal d. horizontal; vertical
48. A culture which answers the question of the relationship between people and the natural by being more fatalistic and acting humbly in the face of cataclysmic external forces, is operating under which people-nature value orientation?  
a. Controlling their environment value solution b. Harmony-with-nature or "flowing" value solution c. Subjugation-to-nature or "yielding" value solution d. "Doing" value solution
49. Cristina is a study-abroad student who moves to the United States to live in a college apartment in California. She notices that her roommates don't knock before entering her bedroom; they just open the door and walk right in. Rather than decide that U.S. Americans are "rude," she practices the O-D-I-S method from her intercultural communication class. Which letter represents her efforts to be more open-ended in evaluating her roommates' behavior and to refrain from her initial ethnocentric evaluation of the behavior as "rude?"  
a. O b. D c. I d. S
50. The most important value dimension that shapes our sense of self is the individualismcollectivism value dimension.  
a. True b. False
51. Individuals with an external locus of control tend to emphasize free will, individual motivation, and personal effort and responsibility.  
a. True b. False
52. People with a vertical self-construal emphasize informal interactions and a direct approach to resolving problems.  
a. True b. False
53. People operating under a future-oriented time sense are concerned with fixed schedules and short- to medium-term planning.  
a. True b. False
54. All individuals from Asian countries operate from an interdependent self-construal.  
a. True b. False,

"What Are the Keys to Understanding Cultural and Ethnic Identities?"

55. Dashelle's \_\_\_\_\_ identity includes the information that she is nineteen, has a son, and a college student at UNLV; her \_\_\_\_\_ identity is fun-loving, optimistic, and a fan of country music.  
a. personal; social b. social; personal c. cultural; social d. social; cultural



56. In the ethnic-cultural typological model, an individual who identifies strongly with the larger culture and weakly with his or her own ethnic identity is operating from which of the four options?  
a. Bicultural identity b. Ethnic-oriented identity c. Assimilated identity d. Marginal identity
57. Even after moving to Thailand, Deidre continues to identify strongly with her native British values and traditions rather than with her new culture. Which identity does Deidre have?  
a. Bicultural identity b. Ethnic-oriented identity c. Assimilated identity d. Marginal identity
58. \_\_\_\_\_ refers to the process whereby people are socialized into and internalize the primary cultural values of their birth country.  
a. Acculturation b. Enculturation c. Adaptation d. Assimilation
59. Damek has moved from his native Hungary to the United States. He is going through the process of viewing himself as a Hungarian to incorporating a new identity, that of a U.S. American. What is this process of identity change called?  
a. Acculturation b. Enculturation c. Ethnic identity salience d. Cultural identity salience
60. The \_\_\_\_\_ family system emphasizes communal meanings, ascribed roles and statuses between parents and child, and family rule conformity.  
a. extended b. blended c. positional d. personal Page 10
61. In a society with a(n) \_\_\_\_\_ stance, immigrants are often expected to conform quickly to local cultural practices while in a society with a(n) \_\_\_\_\_ stance, immigrants are given more leeway to acquire the knowledge and skills needed to adapt to the new culture.  
a. assimilation; pluralist b. pluralist; assimilation c. enculturated; acculturated d. acculturated; enculturated
62. Donatello and his family emigrated to the United States from Italy. Donatello was fortunate to have had English classes in Italy in which he learned about verbal and nonverbal styles of U.S. communication. What kind of knowledge is this?  
a. Personal b. Cultural c. Interaction-based d. Enculturated
63. Donatello also learned about U.S. geography, its political and economic situation, and its predominant spiritual beliefs. What kind of knowledge is this?  
a. Personal b. Cultural c. Interaction-based d. Enculturated
64. Danine emigrated with her family from Taiwan to Canada. She feels a strong affiliation with Canadian culture. In other words, she feels strong cultural identity \_\_\_\_\_.  
a. hierarchy b. value c. salience d. tradition
65. An individual who identifies strongly with both ethnic traditions and the cultural practices of the larger society is said to be a bicultural individual.  
a. True b. False
66. Enculturation occurs when a person moves to a new culture or country and stays there for at least one year.  
a. True b. False
67. In a society that is culturally pluralistic, there is little or no tolerance for immigrants who practice their ethnic traditions and customs.  
a. True b. False
68. Democratic decision making is the dominant method of making decisions in the personal family system.  
a. True b. False
69. In the Racial-Ethnic Identity Development Model, the encounter stage is when the individual develops a secure racial-ethnic identity and also has genuine contact with many different groups.  
a. True b. False

## *АКР (аудиторная контрольная работа) № 1 – Challenges*

### **1.1. Read the text and state its main idea.**

#### *10 of the best outdoor adventures in Europe: readers' tips*

##### **Winning tip: Cape Wrath Trail, Scotland**

Walk 230 miles in Scotland and go days without seeing anyone. I navigated the unmarked trail, at times with no path, through soaring mountains and wild landscapes, across swollen rivers and beaches with sand as white as anything in the Seychelles. Starting at Fort William with a boat crossing, the trail hugs the rugged west coast, dipping in and out of sea lochs, and ends at the lighthouse at the most north-westerly tip of the UK. The last seven miles is through an MOD firing range. Wild camp by the finest salmon rivers, or stay in welcoming bothies from another era. It's an adventure that draws walkers from all over the world.

##### **Dolomites via ferrata, Italy**

We completed the Via Ferrata Tridentina in the Dolomites last June, after an attempt a few years before failed because of snow. We set out with our Cicerone guide book, harnesses, helmets and via ferrata devices, and encountered the best VF route we'd ever done. Easy to access, Tridentina was thrilling and fun, but accessible to most people with basic climbing skills and a head for heights. We had extraordinary views throughout the ascent. Sadly, the Pisciadù hut at the top was shut, so no refreshing summit beer, but just as well – we needed our heads as the gully descent was snow-filled and much more treacherous than usual!

##### **Sweden coastal cycle**

In 2018, I tackled the Kattegattleden, Sweden's beautiful coastal cycle path. With friends, I took the train from Copenhagen to Helsingborg to hire bikes. From there, it was a 340km ride to Gothenburg, with stops in Ängelholm, Halmstad, Falkenberg, Varberg and Frillesås. Airbnbs along the route were excellent and reasonably priced, averaging £50 a night for two. Bikes were from TravelShop in Helsingborg (£297 for two bikes, including pick-up from Gothenburg). Our journey took six days, although eight is recommended. A hugely rewarding adventure that can be done without much prior cycling experience.

##### **Sailing and climbing to the pub, Ireland**

I have competed twice in the Irish Sailing and Mountaineering Adventure Challenge, which will take place again on 30 May. Starting in Kinsale in County Cork, yacht crews sail to a succession of challenging hills, including the highest in Ireland, and finally, after running the Brandon Ridge, finish the race in a pub in Dingle in County Kerry. It is possible to charter a yacht locally, or to join another crew in the race.

##### **Family canoe thrills, France**

Our favourite outdoor adventure was the 13km canoe descent down the Hérault river, near Montpellier, France. Four hours on the water might sound like a daunting prospect, but the stunning surroundings are enough to distract from those throbbing arm muscles. The descent features fairytale wooded pathways, thrilling waterfalls (a welcome break from paddling) and calm lakes for a break to have lunch and sunbathe. The canoes come equipped with waterproof barrels for belongings.

##### **Climb an active volcano, Stromboli, Italy**

Last year we climbed Stromboli, Mount Etna's smaller but more active cousin, on one of the seven Aeolian Islands rising out of the sea off Sicily's north-eastern coast. We set off at 4pm accompanied by a guide and equipped with helmets, extra layers, food and water. After four hours of hiking amid thunderous booms and plumes of smoke, we reached the summit as the sun set. We sat along the crater's edge in the darkness and observed nature's most impressive firework display. A truly awe-inspiring experience.

##### **Wild swimming in Windermere, Lake District**

Wild swimming fans can't do better than a summer solstice night-time dip as the sun sets over the Lake District's biggest lake on the longest day. Starting at the National Trust's Fell Foot lakeshore park, participants gather at 9.30pm and plunge into the water for a noncompetitive swim, with glowsticks attached to wetsuits (optional) as darkness descends. The effort is rewarded with a glass of Pimm's and a medal for all. I did it in 2018 with nervous friends, and all were suitably wowed by the views and balmy water temperatures.

##### **Cycling the Netherlands with teens**

I cycled the length of the Netherlands in six days with my daughters – one of the best things I've ever done. I am in my early 50s and rode 600km with my two girls (who were in their late teens) from the southernmost tip of the country to the northernmost part. We followed the maps in the book Het Fietsepad. We meandered through the most remote areas, often close to the German border, and for some hours through Germany. The scenery was surprisingly varied. We carried camping gear, but after a few days

realised there were plenty of reasonably priced hotels. Good touring bikes can be rented, from places including train stations, for less than €10 per day.

Mountain running, Bosnia-Herzegovina

In 2018, I ran 350km across the Dinaric Alps of Bosnia-Herzegovina, border to border, solo and unsupported, wildcamping in the mountains – which could be a world first. This year, I will return to do the next leg from Montenegro to Albania. I am not a runner, just an enthusiastic woman and outdoor therapist out to prove anything is possible for anyone.

Cuillins Ridge, Skye, Hebrides

Towards the southern end of the Cuillin Ridge (which includes the peaks Sgùrr nan Gilleann and Sgùrr Alasdair), the Inaccessible Pinnacle isn't quite as foreboding as the name suggests. Found at the top of Sgùrr Dearg, it forms the summit of the only Scottish Munro that requires a roped climb and abseil. You can hike up to the top of Sgùrr Dearg and enjoy the spectacular views without the climb, but conquering the exposed rock face makes it a true adventure. The Scottish right to roam means you can wild camp at the base of the Cuillins and even enjoy a dip in the famous Fairy Pools to help your sore muscles recover.

**1.2. Which of the tips do you find attractive? What about your classmates? Go round the class to find it out interviewing other students.**

**1.3. Report the results of your interview to your supervisor.**

**1.4. Write about your idea of the best outdoor adventure (in 150 words).**

### *AKP № 2 Challenges – overcoming stage fright*

**2.1. Read the text. State its main idea.**

***'It feels like I'm choking' – actors reveal crippling effects of stage fright  
open up anonymously in new study throwing light on severity of 'humiliating' condition***

A clandestine drink backstage before every entrance. A makeshift toilet to cope with unrelenting diarrhoea. Sick bags stapled behind the set. The extraordinary lengths to which actors – and their production teams – go to mitigate the paralysing effects of stage fright are today revealed in a study by an academic from the American Academy of Dramatic Arts.

Several famous names have spoken anonymously about the symptoms, some of them shockingly extreme, of the dreaded anxiety that often accompanies performances.

Eight actors opened up to Dr Linda Brennan, a psychotherapist who heads the voice and speech department at the Los Angeles campus of the academy, whose alumni include Kirk Douglas and Anne Hathaway.

Brennan, who is also an actor, said the subjects had agreed to reveal their innermost feelings only because the study would not identify anyone. "That way, they could talk about what really goes on," she told the *Observer*.

"In some cases, it's pretty dreadful. One actor's doctor told him he had to quit acting because his heart couldn't take the stress. It can be very severe. Also, just the feelings of shame and humiliation. Many of these actors [with] severe stage fright felt like they were going to die."

While the study focused on theatre actors, one "very well-known" star revealed that, while filming a TV series, she had backstage sick bags at all entrances and exits. She would vomit into a bag, go on and do her scene, then come off and vomit into another. This was the only way she could get through the shoot.

Brennan, whose research will be published this spring in a book entitled [Stage Fright in the Actor](#), said the subject of stage fright for thespians – rather than for musicians, dancers and public speakers – had been stifled because of actors' common feeling that the show must go on. They felt they had to deliver, when

internally their world “was falling apart”, she said, adding that actors were also reluctant to speak out for fear their vulnerability would be interpreted as a lack of talent.

Yet stage fright has afflicted some of the biggest stars the acting world has ever known. Laurence Olivier suffered years of debilitating performance anxiety, recalling in his autobiography: “My throat closed up and the audience was beginning to go giddily around.” In 2016, Hugh Grant told the *Hollywood Reporter*: “I do live in terror of an attack. I used to get three or four [on a film].” Hollywood star Jack Lemmon once observed that, without “heightened apprehension”, an actor “probably won’t give as good a performance as he should”, but that stage fright was something else.

Actors told Brennan of the physical “hurt” and mental anguish the anxiety would induce, with one likening it to “a death experience” and the feeling of “losing consciousness”. They detail symptoms ranging from swollen tongues to fainting, uncontrollable crying, cold sweats, breathing difficulties and palpitations. “I don’t think that people really understand what some actors go through to deliver their performances,” she said.

Three actors who agreed to be interviewed, then became too emotional. Brennan said: “Stage fright was too difficult to discuss and we couldn’t complete the interviews.”

But others were grateful the subject was being addressed, particularly in an in-depth study of the causes. Brennan, who treats actors with the condition, is calling for all drama schools to offer lesson in controlling stage fright.

Actors spoke at length about the horrific ways in which they had suffered. One said: “When stage fright strikes, I have difficulty breathing. I cannot inhale deeply, and my breaths get shorter and shorter. Sometimes I get cold sweats and I get lightheaded. My heart races. At times, it feels like it is pounding out of my chest. Sometimes I feel as if I were running, even though I am standing still ... Webs of darkness invade my stomach. Sometimes it is like butterflies creating a mild flutter. Sometimes it is a piercing stabbing pain in my core. Sometimes it is unbearable churning where I have to relieve myself over and over, hours before curtain...

“I become hyper-reactive and any sound, movement or comment can make me jump – or scream. Stage fright attacks my primary means of communication, my voice and my body. I get a dry mouth, watery eyes and a swollen tongue. ... Sometimes I can’t move. Stage fright feels like it is literally choking me.” Several spoke of fear of failure being central to the stage fright experience. One described it as “a raging negative voice in my head that interrogates me and inflames the fear... Stage fright feels... as if something is strangling me... It feels like it is destroying me... as if my blood is draining from my body.”

**2.2. Write down 10-12 questions addressing the text. Be ready to answer them yourself and interview your classmates.**

**2.3. Write a summary of the text.**

**2.4. Making a talk based on a survey.**

Think of three questions associated with the problem raised in the text and go round the class interviewing other students. You may also approach three other people via social networks. Analyse the answers you get and make a talk on ‘beating the stage fright’.

**2.5. Writing an essay.**

- a) Make your own commentary on the text presented.
- b) What ideas do you have about overcoming stage fright?

## *AKP № 3 Challenges – teamwork*

### **3.1. Read the text. State its main idea.**

#### *Taking team building to the next level to improve employee skills*

Whether it's a staff away day paintballing or a treasure hunt after work, team-building exercises illicit strong reactions from employees. Some can barely contain their excitement at the thought of flying down zip-wires and leaping off Tarzan swings in the Forest of Dean; for others, the thought of having to role-play or engage in games with colleagues is horrific.

Many companies turn to team-building activities as a way to improve employees' communication and problem-solving skills, and aid staff bonding. As many team exercises take place outside of the office, they're often used as a way to reward staff and boost motivation.

Over the past two years, UKFast founder and chief executive Lawrence Jones has flown the majority of his 255-strong team over to the ski resort of Verbier, Switzerland, for everything from ski lessons and sledging to quad biking and drinking at one of the apres-ski bars.

However, it's far from being a simple adventure holiday for the employees of the hosting and cloud provider. "We talked about the latest coding techniques and solved conundrums overlooking the mountains rather than sitting in a square box," says Jones. "We had a chef up there and beers were kept cold in holes. It made staff feel valued."

UKFast's team-building doesn't just take place in Verbier, where it now owns a hotel; the business regularly runs events at the hotel it bought and converted into a training centre in Snowdonia in 2008.

Jones has built a classroom, practical lab and induction space at the company's Manchester headquarters, and is obsessed about investing in the training and development of his employees. The company's training department is run by two full-time former teachers, with a third set to join this year, and offers staff access to 100-plus courses on subjects such as shorthand training, networking, coding and customer service.

"It's fundamentally important to make sure your team develops," says Jones. "We have amazing clients and they need amazing results. By offering qualifications we get a better standard of work. We're a profitable business and we've done it by retaining staff and making sure they feel valued."

At PR agency Smoking Gun PR, there's regular training covering topics from video production skills to Google analytics. "By offering staff training and personal development, we become an attractive employer," says co-founder and managing director Rick Guttridge.

Ben Willmott, head of public policy at the Chartered Institute of Personnel and Development (CIPD), the professional body for HR and people development, agrees that workplace training is an important way to keep staff happy. "Our research consistently shows that when people are satisfied with the development opportunities open to them, they are more prepared to go the extra mile for their employers – and less likely to leave," he says.

### **3.2. Write down 10-12 questions addressing the text. Be ready to answer them yourself and interview your classmates.**

### **3.3. Write a summary of the text.**

### **3.4. Making a talk based on a survey.**

Think of three questions associated with the problem raised in the text and go round the class interviewing other students. You may also approach three other people via social networks. Analyse the answers you get and make a talk on 'team-building ideas'.

### 3.5. Writing an essay.

- a) Make your own commentary on the text presented.
- b) Which option is the best for someone like you: being your own master or being one of the team?

## *AKP № 4 – Making new things out of old ones*

### 4.1. Read the article and answer the questions that follow the text.

#### The Real Junk Food Project

The Real Junk Food Project is showing the world how to radically re-think food and food waste. The café in Leeds, in the North of England, where the movement started, has fed more than 10,000 people using 20,000 kilograms of food that had either been, or was going to be, thrown away. The pricing model for the establishment is PAYF – 'pay as you feel' – which means customers hand over the amount of money that they think the meal was worth, or what they can afford. The idea behind the project is twofold: first, to reduce food waste, and second, to feed people who can't afford to feed themselves.

By law, UK food retailers aren't allowed to sell food that is past the 'best before' date stamped on the packaging. As a result, supermarkets, independent grocery stores and even food banks discard food that is perfectly edible, because they want to play it safe, and avoid accidentally selling food that has passed its 'sell-by' date. Real Junk Food Project founder and chef Adam Smith would like to see the law changed, but in the meantime, the café takes food donations from restaurants that have food surplus, and from supermarkets that are discarding food. Many food retailers are happy to give this food to the café rather than throw it away. But in an interview with the UK's *The Independent* newspaper, Smith described how they regularly take food from supermarket bins if they have to. He said, 'We watch them throw it away, then we go and take it back out again ten minutes later. Over 90 per cent of the goods are perfectly fine.'

*The Independent* asked Smith if he was concerned that The Real Junk Food Project might itself be prosecuted, but he said that the authorities know what Real Junk Food are doing and have passed the café as safe. 'Environmental Health came to inspect us,' Smith said, 'and gave us three out of five stars.' That translates as 'generally satisfactory'. And while still hoping the law will change, the café has a perfect record. Smith says, 'we have fed 10,000 with this food and no one has got ill.'

With both hunger and food-waste levels unacceptably high in the developed world, the idea has spread quickly, with nearly 50 new PAYF cafes opening in the UK alone, and others, inspired by Real Junk Food, starting up in the USA, Brazil, Poland and Switzerland.

At least one restaurant chain that has donated food is positively proud to be involved. Nando's restaurant gives as much as 150 kg of frozen chicken per week and promotes itself with the motto 'No chuckin' our chicken.'

#### **Questions:**

1. What does 'junk food' mean in the context of The Real Junk Food Project?
2. What two social problems does The Real Junk Food Project address?
3. What happened when government officials inspected The Real Junk Food Project?
4. What evidence does Adam Smith offer for the safety of the food he prepares?

5. Based on what you've read in the article, what do you think the motto 'No chuckin' our chicken' means? (Hint: look up the word 'chuck'.)

#### **4.2. Making a talk based on a survey.**

Think of three questions associated with the problem raised in the text and go round the class interviewing other students. You may also approach three other people via social networks. Analyse the answers you get and make a talk on 'solving social problems by opening a real junk food café in the town/city you live in'.

#### **4.3. Writing an essay.**

- a) Make your own commentary on the new approach to food and food waste.
- b) What ideas do you have about reusing rather than thrown away things you do not really need?

## Приложение 2

### Оценочные средства для проведения промежуточной аттестации

#### а) Планируемые результаты обучения и оценочные средства для проведения промежуточной аттестации:

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
<p><b>ОПК-28</b> способностью ориентироваться на рынке труда и занятости в части, касающейся своей профессиональной деятельности, обладает системой навыков экзистенциальной компетенции (изучение рынка труда, составление резюме, проведение собеседования и переговоров с потенциальным работодателем)</p>		
<p>знать</p>	<ul style="list-style-type: none"> <li>– основные определения и понятия коммуникации;</li> <li>– называет структурные характеристики коммуникации;</li> <li>– основные правила интервью и составления резюме.</li> </ul>	<p style="text-align: center;"><u>Теоретические вопросы</u></p> <ol style="list-style-type: none"> <li>1. Give a definition of the term ‘communication’.</li> <li>2. What spheres of communication do you know?</li> <li>3. What sphere of communication does the job interview belong to?</li> <li>4. What are the rules of a successful job interview?</li> <li>5. What information does a CV include?</li> <li>6. Give the guidelines to writing a CV.</li> </ol>
<p>уметь</p>	<ul style="list-style-type: none"> <li>– обсуждать способы эффективного поведения во время собеседования</li> <li>– распознавать эффективное решение от неэффективного;</li> <li>– применять знания в профессиональной деятельности;</li> <li>использовать их на междисциплинарном уровне.</li> </ul>	<p style="text-align: center;"><u>Практическое задание</u></p> <p><b>Read the rules of interviewing and explain what each rule really means, whether it is good/efficient or of no use (why?). What rules would you add? Which points do you have to work at?</b></p> <ol style="list-style-type: none"> <li>1. <u>Keep your answers brief and concise.</u></li> <li>2. <u>Include concrete, quantifiable data.</u></li> <li>3. <u>Repeat your key strengths three times.</u></li> <li>4. <u>Prepare five or more success stories.</u></li> <li>5. <u>Put yourself on their team.</u></li> <li>6. <u>Image is often as important as content.</u></li> <li>7. <u>Ask questions.</u></li> <li>8. <u>Maintain a conversational flow.</u></li> <li>9. <u>Research the company, product lines and competitors.</u></li> <li>10. <u>Keep an interview journal.</u></li> </ol>
<p>владеть</p>	<ul style="list-style-type: none"> <li>– практическими навыками использования правил поведения (в т.ч. речевого) во время собеседования на практике;</li> <li>– способами</li> </ul>	<p style="text-align: center;"><u>Комплексное задание</u></p> <p style="text-align: center;"><b>1. A group project</b></p> <p><b>Work in a group of three or four other students. Use the electronic databases and surf the Internet addressing the psychological problem of ‘overcoming stage fright’. Share the information you have found</b></p>



Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
	<p>демонстрации умения анализировать ситуацию в соответствии с ожиданиями работодателя;</p> <p>– профессиональным языком предметной области знания;</p> <p>- способами совершенствования профессиональных знаний и умений путем использования возможностей информационной среды.</p>	<p><b>with your group-mates. Point out some common ideas about the topic. Suggest 3-4 questions for the group discussion and after the discussion be ready to report the results to your supervisor.</b></p> <p><b>You may let the following text be the starting-point in your project.</b></p> <p style="text-align: center;"><b><u>10 Ways to Deal with Fear of Public Speaking</u></b></p> <p>Learning to love speaking in public may seem like a distant goal. But it's actually closer than you think. As a first step, remind yourself that the topic you're passionate about is most likely of interest to listeners. And they <i>are</i> listening, not thinking about you and your nerves (or even your speaking skills). Here are 10 "quick fixes" that you can use for even more practical approaches when stage fright comes to call</p> <p>#1 Get your head in the right place.</p> <p>I'm going to start out with some tough love: <i>It ain't about you!</i> <u>Speech anxiety</u> is unpleasant enough that you may focus on how awful you're feeling instead of what really matters: the response of your audience. Put yourself in their shoes and think about what they're hoping to get out of this presentation. You'll be on the right wavelength, which is that of your audience.</p> <p>#2 Belly breathe.</p> <p>Modern life with all its gadgets and digital assistants makes it easy for you to become a "talking head," which includes breathing shallowly and rapidly. The fight-or-flight response to <u>social anxiety</u> exacerbates this type of respiration cycle. To counter these habits, <u>learn how to breathe diaphragmatically</u>. Yes, it will help you to have a resonant voice; but it will also calm you and slow your heart rate.</p> <p>#3 Turn that negative talk into positive thinking.</p> <p>The longer you stay in negative territory concerning your response to public speaking, the more it will seem like home. We're all experts at beating ourselves up through negative self-talk. Why not use <u>positive thinking</u> instead? Turn self-destructive statements around by flipping that negative mindset. Create a positive groove you can stay in.</p> <p>#4 Stand straight and open up your chest.</p> <p>Body language matters in terms of how confident you look! Try this: hunch your shoulders slightly; now stand straight, allowing your chest area to come forward as your shoulders drop into their natural position. Doesn't that feel better? You</p>

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
		<p>certainly will look more professional!</p> <p>#5 Let go of intrusive thoughts.</p> <p><i>Focus</i> is one of your most important tools when it comes to reaching and engaging audiences. But you're human, which means off-the-grid thoughts will intrude when you don't want them to. Learn not to engage these thoughts or resist them—instead, notice them, then let them float away! Come back to your message and its reception. <u>Here's how to stay focused.</u></p> <p>#6 Greet your audience. And smile.</p> <p>One of the most effective ways to have a relationship with an audience is to take a moment to allow that to happen. You do that in your greeting. <u>Here's how to start strong by giving your audience a greeting they'll remember.</u> Invest yourself in this moment, letting listeners know that you really enjoy being there. Again, <i>you too will feel it!</i></p> <p>#7 Talk . . . don't present.</p> <p>Edward Everett was the at-the-time famous orator who delivered a two-hour address at Gettysburg in 1863. But we remember the other guy—the one who gave the <i>two-minute</i> speech known as the <u>Gettysburg Address</u>. Since then, speeches public and private have been getting more conversational. Your need to <u>calm your nerves</u> come from the thought that you're there to GIVE A SPEECH. But you'll really just be talking to some people. Sounds enjoyable, doesn't it?</p> <p>#8 Visualize a successful outcome.</p> <p>Athletes, chess grandmasters, and theoretical physicists use <u>positive visualization</u>, and you should too. In other words, help yourself create a successful presentation! It just makes sense: the more time and effort you spend anticipating positive outcomes, the better prepared you'll be to respond that way in the real situation.</p> <p>#9 Turn the spotlight around.</p> <p>This too is a visualization technique. Speaking in public can feel like standing alone in a hot bright spotlight. There, every move you make can add to the feeling that you're naked and vulnerable. So in your mind, turn the spotlight around. Now you're in the cool dark and the spotlight is on the audience. After all, aren't you supposed to "illuminate" listeners?</p> <p>#10 Move!</p> <p>Ever feel like you're in a pressure cooker when speaking to a group? Need to know <u>how to think on your feet when speaking under pressure?</u> With speaking nerves comes the</p>

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
		<p>release of stress hormones that are telling you to fight the threat or get away fast. If you stand stock-still, the pressure will just build. So move! It's all part of my <u>secrets of body language for powerful public speaking!</u></p> <p style="text-align: center;"><b>2. Job interview</b></p> <p><b>Make a video presentation of a job interview taking into consideration the following tips.</b></p> <p>Because of its importance, interviewing requires advance preparation. Only you will be able to positively affect the outcome. You must be able to compete successfully with the competition for the job you want. In order to do that, be certain you have considered the kind of job you want, why you want it and how you qualify for it. You also must face reality: Is the job attainable? In addition, recognize what it is employers want in their candidates. They want “can do” and “will do” employees. Recognize and use the following factors to your benefit as you develop your sales presentation. In evaluating candidates, employers consider the following factors:</p> <ul style="list-style-type: none"> <li>Ability</li> <li>Character</li> <li>Loyalty</li> <li>Initiative</li> <li>Personality</li> <li>Communication skills</li> <li>Acceptance</li> <li>Work record</li> <li>Recommendations</li> <li>Outside activities while in school</li> <li>Impressions made during the interview</li> </ul>
<p><b>ОПК-32</b> владением системными знаниями в области психологии коллектива и навыками менеджмента организации</p>		
Знать	-основные определения и понятия в области психологии коллектива и навыками менеджмента организации;	<p style="text-align: center;"><u>Теоретические вопросы</u></p> <ol style="list-style-type: none"> <li>1.What are the categories of management styles?</li> <li>2.Comment on autocratic, persuasive, consultative, participative categories of styles.</li> <li>3.What are ten types of management styles for effective leadership?</li> <li>4.What common category do democratic management style, inspirational management style, results-based management style and strategic management style belong to?</li> <li>5. What category does authoritative management style belong to?</li> <li>6.What common category do Laissez-Faire management style, collaborative management style belong to?</li> <li>7.What common category do example-setting management style, affiliative management style,</li> </ol>

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
		charismatic Management style belong to? 8.Give guidelines for improving your management style.
уметь	- корректно выражать и аргументированно обосновывать положения предметной области знания – психологии коллектива и менеджмента организации	<p style="text-align: center;"><u>Практическое задание</u></p> <p>1.Explain and dwell upon the following four categories of management styles. Speak on their advantages and drawbacks.</p> <ul style="list-style-type: none"> <li>- Autocratic</li> <li>- Persuasive</li> <li>- Consultative</li> <li>- Participative.</li> </ul> <p>2.Match the management styles with the categories presented:</p> <ul style="list-style-type: none"> <li>- Autocratic</li> <li>- Persuasive</li> <li>- Consultative</li> <li>- Participative.</li> </ul> <p>1)Democratic Management Style            2) Inspirational Management Style            3) Authoritative Management Style            4) Results-Based Management Style            5) Laissez-Faire Management Style            6) Collaborative Management Style            7) Example-Setting Management Style            8) Strategic Management Style            9) Affiliative Management Style            10) Charismatic Management Style</p> <p>3.Prove or deny the importance of the following ideas in management:</p> <ul style="list-style-type: none"> <li>1) Cultivate Self-Awareness</li> <li>2) Examine Your Values</li> <li>3) Change The Way You Communicate</li> <li>4) Ask For Input</li> <li>5) Seek Out Learning Opportunities</li> <li>6) Free up time to improve your leadership skills</li> </ul>
владеть	– профессиональным языком предметной области знания – психологии коллектива и менеджмента организации; - способами совершенствования профессиональных знаний и умений в	<p style="text-align: center;"><u>Комплексное задание</u></p> <p style="text-align: center;"><b>Supervising a group project</b></p> <p><b>1.Work in a group of 4-5 people. Choose 4 companies working in the same field.</b></p> <p><b>2.Organise and supervise your group survey (surfing the Internet, watching video interviews with knowledgeable people, contacting other people via networks) to find out a company with the most effective management.</b></p>

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
	<p>области психологии коллектива и менеджмента организации путем использования возможностей информационной среды.</p>	<p><b>3. Arrange making a presentation demonstrating the results of your survey.</b></p>
<p>ПК-17 владением способами достижения эквивалентности в переводе и способностью применять адекватные приемы перевода</p>		
<p>знать</p>	<p>– основные способы достижения эквивалентности и адекватные приемы перевода;</p>	<p style="text-align: center;"><u>Теоретические вопросы</u></p> <p>1. В своей книге «Теория перевода (лингвистические аспекты)» В. Н. Комиссаров сформулировал теорию уровней эквивалентности, согласно которой в процессе перевода устанавливаются отношения эквивалентности между соответствующими уровнями оригинала и перевода. Комиссаров выделил в плане содержания оригинала и перевода пять содержательных уровней.</p> <p style="text-align: center;"><b>Изложите содержание каждого уровня:</b></p> <ol style="list-style-type: none"> <li>1. Уровень цели коммуникации.</li> <li>2. Уровень описания ситуации.</li> <li>3. Уровень высказывания.</li> <li>4. Уровень сообщения.</li> <li>5. Уровень языковых знаков.</li> </ol> <p>2. <b>Объясните следующие виды переводческих трансформаций и приведите примеры:</b></p> <ul style="list-style-type: none"> <li>- Грамматические трансформации</li> <li>- Перестановка</li> <li>- Замены</li> <li>- Лексические трансформации</li> <li>- Конкретизация</li> <li>- Генерализация</li> <li>- Лексические добавления</li> <li>- Опускание</li> <li>- Смысловое развитие</li> <li>- Антономический перевод</li> <li>- Целостное преобразование</li> <li>- Компенсация</li> </ul>
<p>уметь</p>	<p>– обсуждать способы эффективного решения перевода; - применять знания эквивалентности в переводе и адекватные приемы перевода в профессиональной</p>	<p style="text-align: center;"><u>Практическое задание</u></p> <p><b>Сравните текст оригинала с текстом перевода и определите адекватность перевода и использованные приемы перевода.</b></p> <p style="text-align: center;"><i>History of Gum</i> <i>История появления жевательной резинки</i></p>

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
	<p>деятельности;</p>	<p>People <b>worldwide have chewed on</b> natural materials for hundreds of years. Some of these materials include thickened resin and latex from certain types of trees, various sweet grasses, leaves, grains and waxes.</p> <p>В течение многих сотен лет люди по всему миру использовали в качестве жвачки всевозможные дары природы, например, сгущенные смолы и млечный сок определенных видов деревьев, различных трав со сладковатым вкусом, листьев, зерен, а также различные виды воска.</p> <p><b>The ancient Greeks chewed mastic gum (or mastiche, pronounced "mas-tee-ka") for centuries.</b> This substance is formed from the resin contained in the bark of the mastic tree found mainly in Greece and Turkey. Grecian women <b>avored</b> chewing mastic gum to clean their teeth and sweeten their breath.</p> <p>Древние греки в течение многих сотен лет жевали мастику. Мастика – это смола, содержащаяся в коре мастикового дерева, которое растет в основном в Греции и Турции. Гречанки предпочитали жевать мастику для очистки зубов, и чтобы сделать дыхание более свежим.</p> <p>The <b>Indians</b> of New England taught American colonists <b>to quench their thirsts</b> by chewing the <b>gum-like</b> resin that forms on spruce trees when its bark is cut. In the early 1800s, lumps of this spruce gum were sold in the eastern United States, making it America's first commercial chewing gum. Sweetened paraffin wax became an acceptable alternative around 1850 and eventually <b>surpassed spruce gum in popularity.</b></p> <p>Индейцы, проживавшие на территории Новой Англии, научили прибывших в Америку поселенцев утолять жажду при помощи жевания еловой смолы, которая появляется при надрезании коры дерева. В самом начале 19 века в восточной части США люди начали продавать кусочки еловой смолы, то есть это была первая жвачка, которую можно было купить. Позднее, примерно в 50х годах 19 века подслащенный парафиновый воск стал еще одной доступной альтернативой в качестве жвачки, и в конце концов он превзошел по популярности еловую смолу.</p>
	–	
владеть	– практически навыками использования знания эквивалентности в переводе и адекватных приемов перевода на практике;	<p style="text-align: center;"><u>Комплексное задание</u></p> <p><b>Переведите текст на русский язык и определите способы достижения эквивалентности в переводе приемы перевода, которые вы применили.</b></p> <p style="text-align: center;"><i>Dairy Processing Waste</i></p>

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
	<p>– профессиональным языком переводчика;</p> <p>- способами совершенствования профессиональных знаний и умений путем использования возможностей информационной среды при переводе.</p>	<p>Milk production has steadily grown over the past 30 years, such that the dairy industry has now become the major agricultural processing industry in the United States. Wastewater originates from two major processes, from fluid milk itself at reception and bottling plants, but more importantly at the processing plants that produce butter, cheese, evaporated and condensed milk, milk powder, and other milk products. Milk has a BOD value of 100,000 mg/L and washings from plants producing butter and cheese can have a BOD ranging between and 1500 and 3000 mg/L. Dairy wastes are dilutions of whole milk, separated milk, butter milk, and whey. They are high in dissolved organic matter mainly in the form of the proteins (3.8%) and lactose (4.5%) but low in suspended solids, except for the fine curd found in cheese processing wastes. Nitrogen and phosphorus are also present, which originate mainly from <u>milk proteins</u> (Guillen-Jimenez et al., 2000). Apart from whey, derived from the manufacture of cheese, which is acidic, most dairy processing wastes are neutral or slightly alkaline but have a tendency to become acidic rapidly due to the fermentation of lactose to lactic acid.</p> <p>The most visible source of waste in the dairy processing plant is in the whey resulting from the various cheese processing operations. Whey is a unique part of dairy processing wastewater because of its high pollution potential and quantity. About 9 kg of whey is produced for every kg of cheese produced. In cottage cheese production, the curd is more fragile than <u>rennet</u> curd produced in other types of cheese. Thus the whey and wash water BOD can be increased if mechanical washing processes are used. In <u>cheddar cheese</u> production, the whey drained during cheddaring (matting of curd) and processing should be collected and combined with the whey. In <u>Swiss cheese</u> manufacture, appreciable whey is lost in the transfer of the curd from vat to draining table. In provence and mozzarella cheese manufacture, the milling, mixing, and molding of the curd produces high fat, low pH (5.1–5.3) wash water (Harper, 1974; US Environmental Protection Agency, 1971).</p> <p>DAF is one of the most useful waste treatment processes for several types of food processing wastes, including dairy processing waste. Lagoons and stabilization ponds are often used where conditions allow. Odor from any waste treatment process open to the air is becoming a more serious problem and impediment for using uncovered lagoons. Fig. 26.1 summarizes various processes used in the treatment of whey that yield end products. Whenever a saleable end product can be produced, it is often going to be the treatment of choice, even if the plant only breaks even in the process. Sludge disposal is becoming an increasingly difficult problem to solve.</p>
<p>ПК-16 владением методикой предпереводческого анализа текста, способствующей точному восприятию исходного высказывания, подготовки к выполнению перевода, включая поиск информации в справочной, специальной литературе и компьютерных сетях</p>		

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
знать	- основные компоненты и алгоритм предпереводческого анализа текста.	<p style="text-align: center;"><u>Теоретические вопросы:</u></p> <p><b>Определите в данном списке лингвистические и экстралингвистические компоненты в предпереводческом анализе текста:</b></p> <ul style="list-style-type: none"> <li>- автор текста,</li> <li>- интенция автора текста,</li> <li>- реципиент текста,</li> <li>- способ передачи сообщения,</li> <li>- место создания текста,</li> <li>- время создания текста,</li> <li>- повод создания текста,</li> <li>- коммуникативная цель текста.</li> <li>- тема текста,</li> <li>- содержание текста,</li> <li>- структура текста,</li> <li>- невербальные элементы текста и их отношение с вербальными,</li> <li>- синтаксические особенности текста – лексический состав текста,</li> <li>- оригинальность текста,</li> <li>- прагматическое воздействие текста.</li> </ul>
уметь	– обсуждать способы эффективного решения предпереводческого анализа текста; - корректно выражать и аргументированно обосновывать положения предпереводческого анализа текста.	<p style="text-align: center;"><u>Практическое задание</u></p> <p><b>Сравните два предложенных алгоритма предпереводческого анализа текста. Подтвердите или опровергните отдельные пункты. Разработайте наиболее оптимальный алгоритм.</b></p> <p style="text-align: center;"><u>Алгоритм 1</u></p> <ul style="list-style-type: none"> <li>- сбор внешних сведений о тексте</li> <li>- состав информации</li> <li>- плотность информации</li> <li>- коммуникативное задание</li> <li>- речевой жанр.</li> </ul> <p style="text-align: center;"><u>Алгоритм 2</u></p> <ul style="list-style-type: none"> <li>- выяснить речевой жанр;</li> <li>- определить логику текста и его коммуникативную задачу;</li> <li>- выписать незнакомые слова и выражения и фактическую информацию;</li> <li>- подобрать адекватные, соответствующие функциональному стилю, переводы слов;</li> <li>- произвести замены грамматических конструкций, которые не являются употребительными в языке перевода.</li> </ul>
владеть	– практическими навыками использования предпереводческого	<p style="text-align: center;"><u>Комплексное задание</u></p> <p><b>Выполните предпереводческий анализ следующего текста, используя справочную</b></p>



Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
	<p>анализа текста на занятиях в аудитории и на практике;</p> <p>– профессиональным языком переводчика;</p> <p>- способами совершенствования профессиональных знаний и умений путем использования возможностей информационной среды.</p>	<p><b>литературу, словари, обращаясь к возможной информационной среде.</b></p> <p><i>Food Waste Recovery: Prospects and Opportunities</i> Charis M. Galanakis, in Sustainable Food Systems from Agriculture to Industry, 2018 Abstract Food processing wastes have long been considered as a matter of treatment, minimization, and prevention due to the environmental effects induced by their disposal. Nowadays, food wastes account as a source of valuable nutraceuticals and deal with the prospects of feeding fast growing population in 21st century. This chapter revises the prospects and opportunities in the field of food waste recovery by discussing the definitions of “food waste” and “food loss” in relation to the newly introduced terms of “reutilized by-products” and “wasted by-products.” In addition, it denoted the efforts for the industrial implementation in the field by highlighting the innovation barriers, solutions and current challenges, the differences between conventional and emerging technologies, the application of the <i>Universal Recovery Strategy</i>, as well as the processes of recovering valuable compounds from food waste and as tools to improve the sustainability of food systems.</p> <p>Food waste management, valorization, and sustainability in the food industry Semih Otles, ... Canan Kartal, in Food Waste Recovery, 2015</p> <p>1.7.3 Biofuel conversion methods Food processing wastes contain a high amount of organic components that could be converted into energy and then recovered in the form of heat or electricity. Anaerobic digestion and thermochemical treatments (e.g. combustion, <u>gasification</u>, and pyrolysis) are the main <u>biofuel</u> conversion methods (Murugan et al., 2013). Wastes containing less than 50% moisture are suitable for thermochemical conversion, which converts energy-rich <u>biomass</u> into liquid or gaseous intermediate products. For instance, incineration is a thermal process that occurs by oxidizing the combustible material of the waste for heat production. Incineration is a viable option for food wastes with relatively low water content (&lt;50% by mass) and an option for <u>hazardous wastes</u>. However, there are some increasing concerns about their emissions, adverse environmental impact, and high cost (Murugan et al., 2013). Anaerobic digestion is a widely used technology for the treatment of wastes with high (&gt;50%) water content and organic value. During this process, a variety of microorganisms are used for the stabilization of food waste in the absence of oxygen. Organic substrates are degraded and the residual slurry could be used as fertilizer since it contains ammonia, phosphate, and various minerals (Nishio and Nakashimada, 2013). At the same time, <u>biogas</u> is produced. The latter is a mixture of methane, CO<sub>2</sub>, and trace gases</p>

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
		<p>(water, <u>hydrogen sulfide</u>, or hydrogen). Biogas is used to generate electric power via thermal energy and is nowadays used to reduce the consumption of fossil energy and CO<sub>2</sub> emissions (Pesta, 2006).</p> <p>Agricultural Waste Management in Food Processing Conly L. Hansen, Dae Yeol Cheong, in Handbook of Farm, Dairy and Food Machinery Engineering (Third Edition), 2019 26.3 Characteristics of Wastes and Treatment Types Food processing wastes are rich in organic materials and thus are often readily degraded biologically. Generally, these wastes contain sufficient nitrogen, phosphorus, and trace elements for biological growth. The volume and strength of solid and liquid wastes from food processing depends on the type of process, and the size and age of the plant, as well as the season.</p> <p>The primary objective of the US Clean Water Act is to restore and maintain the chemical, physical, and biological integrity of the nation's waters. To prevent contamination and deterioration of water quality, wastewaters from industrial, commercial, and residual activities are treated at wastewater treatment plants. Currently, more than 80% of industrial wastewater, including food processing wastes, is treated in publicly owned treatment works with or without pretreatment at the plant. A plant may use a municipal wastewater treatment system directly without private treatment facilities. In this case, the increased cost to treat the waste will be passed on to the users, including food processing plants, as municipalities are required to install new or remodel existing wastewater treatment facilities. Therefore food processing industries that pretreat in privately owned wastewater treatment works are increasing (McFarland, 2001).</p> <p>Food processing wastewater treatment may consist of physical unit processes such as screening, flow equalization, air flotation, sedimentation, etc., normally followed by some type of biological treatment. If space is available, land treatment or pond systems are the frequently used treatment methods. Possible biological treatment systems include trickling filters, activated sludge, aerated, facultative, or anaerobic lagoons, and other types of anaerobic digestion.</p>

**б) Порядок проведения промежуточной аттестации, показатели и критерии оценивания:**

Промежуточная аттестация по дисциплине «Практикум культуры речевого общения» позволяет оценить уровень усвоения обучающимися знаний, выявляет степень сформированности умений и владений, проводится в форме экзамена в летнюю сессию на первом курсе.

Экзамен по данной дисциплине проводится в устной и письменной форме, состоит из одного устного монологического или диалогического высказывания и двух письменных заданий – эссе и перевода текста.

**Показатели и критерии оценивания экзамена:**

– на оценку «отлично» (5 баллов) – обучающийся демонстрирует высокий уровень сформированности компетенций, всестороннее, систематическое и глубокое знание

учебного материала, свободно выполняет практические задания, свободно оперирует знаниями, умениями, применяет их в ситуациях повышенной сложности.

– на оценку **«хорошо»** (4 балла) – обучающийся демонстрирует средний уровень сформированности компетенций: основные знания, умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации.

– на оценку **«удовлетворительно»** (3 балла) – обучающийся демонстрирует пороговый уровень сформированности компетенций: в ходе контрольных мероприятий допускаются ошибки, проявляется отсутствие отдельных знаний, умений, навыков, обучающийся испытывает значительные затруднения при оперировании знаниями и умениями при их переносе на новые ситуации.

– на оценку **«неудовлетворительно»** (2 балла) – обучающийся демонстрирует знания не более 20% теоретического материала, допускает существенные ошибки, не может показать интеллектуальные навыки решения простых задач.

– на оценку **«неудовлетворительно»** (1 балл) – обучающийся не может показать знания на уровне воспроизведения и объяснения информации, не может показать интеллектуальные навыки решения