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ИНОСТРАННЫЙ ЯЗЫК ДЛЯ СТУДЕНТОВ ЭКОНОМИЧЕСКИХ НАПРАВЛЕНИЙ
ПОДГОТОВКИ И СПЕЦИАЛЬНОСТЕЙ

сборник учебно-методических материалов
для студентов экономических направлений подготовки и специальностей

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СОДЕРЖАНИЕ

Краткое изложение и задания к практическим занятиям	4
Вопросы к зачету, экзамену,	68
Методические рекомендации для студентов по изучению дисциплины	72

Text 1. Every Family is different

Task 1. *Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2,4, 2. Give the summary of the text 3. Retell the text as if you were: 1) Bill Taylor 2) Carol Taylor. 3) Granny or grandpa 4) Sarah, Kate, Peter 5) Russian visitor 6) Bill's boss*

There are different views on family life. Some people can't do without the support and love of their families. Others say it is the source of most of our problems and anxieties. Whatever the truth is, the family is definitely a powerful symbol. It is also a castle. Moreover it is the most basic and ancient of all institutions, and it remains the fundamental social unit in every society. Thus, the family is a group of people related by blood or law, living together or associating with one another for a common purpose. That purpose is usually to provide shelter and food, and to bring up children. The nature of family keeps changing: there are a number of types of family that exist in a society at any time.

Sociologists divide families into two general types: the nuclear family and the extended family, which may include three or more generations living together. In industrialized countries and increasingly in the large cities of the developing countries the nuclear family is regarded as normal. Most people think of it as consisting of two parents and two children. But a more accurate conception of the family must take account of the many different forms that have existed or still exist both in Britain and in other cultures. Nevertheless the nuclear family has largely replaced the extended one.

What characteristics, then, are common to this family form? To answer the question let's discuss some attitudes towards personal relationships and family life of one well-to-do English family – Bill and Carol Taylor.

They are probably quite like many of the families you will meet if you come to England. The family lives on a housing estate in a pleasant outer suburb of West London. Bill and Carol Taylor are both in their early fifties. They are kind, thoughtful and intelligent people. They have been happily married for thirty years. To tell the truth there's no one they call the head of the family because they usually share important decision-making. As for Bill he studied engineering at university, and now he works for a firm, which provides advice and materials for health and safety at work, he is a technical specialist on noise stress. It's due to Bill, that the company is a flourishing one. When he was younger he dreamed of becoming a professional musician.

Carol did not go to university. She graduated from a teaching training college and taught for four years at a primary school before her eldest child was born. In the traditional family, the wife stayed at home with the children while the husband earned money, although at present 60 percent of all married women work outside the home. So a majority of couples have two wage-earners. One reason for this change is that women want and expect to have careers. Another reason is economics. With rising prices, many families cannot survive on one's person's salary. But Carol took her marriage for granted and devoted herself to the family. Carol and Bill like many couples of the middle class planned to have three children. (A number of single children in Russia astonishes many British visitors). So there are five people in their family. From the parents' point of view, they want to bring up their children to be healthy, happy, hard-working, attractive, kind, sociable, good at lessons, good at sport, with other interests as well, and have successful careers in which they will earn a good living and live happy lives. That's why the Taylor children live in comfort in an impeccable family with amiable dispositions and you simply can't imagine how Bill and Carol adore them.

To tell the truth sometimes Carol and Bill have had plenty of worries over the children as they were growing up. As usual, there are a lot of family problems that the parents are glad to discuss with their children and help them in a difficult situation.

Sarah is shortsighted and very shy. It's only due to Carol she worked hard and got quite good marks for her lessons. Sarah inherited her father's musical gifts and played the flute. She

had quite good marks for geography in the national A-level exam. She applied to read geography at a provincial university with a good reputation in the subject.

As for Peter, he was a cheerful boy, energetic and lazy by turns. Peter was fed up with exams and schoolwork. And he thought he could get a job in the local supermarket. But his parents found it ridiculous: one needs a proper income to bring up a family: for that he needs qualifications. So he attends courses in engineering and technical studies at the local College of Further Education, while he continues to earn money working part-time in the various shops in the area.

Kate is a restless girl of eight. She is everybody's pet. Sometimes she is very naughty. On the one hand she is a trouble-maker; on the other hand she is a loving daughter and sister.

No wonder the Taylors have been trying to find clues for everybody of them: either children or parents. The parents are easy to deal with. As I have already mentioned there are no problems of misunderstanding with adults in this family. The parents understand that children want to live their own life, to make their own mistakes. No wonder that there are amiable dispositions between all the members of the family. They trust each other and try to do their best to make their home cozy and worth. They are inclined to think that the family is a kind of retreat from the stress and tension of the working day. It's a place where they can have a rest and feel their protection and care. As a result the Taylors managed to build up a friendly family. When they are sick and tired of their usual routine, their family is a shelter from any troubles and misfortunes.

A few years later children will leave their home, marry and set up households of their own. Although the nuclear family unit is economically independent of the rest of the family, members of the whole family group often maintain close kindred ties. Visiting between married sisters and brothers is frequent when they live close to each other. If they live in different communities they keep in touch by writing letters and by telephone.

In the story of Bill and Carol Taylor and their children grandparents are absent. Where are they? Do they miss seeing their grandchildren very much? Is it true that the British do not care for their elderly people and choose to put them away into old's homes and forget them? You see, the most important thing is that the retirement age for most jobs in this country is 60 for women and 65 for men, but in practice, many people expect to work until they are 65-70. People are living longer – often 20 years after they've retired from their job. Modern culture tends to value youth rather than age. So grannies and grandpas are actually physically active, living in their own homes along with their children with their own interests and ideas.

Task 2. Study the key-words. Practice the pronunciation of the key words.

- 1) anxiety – беспокойство, тревога, забота, to be anxious about smth – беспокоится о чем-либо
- 2) accurate – точный, правильный, тщательный
- 3) attitude – позиция, отношение, a friendly ~ towards smb – дружеское отношение к кому-либо
- 4) housing estate – жилой комплекс
- 5) pleasant outer suburb – приятный внешний пригород
- 6) fundamental social unit in every society – основная социальная единица (союз) в любом обществе
- 7) nuclear family – простая семья (двое родителей и дети)
- 8) extended family – сложная семья (несколько поколений живут вместе)
- 9) one-parent family – семья с одним родителем
- 10) generation – поколение
- 11) personal relationships – личные взаимоотношения
- 12) to share important decisions making – принимать важные решения вместе
- 13) to enjoy smth (to enjoy doing smth) – наслаждаться чем-либо
- 14) to attend school (courses, lectures) – посещать школу (курсы, лекции)
- 15) to have plenty of worries – иметь много проблем

- 16) to earn money working part - time (full time) – зарабатывать деньги, работая неполный (полный) рабочий день
- 17) shortsighted – близорукий
- 18) shy – скромный/стеснительный
- 19) sociable – общительный
- 20) to find clues for smb – находить подход к кому-либо
- 21) retreat – убежище, приют
- 22) to be easy to deal with – легко иметь дело с кем-либо
- 23) to maintain close kindred ties – поддерживать тесные родственные связи
- 24) to keep in touch with smb – поддерживать отношения, находиться в контакте с кем-либо
- 25) to be fed up with smth – быть сытым по горло чем-либо
- 26) to be happily married – счастливо жить в браке
- 27) to be divorced / to get divorced – быть в разводе
- 28) to be single – быть холостым
- 29) household – семья, домочадцы, домашнее хозяйство
- 30) wage-earner – кормилец (тот, кто обеспечивает семью)
- 31) to take smth. for granted – принимать что-либо как должное
- 32) to survive – пережить, остаться в живых, выдержать, survival – выживание
- 33) impeccable family – безупречная семья
- 34) amiable dispositions – дружелюбные отношения
- 35) to have real responsibility for domestic life – нести ответственность за семейную жизнь

Task 3. *Read the dialogue for detailed understanding and ask questions on the content. Retell the dialogue, as if you were one of the participants. Act out your own dialog dialogue “My family album” on the analogy.*

Dialogue

- A:** Good afternoon, is your wife in?
B: Not yet but she will be here in fifteen minutes. Come in and wait for her.
A: Thanks. Nice house.
B: Thank you. Oh, won't you sit down?
A: Thanks...Fine day, isn't it?
B: Oh, yes, very warm and sunny.
A: Oh, is it your family album?
B: Yes. We always keep it here. Would you like to have a look?
A: I'll be delighted. Who are these people?
B: Our parents. This man and woman are Jane's parents, my mother-in-law and my father-in law. And here are my parents.
A: I see. Your mother is very young and beautiful in this picture. If I'm not mistaken you are the picture of her.
B: Right you are. And father? He is still a very handsome man, isn't he?
A: How old is he now?
B: Sixty seven, but he is still very handsome. And this is our son Martin. He is nineteen. He is a University student. He is going to be married in a year.
A: Good luck! What a lovely face? Who's this?
B: This is Jane's cousin, my sister-in-law. Her mother, Jane's aunt, is a famous actress, and her uncle is an artist, and a very good one. His son is also an artist.
A: Very interesting. And who are these elderly people?
B: The woman is my grandmother. She is very nice, kind and loving grandmother but sometimes she is very talkative. The man is my grandfather. He died five years ago.
A: I'm sorry. And your grandmother, where is she now?

B: With us, in London.

A: This very old photograph. Who's this funny little baby? A boy, isn't it?

B: Yes, and a very big boy now.

A: Oh! It's not you, is it?

B: It is. Oh, Jane is already here!

Task 4. Give the English for: 1) предоставлять консультации и материалы по безопасности жизнедеятельности; 2) жить в разных сообществах; 3) заботиться о пожилых людях; 4) пенсионный возраст; 5) зависеть от чего-либо; 6) здоровое общество; 7) пенсионеры; 8) употребление наркотиков, 9) детская преступность; 10) различные взгляды на семейную жизнь; 11) источник большинства наших проблем и беспокойств; 12) более того; 13) развивающиеся страны; 14) принимать во внимание; 15) более точная концепция; 16) личные взаимоотношения; 17) познакомить (представить кому-либо); 18) приятный внешний пригород; 19) безупречная семья с дружескими отношениями

Task 5. Give the Russian for:

1) on the one hand/on the other hand; 2) I fully agree with you; 3) marriage bond; 4) to be related to; 5) to run the house; 6) to be fond of; 7) to be proud of; 8) to be interested in smth; 9) to help willingly about the house; 10) to dream of becoming a professional musician; 11) to be born; 12) to take care of smb; 13) to be in a good mood; 14) to have a heart of gold; 15) to have great hopes of smb; 16) to be handy with smb; 17) to have a family of one's own; 18) to let smb down; 19) if you don't mind; 20) on the whole; 21) as a matter of fact; 22) to take children to a day-care center; 23) to waste time; 24) to be more exact; 25) a sharp rise in the rate of illegitimacy; 26) to take separate vacations; 27) to be deeply attached to smb; 28) permanent address; 29) newly-weds; 30) foster child; 31) senior/ junior child; 32) to look after; 33) to consist of; 34) to be pleasant to deal with; 35) to be good at; 36) to be of military age; 37) to be of the same age; 38) more than ten years older than; 39) carry one's age well; 40) have roots at (be/come from).

Task 6. Answer the questions to the text:

1. What is family for different people? 2. What is the definition of family? 3. What is the purpose of family? 4. What is the difference between a nuclear and an extended family? 5. What is a typical family in industrialized countries? 6. What kind of family are the Taylors and why? 7. Where do the Taylors live? 8. How old are Bill and Carol? How long have they been married? Who is the head of their family? Which fact proves it? 9. What is Bill's educational background? 10. What was Bill's dream when he was a child? 11. What is Bill? What do his responsibilities include? 12. Did Carol go to university? What is her educational background and working experience? 13. Do all British married women stay at home with kids? Why is that? 14. How did Carol take her marriage?

Task 7. Paraphrase the sentences using the active vocabulary:

1. There are different opinions about family life. 2. They make significant solutions together. 3. They have a lot of troubles with their kids. 4. Family for me is a shelter from all problems. 5. I'm tired of school work and exams. 6. In our family grown-up children are closely connected with their parents. 7. Who makes money in your family? 8. He has a loving wife and he loves her. 9. There are friendly relations in their family. 10. They stopped being husband and wife.

Task 8. Find the opposite:

1. I enjoy my daily work. 2. Bill Taylor doesn't like his job. 3. Peter has a permanent job in the shop in the area. 4. The Taylors are problem family with bad relations. 5. She is married. 6. These family members do not communicate with each other. 7. Sarah is very sociable. 8. Sarah has very good eyesight. 9. Do you know anything about our old traditions? 10. I don't want to do this job.

Task 9. Insert the words from the vocabulary:

1. I don't know my parents. I'm a 2. She is ..., so she wears glasses. 3. Did she protest against that marriage? – No, she 4. What can you say about your ...? Well, my grand-grandparents come from Spain. 5. Are there any serious problems in your family? – Not actually. We have

...6. All their relatives died and so they were brought up in an 7. Are there any drawbacks in your family? – No. We are an 8. Is it difficult for you to deal with people? – Absolutely not. I always ... everybody. 9. Was it difficult to bring up your kids? – Yes, it was. We had ... over them. 10. We can be called ... because my wife, our kids and I live with our parent and their sister in one big house.

Task 10. *Translate into English:*

1. Сколько лет вашей племяннице? – Ей пятнадцать лет. Она добрая, веселая, талантливая и воспитанная девочка. 2. Вполне естественно, что родители гордятся своей дочерью и возлагают большие надежды на нее. 3. Без сомнения, Кэрол – талантливый педагог и дети обожают ее. Ей нетрудно находить подход к непослушным детям. 4. Кроме того, с ней легко общаться. 5. Мы склонны считать, что Кэрол посвятила большую часть времени своим детям и семье. Поэтому дети семьи Тэйлоров жили комфортно. 6. Что касается детей, они охотно помогали матери по дому. 7. Петр делал все возможное, чтобы совмещать работу на неполный рабочий день и учебу на инженерно-технических курсах. 8. В результате ему удалось сдать экзамены успешно. 9. Нет ничего удивительного в том, что Билл всегда мечтал быть музыкантом. 10. Сара гордится тем, что родилась и выросла в благополучной семье, где все члены дружелюбно относились друг к другу.

Task 11. *Communicative Exercises*

1. *Use the following proverbs in situations of your own (Give Russian equivalents if possible):*

1. Like parents, like children. 2. A good example is the best sermon. 3. Every mother thinks her own gosling a swan. 4. A misery father makes a prodigal son. 5. As the tree, so the fruit. 6. Happy is he that is happy in his children. 7. Life is not all cakes and ale (Life is not a bed of roses) 8. Too many cooks spoil the broth. 9. East or West, home is best. 10. Every bird likes its own nest best.

2. *Present your family album.*

Task 12.

Look through the following text

Text 2. The Taylors' daily routine and leisure time

Family routine is established similar in the most families in the world. The same thing is with the Taylors' family. As you remember, Bill and Carol have three children. When they were small, the parents had to get up even at night. So they were both early-risers. They took turns in getting up at night to look after babies and towards the end of the day they felt exhausted and desperately needed sleep. Bill has to wake up early for his work (at 6 a.m.). He enjoys his work that includes having appointments with clients and working out technical problems of reducing noise in factories and workshops. In his leisure time he plays the cello regularly in a local amateur orchestra. As for Carol, she was looking after the children almost the whole day and she was always in a rush and so she is now. She is worried about her children's illnesses, about getting the housework done: scrubbing out the sink, scooping the rubbish into the bucket and carrying it to the dustbin; about finding time to shop and about whether her relationship with her husband is suffering from all these other worries.

When the children grew up, Carol returned to her work. Conditions at schools in Britain and Russia vary enormously: the toilets are much cleaner, fit for human beings; a clean wash-basin with running hot and cold water; a mirror, enough toilet paper, towel or paper towels. But the atmosphere at school in Britain and Russia is almost the same (schoolchildren everywhere are alike). Sometimes it can lead you to a nervous breakdown.

The duties about the house are distributed between the children. They tidy the rooms, wash up, wipe the dust, clean the floor and carpets, get the things into order, water the flowers, go for a walk with their dog and empty the bin. Senior children help their mother to cook meals and baby-sit for junior ones.

Sarah, Peter and Kate attend local school, leaving home at about 8.15 in the morning and returning at about 4 p.m. Sarah and Kate do very good at school, just the other way round with Peter. He tends not to like his studies. He comes home, rushes through the last of his homework.

He often says that he is fed up with exams and schoolwork and wants to get a job as soon as possible. He is earning a little now on a newspaper round delivering newspapers, magazines and other correspondence to the houses on his route. Sometimes he helps his neighbors to build something (for example, a garage) or goes swimming at the local pool.

Sara plays the flute at the school orchestra. When a baby, Kate was restless. She never seemed to sleep, particularly at night and Carol often found herself in tears, especially when Sarah and Peter kept telling her that they didn't like the new baby. But soon Kate learned to sleep. Kate grew up to be very clever at her lessons but difficult at school, because she was bullied by other children and sometimes she herself hit them. The parents spent many hours talking to Kate's teachers. They wanted to protect her from the cruel behavior of other children, but also to condemn her own violent behavior. Kate had a lot of friends and brought them all home from school or spent the day exploring some notorious spots of London with them. Very often she went on long walks with her boy friends to discos and got back very late. Now she is 16 and she takes part in social activities: joins demonstrations against nuclear weapons and against destroying the Amazon rainforests and argues a lot with her dad about politics.

In their free time the family watches TV, reads newspapers, goes on a picnic, and sometimes goes to opera and ballet, which are almost exclusively the pleasure of the educated middle-classes. Bill and Carol decorate their home, make furniture, fit in shelves, cupboards. Not long ago Bill turned the roofspace into a room. Carol, like many women, is more concentrated on needlework: sewing curtains, cushion covers, clothes or knitting. On holidays the family travels a lot.

Task 13. *Study the key-words. Practice the pronunciation of the key words.*

- 1) family routine – ежедневные домашние заботы
- 2) establish (to be established) – устанавливать (быть установленным)
- 3) similar – одинаковый (Syn. – the same)
- 4) an early-riser – «ранняя пташка»
- 5) to take turns in doing smth – делать что-либо по очереди
- 6) to feel exhausted (to be squeezed as an orange) – чувствовать себя истощенным (быть выжатым как лимон)
- 7) to include (to contain, to consist of) – включать в себя (содержать, состоять из)
- 8) to make (to have) an appointment with – назначать встречу (встречаться)
- 9) to work out – разрабатывать
- 10) to reduce – уменьшать (снижать)
- 11) a workshop – семинар/практическое занятие/мастер-класс/симпозиум
- 12) leisure time (free time, spare time) – досуг (свободное время)
- 13) to play the cello (the violin, the flute) – играть на виолончели (скрипке, флейте); to play basketball, football etc. – играть в баскетбол, футбол ...)
- 14) local – местный
- 15) amateur – любительский (Ant. – professional – профессиональный)
- 16) to be in a rush (Syn. – to be in a hurry, to hurry) – спешить. Hurry up! – поторопись
- 17) to get smth done – сделать что-либо
- 18) to distribute the duties (to be distributed) – распределять обязанности (распределяться)
- 19) to tidy the rooms – прибирать в комнатах
- 20) to do very good at school – хорошо учиться в школе

Task 14. *Give the English for:*

- 1) каждодневные домашние заботы; 2) ранняя пташка; 3) делать что-либо по очереди; 4) чувствовать себя истощенным; 5) сильно нуждаться во сне; 6) чистить раковину; 7) сильно различаться; 8) быть сытым по горло; 9) осуждать жестокое поведение; 10) быть сконцентрированным на шитье.

Task 15. *Give the Russian for:*

1) to be squeezed as an orange; 2) to work out; 3) to get the housework done; 4) to scoop the rubbish; 5) dustbin; 6) to rush through the homework; 7) to find oneself in tears; 8) to keep telling; 9) to be bullied by other children; 10) notorious spots

Task 16. *Insert prepositions where necessary:*

1. We take turns ... washing up. 2. My friend plays ... the piano very well. 3. The mother is looking ... her children almost the whole day. 4. They desperately needed ... sleep. 5. The boss is worried ... his business. 6. I am suffering ... terrible headache. 7. Carol returned ... her work. 8. The apartment doesn't fit ... human beings. 9. The atmosphere ... my workplace is very pressing. 10. They didn't like to tidy ... the rooms. 11. Who baby-sits ... your brother? 12. My neighbour does very well ... the University, just the other way round ... me. 13. Just a minute, I am rushing ... my homework. 14. Jack was fed ... his wife. 15. The postman delivers newspapers ... houses.

Task 17. *Paraphrase the following sentences:*

1. The work about the house is established in the same way in many countries. 2. They changed each other in washing up. 3. Towards the end of the day I am squeezed as an orange. 4. I need sleep very much. 5. He went to buy some things. 6. Do you enjoy sewing? 7. They feel bad because of the flue. 8. Their characters differ greatly. 9. Children perform different duties. 10. Older children help the younger ones. 11. Did you empty the bin? 12. Which school do they go to? 13. How do you spend your free time? 14. He quickly looks through the newspaper in the morning. 15. I am sick and tired of you.

Task 18. *Find the opposites:*

1. She often laughed. 2. They get up very late. 3. The living conditions in Britain and Russia are very similar. 4. I play in a professional football team. 5. They were very bad pupils. 6. Your creative work is over. 7. I like my lessons and exams. 8. He did his homework very carefully. 9. Other children did not hurt her. 10. He approved her violent behavior.

Task 19. *Translate into English:*

1. Я сыт по горло своими повседневными заботами. 2. Они не встают рано. 3. Как вы обычно устанавливаете новые правила? 4. Вы убирали в комнате по очереди? 5. К концу дня они не чувствуют себя истощенными. 6. Сейчас он разрабатывает новую компьютерную программу. 7. Когда Вы назначили встречу с клиентом? 8. В прошлом году он играл на скрипке в местном любительском оркестре. 9. Прости, я очень спешу. 10. Она очень нуждается во сне. 11. Что ты делал вчера в 11? — Я делал покупки. 12. Она страдает от головной боли, не так ли? 13. Она почистила раковину, собрала мусор в ведро и вынесла его в мусорный контейнер. 14. Мэри, ты убираешь в комнате или читаешь? 15. Ты нянчился со своей сестрой, когда она была маленькой?

Task 20. *Communicative Exercises*

1. Agree or disagree developing the following sentences into monologues of 5-7 sentences:

1. It is much better for a person to get up early and go to bed early. 2. Women perform much more duties than men do. 3. There are some home duties that men should not do. 4. There are some home duties that women should not do. 5. Children should start performing home duties not earlier than from the age of twelve. 6. It is absolutely necessary to distribute home duties very strictly. 7. There should be no strict distribution of home duties. Family members should take turns in doing the housework. 8. Senior children hate baby-sitting for junior ones.

2. Use the vocabulary of the Unit to act out dialogs discussing:

1. Your home duties. 2. Home duties that you enjoy and the ones that you hate. 3. Home duties of men and women. 4. Differences of a daily routine of a British (American) person and a Russian one. Exercise 3.

Speak on:

1. Your daily routine. 2. Problems of distributing home duties between the members of the family. 3. Working day of a woman/man. 4. The ideal model of relationships in a family.

Education

Task 1. Match the English words (phrases) with their Russian equivalents.

1. admission	1. изучать, рассматривать
2. self-governing	2. практикум
3. tutorial	3. поддержка
4. assessment	4. индивидуальное обучение
5. medieval	5. прием в университет
6. to suit	6. назначать
7. to clarify	7. университетский городок
8. bachelor	8. автономный
9. to appoint	9. иметь много общего
10. to place emphasis on smth.	10. гуманитарные предметы
11. punting	11. средневековый
12. support	12. развлекательные мероприятия
13. practical	13. оценка
14. personal tuition	14. практическое занятие с преподавателем-консультантом
15. antiquity	15. происхождение
16. to explore	16. подходить, устраивать
17. arts subjects	17. катание на лодке с шестом
18. recreational activities	18. самостоятельно
19. to have a great deal in common	19. прояснять
20. origin	20. древность
21. independently	21. бакалавр
22. campus	22. придавать значение чему-либо

Task 2. Match the English words (phrases) with their definitions. Check any unknown words in a dictionary.

Admission, tutorial, multimedia, degree, assessment, accommodation, content, origin

1. involving computer programmes that use a mixture of sound,
2. pictures, video, and writing to give information
3. a place for someone to live or stay
4. the evaluation or estimation of the nature, quality, or ability of someone or something
5. the process of allowing people to enter a university, institution
6. ideas, facts, or opinions that are contained in a speech, piece of writing, film, programme.
7. an academic rank conferred by a university after examination or after completion of a course
8. the place or situation in which something begins to exist
9. a regular meeting between a tutor and one or several students, for discussion of a subject that is being studied

Task 3. Match the words with a similar meaning. Check any unknown words in a dictionary.

1. to found	1. dormitory
2. recreation	2. outstanding
3. hall of residence	3. to supply
4. rapid	4. range
5. prominent	5. to allow
6. to provide	6. autonomous
7. suitable	7. to set up
8. variety	8. without assistance
9. self-governing	9. to be situated
10. to enable	10. entertainment
11. independently	11. appropriate
12. to be located	12. fast

Task 4. Match the words that go together. Check that you know the meanings of the phrases. Then complete the sentences below.

1. to place	1. activities
2. tutorial	2. learning
3. recreational	3. university
4. Master's	4. great emphasis
5. distance	5. technology
6. halls of	6. practicals
7. campus-based	7. politicians
8. laboratory	8. system
9. information	9. residence
10. prominent	10. degree

- Margaret Thatcher, Indira Gandhi, Bill Clinton and many other ... studied at Oxbridge.
- Good standard accommodation is available to all first-year students in the University
- ... allow students to get practical experience applying material from their lectures.
- The University provides ... for every interest one could imagine.
- The big advantage of living in a ... is that the majority of your needs are situated on one site.
- Oxbridge... on personal tuition which provides students with the opportunity to get in-depth knowledge in their chosen subject.
- ...is a method of studying in which students are provided with interactive teaching and multimedia materials.
- At Oxford and Cambridge teaching is conducted primarily through the
- Last year she completed a four-year course in economics to get a
10. With the help of ... it is easy to provide audio visual education.

Task 5. Look through the list of the reasons to get higher education in Great Britain. Rank them in order of their importance. Explain your choice.

World reputation for high quality education .State-of-the-art study and research facilities.

New educational experience. A good way of improving your knowledge of English. The opportunity to study alongside world-class teachers. Great employment opportunities worldwide

Task 6. Discuss the following questions:

1. If you had a chance to get higher education abroad, what country would you choose? Why?
2. Do you agree that the UK enjoys the reputation of a world leader in education?
3. What world famous British universities do you know?

Task 7. Work in pairs. Imagine that your friend is planning to study in Great Britain/ in the USA or in any other country. Interview him (her) about the university he (she) wants to choose. Put the words in the questions in the correct order and then complete the dialogue.

A) / or / you / Do / city / want / Russia/ to study / in /abroad/?

B) Personally, I ...

A) Do / prefer / you / university /or /one / studying / at /a larger/ a smaller?

B) You know, ...

A) you / one / university / an ancient / Do / or / to choose / a new / want ?

B) Actually, I ...

A) What / will be / activities / to / available /you / academic?

B) I think, ...

A) like / What / you / the university / facilities / would / to have / at?

B) It would be great to have ...

A) prefer / in University accommodation / sector / Do / in the accommodation /or / you /to live/ in the private?

B) Well, you know, I'd rather live ...

A) need / an English / you / language / to study / qualification / Do/ at the UK university?

B) Sure, ...

A) is / in / What / the tuition fee/ the British universities?

B) As I know, ...

Task 8. Using the Internet study the text "Higher Education in Great Britain".

<https://studfiles.net/preview/4293267/page:5/>

<https://studfiles.net/preview/6705156/>

Task 9. Work in groups of three or four to discuss in what ways the system of higher education in Great Britain is similar to, or different from that in our country? Use the headings below and the expressions from the Useful language box to help you.

- the admission to the universities
- the academic year
- the main teaching and assessment methods
- the degrees provided by the universities
- facilities and opportunities offered by the universities

Russia	GREAT BRITAIN
If I remember right higher education in Russia is provided by...including...	As far as I know in Britain higher education is mostly provided by...
I know that in Russia universities admit students after...	If I am not mistaken the admission to universities in Great Britain is by...
I know exactly that the academic year in Russia starts in... and is divided into...	Unlike Belarus the academic year in Britain is divided into...
I think that the main teaching methods in Russia an universities are... . And the students are assessed at the end of each term through... .	It seems to me that British universities also use such teaching and assessment methods as... Moreover the most important teaching method of Oxford and Cambridge is... .
Students in Russia graduate after ... years with...	But in Great Britain most courses last ...
I am sure that all universities in Russia offer a wide	It seems to me that the majority of undergraduate and

range of undergraduate and postgraduate degrees such as...	postgraduate degrees in the UK are offered as ...
As far as I know Russian universities support students providing them with...	And British universities offer their students a great variety of... https://studfiles.net/preview/4293267/page:5/

Task 10. Prepare a five-minute presentation about your university using the questions below. Give your presentation to the class.

1. Where is the university located?
2. What courses does it run?
3. How much does the course cost?
4. What are the dates of the terms? Are they convenient?
5. What is the length of the course?
6. Is teaching carried out in small groups (tutorials) or large groups (lectures)?
7. How are the students assessed?
8. What facilities does the university offer? <https://studfiles.net/preview/4293267/page:5/>

Great Britain

Part I

Pre-reading questions:

1. What things do you associate with Britain? Why?
2. Is Britain a conservative country? In what way?
3. Can you describe an ordinary British person? What is his/ her appearance, character, behavior?
4. How many British traditions do you know? What are they?

Attitudes to nowadays Britain

The British tend to be attributed with certain characteristics, which are supposedly typical. However societies change over time while their reputations lag behind. Many things, which are often regarded as typically British derived from books, songs or plays that, were written a long time ago and are no longer representative of modern life. One example is that most tourist brochures claim that Britain is the land of traditions: the annual ceremony of the state opening of Parliament, for instance, carefully follows customs which are centuries old. Likewise, the changing of the guard outside Buckingham Palace never changes.

However, in their private daily life, the British as individuals are probably less inclined to follow tradition. There are very few ancient customs that are followed by the majority of families on special occasions. The country has fewer local parades or processions with genuine folk roots than most other countries have. The English language has fewer sayings or proverbs that are in common everyday use than many other languages do. The British are too individualistic for these things. In addition, it should be noted that they are the most enthusiastic in video-watching people in the world – the very opposite of a traditional pastime!

Another example is the stereotyped image of London ‘city gent’ includes the wearing of a bowler hat. In fact, this type of hat has not been commonly worn for a long time. Food and drink provide other examples. The traditional ‘British’ (or ‘English’) breakfast is a large ‘fry-up’ preceded by cereal with milk and followed by toast, butter and marmalade, all washed down with lots of tea. In fact, only about 10 % of the people in Britain actually have this sort of breakfast. Two-thirds have cut out the fry-up and just have the cereal, tea and toast. The rest have even less. What the vast majority of British people have in the mornings is therefore much closer to what they call ‘continental’ breakfast. The image of the British as a nation of tea-drinkers is another stereotype which is somewhat out of date. It is true that it is still prepared in a distinctive way (strong and with milk), but more coffee than tea is now bought in the country’s shops.

Even when a British habit conforms to the stereotype, the wrong conclusions can be drawn from it. The supposed British love of queuing is an example. Yes, British people do form queues whenever they are waiting for something, but this does not mean that they enjoy it. In 1992, a survey found that the average wait to pay in a British supermarket was three minutes and

twenty-three seconds. So, the British hate having to wait and have less patience than people in many other countries.

There is an opinion that Britain is a very conservative country. Mostly, it is true. The British have few living folk traditions and are too individualistic to have the same everyday habits as each other. However, this doesn't mean that they like change. They don't. They may not behave in traditional ways, but they like symbols of tradition and stability. They don't consider it especially smart to live in a new house and, in fact, there is prestige in living in an obviously old one. They have a general sentimental attachment to older, supposedly safer, times. Their Christmas cards usually depict scenes from past centuries; they like their pubs to look old.

The British can be particularly and stubbornly conservative about anything, which is perceived as a token of Britishness. In these matters, their conservatism can combine with their individualism; they are rather proud of being different. It is, for example, very difficult to imagine they will ever agree to change from driving on the left-hand side of the road to the right-hand side driving. Why should they change just to be like everyone else? Indeed, as far as they are concerned, not being like everyone else is a good reason not to change.

Development of European Union level which might cause a change in some everyday aspects of British life are usually greeted with suspicion and hostility. System of measurement is an example. The British government has been trying for years and years to promote the metric system and to get British people to use the same scales that are used nearly everywhere else in the world. But it has only limited success. British manufactures are obliged to give the weight of their tins and packets in kilos and grams. But everybody in Britain still shops in pounds and ounces. The weather forecasters on the TV use the Celsius scale of temperature. But nearly everybody still thinks in Fahrenheit.

The tourist view of Britain involves many formal ceremonies. Some people have drawn the conclusion from this that the British are rather formal in their general behavior. This is not true. There is a difference between observing formalities and being formal in everyday life. Attitudes towards clothes are a good indication of this difference. It all depends whether the person plays a public role or a private role. A male bank employee, for example, is expected to wear a suit with a tie, even if he cannot afford a very smart one. So are politicians. On the other hand, when people don't play a public role – when they are just themselves – there seem to be no rules at all. The British are probably more tolerant to 'strange' clothing than other people: you may find the same bank employee on his lunch break in hot weather, walking through the street with his tie round his waist and his collar unbuttoned. He is no longer 'at work' and for his employers to criticize him for his appearance would be seen as a gross breach of privacy. Generally the British are comparatively uninterested in clothes. They spend a lower proportion of their income on clothing than other Europeans. Many people buy second-hand clothes and are not at all embarrassed to admit this. If you are somewhere in a Mediterranean holiday area it is usually possible to identify British tourist – he or she is the one who looks so badly dressed.

The difference between formalities and formality is the key to what people from other countries sometimes experience as coldness among the British. The key is this: being friendly in Britain often involves showing that you are not bothering with the formalities. This means not addressing someone by his or her title, not dressing smartly when entertaining guests, not shaking hands when meeting and not saying 'please' when making a request. When they avoid doing these things with you, the British are not being unfriendly or disrespectful, they are implying that you are in the category 'friend', and so all the rules can be ignored. To address someone by his or her title or to say 'please' is to observe formalities and therefore to put a distance between the people involved.

It is probably true that the British, especially the English, are more reserved than the people of other countries. They find it comparatively difficult to indicate friendship by open displays or affection. It is not the conventional to kiss when meeting a friend. Instead, friendship is symbolized by behaving as casually as possible. If you are in the British person's house, and you are told to help yourself to something, your host is not being rude – he or she is showing

that you are completely accepted and just like ‘one of the family’. In the last decades of the 20th century, the general amount on informality has been increasing. Buffet-type meals, at which people do not sit down at a table to eat, are a common form of hospitality. At the same time, the traditional reserve has also been breaking down. More groups in society now kiss when meeting each other (but still never man and man!).

Tasks

1. Read the text for detailed understanding. Translate the 8th paragraph of the text.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) Young citizen of Britain;
 - 2) Conservative citizen of Britain;
 - 3) Foreign tourist.

Peculiarities of British life

Political life and law

Britain is almost alone among modern states in that it doesn't have ‘a constitution’ at all. Of course, there are rules, regulations, principles and procedures for the running of the country – all the things that political scientists and legal experts study and which are known collectively as ‘a constitution’. But there isn't any single document which can be applied to as the highest law of the land and the final arbiter of any matter of dispute. Nobody can refer to ‘article 6’ or ‘the first amendment’ or anything like that, because nothing like that exists. Instead, the principles and procedures by which the country is governed and people's rights are derived come from a number of different sources. They have been built up over the centuries. Some of them are written down in laws agreed by Parliament, some of them have been spoken and then written down (judgments made in a court) and some have never been written down at all: there is no written law in Britain that says anything about who can be the Prime Minister or what the powers of him/ her are.

Britain is one of the very few European countries whose citizens don't have identity cards. Moreover they aren't obliged to carry any identification with them. You don't even have to have your driving license with you in your car. If the police ask to see it, you have 24 hours to take it to them. There is no national service (military or otherwise); people aren't obliged to vote at elections if they can't be bothered; people don't have to register their change of address with any government authority when they move house. On the other hand, Britain is the only country in Europe without a Freedom of Information Act. There is no law which obliges a government authority to show you what information it has collected about you.

The monarchy

Britain is a constitutional monarchy, but what is the real role of monarchy nowadays? There are three widespread opinions. First, it is the personal embodiment of the government of the country: people can be as critical as they like about the real government, and can argue that it should be thrown out, without being accused of being unpatriotic. Because of the clear separation between the symbol of government and the actual government, changing the government doesn't threaten the stability of the country as a whole. Second, it is argued that monarch could act as a final check on a government that was becoming dictatorial. If the government ever managed to pass a bill through Parliament which was obviously terribly bad and very unpopular, the monarch could refuse the royal assent and the bill would not become law. Similarly, it is possible that if a Prime Minister who had been defeated at a general election were to ask immediately for another dissolution of Parliament, the monarch could refuse the request and dismiss the Prime Minister. Third, the monarch has a very particular role to play. By being a figurehead and representing the country, Queen Elisabeth II can perform the ceremonial duties which heads of state often have to spend their time on. This way, the real government has more time to get on with the actual job of running the country.

The economy

The economic system in Britain is a mixture of private and public enterprise. From 1945 until 1980 the general trend was for the state to have more and more control. Various industries became nationalized, especially those concerned with the production of energy. So too did the various forms of transport and communication services. From 1980 the trend changed. A major part of the philosophy of the government was to let 'market forces' rule and to turn state-owned companies into companies owned by individuals. As a result, nowadays private enterprises prevail public ones, so there are more shareholders in the country than members of unions.

There is a statement: "The one thing the English will never forgive the Germans for is working too hard." Of course, it's not literally true, but it reflects a certain lack of enthusiasm for work in general. Perhaps it is the reason why the working day, in comparison with most countries, starts rather late (usually at 8 o'clock for manual workers and around 9 for non-manual ones). However measured by the number of hours worked in a week, the British reputation for not working hard enough appears to be false. The normal lunch break is an hour or less, and most people continue working until 5 or later. Many people often work several hours overtime a week. Moreover the normal retiring age for most people is 65 (60 for some, including a greater proportion for women).

There exists an interesting irony with regard to the two sexes. The decline of heavy industry means fewer jobs in stereotypical 'men's work', while the rise in service occupations means an increase of stereotypical 'women's work'. In 1970 around 65% of all those in work in Britain were men. In 1993 men made up only 51% of the workforce. When the law against sex discrimination in employment was passed in 1975, it was intended to protect women. However, in 1994 nearly half of the complaints came from men. That year there were two-and-a-half times as many unemployed men as there were unemployed women. Many men looked for employment as nurses, child carers, shop assistants and secretaries.

Although it's illegal for women to be paid less than men for the same job, the average full-time male employee earns about 50% more than the average female worker.

People and nature

Most of the British live in towns and cities. But they have an idealized vision of the countryside. To the British, the countryside has almost none negative associations which it has in some countries, such as poor facilities, lack of educational opportunities, unemployment and poverty. To them, the countryside means peace and quiet, beauty, good health and no crime. Most of them would live in a country village if they thought that they could find a way of earning of living there. Ideally, this village would consist of thatched cottages built around an area of grass known as a 'village green'. Nearby, there would be a pond with ducks on it. Nowadays such village is not so common, but it is stereotypical picture that is well-known to the British. Even if they cannot get into the countryside, many British people still spend a lot of their time with 'nature'. They grow plants. Gardening is one of the most popular hobbies in the country. Even those unlikely people who do not have a garden can participate. Each local authority owns several areas of land which it rents very cheaply to these people in small parcels. On these 'allotments', people grow mainly vegetables.

As for the love of animals, it is said that the British often treat their animals as if they were people. Moreover they have a sentimental attitude to any animals. Nearly half of the households in Britain keep at least one domestic pet. The status of pets is taken seriously. It is, for example, illegal to run over a dog in your car and then keep on driving. You have to stop and inform the owner. If their pets die many British people are prepared to pay quite large sums of money to give their pets a decent burial. So, there are some official animal graveyards in Britain. But the love of animals goes beyond sentimental attachment to domestic pets. Wildlife programs are by far the most popular kind of television documentary. Millions of families have 'bird-tables' in their gardens. These are raised platforms on which birds can feed, safe from local cats, during the winter months. There is even a special hospital which treats injured wild animals. Perhaps this overall concern for animals is part of the British love of nature.

Tasks

1. Read the text for detailed understanding. Translate the 8th paragraph of the text.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) Ordinary citizen of Britain;
 - 2) British politician;
 - 3) British historian;
 - 4) Representative of the government;
 - 5) Economist.

Vocabulary

Part 1

- 1) to be attributed with – характеризоваться, определяться
- 2) to lag behind – отставать, запаздывать
- 3) to regard as – считать
- 4) to derive smth. from smth. -- получать/извлекать что-либо от/из чего-либо, to derive profit – извлекать прибыль, to be derived from – происходить;
- 5) annual – ежегодный, ~ceremony – ежегодная церемония
- 6) likewise – также, более того, подобно
- 7) to be inclined to – быть расположенным к
- 8) to follow – следовать, идти за, придерживаться
- 9) the majority – большинство, Ant. – minority – меньшинство
- 10) genuine – истинный, подлинный, настоящий
- 11) to be individualistic for – иметь индивидуальное отношение (подход) к
- 12) pastime – времяпрепровождение
- 13) bowler hat – шляпа-котелок
- 14) to be preceded by – предшествовать, идти перед
- 15) to wash down – запивать
- 16) to cut out – исключать
- 17) to be out of date – устареть
- 18) to draw the conclusion from – сделать вывод из
- 19) to conform to/with – согласоваться/соответствовать/подчиняться

Exercise 1. Give the English for:

Part 1

- 1) не являться отражением современной жизни;
- 2) по особым случаям;
- 3) кроме того;
- 4) традиционное времяпровождение;
- 5) запить большим количеством чая;
- 6) готовить что-либо особым способом;
- 7) считать что-либо особенно модным;
- 8) характерная черта/признак Британии;
- 9) правостороннее движение;
- 10) иметь ограниченный успех;
- 11) играть общественную роль;
- 12) зона отдыха в средиземном море;
- 13) быть плохо одетым;
- 14) «британская холодность»;
- 15) обращаться к кому-то по званию

Exercise 2. Give the Russian for:

Part 2

- 1) for the running of the country;
- 2) there isn't any single document;
- 3) the highest law of the land;
- 4) the final arbiter in any matter or dispute;
- 5) what the powers of him/her are;
- 6) to carry any identification with them;
- 7) widespread opinion;
- 8) people can argue that it can be thrown out;
- 9) national service;
- 10) to act as a final check on a government;
- 11) to perform ceremonial duties;
- 12) to get on with the actual job of running the country;
- 13) general trend;
- 14) to let 'market forces' rule;
- 12) the law against sex discrimination in employment;
- 13) lack of educational opportunities;
- 14) to find a way of earning of living;
- 15) those unlikely people who do not have a garden;
- 16) official animal grave yard;
- 17) wildlife programs;
- 18) 'bird-table';
- 19) safe from local cats;
- 20) general behavior;
- 21) Freedom of Information Act;
- 22) to threaten the stability of the country.

Exercise 3. Answer the questions:

Part 1

1. Where are British typical features usually derived from? Do they correspond with British modern reality?
2. Which traditional ceremonies are mentioned in tourist brochures?
3. Do the British follow tradition in their daily life? What facts prove it?
4. Are there any changes in the English language? How are they explained?
5. What are the British the most enthusiastic about? Is it the same with other people in the world?
6. What is the stereotyped image of London 'city gent'? Is it true to fact?
7. What is the idea of traditional English breakfast? What do many people have instead?
8. What is the situation with queues in Britain? What is British people's attitude to queuing up?
9. Do the British have many living folk traditions? Are their habits the same? Why?
10. Do the British prefer living in new houses? Do they prefer modern-looking pubs?
11. What do their Christmas cards depict? How can all these facts be explained?
12. How are changes in everyday aspects of life greeted by the British?
13. What system of measurement do most British people prefer to use in their daily life?
14. What is the difference between observing formalities and being formal in everyday life?
15. Do the British always dress officially? What is considered a gross breach of privacy?
16. Do the British care very much about clothes? Which facts prove it? How can you recognize a British tourist?
17. What is considered as coldness among the British by people from other countries? What do these signs really mean?
18. What signs show that the British are more reserved than other people? What is their friendship really symbolized by?
19. What are modern changes of British patterns of behavior?

Part 2

1. What is constitution for countries that have it?
2. Does Britain have a written constitution? What do they have instead? Where are all these things derived from?
3. Identity card is an obligatory document in Britain, isn't it? Are the British obliged to carry any identification with them?
4. Are the British obliged to have a driving license with them in the car? What do they have to do if the police ask the to see it?
5. What are other things that the British aren't obliged to do?
6. Does Britain have a Freedom of Information Act?
7. What is the first opinion about the monarchy of the UK? What can people do in this connection? Why is it possible? Does changing of the government threaten the stability of the country?
8. When can the monarch refuse the royal assent? What is its consequence? When can the monarch dismiss the Prime Minister?
9. What is the third opinion of the monarch? What does it allow the real government to do?
10. What is the general characteristic of British economy? What was its general trend from 1945 until 1980?
11. How did the economic trend change after 1980? What is the result of that change?
12. When does the working day in Britain start? Is it the same as in other countries? How long is British lunch break? When do they usually finish work? Is it true that they never work extra hours? What is their retirement age? Judging by these facts, can you say that the British reputation for not working hard is true?
13. Are there any changes as far as stereotypical man's and women's work is concerned?
14. What was done to protect women against sex discrimination? When was it done? Who did most complaints about sex discrimination come from in 1994?

Exercise 4. *Paraphrase the sentences using the active vocabulary:*

1. Many tourist brochures stick to stereotypes while describing life in the UK.
2. Is it considered a symbol of Britishness?

3. It's a party for friends where everybody behaves informally.
4. There are many people waiting for their turn at the ticket counter.
5. He never says 'please' when he asks for something.
6. The kiss is the way of showing your love to someone.
7. Video-watching habit is the very opposite of a traditional leisure activity in Britain.
8. British postcards usually portray scenes from past centuries.
9. Most tourists come to enjoy this ceremony that takes place every year.
10. The British never demonstrate aggressiveness to foreigners.

Exercise 5. *Find the opposites:*

1. Different changes in everyday aspects of British life are greeted with trust and peace.
2. Should I be dressed officially for this cheese-and-wine party?
3. They are progressing in hi-tech field.
4. Those are not originally British traditions.
5. The minority of Mary's friends trust her and share all their problems and secrets with her.
6. He was very proud of that fact.
7. We treat other religions with irritation.
8. He's got a lot of debts recently.
9. She is a very obedient person.
10. There is nobody at the cash-desk.

Exercise 6. *Insert words from the vocabulary:*

1. Every year they ... a lot of profit selling CDs.
2. Let me give it to you in ... of my goodwill.
3. Is it really what you want to do? – Yes. I ... to move house.
4. It is not just a problem of your region. It's an ... of our society.
5. Did the Constitution change? – Yes it did. There was a number of ... concerning people's rights.
6. He made a ... about discrimination in employment.
7. There is a lack of ... labor in that country. That's why they can't produce hi-tech goods.
8. Get out of the car, please. I want to see your
9. Don't ... the President with these minor things. He needs to concentrate on more important issues.
10. As the Minister of Foreign Affairs you ... to know what happens in the world.

Communicative Exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. There are some things that can be considered as a token of Britishness.
2. All people are very conservative in food.
3. It is no good to give up national traditions.
4. Many people greet changes with suspicion and hostility.
5. Most people observe formalities but are informal in everyday life.
6. Criticizing people for casual clothes when they are not at work is a gross breach of privacy.
7. There is nothing embarrassing to buy clothes in second-hand.
8. The absence of constitution is very harmful for Britain.
9. Everybody is obliged to carry identification cards and driving licenses with them.
10. It is not correct to say that the monarch in Britain has no power.
11. There are a lot of people who work overtime in many countries.
12. Discrimination in employment is a widespread phenomenon.
13. In many countries countryside is characterized by poor facilities, unemployment, poverty and the general lack of opportunities.
14. Both British and Russian people have a real passion for gardening.
15. Some people treat their domestic pets better than their neighbors.

Exercise 2. *Act out dialogs discussing and comparing:*

1. Stereotypes.
3. Political systems and problems.
4. Economic systems and problems of Great Britain and the USA.

Exercise 3. *Using the Internet compare and speak on:*

1. True and false stereotypes in Britain/ the USA. 2. Differences and similarities in British and Russian political system.3. Differences and similarities in British and Russian economies.4. Attitude to traditions and ceremonies in Britain/the USA and Russia. 6. The possibility of having a figurehead in our country that could perform the functions of a monarch.

Economics Overview

Economy – a system according to which the money, industry, and trade of a country or region are organized.

- a country's economy is the wealth that it gets from business and industry.
- careful spending or the use of things in order to save money.
- large-size packages of goods which are cheaper than the normal sized packages on sale.

Economic – concerned with economics and with the organization of the money, industry, and trade of a country, region, or social group.

- relating to services, businesses, etc. that produce a profit.

Economical– something that is economical does not require a lot of money to operate.

- using the minimum amount of time, effort, language, etc. that is necessary.

Economics – the study of the production of wealth and the consumption of goods and services in a society, and the organization of its money, industry, and trade.

Economist – an expert or student of economics.

Economize – save money by spending it very carefully and not buying expensive things.

Economic Institution – a physical or mental structure that significantly influences economic decisions

Economic policy – an action (or inaction) taken, usually by government, to influence economic events.

Economic model – simplified representation of reality.

Positive Economics – the study of what is, and how the economy works.

Normative Economics – the study of how the economy should be, from society's standpoint.

Task 1. *To show that you understand the words given above, choose the best word to complete the following sentences. Add noun, verb or adverb endings if necessary.*

1. Home ... is a subject studied at school and college in which students are taught how to run a house well and efficiently.
2. New England's ... is still largely based on manufacturing.
3. All Western ... are competing against each other.
4. These businesses contribute hundreds of millions of pounds to the ... of the country.
5. I switched off the lights as an ... measure.
6. If you make ..., you take action in order to save money, by not spending it on unnecessary things.
7. You'll have to travel ... class.
8. Buy our new ... packs of 100.
9. If you are really going to buy a car, we'll have to ... on other things.
10. In his works he explains the ideas of the great English ... J.M. Keynes.
11. She thought of herself as an ... wife.
12. This system was extremely ... because it ran on half-price electricity.
13. What has gone wrong with the ... system during the last ten years?
14. The book is very ... written, but very warm.
15. ... is the oldest of social sciences.

Task 2. *Look at the following derivatives. Use your knowledge of English and logical reasoning to explain the meaning of each word below.*

system, systematic, systematically, systematize, systemic

Use these words in the following sentences.

1. The police made a search of the building.

2. You need some ... in your work if you want to succeed.
3. I wish they'd organize themselves more
4. ... insecticides spread all through a plant and kill any insects that feed on it.
5. This method helps ... the information received.

Task 3. *Add appropriate words where there are blanks in the sentences below and you'll get the definitions of the words in bold. Some words can be used in their different meanings.*

imply, convey, standpoint, overall, range, scarce, free, available, utility, rate, output, environment, artifact, discretion

1. The ... is the total set of outside forces surrounding and shaping the behaviour of the organization and its members.
2. To ... information, ideas, feelings, etc. means to cause them to be known or understood by someone.
3. Someone or something that is ... is not restricted, controlled by rules, customs, or other people.
4. An ... is an object that is made by a person.
5. The ... of something is the total area or extent within which it can operate effectively, and beyond which it is no longer effective.
6. If something is ..., there is not very much of it, and there may be enough for those who want or need it.
7. If something is ..., you can have it or use it without paying for it.
8. If you ... people or things, you arrange them in a line or in lines.
9. If you ... that something is the case, you suggest that it is the case without actually saying so.
10. The ... at which something happens is the speed at which it happens over a period of time.
11. The ... of something is how useful and practical it is.
12. ... is used to describe a situation in general, including everything but not considering the details.
13. The ... of taxation is the level of it.
14. If something is ..., you are able to use it or obtain it.
15. A ... is an important service such as water, electricity, or gas provided for everyone.
16. If you ... something highly, you consider that it is important.
17. Someone who is ... is not busy and is therefore free for you to talk to.
18. A ... is a particular way of looking at or thinking about an event, situation, or idea.
19. Someone's ... is the amount of something that they make or produce.
20. ... is the quality of behaving in a quiet and controlled way without drawing attention to yourself or giving away personal or private information.

Task 4. *Give synonyms to the following words. Be ready to give your own examples to show the difference in their meanings.*

Affect, effect, aggregate, change, demand, allocate, borrow, income, seek, require, fair, refer to, scarcity, ultimate, restrict.

Task 5. *Give the opposite meaning to each word. Make up your own sentence with each word.*

Push, appear, diverse, lend, facilitate, available, output, fair, increase, completely, complicate.

Task 6. *Consult the dictionary and find the root words to the following:*

Help, participate, contribute, allocate, mean, equitable, prevent, assemble, perform, imply, consider, scarce, benefit, value, societal, vary, certainly, compete.

Task 7. *Make the following words negative.*

Regard, responsible, desirable, respective, checked, doubt, certainty.

Task 8. *Read the following definitions. Can you guess the word they all refer to?*

1. A company or a business.
2. Something new, difficult, or important that you do or try to do.
3. A system of business, especially one in a particular country.
4. The ability to think of new and effective things to do, together with an eagerness to do them

(You can find the word in text 1, paragraph 1).

Now check your understanding. Insert the missing words. Translate the sentences into Russian.

1. He said he had doubts about the whole ...
2. This has done much to damage national ...
3. They are known to be the men of ..., energy, and ambition.
4. I admire their ... in trying to start up a new business.
5. This company is one of the largest ... of this kind.

Task 9. Study the following words and word-combinations. What are their Russian equivalents? **to aim at, to arrange (for), game plan, to go ahead, a means to an end, on purpose, to set up, to tackle, to take action (on), to take steps, to take the initiative.**

Translate the following sentences into Russian.

1. Our products are aimed at working mothers.
2. Let's arrange for a meeting now. How about Friday, nine o'clock, your office?
3. OK, so we have arranged for finance and now we can go ahead with marketing.
4. The game plan for this morning's meeting is to finish ordinary business in the first half hour, then take time out for coffee, so that, in the second half, we can zero in on the all-important question of new product development.
5. We use special offers in order to attract bigger orders – in other words, as a means to an end.
6. We have to reduce our overhead expenses. This will lead to job losses in some departments – an unpleasant fact, I'm afraid, but the end justifies the means.
7. Although everyone has to be at the meeting on time, the chairman will be a few minutes late, as usual, He does this on purpose, just to let everyone know who's who in charge.
8. The company was set up ten years ago.
9. The government is doing all it can do to tackle the problems of housing and unemployment.
10. We need to take firm action, now, on the reduction in our market share – before matters get worse.
11. In the course of the next day or so, we shall be taking steps to put our plans into action.
12. For this job, we're looking for someone with a go-ahead attitude, a self-starter, someone who's prepared to take and maintain the initiative.

Task 10. Look at the following Latin words. They may be helpful in your work with the texts on *Economics and Business*.

e.g. exempli gratia for example	i.e. id est that I	etc. et cetera and so on
viz. vide licet namely	c circa about, around (time)	v vide see
et al et ali and others	per se in itself	qua as
vice versa the reverse	ad hoc for this particular purpose	vs versus opposed
via 1. through	with the help of	per capita per head
ceteris paribus other things equal	ad valorem according to value	

Task 11. What do the following words have in common and what do they differ in?

Matter, problem, dilemma, trouble, alternative, predicament, difficulty.

Task 12. Translate into Russian in written form.

In 1776, the Scottish professor of philosophy, Adam Smith, published *The Wealth of Nations*. In this book, the first systematic study of capitalism, Smith described his principle of the “**invisible hand**”. This principle states that each person, pursuing his or her self-interest without interference by government, will be led, as if by an invisible hand, to achieve the best good for society.

Self-interest drives people to action, but alone it is not enough. People must understand the effects of their decision and their economic well-being. They must think rationally if they are to make the right decisions.

Because of this, economists long ago introduced the concept of **economic man**. This notion holds that each person is motivated by economic forces. In other words, each person will always attempt to obtain the greatest amount of satisfaction for the least amount of sacrifice or cost. This

satisfaction may take the form of greater profits for a businessperson, higher wages or more leisure time for a worker, and greater pleasure from goods purchased for a consumer.

Of course, these assumptions are not entirely realistic. People may be motivated by forces other than self-interest. Nevertheless, the idea of economic man does deserve as a reasonable approximation of the prevailing pattern of economic behavior in a capitalistic society. And in economics, as in other social sciences, reasonable approximations are often the best that can be made.

HISTORY OF ECONOMICS

In the 1500s there were few universities. Those that existed taught religion, Latin, Greek, philosophy, history, and mathematics. No economics. Then came the Enlightenment (about 1700) in which reasoning replaced God as the explanation of why things were the way they were. Pre-Enlightenment thinkers would answer the question, “Why am I poor?” with, “Because God wills it.” Enlightenment scholars looked for a different explanation. “Because of the nature of land ownership” is one answer they found.

Such reasoned explanations required more knowledge of the way things were, and the amount of information expanded so rapidly that it had to be divided or categorized for an individual to have hope of knowing a subject. Soon philosophy was subdivided into science and philosophy. In the 1700s, the sciences were split into natural sciences and social sciences. The amount of knowledge kept increasing, and in the late 1800s and early 1900s social science itself split into subdivisions: economics, political science, history, geography, sociology, anthropology, and psychology. Many of the insights about how the economic system worked were codified in Adam Smith’s *The Wealth of Nations*, written in 1776. Notice that this is before economics as a subdiscipline developed, and Adam Smith could also be classified as an anthropologist, a sociologist, a political scientist, and a social philosopher.

Throughout the 18th and 19th centuries economists such as Adam Smith, Thomas Malthus, John Stuart Mill, David Ricardo, and Karl Marx were more than economists; they were social philosophers who covered all aspects of social science. These writers were subsequently called Classical economists. Alfred Marshall continued in that classical tradition, and his book, *Principles of Economics*, published in the late 1800s, was written with the other social sciences in evidence. But Marshall also changed the question economists ask; he focused on the questions that could be asked in a graphical supply-demand framework. In doing so he began what is called *neo-classical economics*.

For a while economics got lost in itself, and economists learned little else. Marshall’s analysis was downplayed, and the work of more formal economists of the 1800s (such as Leon Walras, Francis Edgeworth, and Antoine Cournot) was seen as the basis of the science of economics. Economic analysis that focuses only on formal interrelationships is called Walrasian economics.

1. The text you’ve read gives a very brief view of the history of Economics. What other names (schools, theories) can you give to continue the story?

http://thelib.ru/books/shevchuk_denis/angliyskiy_dlya_ekonomistov_uchebnik_angliyskogo_yazyka-read.html

PROLOGUE TO ECONOMICS

Read the text. Make up the plan and retell the text using your plan.

There is almost universal agreement that economies are becoming more complex every year and that an understanding of how an economy works is more important than ever before. For someone who is just beginning to study economics, the task indeed appears to be a difficult one. Economics is the study of the way in which mankind organizes itself to solve the basic problem of scarcity. All societies have more wants than resources, so that a system must be devised to allocate these resources between competing ends. In a very real sense, the complexity of the economy makes it difficult to decide exactly where to start. Simultaneously, production is taking place, goods and services are being allocated, and a great number of market participants

are being motivated by a diverse set of goals. In addition, there is the complex financial system in which individuals, firms, and governments borrow and lend funds.

Economics is divided into two major branches: macroeconomics and microeconomics. **Macroeconomics is the study of behavior of the economy as a whole with emphasis on the factors that determine growth and fluctuations in output, employment, and the level of prices.** Macroeconomics studies broad economic events that are largely beyond the control of individual decision makers and yet affect nearly all firms, households, and other institutions in the economy. Specialists in macroeconomics are particularly interested in understanding those factors that determine **inflation, unemployment, and growth** in the production of goods and services. Such an understanding is necessary in order to develop policies that encourage production and employment while controlling inflation. The other major branch of economics is microeconomics. **Microeconomics is the study of behavior of individual units within the economy.**

The division of economics has resulted from the growing complexity and sophistication of economic research. These two approaches and the topics they include are in fact interdependent. Individuals and firms make their decisions in the context of the economic environment, which has an impact on the constraints the decision makers face as well as their expectations about the future. At the same time, when taken as a whole, their decisions determine the condition of the overall economy. A good understanding of economic events and an ability to forecast them require knowledge of both individual decision making and the way in which individuals react to changes in the economic environment.

1. Economies are becoming more complex every year. Why? 2. What is the main division of economics? 3. What is macroeconomics «responsible for»? 4. What does microeconomics deal with?

MACRO ENVIRONMENT

1. In what context can we use the word environment? 2. What elements of the environment can you mention? 3. Which ones are of the most importance?

Read the text. Be ready to define the key-sentence(s) of each paragraph. Explain your choice.

Macro environment is the network of systems composed of culture, political and economic forces, technology, skill mixes, and consumer groups; a source of opportunities and constraints for the organization. Once the organization has built its product or defined its service, it must distribute it to consumer client groups who have wants and needs that they attempt to satisfy through the consumption of such products and services.

Every organization exists within an extensive and complex environmental network. Organizational environment refers to all groups, norms, and conditions with which an organization must deal. It includes such things as the political, cultural, economic, religious, educational, and like systems that affect an organization and which in turn are affected by it.

TYPES OF BUSINESSES

Objectives of Business Organizations

Business organizations are established to meet wants in society. Private businesses are formed mainly to provide for material wants (i.e. goods and services) and commercial wants (i.e. banking, insurance) in society. Government Organizations, on the other hand, tend to satisfy society's desire for defense, law and order, education and social welfare.

Organizations are thus established to meet wants in society. In meeting these, organizations will set very definite and clear aims, e.g. a manufacturing firm will want to stay in business and make a profit. The aims of an organization are normally decided by the board of directors, or in the case of public organizations by government ministers.

The most common forms of private business organizations are sole proprietorships, partnerships and corporations.

Sole Proprietorships

A business owned and controlled by one person is a sole proprietorship. Sole proprietorships are the oldest, simplest, and most common of all types of businesses. Because the

financial resources available to one person often are limited, sole proprietorships tend to be enterprises that require small amounts of capital to start and operate. Many doctors, dentists, lawyers, bakers, and beauticians organize as sole proprietors to provide professional services. Other services offered by sole proprietors include plumbing, carpentry, dry cleaning and lawn care. Many construction companies, small grocery stores, florists, other small retail stores, farms, real estate firms and insurance firms are also organized as sole proprietorships.

Partnerships

A partnership is a business that is owned and controlled by two or more people. As in the case of sole proprietorships, partnerships are concentrated in businesses that require relatively small amounts of money to start and operate. Small retail stores, farms and construction companies are often organized as partnerships. People in service occupations, such as doctors, lawyers, accountants, and photographers, also form partnerships. Many of these partnerships may have started as sole proprietorships. A partnership begins when two or more people agree to operate a business together. Partnership can be general or limited. In order to avoid later conflicts, the partners usually formulate a written agreement called a partnership contract. A partnership contract outlines the distribution of profits and losses. It details the specific responsibilities of each partner and includes provision for adding or dropping partners and dissolving the partnership.

Corporations

A corporation is a business organization that is treated by law as if it were an individual person. A corporation can do everything that a sole proprietorship or a partnership can do. It can, for example, buy property and resources, hire workers, make contracts, pay taxes, sue others and be sued and produce and sell products. A corporation, however, is owned by stockholders. Stockholders are individuals who invest in a corporation by buying shares of stock. Stocks are the certificates of ownership in the corporation. Stockholders invest in a corporation in order to make a profit.

Types of Corporations.

A corporation may be either publicly owned or closed. A publicly owned corporation allows its shares to be purchased by anyone who chooses to invest in the business. Most corporations today are publicly owned. A closed corporation is owned by a limited number of shareholders. People outside of this limited group may not buy shares in the corporation.

Aims of Private Organizations

Profitability is the main aim of private organizations but it is important to realize that a business will have other aims. These include:

1. **Survival:** most of the time firms will not be worried about this. However, particularly in times of economic difficulty - such as recession - surviving will become an important short-term aim of the firm. In order to survive, the firm may have to make workers redundant and close some of its factories.
2. **Growth:** not all firms want to grow continually but growth is closely associated with survival. Very often, particularly for firms in highly competitive situations, e.g. computing and electronics, growth and development are the only way to ensure survival. Furthermore, shareholders and employees may benefit from the growth of the company.
3. **Image:** how the public at large views a company can be particularly important, and to this end a number of companies have public relations departments that have specific responsibility to improve the image of the company. A tarnished image can very often lose the company business.

Vocabulary

aim n - намерение, цель; to set an aim - ставить цель
business organization - коммерческая организация
commercial wants - коммерческие потребности
competitive adj - конкурентоспособный
corporation n - акционерное общество; корпорация
distribution n - распределение

establish v - основывать, учреждать
 general partnership - компания/товарищество с неограниченной ответственностью
 government organization - правительственная организация
 growth n - рост, развитие
 invest v - инвестировать, вкладывать деньги, капитал
 limited partnership - компания/товарищество с ограниченной ответственностью
 make a profit - получать прибыль
 material wants - материальные потребности
 meet wants - удовлетворять потребности
 partnership contract = partnership agreement - договор/соглашение о сотрудничестве
 partnership n - товарищество, партнерство
 private business - частное предприятие
 private organization - частная организация
 profitability n - рентабельность, прибыльность, доходность,

Task 1. Translate the following words and word combinations or find Russian equivalents.

to provide for material wants; to satisfy society's desire for social welfare; to set very definite and clear aims; to provide professional services; small retail stores; real estate firms; to formulate a written agreement; the distribution of profits and losses; specific responsibilities; to hire workers; to pay taxes; to invest in the business; short-term aim; public relations departments; board of directors.

Task 2. Translate the following sentences into Russian.

1. Organizations are established to meet wants in society. 2. The aims of an organization are normally decided by the board of directors. 3. A business owned and controlled by one person is called a sole proprietorship. 4. A partnership is a business that is owned and controlled by two or more people. 5. A partnership contract outlines the distribution of profits and losses. 6. A corporation is owned by stockholders. 7. Stockholders invest in a corporation in order to make a profit. 8. Profitability is the main aim of any business organization. 9. Shareholders and employees benefit from the growth of the company. 10. A number of companies have public relations departments to improve the image of the company.

Task 3. Fill the gaps in the sentences below with the words and expressions from the box. There are two expressions, which you don't need to use.

public at large, shares, closed corporation, distribution, material wants, invest, social welfare, make a profit, limited, provision, commercial wants

1. Private businesses are formed mainly to provide for ____ (i.e., goods and services) and ____ (i.e., banking, insurance) in society.
2. Government organizations, on the other hand, tend to satisfy society's desire for defense, law and order, education and ____.
3. Every organization has very definite and clear aims: to stay in business and ____.
4. Partnership can be general or ____.
5. A partnership contract includes ____ for aiding or dropping partners and dissolving the partnership.
6. A ____ is owned by a limited number of shareholders.
7. A publicly owned corporation allows its ____ to be purchased by anyone who chooses to invest in the business.
8. The image of the company which means how the ____ views a company can be particularly important.

Task 4. Find English equivalents for the following Russian expressions and words.

удовлетворять потребности; социальное обеспечение; получать прибыль; правление (совет директоров); распределение прибылей и убытков; вкладывать деньги в бизнес; извлекать пользу из; широкий круг людей; отдел по связям с общественностью; конкурентоспособный.

Task 5. Translate the following sentences from Russian into English.

1. Организации создаются для того, чтобы удовлетворять потребности общества. 2. Правительственные организации удовлетворяют потребности общества в защите, законе и порядке, образовании и социальном обеспечении. 3. Организации ставят перед собой определенные и четкие цели, например, получать прибыль. 4. Акции - это сертификаты на право собственности в корпорации. 5. Акционеры - это лица, которые вкладывают средства в корпорацию путем приобретения пакета акций. 6. Многие врачи, юристы, пекари, дантисты организуют индивидуальные частные предприятия для предоставления профессиональных услуг. 7. Товарищество - бизнес, которым владеют и управляют двое или более человек. 8. Чтобы избежать конфликтов, партнеры обычно заключают письменное соглашение, называемое договором о сотрудничестве. 9. Корпорации имеют право приобретать собственность и ресурсы, нанимать рабочих, заключать контракты. 10. Рост и развитие фирмы - это единственный путь, чтобы гарантировать ее выживание.

Study the expressions in the Useful Language box, which are used to express different language functions. The list of expressions in each function can be continued. Think of expressions, which can be added to each function.

Useful Language

<p>Starting conversation I'll start by saying that. In the first place I would like to say...</p>	<p>Generalising It is a well-known fact... It is common knowledge that... Admittedly</p>
<p>Discussing main ideas What really matters is... I think it would be best to... There are many advantages and disadvantages here...</p>	<p>Connecting ideas While on the subject of... Besides that... Furthermore... By the way... Moreover...</p>
<p>Expressing contrast On the other hand... Although... But... However... Despite... In spite of...</p>	<p>Drawing conclusions In conclusion... In view of all this... Summing it up... In a word... In short... On the whole...</p>

Match the function in the left column with the appropriate expression in the right one and complete the Useful Language box with these expressions accordingly.

- | | |
|--------------------------|--|
| 1. connecting ideas | a. major consideration should be given to... |
| 2. drawing conclusions | b.. to begin with I'd like to say |
| 3. starting conversation | c. to sum up... |
| 4. discussing main ideas | d. nevertheless... |
| 5. generalizing | e. at the same time... |
| 6. expressing contrast | f. it is generally known... |

Read what famous people said about doing business. Discuss the position of the authors. Support your point of view with reasons and examples from your reading, your observations or your own experience. Use the expressions from the Useful Language box to develop your idea and express your opinion.

1. The business of the country is business.

Calvin Coolidge (1872-1933), thirtieth President of the USA

2. The secret of business is to know something that nobody else knows.

Aristotle Onassis (1906-1975), Turkish born shipping magnate

3. To survive, men and business and corporations must serve.

John H. Patterson, American businessman

4. The purpose of business is to create and keep a customer.

Theodore Leavitt

5. It is not the employer who pays wages - he only handles the money. It is the product who pays the wages.

Henry Ford (1863-1947), American industrialist, founder of Ford Motor Company

Read what famous people said about partnerships and corporations. Discuss the extent to which you agree or disagree with the opinion stated below. Support your point of view with reasons and examples from your reading, your observations or your own experience. Use the expressions from the Useful Language box to develop your idea and express your opinion.

1. It's better to take over and build upon an existing business than to start a new one.

Harold S. Geneen, American accountant, industrialist

2. You look at any giant corporation, they all started with a guy with an idea, doing it well.

Irvine Bobbins, American businessman

3. Treat employees like partners, and they act like partners.

Fred A. Allen (1894-1967)

4. If you can run one business well, you can run any business well.

Richard Branson, American businessman

5. You can't run a business without taking risks.

Millard Drexler, American business Executive

FUNCTIONS OF MONEY

Money, with its special characteristics, serves many important economic functions.

Money is anything that people commonly accept in exchange for goods and services. Money has three basic functions. It serves as a medium of exchange, a standard of value, and a store of value. Anything that serves any of these three functions is a type of money.

Medium of exchange. The single most important use of money is as a medium of exchange. A medium of exchange is any item that sellers will accept in payment for goods or services. As a medium of exchange, money assists in the buying and selling of goods and services because buyers know that sellers will accept money in payment for products or services.

Standard of value. The second use of money is as a standard of value. That is, money provides people with a way to measure the relative value of goods or services by comparing the prices of products. In this way, people can judge the relative worth of different items such as a television and a bicycle. They can also judge the relative values of two different models or brands of the same type of item by comparing their prices

Similarly, governments must be able to figure tax receipts and the cost of expenditures.

Money, because it helps provide some uniformity to these accounting tasks, is also called *a unit of accounting*.

Store of value. The third function or role of money is that it can be saved or stored for later use. For money to serve as a store of value, two conditions must be met. First, the money must be nonperishable. That is, it cannot rot or otherwise deteriorate while being saved. Second, it must keep its value over time. In other words, the purchasing power of the money must be relatively constant. If both of these conditions are met, many people will accumulate their wealth for later use. If not, most people will be hesitant about saving money today that will be worth little or nothing tomorrow.

Characteristic of Money

To be used as money, an item must have certain characteristics. The five major characteristics of money are durability, portability, divisibility, stability in value, and acceptability.

Durability. Durability refers to money's ability to be used over and over again. Eggs would be a poor choice for money because they are fragile and perishable. Metals such as gold and silver, however, are ideal because they withstand wear and tear well. In fact, many coins minted in ancient times are still in existence.

Portability. Money's ability to be carried from one place to another and transferred from one person to another is its portability. As a medium of exchange, money must be convenient for people to use. Items that are difficult to carry make poor money.

Divisibility. Divisibility refers to money's ability to be divided into smaller units. Combining various coins permits buyers and sellers to make transactions of any size. Divisibility also enhances money's use as a standard of value because exact price comparisons between products can be made.

Stability in value and acceptability. For money to be useful as a store of value, it must be stable in value. Stability in value encourages saving and maintains money's purchasing power. Most people who save money are confident that it will have approximately the same value when they want to buy something with it as it had when they put it into savings.

Acceptability means that people are willing to accept money in exchange for their goods or services. People accept money because they know they, in turn, can spend it for other products.

Types of Money

Money comes in all shapes and sizes. The items used as money are a reflection of the society in which they are used. Money as a rule includes coins, paper money, checks and near money. Checks or checkbook money usually make up more than 70 percent of the nation's money supply, and nearly 90 percent of the transactions in most countries are completed by writing checks. Because checks are payable to the holder of the check on demand, checking accounts are often called demand deposits. Checks are representative money because they stand for the amount of money in a person's account. They are generally accepted because the bank must pay the amount of the check when it is presented for payment. Checks, therefore, are considered money because they are a medium of exchange, a standard of value, and a store of value. Other financial assets are very similar to money. These assets, such as savings accounts and time deposits, are called near money and are not usually considered part of the nation's money supply. Bills of exchange are examples of near money. Though they are easily accessible, these accounts cannot be used directly to buy goods or pay debts. Depositors, for example, cannot pay bills directly from their savings accounts. Since funds in these accounts can be easily converted into cash, *however, they are considered near money.*

Sources of Money's Value

Money must have and retain value. All money falls into three categories according to what gives the money its value.

The three categories of money are commodity money, representative money, and fiat money.

Commodity money. An item that has a value of its own and that is also used as money is called commodity money. Throughout history, societies have used many commodities as money. The ancient Romans sometimes used salt as money. Precious metals such as gold and silver, and gems such as rubies, emeralds, and diamonds, have often been used as money. The majority of nations in the world today use currency - coins and paper bills - for money. The Lydians, an ancient people in Asia Minor, minted the world's first coins about 700 B.C. The Chinese developed the first paper currency, perhaps as early as A.D. 1000 or A.D. 1100.

Representative money. Money that has value because it can be exchanged for something valuable is representative money. Checks are representative money because they can be exchanged for currency as long as the check writer has sufficient funds on account.

Fiat money. Value is attached to fiat money because a government decree, or fiat, says that it has value. Coins and paper money are examples of fiat money. The money has value because the government says that citizens must accept paper money and coins for all transactions.

Vocabulary

A.D. = Anno Domini - нашей эры

acceptability n - приемлемость

accounting n бухгалтерский учет

accumulate wealth — накапливать состояние

B.C. — before Christ - до нашей эры

bill of exchange - вексель, тратта

cash n - наличные деньги check n - чек
 checkbook money — деньги банковского оборота, деньги безналичных расчетов
 coin n - монета
 commodity money - 1. товар в роли денег (напр. соль, мех); 2. товарные деньги (обладающие внутренней стоимостью в отличие от бумажных)
 cost of expenditures - стоимость затрат, издержки от расходов
 demand deposit - депозит до востребования; бессрочный вклад; текущий счет
 deteriorate v - ухудшаться
 divisibility n — делимость
 durability n - продолжительность срока использования, долговечность
 enhance v - увеличивать, усиливать, улучшать
 fiat n - декрет, постановление, указ
 fiat money - деньги, считающиеся деньгами по указу
 figure v - подсчитывать; считать
 gem n — драгоценный камень
 medium of exchange - средство обращения
 meet the conditions — выполнять условия
 mint v — чеканить (монету)
 near money - субститут денег
 nonperishable adj - непортящийся
 over time - в течение длительного времени
 paper money бумажные деньги
 payable on demand - подлежащий оплате немедленно по предъявлении
 perishable adj - скоропортящийся
 portability n - портативность
 purchasing power — покупательная способность
 record keeping - ведение учета, учет
 representative money - представительские деньги (бумажные деньги, полностью обеспеченные золотом или серебром)
 savings account - депозит, сберегательный счет
 stability in value - стабильность ценности
 stand for v - означать, символизировать
 standard of value - мера стоимости
 store of value — средство накопления; средство сбережения; средство «сохранения ценности»
 time deposit - срочный депозит; вклад на срок
 transaction n - сделка, операция uniformity n - единообразие
 unit of accounting - единица учета реального капитала, единица бухгалтерского учета
 value n - стоимость, цена, валюта
 wealth n - богатство, состояние
 wear and tear - износ; амортизация; изнашивание
 withstand v - выдержать; противостоять
 worth n — цена, стоимость, ценность
 worth adj - имеющий ценность; приносящий доход

Task 1. Translate the following words and word combinations or find Russian equivalents.

relative value; to figure profits and losses; tax receipts; accounting task; to accumulate wealth
 to withstand wear and tear; to mint coins; stability in value; durability; acceptability; to make transactions; payable on demand; checkbook money; representative money; fiat money.

Task 2. Translate the following sentences into Russian.

1. Combining various coins permits buyers and sellers to make transactions of any size.
2. If both of these conditions are met, many people will accumulate their wealth for later use.
3. Metals such as gold and silver are ideal because they withstand wear and tear well.

4. Divisibility also enhances money's use as a standard of value because exact price comparisons between products can be made.
5. Checks are representative money because they stand for the amount of money in a person's account.
6. Acceptability means that people are willing to accept money in exchange for their goods or services.

TAXATION AND TAX SYSTEM

Taxation is the process by which the people pay the expenses of carrying on the government. Even the earliest and simplest societies needed some methods of maintaining order and providing for justice, and those services couldn't be provided without cost.

Many kinds of taxes have been used and are being used throughout the world. The main taxes can be divided into those paid in income and capital, called '*direct*' taxes and those paid when money is spent, called '*indirect*' taxes. *Income* tax, in effect, redistributes wealth from the rich toward the poor (via social programs). It is fairly simple tax to collect, as many employers pay the tax directly for the employees, deducting it from the salary before it is paid. However, it is generally a *progressive* tax: more is paid as income rises. This may become a drawback if there is no incentive to work harder because people may feel that they earn relatively less and pay more tax. If the rates of a tax should be lower when applied to a larger sum, the tax would be called *regressive*.

A tax is called *proportional* if the rate of taxation remains the same, whether it is applied to a small sum or a very large one. The amount of tax paid is proportional to the sum, which the tax is applied because the rate is a constant flat rate. The tax on houses and farms is an example of a proportional tax because the rate is the same whether the house or farm is large or small.

Indirect taxes are paid on goods and services. The taxes are paid by shops or manufactures, but then passed on to the consumers in the form of higher prices. In the United Kingdom, for example, the *Value Added Tax* or *VAT* is the most important indirect tax. The advantage of this tax is that it is directly in line with inflation. If the prices rise, so does the tax. However, the burden of this tax falls more heavily on the less well off.

Taxes also may be identified according to the base on which they are applied. For example, the *property tax* is levied on both land and buildings (real estate), and personal property. The *inheritance tax* is placed on the value of property a person inherits. The *estate tax* is placed on an estate before it is divided among the heirs. *Sales taxes*, levied on sales, may apply either to all kinds of sales or only to certain kinds. If sales taxes are placed on luxury goods they are called *luxury taxes* and generally represent a high rate of taxation.

Excise taxes are those placed on a specific commodity, or thing, by the government. Tobacco and liquor taxes are excise taxes. *Custom duties or tariffs* are taxes placed on the importation of goods from outside the country. A *license tax* is one placed on the right to do something, as for example, to sell liquor, tobacco; to get married; to own a dog; to go hunting or fishing.

Countries vary in the balance of their taxation; some rely more on income taxes, while others gain a large proportion from indirect taxation. However, a balance is generally thought to be the fairest system. There are some other principles of taxation. Everyone agrees that the tax system should be simple. Both those who pay the taxes and those who collect them should be able to understand the tax laws: the system should be stable so that the taxpayer knew in advance that he must pay the tax to be able to save money for it. And it should be possible to expand the tax system to collect more money in periods of emergency, when the government must spend more money and to reduce the amount of taxes in normal times, when the government expenditures are at minimum. This is called the principle of elasticity.

The government of a country needs to raise taxes in order to provide goods and services that will be shared by consumers. Defense spending is one of the main items in this category. Governments maintain armed forces and spend money on such costly items as aircraft carriers

and tanks. Law enforcement is another priority for the government. In addition, other services such as health and education would only be affordable to the rich if the government did not provide them.

Another part of governmental spending is allocated to caring for those who do not have an income. The very poor, the unemployed, and dependent children are provided for out of taxation.

The countries with the lowest tax in the world are: Bahrain, Brunei, Kuwait and Qatar (where there is no tax at all). The highest taxation rate is in Norway. Some people pay more than 100% of their taxable income. The highest recorded personal tax demand is one for \$336 million on the estate of Howard Hughes.

Vocabulary

tax	налог, сбор, пошлина, подать, обложение
after tax	после удержания (за вычетом) налога
before tax	до вычета налога
tax free	свободный от уплаты налога
liable to a tax	облагаемый налогом
tax on accumulation of profits	налог на накопленную прибыль
tax on income	подоходный налог
to abate/ to cut down a tax	снижать налог
to abolish a tax	отменить налог
to collect/ to raise taxes	взимать, собирать налоги
to evade a tax	уклоняться от уплаты налога
to impose/ to lay a tax on	вводить налог, облагать налогом
to make (file) a tax	заполнить налоговую декларацию
to withhold taxes	удерживать налоги из жалованья
to pay taxes	выплачивать налоги
burdensome taxes	обременительные налоги
business taxes	налог на предпринимателя
capital-gains taxes (Amer.)	налог на увеличение рыночной стоимости
commodity tax	косвенный налог на товары
company income tax	налог с доходов компаний
death tax	налог на наследство
deferred tax	отсроченный налог
dividends tax	налог на дивиденды
double tax	двойной налог
excise tax	акциз, акцизный сбор
corporation income tax	налог с доходов корпораций
flat-rate tax	пропорциональный налог
general property tax	налог на все виды собственности
hidden taxes	неявные налоги, таможенные сборы
indirect tax	косвенный налог
inheritance tax	налог на наследство
individual income tax	личный подоходный налог
taxability	облагаемость налогом
taxable	облагаемый налогом
tax-collector	сборщик налогов
taxeater	лицо, живущее на государственную помощь
equitable taxation	справедливое налогообложение

Task 1. Read the following words.

tax, duty, taxation, consumer, measure, employee, employer, possible, ideas, decline, indirect, price, suffer, unnecessary, obtain, probably, income, therefore.

Task 2. *Read and translate the following word combinations.*

government offices, by means of taxation, direct and indirect taxation, a taxpayer's income, some methods of maintaining order and providing for justice, a modern society

Task 3. *Read, translate and define whether it is a noun, an adjective, a verb, an adverb or a preposition.*

Unacceptable, equitable govern, payment, immediate, measure, available, investment, expenditure, receipt, profit, offset, overall, fairly, satisfy, whereas, tax higher, exist, protect, like, really, fairer, unnecessary, taxation, amount, percentage.

Task 4. *Find the synonyms among the following words.*

Air waybill, dealing, influence, goal, structure, profit, buyer, decision, exporter, cause, donation, airline, charge, description, measurements, benefit, basis, grand, borrow, box, original, carrier, top copy, case, consignee, dimensions, shipper, rate, air consignment note, lend, nature, solution, reason, affect, foundation, aim, transaction, framework..

Task 5. *Find the antonyms among the following words.*

Opponent, growth, inside, capable, loss, always, better, dependence, public, rise, easy, less, wide, supporter, decline, worse, difficult, more, narrow, profit, never, private, fall, independence, outside, incapable.

WHAT IS A BANK?

A bank is a business. But unlike some business, banks do not manufacture products or extract natural resources from the earth. Banks sell services – financial services such as car loans, home mortgage loans, business loans, checking accounts, and credit card services.

Some people go to the bank in search of safe place to keep their money, Others go to the bank seeking money for loans to buy houses and cars, start business, expand farms, or do any of the other things that require borrowing money.

Where do banks get money to lend? They get it from people who open saving and other types of accounts. Banks act as go-betweens for people who save and people who need to borrow. If savers did not put their money in banks, the banks would have little or no money to lend.

Your savings are combined with every-one else's savings to form a big pool of money to make loans. The money does not belong to bank's president, board of directors, or stockholders. It belongs to the depositors. That's why bankers have a special obligation not to take big risks when they make loans.

How did banking begin?

No one knows who started the world's first bank, but it is safe to say that banking has its roots in early trading civilization of the Mediterranean. Without trade there would have been little need to establish banks, and without banks there would have been far less money to finance trading ventures.

Imagine for a moment that you are a merchant in ancient Greece or Phoenicia. You make your living by sailing to distant ports with boatloads of olive oil and spices. You do not grow the olives and spices yourself; you buy them from growers or other merchants. If all goes well, you'll be paid for your cargo when you reach your destination, but before you set sail you must have money to outfit your ship.

You find it by seeking out people who have money sitting idle. They agree to put up money for your cargo and supplies in exchange for a share of your profits when you return from your voyage ... if you return.

The people with the idle money are among the world's first lenders and you are among the world's first borrowers. You complain that they are demanding too large a share of your profits. They reply that your voyage is perilous and they run a risk of losing their entire investment. Lenders and borrowers have carried on this debate ever since.

Today, most people who want to borrow money go to banks rather than to wealthy individuals. But the basic concepts of borrowing and lending have not really changed. People do not let you have their money for nothing.

It is risky to lend money. There is no guarantee that a lender will get the money back, even if the borrower is an old friend. So why lend money? Why take the risk? Because lending presents an opportunity to make even more money. People will often take a financial risk if they believe there is a good chance of making more money.

For example, if a bank lends \$50,000 to a borrower, the bank is not satisfied to just get its \$50,000 back. In order to make a profit, the bank charges interest on the loan.

Interest is the price borrowers pay for using someone else's money. If a loan seems risky, the lender will charge more interest to offset the risk. (If you take a bigger chance, you want a bigger payoff).

Of course, the opportunity to earn lots of interest won't mean much if a borrower fails to repay a loan. That is why banks often refuse to make loans that seem too risky.

Banks also use interest to attract savers. After all people who have extra money do not have to put it in the bank. They have lots of choices:

- They can bury it in the backyard or stuff it in a mattress. But if they do that the money will just sit there. It won't increase in value. It won't earn interest.
- They can buy land or invest in real estate. But real estate can tie up an investor's money because buildings and land can take a long time to sell if the market is weak. And there is always the risk of real estate dropping in value.
- They can invest in the stock market. But if the stock market drops, investors can lose their money.
- They can buy gold or invest in collectibles, but gold and collectibles fluctuate in value. Who knows what the value will be when it is time to sell. (In 1980, gold sold for \$800 an ounce. By 1983, the price had sunk below \$400.)

Or they can put their money in a bank. Not only will the money be safe, it will also earn interest. In addition, many types of bank accounts offer depositors the added advantage of being able to get at their money quickly.

Who owns a bank?

The owners are shareholders. At the outset they provide the necessary capital. All banks are organized on the joint stock principle and are registered public companies.

The Chairman and the Board of Directors are elected by the ordinary shareholders at the Annual General Meeting and are responsible for the efficient management of the bank. The Board will appoint a Managing Director who is directly responsible to them and is a member of the Board. They will also appoint the most senior executives who in turn will appoint the rest of the staff who will be responsible in different capacities for the day to day running of the bank.

At the end of business year the Directors recommend and the Annual General Meeting decides how much of the profit should be distributed to the shareholders dividend, and how much should be remained in the business. A bank publishes its Report and Accounts and sends it to every shareholder, from which they can easily determine the total profits the bank has earned and how much is available for distribution.

Vocabulary

banking	банковское дело
complicated	сложный, запутанный
tripartite	тройственный, трехсторонний
layer	слой, пласт
to head	возглавлять
to establish	открывать, устанавливать
governor	управляющий
deputy	заместитель
to mint	чеканить
to lend	давать займы
to manage	управлять
national debt	государственный долг

joint	совместный, общий
clearing	клиринговый банк
discount house	учетный дом
to borrow	занимать, брать займы
account	счет
accountant	бухгалтер
board of directors	совет директоров
capital	капитал
clerk	служащий
current account	текущий счет
deposit account	депозитный счет
depositor	вкладчик
dividend	дивиденд
invest	инвестировать
interest	процент
joint stock	акционерный капитал
loan	ссуда, заем, кредит
profit	прибыль
reserve	резерв, запас
shares	акции
shareholder	акционер
statement	выписка из банковского счета
standing order	постоянное поручение клиенту банка
appoint	назначать
executive	администратор
outset	начало
owner	собственник
staff	персонал
withdraw	брать со счета
remittance	перевод денег через банк
commercial bank	коммерческий банк
merchant bank	торговый банк
industrial bank	промышленный банк
issuing bank	эмиссионный банк
bank affiliate/bank branch	филиал, отделение банка
current assets	оборотный капитал
bank facilities	услуги банка
to transfer to an account	перечислять на счет
balance with foreign banks	счет за границей
account holder	владелец счета
to have an account with a bank	иметь счет в банке
to put into a bank	класть в банк
treasure	казначейство
the Treasury	Министерство финансов
treasure notes	казначейские билеты
BN/ bank note/bill	банкнота
in the denomination of ...	достоинством
teller	кассир
legal tender	законное платежное средство
debt	долг
forged banknote	фальшивая купюра
soft/paper money	бумажные деньги

currency exchange
Forex, foreign exchange
rate of exchange
to make a payment
- in local currency
- in foreign currency
- in cash
advance payment
installment plan (Am)
down payment
lender
borrower/debter
credit advice

обмен валюты
операции на валютном рынке
курс обмена
производить оплату
в местной валюте
в иностранной валюте
наличными
оплата вперед
покупка в кредит
первый взнос
кредитор
заемщик
кредит авизо
(уведомление о кредитовании)

L/C letter of credit
irrevocable L/C
divisible L/C
confirmed L/C
documentary L/C
invoice

аккредитив
безотзывный аккредитив
делимый аккредитив
подтвержденный аккредитив
товарный аккредитив
счет-фактура, накладная

Task 1. Match the following nouns on the left with their definitions on the right.

- | | |
|-------------------|---|
| 1. account | a. a person who works at the counter in a bank |
| 2. bill | b. the value of money of one country or the cost of buying currency from another country |
| 3. exchange rate | c. money kept in the bank that can be added to or taken from |
| 4. teller | d. an office of a bank, store that is not the main office |
| 5. branch | e. paper money |
| 6. interest | f. the amount of money remaining |
| 7. balance | g. money paid for the use of money |
| 8. discount house | h. a place where you keep objects of a particular type |
| 9. deposit | i. a sum of money lent for an agreed period of time and at agreed rate of interest |
| 10. loan | j. demand or request for a thing considered one's due |
| 11. charter | k. a document granting rights, issued by a legislature |
| 12. lend | l. any of several usually equal payments for something |
| 13. borrow | m. money left without an organization for safe keeping or to earn interest |
| 14. denomination | n. class of measurement of money. |
| 15. claim | o. company or bank on the discount market that specializes in discounting bills of exchange |
| 16. installment | p. acquire temporarily, promising or intending to return |
| 17. repository | q. allow the use of money at interest |

Task 2. Complete the gaps with the words from the box.

credit card	interest	down payment	charges	bills	plan	cheque
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teller money bank balance installment in denominations of

1. _____ is usually the slowest method of payment: your suppliers may have _____ from their own bank and also from banks in your country since a cheque has to be cleared through the international banking system before they receive credit.
2. Americans would say the best way to carry money is to have a major _____-like Visa, MasterCard or American Express.
3. American _____ comes in coins worth 1¢ (pennies), 5¢ (nickels), 10¢ (dimes), 25¢ (quarters) and 50 ¢, though half dollars aren't very common. Paper money is _____ \$1, \$5, \$10 and \$20. Two, fifty and one-hundred dollar _____ exist, but they aren't common.
4. Don't be surprised if a bank _____ or store clerk looks very closely at a hundred dollar bill to make sure it's real!
5. The credit card company sends you a bill once a month that shows the purchases you made and any _____ left to pay from the month before. Usually you have thirty days to pay before they charge you _____.
6. Many stores that sell expensive items - home appliances like washing machines and refrigerators, for example - allow their customers to pay for them on the _____. Customers make a _____ of 10% or more on the purchase price and pay the rest in monthly installments; they also have to pay interest.
7. Most _____s in the U.S. open at 9:00 or 10:00 and close between 3:00 and 5:00, but stay open later on Fridays.

Task 3. Write the pairs of synonyms.

Goal, owner, rival, branch, warehouse, paper money, discount, commodity, counterfeit, assets, aim, bank bill, share, securities, banker's acceptance, proprietor, competitor, subsidiary, storehouse, rebate, merchandise, soft money, forged banknote.

Task 4. Give the opposites of:

assets, payables, to turn a profit, short-term debt, liquid assets, marketable securities.

Task 5. Translate into English.

1. Говорят, что банк – это предприятие.
2. Известно, что банки не производят товары и не добывают природные ресурсы из земли.
3. Оказалось, что банки предлагают финансовые услуги.
4. Случилось так, что люди пошли в банк в поисках безопасных мест и с целью, чтобы сохранить свои деньги.
5. Полагают, что банки выступают в роли посредника.

Оформление конверта

Перед вами конверты. Соотнесите информацию под определенным номером на конвертах с тем, что она обозначает.

Mrs. J. Simpson Foreign Right Manager Chapman & Hall Ltd (1)11 New Fetter Lane (2)London EC3P 3EE England	(3) Mr. A. Rafael Product Information Manager McGraw-Hill Book Co 1516 (4) Avenue of the Americas (5) New York, N.Y. 11021 (6) USA
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- the house number in the return address
- the addressee
- the town the letter comes from

- the country in the mailing address
- the town in the mailing address
- the street name in the mailing address

(1) The manager Homemakers ltd (1) 17 Riverside Cardiff (3) CF 2 1WV United Kingdom	(4) Mr. T. Glover Glover Menswear ltd 12 (5) Browns Lane (6) Washington DS 2115-4507 USA
---	--

- the sender
- the addressee
- the street name in the mailing address
- the state name in the mailing address
- the house number in the return address
- the ZIP Code in the return address

Оформление делового письма

В структуре делового письма выделяют следующие части:

Заголовок – название и адрес организации, отправляющей письмо или адрес отправителя, являющегося частным лицом;

дата написания письма;

название/ имя и адрес получателя;

вступительное обращение

текст письма;

заключительная формула вежливости;

подпись.

Расположите части делового письма в правильном порядке

- Robert Brown Associates
Fourth and Pine Streets
Los Angeles, CA 88888
- Dear Sir:
- September 13, 2014
- TST Corporation
121 Long Street
Cottown, CA 88668
- Robert Brown
Sales Manager
- Yours truly,
- This is to acknowledge receipt of the latest catalogue and samples of your product.

Используя Интернет источники, выпишите какие существуют особенности и тонкости подготовки деловых писем (письма - жалобы, письма-рекламы, письма –

извинения) на английском языке. Напишите письмо жалобу в отдел продаж и письмо-извинения отдела продаж на английском языке.

Образцы

letter-of-complaint

Dear Mr. Berkson,

On July 6 I bought a refrigerator at your shop, 30 Park Avenue. Unfortunately, your product has not performed well, it was already broken. I am disappointed because I can't use it. To resolve the problem I would appreciate if you could make a refund or exchange the product. I look forward to your reply and resolution to my problem.

Sincerely,

Denis Williams

Dear Mr. Miller,

On September 23 I contacted your service center, 83 Baker Street, to repair a TV. The TV still does not work properly and I was billed the full amount for repair. Enclosed the copies of guarantees and checks. I look forward to your reply and will wait until September 30 before seeking help from a consumer protection agency.

Sincerely,

David Lewis

letter-of-apology

Dear {Customer Name}

Please accept our sincere apologies for the inconvenience you may have experienced in respect to [the issue].

At {Company Name}, we take pride in ensuring our customer's satisfaction. Unfortunately, we did not meet your—or our own—expectations. Upon thorough review of the situation, we narrowed the cause to **{key staff changes, recent internal system update, office relocation, etc...}**.

As a testament to our strive for perfection, we have taken steps to ensure that this will never happen again by **{creating company wide training sessions, installing new back-up systems, creating an internal auditing team, etc...}**.

{If additional action is necessary:}

Because of this serious oversight, we are going to provide you with **{3 months worth of service, a free upgrade, etc...}**.

We deeply value your relationship with {Company Name} and are committed to providing you with the highest level of service simply because our customers deserve the very best. If you have any further questions or comments regarding this matter, please feel free to discuss it with us at **{email, phone#, website, etc...}**.

Yours in service,

{Company Representative}

Dear {Mr./Mrs. Name},

I am sincerely sorry for the delay in payment on **{loan type}**. I apologize for any inconvenience or frustration this caused you. The delay was caused by **{reason}**. While I take full responsibility for my mistake, I would like to assure you that this was a one-time error on my part. I have already put a **{remedy to situation}** plan into effect to ensure that this does not happen again.

I have included the check for the full amount of **{amount}**, signed and dated on **{date}**. I would appreciate it if, considering the circumstances and the fact that this is my first infraction, you would be willing to waive the late payment fee.

I apologize again for the delay and thank you for your time and patience.

Sincerely,

{Your Name}

Основные типы деловых писем

Поздравление – Congratulation Letter

Предложение – Commercial Offer – отправляется вашему потенциальному деловому партнёру с вашими условиями и предложениями о сотрудничестве.

О приёме на работу — Acceptance—уведомляет вас, что вы приняты на работу.

Заявление – Application— содержит ваше резюме и предложение себя в качестве работника.

Отказ- Refusal letter – деловой «от-ворот-поворот» на ваше заявление или предложение.

Жалоба –Complaint Letter – содержит жалобу или претензии на качество приобретенного товара или оказанных услуг.

Письмо–извинение – Apology Letter — это ответ на письмо-жалобу.

Письмо-запрос– Enquiry Letter –отправляют, когда необходимо получить информацию об услуге или товаре.

Письмо-ответ на запрос – Reply Quotation– в нём, собственно и содержится запрашиваемая информация.

Письмо-благодарность — Thank-you letter.

Существует ещё огромное количество видов и подвидов бизнес-посланий

(Order, Response to Order, Invoice, Statement etc.)

Определите к какому виду делового документа относится следующий отрывок.

1. As you notice on my enclosed CV, the job you are offering suits both my personal and professional interests. My work experience allows me to work in Public Relations today I am sure at this, together with my understanding of needs and expectations of sport and nature enthusiasts, would extremely relevant to the position. Moreover, as my mother is German, I am fluent at this language and would be enjoy working in a German - speaking environment.

a) Contract b) Resume c) Memo d) Cover Letter

2. Education

1981-1988 **Broadfield School, Brighton**

1988-1991 **University of London**

BA (Honours) in Journalism and Media Studies (Class II)

a) Resume b) Memo c) Cover Letter d) Inquiry letter

3. All disputes and differences which may arise out of the present Contract or in connection therewith, are to be settled by the foreign Trade Arbitration Commission in accordance with the Rules of clerical work of this Commission.

Submission of disputes in general courts is excluded.

a) Resume b) Contract c) Memo d) Cover Letter

5. Delivery of goods under the present Contract is to be effected in terms fixed in the specifications enclosed. The Buyers shall submit to the Sellers all the necessary shipment documents within maximum 15 days of the date of signing of the specification.

a) Resume b) Contract c) Memo d) Cover Letter

6. It would give us great pleasure if you and your wife could join us for dinner on Sunday, the 15th August, at seven o'clock.

a) Congratulation letter b) Cover Letter c) An invitation letter d) Letter of attitude

7.

The President of Smith & Co

Requests the pleasure of your company at a Banquet

To be held at the Reception Hall,

Lewinsky prospect 116//2,

Park Place at 6.30 p.m. on Friday,

30 November, 2013

Evening Dress

R.S.V.P.

to the secretary

Congratulation letter Cover Letter An invitation letter Letter of thanks

8. We are pleased to once again invite you to participate in our International Exhibition of Technical and Scientific Books in Paris, for the 21st occasion in 2014, held annually. The exhibition will take place in Pavilion 25 at the BNV complex on May 17-25 and will coincide with the Paris International Spring Fair.

a) Congratulation letter b) Cover Letter c) An invitation letter d) Letter of thanks

9. Back home I would like to thank you most warmly for your hospitality extended to me. I very much appreciated your kindness in showing me round your works.

I had a most pleasant and interesting trip and hope to be of similar assistance to you if you come to Moscow. I thank you very much again.

We look forward to further cooperation. Yours sincerely, with you.

a) Invitation letter b) Letter of thanks c) Covering letter d) Inquiry letter

10. Thank you for your time and attention during my interview with you last week. I appreciated the opportunity to discuss my qualifications and aspirations. I hope that all questions were answered to your satisfaction, however, I would be happy to supply any further information you may need. I am very interested in the growth potential of the position we discussed, and I hope you will consider me as a serious candidate.

a) Invitation letter b) Letter of thanks c) Covering letter d) Inquiry letter

11. We are interested in the new model of harvester advertised by you in the current number of the Industry and we are considering ordering 3 machines on trial. We need harvesters in a month's time. The advertisement, however, doesn't give sufficient information about the delivery time and otherwise. Therefore we should appreciate further details as soon as possible. We hope to establish business relations with your company and are looking forward to hearing from you.

a) Inquiry letter b) A letter of complaint c) Invitation letter d) Covering letter

12. We wish to inform that we are regular buyers of Wheat and we know your sample № 369. We would like to buy 7,000 tons of Wheat of this quality. Also we ask you to send us samples of other grades of Wheat quoting your lowest prices and best terms of payment.

a) Inquiry letter b) A letter of complaint c) Invitation letter d) Covering letter

13. On 14 June we placed an order for 100 IBM compatible Compact Accounts packages. A consignment was delivered on 29 June, but upon inspection we found that the packages were not IBM compatible. As this is our first transaction with your company we are disappointed that we have got off to such a bad start. Therefore I would be much obliged if you could send us the correct goods as soon as possible, and arrange for the collection of the incorrect ones.

a) Inquiry letter b) A letter of complaint c) Letter of Confirmation d) Covering Letter

14. It is now over 6 weeks since we sent in the above order, and we are still awaiting delivery. We regret that unless you are able to give us an assurance of delivery within the next two weeks, we shall be obliged to cancel the order. Please treat this matter as urgent.

a) Inquiry letter b) A letter of complaint c) Letter of Confirmation d) Covering Letter

15. Much to our regret we have to inform you that so far we have not received a bank guarantee from you. In view of the above, we would like to remind you of your letter of 15 November, this year, in which you asked us to change the methods of payment by Letter of Credit as inconvenient owing to the difficulties and extra expenses connected with its opening.

Letter of Confirmation A letter of complaint Reminder Letter Inquiry letter

16. We confirm our agreement reached by telephone today about the change in the terms of payment, which will be made by a Letter of Credit to be valid for 45 days. The Letter of Credit will be irrevocable and confirmed. We hope that our cooperation will be to the mutual benefit of the companies.

a) Contract b) Inquiry letter c) Letter of Confirmation d) A letter of complaint & claim

17. We thank you for your telex informing us that you have signed the Contract №31-745 and are sending one copy back to us by today's post. We are pleased that we have established business relations with you and assure you that you will have our full cooperation.

a) Inquiry letter b) Contract c) A letter of complaint d) Letter of Confirmation & claim

Служебная записка

Служебная записка – тип документа, используемого для обмена информацией внутри компании и содержащий изложение какого-либо вопроса с выводами и предложениями. Он пишется должностными лицами и направляется любому из адресатов внутри предприятия.

Структура служебной записки:

1. *Кому* (с указанием фамилии, имени и должности адресата);
2. *От кого* (с указанием фамилии, имени, должности автора);

3. *Дата* (название месяца – словами, можно использовать принятые сокращения);
 4. *Тема*;
 5. *Основная часть служебной записки*;
 6. *Подпись автора* (возможны варианты: имя должность автора служебной записки).
- Выберите слова или словосочетания так, чтобы они отражали особенности оформления служебной записки.*

1

To	: All staff
(1)	_____ : Martin Ross, Commercial Director
Date	: (2) _____
(3)	_____ : Expanding export marketing activities
I want to inform you that we are expanding our export marketing activities in our European headquarters in London. Your questions and ideas can be sent to (4) _____ Martin Ross.	
10 April	
Commerce@cam.uk	
Subject	
From	

2.

.. To:	(1) _____
(2)	_____ : Philip Groves, Managing Director
Date:	(3) _____
Subject:	(4) _____
The seminars as we discussed are to be held on 15-17 June.	
Could you contact the members of Seminars and inform me about the following:	
- the topics that these Seminars cover	
- short description of each topic	
- whether you think we should use reports printed in advance	
We haven't much time, so could you do this a.s.a.p. and also check the availability of the members who will be involved in these Seminars.	
Signature PG	
Seminars on management	
Vincent Mills, Human Resources Manager	
From:	
9th June	

Discussion questions

Task 1. A. 1. What University do you study at? Do you know when it was founded and how many departments it has? 3. What department do you study at? 4. What kind of disciplines are you going to study? 5. What sphere of economics (finance / accounting / management / public administration) does your specialty comprise? 6. What special subjects do students of your department study? 7. Do you have the sense of what economics / public administration / management is? 8. What type of activities do public administration managers usually perform? 9. What degree should you get if you want to dedicate yourself to the governmental career? 10. Does your department have an interesting social life? 11. What activities are you engaged in? 12. Have you ever thought of studying abroad? 13. Do you consider a language for specific purposes to be an important subject on the curriculum? 14. Would you improve it if you had a chance? 15. What difficulties did you have in learning foreign languages at school / college / at the first course at the university? 16. What did you enjoy / hate doing at your English classes? 17. Would you like to take part in a foreign language competition, win and get a grant? 18. Have you written scientific articles or do scientific work? 19. Are you going to get a master degree in

economics or public administration in the nearest future? 20. Are you willing to learn continuously? 21. How much income would you like to have? 21. What are your greatest strength and biggest weakness? 22. Have you ever met a difficult situation and how have you handled it?

B. *Ask your group members:* first name, last name, age, department, hometown, place of birth, permanent address, Zip code, members of the family, major, habits, telephone number, e-mail, credit card, interests, music, optional subjects, education fee, character, languages, experience, nick name, hopes and plans for the future (in 5 years, in 25 years), etc..

E.g. What's your favorite kind of music? What music do you enjoy / like? Do you hope to earn enough money to travel around the world?

C. Tell your group mates a little bit about yourself. What kind of personality are you and your group mates?

Do you like / dislike: to be active; to be creative /confident/ practical/ methodical /ambitious / self-confident; to be cooperative; to be responsible/ understanding; to be sensitive /expressive; to be friendly; to be well-organized; to be energetic /fashionable / clear-thinking / predictable /unemotional / helpful / good-natured /enthusiastic /self-demanding / curious / courageous / observant; to keep silent; to be talkative; to work under close supervision; to learn; to observe; to explore; to evaluate; to be motivated; math, Economics, Law and science; to do work that helps other people; to ask lots of questions; working outdoors; to analyze the tasks; travelling; the rule 'business before pleasure'; to be sure of my/their/his/her conclusions; to keep my/her/his/theirs/ inner impulses in check; to influence others; evaluate various alternative solutions; generate alternatives before selecting a single solution; to state clearly what aims are; to determine preferences and expectations of others; specific techniques to develop creative and innovative decisions to the very complex problems; try to be flexible in approaching the problems; to develop contacts with experts outside your business; try new ideas and approaches to business?

Do you prefer to work alone or with a team/ to plan your activities/ to make decisions yourself? Are you skilled in words/cooperation/ negotiating? What kind of people do you want to socialize with?

D. Discuss: What do you **usually** / **every day**, **seldom** do? What **are you doing** now? What **have** you **done**? What **haven't you done** yet? What **were you doing** at that time yesterday? What **will you do** tomorrow/ in a month/ in a year? What have you done lots of times? What have you never done? What's going on in your life at present? What are your plans to the nearest future? Where do you see your career ten years from now?

Task 2. Put the words into the right order. Look through the sentences and define the main idea of them.

1. A/ manager/ his /and / should /subordinates /become /partners /factory.
2. and /employees /must /Management/ /equally/ interested /in /be / fruits /the of labour./their.
3. key/ of/ thing/ The/ management / is/ successful/ not / issue / but /instructions/ get/ to / results.
4. believe /a /People/ manager's / should /to / salary/ inked / be / lo /the /where /he /performance/of / enterprise /the / works.
5. a/ If/ produces/ more/ factory,/ a manager's increase / may/ salary.

6. the/ production / If/ plan /is / a /met /not / and /manager/ /he/ workers / he / must / supervises / penalized/be.

7. think/ 50/ People/ per/ of/ cent/ manager's/ a /monthly/ should/ pay/ on/ depend/ end / the /result /of/the/enterprise.

8. the / result / poor/ If/ is/ a / for/ few/ running/ months / must/ he/ leave/ office /his.

9. people/ with/ New/ knowledge,/ more /better/ expertise/and/ truly/ origin/will/ to /thinking/come / management.

Task 3. Find in the crossword 29 words of management and translate them into Russian. Make up the short story using as much words as possible.

q	s	u	p	e	r	v	i	s	i	o	n	s	e	m	u	e
m	a	n	a	g	e	m	e	n	t	r	o	w	f	e	c	x
p	e	r	f	o	r	m	a	n	c	e	s	p	f	m	o	p
r	e	n	t	r	e	p	r	e	n	e	u	r	i	o	n	e
o	b	j	e	c	t	i	v	e	a	r	n	o	c	q	s	n
f	o	r	e	c	a	s	t	e	r	m	s	d	i	u	u	d
i	a	g	o	v	e	r	n	m	e	n	t	u	e	a	m	i
t	r	a	i	n	c	r	e	a	s	e	l	c	n	l	p	t
a	d	s	a	g	r	e	e	m	e	n	t	e	c	i	t	u
b	u	d	g	e	t	i	d	t	h	e	o	r	y	t	i	r
l	o	s	s	e	s	k	s	o	c	i	e	t	y	y	o	e
e	n	d	s	t	a	f	f	i	n	g	u	i	d	e	n	s
i	n	t	e	r	e	s	t	a	u	t	h	o	r	i	t	y

Answer Key:

Management, profitable, objective, government, consumption, performance, staffing losses, supervision, needs, board, forecast, increase, society, efficiency, quality, entrepreneur, producer, budget, theory, guide, agreement, ads, terms, earn, memo, interest, authority, expenditure.

Task 4. Find odd one out. Explain your choice:

- 1) obtain, get, received, maintain; 2) expense, penalty, spending, costs;
- 3) proposition, access, way, exchange; 4) attitude, viewpoint, approach, ability;
- 5) personnel, vocation, job, occupation; 6) endeavor, enterprise, venture, issue;
- 7) duties, responsibilities, liabilities, subordinates; 8) assistance, complaint, financial aid, care;
- 9) chief, governor, supervisor, moderator 10) feedback, branch, affiliate, subdivision

Task 5. Match the terms with their definitions. Print the letter identifying your choice in the Answers column.

Term	Definition	Answers
1) total assets	a) money left from sales after all expenses (except taxes have been paid)	1. _____
2) net worth	b) what is left from gross profit after business income taxes are paid	2. _____
3) gross profits	c) all that business owned	3. _____
4) employees	d) independently owned and operated and not dominant in its field of operation	4. _____
5) small business	e) business assets less what is owned	5. _____
6) net profits	f) the act of operating a retail business	6. _____
7) partnership	g) total number of workers and managers listed on the payroll	7. _____
8) retailing	h) the entire resources of a person or a business, tangible or intangible, notes receivable, cash, inventory, equipment, good will, real estate, etc.	8. _____
9) assets	i) a need or a desire for a commodity, together with the ability to pay for it	9. _____
10) facilities	j) a business owned by two or more people	10. _____

11) demand	k) a manager who works in a public or nonprofit organization	11. _____
12) authority	l) buildings, the equipment, the machines, etc. that are provided for a particular aim or activity	12. _____
13) administrator	m) net receipts	13. _____
14) income	n) trade with other countries	14. _____
15) discipline	o) joined European countries working for peace in Europe, economic growth and improvements in the living and working conditions of their citizens	15). _____
16) foreign trade	p) the act of influencing behavior through reprimand	16). _____
17) federation	q) the power of a region to govern itself within a larger political unit	17. _____
18) European Union	r) to compete without government regulation	18. _____
19) autonomy	s) the right to assign tasks and direct activities of subordinates in ways that support accomplishment of the organization's purpose	19. _____
20) free competition	t) a group of organization linked together and having a central body representing their interests	20. _____

Task 6. Add the necessary punctuation to this text.

Organizations and the nature of work are fast changing the global economy is driven by innovation, knowledge and technology the concepts of personal and organizational success take the new forms and organizations turn to serve new customer expectations best employers offer work environments allowing people's talents to be fully utilized, providing them the best valued rewards and respect for work life balance, guaranteeing for long-term employment and development employees benefit from flexible work schedules, on-site child care, on-site health and fitness centers, domestic partner benefits, competitive salaries thus the employers support their employees in a high-performance context so that their talents are fully utilized and their contributions highly valued Internet and developments in information technology influence a networked economy, people, institutions, and nations the scope of a new complex global economy increases daily and provides, from the one hand, new opportunities, from the other hand, great challenges a world with technological change and a career success in society requires competency, initiative, discipline, computer literacy, continuous learning and understanding the forces of globalization from both employers and employees "e-business" and "e-government" are expected to be developed in the next couple of years computer networking unites a lot of people allowing them to communicate within the organization or between organizations and its suppliers, customers, external constituents in spite of geographical distances and time

Task 7. Select A, B, C.

1. ... expresses opinions and preferences to government officials.
a) leading b) reading c) lobbying
2. Any change in behavior that occurs as a result of experience is...
a) opportunity b) meaning c) learning
3. The process of distributing and entrusting the work to other persons.
a) design b) delegation c) decentralization
- 4.... describes the direction for a new business and advice to help small businesses get started.
a) business plan b) business activity c) business strategy
5. ...is a sequence of jobs that constitute what a person does for a living.
a) employment b) position c) career
6. Payments to the factors of production are...
a) salary b) costs c) rate
7. ...the predominant value system for the organization as a whole.
a) corporate culture b) price list c) core values

8. The cultural, economic, legal-political, and educational conditions in which a business operates is called ...

a) *general environment* b) *job analysis* c) *the justice view*

...is continuous learning from daily experiences and opportunities.

a) *self-development* b) *comparison* c) *lifelong learning*

10. ... the desire to do something better or more efficiently, to master complex tasks.

a) *optimizing decisions* b) *need for achievement* c) *knowledge management*

11. A skill that contributes to high performance in a management job is....

a) *legitimate power* b) *managerial competency* c) *management science*

12. ... is the process of arranging people and resources to work toward a common purpose.

a) *recruitment* b) *organizing* c) *reengineering*

13. An ...is a decision made by the leader to communicate to the team or the group.

a) *authority decision* b) *bureaucracy* c) *chain of command*

14. A...is the ability to think analytically and solve problems to the benefit of everyone involved.

a) *comparative management* b) *coercive power* c) *conceptual skill*

15. .. a group of techniques for generating a lot of ideas by free-wheeling contributions made without criticism.

a) *brainstorming* b) *coaching* c) *ethic training*

Task 8. Look through the task attentively once again and say what things will be necessary for the future manager and why?

Look through the texts and underline the key responsibilities of a manager.

A. The Managerial Job

The efficient manager is an enterprise possession whose value is incalculable. He can make even poor organization structure operate effectively. Some one or a few managers within a firm are often responsible for successful operations over long periods of time; when these men are gone, these same firms have started down the long road to bankruptcy. It is abundantly clear that the quality of the manager makes most of the difference between success and failure. Consequently, it is of crucial importance to every enterprise to achieve success in staffing management positions.

Before selecting a person for a position, as much as possible must be known about its nature. Management is a most difficult activity, and men in these positions must be effective decision makers. They are often called upon to decide issues on short notice, and management issues tend normally to be very complex in terms of all the factors which affect them. The manager must recognize these elements, weigh them correctly, formulate sets of simultaneous equations, and often solve them while the person who requests the decision awaits the answer.

The managerial job is complex even in small firms. The quality of executives needed is effected by the social responsibility of the enterprise. It is a premise of great importance that no firm will exist in the long run unless it contributes positively to the general welfare. Private enterprise contributes its share to the general welfare by providing goods and services to improve the standard of living, by adopting approved employee-relation practices, and by facilitating the purposes of the community.

Staffing is the executive function which encompasses the recruitment, selection, training, promotion, and retirement of subordinate managers. Only the front-line supervisors, among all managers, do not select subordinate managers, for, by definition, they compose the first link between enterprise management and the non-managers who work for them – the work force.

Since staffing is one of the functions which all managers undertake, the immediate responsibility for its efficient execution rests upon every manager at all levels. But it is much too common for managers to neglect their staffing function. Such neglect is compensated for in some

enterprises by permitting the personnel department to select managers. But neither the personnel department nor any other service group is the proper place for this function. The development of future executives cannot be routinized. There is a need for direction from top policy makers. The responsibility for staffing rests upon the chief executive officer and those of his immediate subordinates who compose the internal policy-making group of executives. They also have the duty of developing policy assigning its execution to subordinates, and making certain that it is being properly carried out (<https://studfiles.net/preview/6320232/page:3/>)

B.

1) There are many aspects to the job of a manager and there is no complete agreement as to what exactly the job of a manager is. Some focus on decision-making, especially the kind of decisions that cannot be easily programmed. Others draw attention to leadership styles with an emphasis on particular traits especially those dealing with innovation and risk – taking. Closely related to this approach is the discussion of powers, influence and manager control over the working environment and subordinates. An additional view on the managerial job is the behavior of managers, which concentrates on interrelationships between people, work and organization. Each of these viewpoints has its value. <https://dolecture.net/1-5257.htm>

(2) But despite different approaches to the nature of managerial job, there are three fundamental tasks that make up managerial activities: a) managing work and organization, b) managing people, c) managing production and operations. These three tasks are typical for managers of all types of organizations: business, government or education. Managers accomplish much of their work through other people. Whether the organization is small or large, private or public, managers must make sure that the work of the organization is done and the organization itself is managed. Programs must be planned, employees must be advised, and decisions must be made, the tasks must be assigned and authority must be taken. So, managers must know how to motivate, plan, and communicate; they must know interpersonal relations and the behavior of groups of people.

(3) The key responsibilities of managers relate to the five major functions of planning, organizing, directing, controlling and staffing which constitute the framework of managerial activities. Management functions are the set of activities typical for most managerial jobs. The planning function helps an organization define and meet its objectives. The outcome of planning is a plan, which is a written document that specifies the course of action the organization will take. The organizing function includes all managerial activities required to turn plans into action and accomplish the work of individuals, groups, and organizations. Controlling involves overseeing the actual job performance against the planned results. Staffing is forecasting of personnel needs, recruitment and selection, training and development of employees. Decision – making is the most important responsibility of a manager at any level. Decisions are mechanisms by which a manager seeks to achieve some desired state.

(4) In order to adequately and efficiently perform these functions, managers need a number of skills: conceptual skills, human skills, technical and organizational skills. However, a different mix is required, depending on the level of a manager in the hierarchy of the organization. Technical skill is the ability to use specific knowledge or techniques in performing work. All managers must have the technical skills of the people they manage in order to perform their management jobs. Human skill is a reflection of a manager's leadership abilities: ability to work with, communicate with, and to understand others. While human skill is critical at every level in management, it probably is most important at the lowest level. Conceptual skill is the ability to see the big picture, the complexities of the overall organization and how the various

parts fit together. The importance of conceptual skills increases as one rises in management level. Computer abilities are extremely important for all managers as it substantially increases a manager's productivity.

(5) Managers perform ten different but closely related roles, which can be separated into three different groupings: interpersonal roles (figurehead, leader, and liaison), informational roles (monitor, spokesman, and disseminator), and decisional roles (resource allocator, negotiator, disturbance handler, and entrepreneur). <https://studfiles.net/preview/4078591/page:31/>

Task 9 .Using the table and the texts make up possible sentences of your own.

Is it possible	to change the nature?
Is it impossible	to understand yourself and administration?
Is it easy	to improve quality and efficiency of operations?
Is it difficult	to make modifications quickly?
Is it necessary	to develop organizational culture?
Is it useful	to actively support workforce?
	to work with a large group?
	to keep the delivery schedule?
	to make mistakes in payments?
	to reach agreement on the main points?
	to give you technical assistance in the construction?
	to consult your partners?

Task 10 . Look at the following words and answer the questions.

1. What personal qualities do you appreciate in manager?
2. What is most important for the true manager?

Ability to manage risk and change; well-range planning; patience; intelligence; physical energy; education; understanding; manipulation; attempt to implement behavioral science theory; a feeling of responsibility; learn new knowledge; motivate people; get relevant feedback; mobile; flexible; competent; erudite; tolerant; responsible; creative; independent thinking; experienced; combination of activities; some understanding about needs that are commonly most important to people; safety (security); need for self-preservation; concern for the future; social needs (affiliation); meaningful relations with others; to trust in employees; to involve the employees in decision-making process; to work with fear, threats, punishment and occasional rewards; extensive friendly management employee interaction; delegate responsibility to staff members; salary; yielding; sensitive; trustworthy; self-assured; self-blaming; authority; self-confident; self-denying; self-disciplined; broad-minded; well/ill-read; illiterate; gifted; ordinary; hesitant; stubborn; persistent; resolute; able to stand up to; show presence of mind; capable of prolonged effort; fair; honest; suspicious; just; gifts from the Gods; double-faced; outspoken; sly; tough; dominant; skilled; moral; polite; considerate; indifferent; punctual; accomplished; to control one's temper.

Task 11 . Make up questions about your management t assessments to go with answers below:

1. _____

It is prestigious, high status job and it offers large financial rewards, individual recognition, and step-by step career progress.

2. _____

Your future career success depends on talent, entrepreneurial activity, learning various cultures, skills to solve problems with logical analysis.

3. _____

No, I am not. I am open to new situations, new information search and learning opportunities.

4. _____

I am well informed regarding global economy, world political and government systems.

5. _____

Yes, I can recognize the importance of communication with people from other countries and I'm ready to learn more about their nations to work effectively across cultures and nations.

6. _____

My career is well planned by me not by my parents.

7. _____

An individual's future earning power is dependent on his/her ability.

8. _____

I personally believe, promotions may be reached through hard work and persistence.

9. _____

If I were the leader, I would encourage my colleagues to use their own judgments in solving problems and high degree of initiative.

10. _____

A job should always allow considerable opportunities to be creative, innovative, high base wage or salary, fringe benefits and give a chance to develop personally.

11. _____

- No, it has standards, rules, regulations employees should follow.

12. _____

-Yes, of course. I am confident that I can improve my basic management skills through learning and practice.

13. _____

I do not know whether I can fully agree with you, the government is so big and bureaucratic that is very difficult for any one person to have any impact on what happens.

14. _____

Discuss short-response questions.

What are you most proud of in your career? How did you come to choose your degree? What have you enjoyed most at university? What specific skills and knowledge can you bring to public administration/management? Are you ready to discuss your weaknesses and management skills? Are you aware of professional trend? What are your salary expectations?

Коммуникативный тренинг

Task 12. *Make up your own sentences using the following model and the texts information.*

Эмфатический оборот It is/was...that (who) ...

Оборот It is/was ... that (who) ... служит для выделения какого-либо члена предложения (кроме определения) и переводится на русский язык словами именно, лишь, только, как раз, и.

It is management (a team of managers) who guide, teach and motivate employees to work better
- Именно руководители следят за работой служащих, учат, мотивируют их работать лучше.

Translate into Russian the following sentences.

1. It is management (a team of managers) who are in charge of the organization at different levels. 2. It is management (a team of managers) who control and evaluate how well overall objectives are being met. 3. It was a manager who considered alternative plans before choosing a specific course of company action. 4. It is the corporation (the legal entity) that has a right to issue stock certificates. 5. It is GDP that measures a nation's output of goods and services. 6. It is macroeconomics that examines such questions as the fast development of the economy, the volume of an overall output, the total income and the increase of employment. 7. It is employees who have to be able to learn new skills and adapt to changing technology. 8. It is an economic system that brings together natural resources, the labour supply, technology and the necessary entrepreneurial and management talents. 9. It is the British federal government that plays an important role in the market place. 10. It is merchandisers that help move goods through channels of distribution.

Task 13. *Translate into English the following sentences.*

1. Именно антикризисное управление вводится в период кризиса. 2. Именно производственная сфера негосударственной собственности является объектом корпоративного управления. 3. Именно менеджерам, реализующим исполнительные функции, и принадлежит первостепенная роль в управлении. 4. Именно менеджеры

принимают решения, управляют капиталом. 5. Именно микроэкономика изучает индивидуальных потребителей и фирмы. 6. И налоговая система является обязательным элементом государственного устройства. 7. Только малые предприятия пользуются налоговой льготой в данном регионе. 8. Именно высокие ставки налогов отрицательно сказываются на уровне инвестиций. 9. Как раз вчера Государственная Дума обсудила проект федерального бюджета. 10. Именно федеральные программы нацелены на решение наиболее значимых региональных проблем, оказывающих влияние на экономику всей страны.

Task 14. *What is the key problem of the following text? Do you agree or disagree with the author's opinion? Suggest your ideas on the problem*

Junior managers

Junior managers who get a promotion often face many problems when they have more authority and responsibility. This is partly because everyone expects them to perform to extremely high standards. In addition, many of their superiors and colleagues are always ready to criticize any serious mistake they may make. As advice to them, they should have confidence in their own skills and abilities. They should also evaluate themselves ambitious goals so that through hard work and commitment. That is how they can achieve both personal and professional success.

On the other hand, most of the staff are clearly dissatisfied with the way management listens to their suggestions. On the positive side, almost everybody is satisfied with the way their manager communicates information. Basically, the rules for writing business are: be clear, be polite, and do not write more than you have to. Clarity of layout is still important. Grammar and spelling need to be accurate if you want to make a good impression on your business partners. Even the best spellchecker cannot find all the mistakes you make, so always check your e-mails carefully.

To negotiate, many people say that negotiation behavior varies from one culture to another. For example, Americans, they say, are usually open, sociable and informal, while Spaniards are spontaneous and do not mind interrupting each other. There is probably some truth in such generalizations, but we should be very careful with cultural stereotypes. More importantly, we should remember that each negotiator has a unique personality. We notice this more quickly when doing business with people from the same country as us.

To move abroad and set up your own business, you should plan your move well in advance. Firstly, it is good idea to make several visits to the area where you intend relocate. This will allow you to research your customer base, to assess local competition, and to make useful business contacts. Secondly, you could begin to learn the language of the country where you want to go. As the way people do business varies from one country to another, you also need to learn about the culture, about local customs and business etiquette.

Rogers, *John in his great work Market Leader* suggests the following **recommendations**:

- Adopt a more sympathetic attitude towards our employees.
- Remember to praise our employees for their good work.
- Delegate tasks to other people.
- Deal with problems as soon as you can.
- Invest in courses and seminars for employees.
- Your staff needs a manager that they can strongly believe in.
- Good answers don't always come quickly, so don't be too impatient.
- Don't be tough all the time.
- Don't get angry too quickly, try to stay calm.
- Keep the same attitude towards others, be consistent. (<http://menplanner.org/2014/10/22/junior-managers/>)

Task 15. After studying the text try to focus on:

- 1) the answering the question: "What is a successful 21-st Century Leader/ Manager?";
- 2) imagine that you are a dean of the economics department and want to design an ideal curriculum to teach students to be a better manager. What would your training program contain?

Successful 21-st Century Leader

The authors of the book “Developing Management skills” David A. Whetten and Kim S. Cameron write that if you prepare for managerial careers in the new millennium, you should remember that the twenty – first century will be characterized by chaotic, transformational, rapid-fire change and no one can predict what will the world be like 50 years from now. The environment that you will face will undoubtedly be different from the one majors faced a decade ago. That is why each of the business disciplines equips students with new tools and techniques. Finance majors learn to appreciate the latest trading techniques in derivative markets. Human resource majors learn to assess programs and examine the results of a planned global expansion and its influence organization’s human resource needs. As for the management and governors majors, they should learn how to manage the dynamic, constantly changing work environments, how to be flexible and adapt personally to fast moving, and unpredictable changes by using new methods to new goals and at last evaluate the benefits of change. They should not have the fear of unknown, loss of confidence and control. That is why they have to think over the following questions, “How do I get my people to accept this new approach” or “How do I use existing organizational reward to reinforce the need for change?” In short, the global economy, market competition and trends, local economic conditions, government laws and regulations, technological developments, social forces and the society require leaders with ability to communicate, to motivate, to make decisions, to resolve conflicts. In the long run, the future specialist should be able to: 1) accept the ability to change; 2) understand what is happening or what comes next / how to change; 3) commit to and practice change; 4) apply and monitor change; 5) have physical or physic energy to commit to the change; 6) commit to continuous learning and professional development taking into account your daily experience and being a problem solver; 7) continue to strengthen potential for a satisfying life-long career.

Meanwhile the authors mention that in spite of the change in environment, the basic skills that lie at the heart of effective, satisfying, growth-producing relationships have remained relatively constant. Such things as freedom, dignity, trust, love, and honesty remain the key elements of effective human interaction.

ТИПОВЫЕ ПРОВЕРОЧНЫЕ РАБОТЫ

Одним из главных средств закрепления учебного материала являются письменные контрольные работы. Они позволяют проверить степень овладения и понимания студентами очной формы обучения грамматической структуры языка. Для успешного выполнения контрольных заданий следует изучить грамматические темы, перечень которых дается перед каждой контрольной работой. Например, для успешного выполнения заданий проверочной работы №1 необходимо усвоить следующий грамматический материал: 1. Видовременные формы глаголов в страдательном залоге (The Passive Voice). Особенности перевода пассивных конструкций на русский язык. 2. Модальные глаголы и их эквиваленты. 3. Вопросительные предложения в английском языке. 4. Нестандартные глаголы 5. Степени сравнения прилагательных и наречий.

Проверочная работа №1

Вопрос 1. Видовременная система английского глагола. Активный и пассивный залого. Перепишите предложения, подчеркните в нем сказуемое, определите его вид и залог и переведите предложения на русский.

1. The right to education in Russia is guaranteed by the Constitution. 2. The quality of a country’s future life depends on the quality of its education system. 3. John is doing Biology, Chemistry at the university. He will be a doctor in future. 4. Carol was satisfied with her marriage and took it for granted. 5. Bill Taylor doesn’t like his job. He enjoys playing the flute. 6. The duties about the house will be distributed between the children. 7. Steve had never tidied the rooms, washed up, and cleaned the floor. 8. Private leisure is being characterized by the national enthusiasm for

gardening. 9. Music magazines have persuaded teenagers to buy new records. 10. The playwright did a very good job and I shall be so anxious to see this film.

Вопрос 2

Модальные глаголы и их эквиваленты

Перепишите предложения, подчеркните в нем модальный глагол или его эквивалент и переведите предложение на русский язык.

1. We should do it in advance for the film has been on for a fortnight. 2. Sarah can play the violin and joins the school orchestra. 3. When the children grew up, Carol was able to return to her work. 4. Bill has to wake up early for his work. 5. As for Carol she had to look after the children almost the whole day. 6. They will be allowed to take separate vacations. 7. He said that she might know his address. 8. You needn't get things into order. 9. You shouldn't poke your nose into other people's affairs. 10. Did you have to attend courses at the university?

Вопрос 3

Вопросительные предложения в английском языке

Задайте вопросы (общий, альтернативный, специальный (2), разделительный) к следующим предложениям.

1. My first class starts at 11:15. 2. I can speak French. 3. I have to miss the class.

Вопрос 4

Лексика

Переведите предложения на английский язык.

1. Его доклад будут слушать с большим вниманием. 2. Об этой статье много говорят. 3. Он сыт по горло своими повседневными заботами. 4. Что ты делал вчера в 11.00? – Я делал покупки. 5. Ты когда-нибудь был в Лондоне? 6. Именно Кэрол присматривала за детьми и вела хозяйство в доме. 7. Вы можете хорошо учиться в университете, не так ли?

Вопрос 5

Укажите три формы следующих глаголов.

Оставлять; держать; чувствовать; понимать; продавать; платить; думать; преподавать; значит; сказать.

Вопрос 6

Степени сравнения прилагательных и наречий

Переведите следующие предложения, обращая внимание на степени сравнения прилагательных.

1. Do you have more or less free time now than you had last year? 2. My dog is as good as yours. 3. The more you know the better. 4. Your work is much better than I thought. 5. The warmer the weather the better I feel.

Вопрос 7

Функции глаголов "to be", "to have"

Определите функции глаголов "to be", "to have" в предложениях.

1. I have to get up very early in the morning. 2. It was raining at noon. 3. Tuesday is convenient for me. 4. Are there any pencils in the box? 5. They are to come in an hour. 6. He has sent me some magazines from Moscow. 7. There will be different centers at the Amur State University. 8. She is such a clever woman.

Вопрос 8.

Agree or disagree developing the following sentence into monologues of 5-7 sentences.. Leisure time of Russian people is very much organized.

Проверочная работа №2

Для успешного выполнения заданий проверочной работы необходимо усвоить следующий грамматический материал:

Вопрос 1

Вопросительные предложения в английском языке.

Составьте вопросы (общий, специальный, разделительный, альтернативный) к данным предложениям:

The judiciary branch of the government determines common law. The history of London has begun long before our time. You can't be serious.

Вопрос 2

Видовременная система английского глагола. Активный и пассивный залого.

Инфинитив. Объектный и субъектный инфинитивный обороты.

Определите видовременную форму и залог сказуемого, переведите предложения:

1. Have you entered the university? 2. The education system in Russia is undergoing a crisis.

3. The work about the house is established in the same way in many countries.

Переведите на русский язык:

I have never met Tom. The delegation was expected to arrive the next day. Russia is known to possess rich mineral resources. The Russian scientists were the first to construct the space rocket. We study English in order to read English books on our specialty. They saw him make an experiment. My friend said that he graduated from the University this year. He asked me if I was translating the article without a dictionary. They considered him to have completed his research two days ago. We watched the train go out.

Вопрос 3

Лексика

Переведите на английский язык:

Он был доволен тем, что ему дали возможность закончить свой эксперимент. Они советуют нам не опаздывать. Он был последним, кто осознал опасность (он последним осознал опасность). Случилось так, что мой друг был там во время несчастного случая. Казалось, что работа закончена. Сдав два экзамена, он уехал в Москву. Так как все проблемы были решены, они прекратили дискуссию. Они все ушли, а он остался в общежитии. На эту книгу ссылались.

Вопрос 4

Герундий; Причастие.

Укажите форму герундия в пассивном залоге:

a) increasing, b) being written, c) having obtained, d) having been appointed.

Укажите где герундий, а где причастие.

The shoes need repairing. Translating the English article into Russian, he looked up the words in the dictionary. After receiving good results they stopped experiments. Seeing is believing.

Вопрос 5

Укажите три формы глагола.

To speak, to pay, to give, to find, to bring, to tell, to meet, to sit, to write, to stand. *Определите видовременную форму и залог сказуемого, переведите предложения:*

1. Have you entered the university? 2. The education system in Russia is undergoing a crisis.

3. The work about the house is established in the same way in many countries.

Вопрос 6

Agree or disagree developing the following sentence into monologues of 5-7 sentences. Education in Russia is free of charge and it's available.

Проверочная работа №3

I. Переведите предложения на русский язык и объясните подчеркнутые грамматические явления

1. The Seller has sold the machinery, equipment, materials and services. 2. The equipment specified in Appendix 1 of the Present Contract is to be delivered within two months. 3. They were reported to have signed contract. 4. She wanted to be answered at once. 5. Mary was happy to be working with the famous economist. 6. Economists are able to establish new principles for the economy. 7. It is GDP that measures a nation's annual output of goods and services. 8. Having done that they let investors determine the risks for themselves. 9. Why do countries have to exchange goods and services? 10. They happen to hire the wrong person for this job. 11. We had two lectures yesterday, the last being on economics. 12. The report to be checked is on your

table.13. Methods of increasing owner's capital are listed below. 14. A bank lending to a small limited company may demand a personal guarantee that the debt will be repaid. 15. The new approach seems to ignore the objective condition. 16. Would you mind reducing the price by 5 percent?

II. Переведите следующие предложения на английский язык. Именно (Как раз) в 1936 году и была опубликована работа Кейнса. Экономисты знают, что спрос – это желание потребителя покупать продукт или услугу в определенное время, в определенном месте. Полагают, что экономические силы влияют на решения в бизнесе. Компания вернет деньги, если вы передумаете. Я бы отказался сотрудничать, если бы я был в вашем положении. Молли и Салли поняли бы свою ошибку, если бы только остались до конца.

III. Дайте определения следующим понятиям (терминам):

international trade; profitability; supply; demand; microeconomics, administrator

Explain: What structure does an organization involve in? What are the aims of British company management?

Тема: Оформление делового письма

Расположите части делового письма в правильном порядке

Thomas R. Wood Associates

Fourth and Pine Streets

Los Angeles, CA 8888

Dear Sir:

September 22, 2012

ABC Corporation

132 Long Street

Cot town, CA 88668

Thomas R. Wood

Yours truly,

This is to acknowledge receipt of the draft contract that I requested.

Тема: Оформление конверта

Перед вами конверт. Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.

Mrs . Stele

(1) Mansfield Road

(2) 17 Stratford –upon Avon CV37 7J

United Kingdom

(3) SLZ Agency

01(4) Koala Bark Dr

(5) New Canberra WA 1234

(6) Australia

the house number in the return address

the town the letter comes from

the addressee

the country in the mailing address

the town in the mailing address

the street name in the mailing address

Оформление резюме, письма-заявления, письма-уведомления, письма-запроса, контракта, служебной записки.

Определите к какому виду делового документа относится представленный ниже отрывок.

I have seen your ad in the Boston Globe of Sunday, February 12, and would like to order the following weather vane :Model EPC-18” eagle with arrow,copper,\$34.95

a) *Order Letter* b) *Cover Letter* c) *Letter of Complaint* d) *Contract*

All the Containers are to be marked on three (3) sides. Each container should bear the following markings made in indelible pain (in Russian and English)

a) *Memo* b) *Contract* c) *Inquiry letter* d) *Cover Letter*

On 12 August I ordered 13 copies of Background Music by H. Lowery under my order number FT567. On opening the parcel I found that it contained 12 copies of History of Music by the same author. I trust you will credit my account with invoiced value of the returned copies including reimbursement for the postage cost of \$17.90

a) *Cover Letter* b) *Inquiry letter* c) *Letter of Complaint* d) *Memo*

Thank you very much for your enquiry. We are of course very familiar with your range of vehicles and are pleased to inform you that we have a new line of batteries that fit your specification exactly.

The most suitable of our products for your requirements is the Artemis 66A Plus. This product combines economy, high power output and quick charging time and is now in stock.

I enclose a detailed quotation, specifications and delivery terms. As you will see from this, our prices are very competitive. I have arranged for our agent Mr. Martin of Fillmore S.A. to deliver five of these batteries to you next week, so that you can carry out the laboratory tests.

a) *Cover Letter* b) *Enquiry Reply letter* c) *Letter of Complaint* d) *Memo*

Тема: Оформление электронного сообщения, факса, меморандума (служебной записки)

Выберите слова или словосочетания так, чтобы они отражали особенности оформления служебной записки.

To :Marketing Department
(1) : Clancy Brite, Personnel Director
Date : (2) _____
(3) _____ : Conference Participation

I want to inform you that on April 17 the Conference concerning the modern challenges of taxation will held. Your questions, ideas and comments can be sent to (4) _____ Clancy Brite.

- From
- 10 April
- Personnelle@cam.uk
- Subject

Прочитайте текст и выполните задания к нему.

WHAT DO ECONOMISTS STUDY?

You may think that economists study prices, costs, interest rates, unemployment, inflation, profit, budget deficits, trade deficits, exchange rates, and so on. You are right. Every one of these subjects is discussed in this book.

But economists sometimes turn their attention to other areas, too, such as crime, family relationships, war, politics, anthropology, and the law. You may be thinking that these subjects lie beyond the confines of economics. Why would an economist be concerned with family relationships, for example? That surely is the domain of the sociologist. Or why would an economist be concerned with the law? Isn't that an area best studied by lawyers?

Economists do not have a preconceived, notion of what should and should not concern them. In observing the world, many economists find that something captures their attention or piques their curiosity. They then examine whatever has attracted their interest using economic analysis. Economic analysis is the process of applying the tools of economics and the economic way of thinking to real-world problems.

Some noneconomists think it would be better for economists to select 30 or so topics that are clearly within the domain of economics and limit themselves to these and no more. But economists believe this approach grossly underestimates the power of economic analysis. Although economists do not believe that economics can explain everything about the world, they believe it can explain much. One objective of this text is to show that economic analysis is a more powerful tool for explaining world than you may ever have imagined.

1) *Определите какое утверждение соответствует содержанию текста.*

- a) Economists don't pay their attention to prices, costs, interest rates, unemployment, inflation, profit, budget deficits, trade deficits, exchange rates.
- b) Some noneconomists think that economic analysis is the process of applying the tools of economics and the economic way of thinking to real-world problems.
- c) Economists do not suppose that economics can explain everything about the world, they believe it can explain much.
- d) Economic analysis isn't a powerful tool for explaining world.

2) *Завершите утверждение:*

Economists study...

- a) prices, costs, interest rates, unemployment, inflation, profit, budget deficits, trade deficits, exchange rates.
- b) crime, family relationships, war, politics, anthropology, and the law.
- c) whatever has attracted their interest using economic analysis.
- d) 30 or so topics that are clearly within the domain of economics.

3) *Ответьте на вопрос:*

What is economic analysis?

- a) the approach grossly underestimates the power of economic analysis.
- b) the process of using the tools of economics and the economic way of solving to real-world problems.
- c) it can explain much data, surveys, etc.
- d) something captures the economists' attention or piques their curiosity

4) *Определите основную идею текста.*

- a) economists discuss prices, costs, interest rates, unemployment, inflation, profit, budget deficits, trade deficits, exchange rates, and so on.
- b) Economists do not have a preconceived, notion of what should and should not concern them
- c) Economists examine whatever has attracted their interest using economic analysis.
- d) Economists explain everything about the world.

Tests

Test 1. Choose make or do

Make - to create, to produce or construct something (She is a good cooker, that's why she makes delicious cakes);

to cause to be or happen (The child made his mother angry);

to force somebody to do something (The teacher made the students repeat the rule again).

Do - to perform certain tasks and activities (they did their homework; she did the cooking);

To perform actions which bring about a desired result (Carol is doing her nails);

To talk about progress. (She is doing biology).

A mistake, an attempt, announcement, a change, your bed, sure that, an effort, a noise, an arrangement, money, love, war, your mind up - ?

Your best, business, research, your duty, a deal, a degree/course (someone) a favour; some work, paper, an assignment, a job/work, right/wrong, the repairing, the shopping, the talking, the cleaning, the washing-?

Add some of your own phrases used with **make** or **do** to the list and make up the situation using them. Discuss it with your group.

Fill in the blanks with **do** or **make** to complete the sentences.

1. Can you __ us an offer for 100 pumps? 2. Did you __ your best to improve the situation?
3. The government has just __ an attempt to decrease the rate of inflation. 4. He was __ a research when I visited his laboratory in July. 5. The student of the fourth course is going to __ change in his course paper. 6. If you are a failure, doesn't it __ harm to your family life? 7. Management is an art to __ decisions. 8. Material resources are used by organization to __ a product. 9. Managers __ their work in organization. 10. It is up to an economic expert to __ a risk analysis and present his alternative solution.

Test 2. Pronouns

1. I have a pain in __ back.
a) mine b) myself c) my
2. We have been studying __ offer carefully.
a) your b) yourself c) yours
3. __ happened quiet recently.
a) It b) it's c) itself
4. Would you call __ a hockey fan?
a) yours b) your c) yourself
5. She went out. Nobody noticed __ .
a) itself b) its c) it
6. I had expected __ at nine.
a) their b) them c) theirs
7. It was our new project, not __ .
a) theirs b) their c) themselves
8. Could you make __ answer more detailed?
a) yours b) your c) yourselves
9. The work I've just looked through is a little interest to __ .
a) us b) our c) ourselves
10. Let __ think first and only then give an answer.
a) me b) my c) myself
11. That sounds nice, doesn't __ .
a) it's b) it c) itself
12. __ it that.
a) whom b) whose c) what
13. Are you pleased with __ ?
a) itself b) it c) it's
14. It's really very kind of __ .
a) you b) yours c) yourself
15. Please forgive __ .
a) mine b) my c) me
a) it b) it's c) itself

Test 3. Prepositions

Fill in the gaps with prepositions if it is necessary

1. The employee is afraid __ being late.
a) for b) of c) since
2. __ training a long time, he decided to take part in the competitions.
a) After b) Though c) Since
3. Did they find any difficulty __ solving the problem?
a) by b) with c) in
4. Sam is fond __ dancing.
a) of b) in c) on
5. The manager was punished __ breaking the law.
a) – b) by c) for

6. She was surprised ___ seeing me there.
a) by b) at c) –
7. Your quick recovery depends ___ your following the doctor's advice.
a) on b)– c)since
8. We are looking ___ to signing the trade agreement.
a) for b) at c) forward
9. The parents are proud ___ their son being the Governor of the Bank.
a) – b)of c)by
10. Is there any use ___ starting the project?
a) – b)of c) in
11. I wonder what preventing him ___ coming to the meeting.
a) from b)on c) with
12. They think ___ going to China this summer.
a) of b)– c) by
13. At last they stopped ___ arguing.
a) in b) after c) –
14. Who is responsible ___ organizing the conference?
a) in b) for c)without
15. There is no sense ___ investing there money.
a)– b)by c) in

Test 4. Заполните пропуски глаголами «to be» «to have» и переведите данные предложения на русский язык: a) is b) was c) was d) were e) will be

1. They say she ...a baby. 2. How old ...Bill and Carol? 3. What ...Bill's dream when he ...a child? 4. This man and woman ... Jane's parents. 5. Mts. Average now ... her first child. 6. If I ...not mistaken you ...the picture of her. 7. ...your husband in? - No, he ...not. He ... on business. 8. Britain ... one of the highest divorce rates In Western Europe. 9. She ... be an economist. She ... a lawyer. 10. Usually both parents ...responsible for the household. 11. He .. a loving wife and adores her. 12. They ... tired of daily routine. 13. Sarah ... not very sociable, she ... shy. 14. Ann ... married in a year and ... her own family.. 15. They ... not... problems with their child last year. 17. a family a shelter from troubles and misfortunates? 18. ... there any serious problems in their family? 19. As for my mother, she .. good at cooking, but my father .. interested in physics. 20. They ... different views on my education but in spite of this fact they proud of me. 21. I believe we ... a good command of English next year. 22. ...your friend shortcomings? 23. your parents pleasant to deal with? 25. Who ... a heart of gold? 26. The members of my family ...deeply attached to each other. 26. Who ...of military age?

Test 3. Выберите верный перевод подчеркнутых глаголов

1. He's got a lung problem and he has to go to hospital every two weeks.
a) вынужден был b) вынужден c) ему придется
2. That's really good news. I must tell my friend, Steve.
a) должен буду b) должен был c) должен
3. I always sleep through the alarm clock. My Dad has to wake me every morning.
a) вынужден b) вынужден был c)вынужден будет
4. He could see her yesterday (he was not far)
a) может b) сможет c) мог
5. He wasn't able (was unable) to ask me this question.
a) не смог b) не сможет c) не может
6. She will be able to ask you tomorrow.
a) сможет b) смогла c) может
7. May I ask her about it?
a) можно мне b) мог бы я c)смогу ли я

8. He may not know about it.

a) может быть b) могло быть так c) не сможет

9. He must still be waiting for you.

a) должен был b) должно быть c) должен будет

10. They should be at home at that time.

a) должны быть b) должны были c) должны будут

11. You ought not to ask him about it. He may feel hurt.

a) не следует b) не следовало c) не должны будете

Test 4 . Choose the correct answer to complete the dialogue.

A: «He will win the competition»

B: «_____»

a) He's afraid not

b) Does, I don't know how to put it

c) Excuse me, but you're mistaken

d) As a matter of fact he didn't get it himself

A: «Are you following me?»

B: «_____»

a) Sure. It's most interesting. Go on, please.

b) I believe it doesn't more sense.

c) Where were we? I beg your pardon.

d) I have no idea.

A: «It's a matter of time»

B: «_____»

a) I've no idea

b) Did I get you right?

c) I quite agree with you

d) I don't know how to put it

A: «He speaks Chinese»

B: «_____»

a) No, he doesn't

b) This is not the point.

c) But I do

A: «Could you tell me what it means?»

B: «_____»

a) As a matter of fact I didn't get it myself.

b) I'm afraid so

c) Looks like that nothing of the kind

A: «Is she afraid?»

B: «_____»

a) Not at all

b) This is not the point

c) He thinks she got you

d) Speak to the point

A: «What a lovely day!»

B: «_____»

a) I am afraid I can't say who did it

b) It looks like that

c) I did nothing of the kind

A: «What do you think of new colleague? What kind of person is she?»

B: «_____»

- a) She is the right women for the job
- b) It's unlike her
- c) I am afraid you got me wrong

A: «She speaks perfect English»

B: «_____»

- a) No wonder she was born in London and lived there till she was fourteen

Test 5. Complete these sentences by adding the correct preposition from the list below.

on from till about to of in by for regarding
--

1. The Capitol is the seat ___ the Government of the USA.
2. The cornerst one of the Capitol was laid ___ George Washington ___ September 18, 1793.
3. What have you learned ___ the National Gallery of Art?
4. Washington doesn't belong ___ a state, t is a city and district-The District of Columbia (D..C.)
5. The district is named ___ honour of the nation's first President George Washington
6. The firm deal ___ digital equipment abroad and has made a good profit.
7. The 3000 flourishing cherry trees were the gift ___ Japan and are still major attraction ___ visitors residents.
8. British Parliament, consisting ___ two chambers is housed in the Westminster Palace, which stands on the bank of the river Thames.
9. The new Bills (draft laws) are introduced and debated ___ the House of Commons.
10. We are pleased to make you an offer ___ our products in the size you require.
11. Thank you ___ an early reply.
12. I would like him to get ___ touch with me as soon as possible.
13. He can rich me at this number ___ tomorrow evening

Test 6. Диалог <http://lenglish.com/dialogs/dialog-15.html>

Заполните пропуски словами из таблицы

join, opinion, visit, famous, to get acquainted, by, coast, stay, attend, sights, attraction, both, pictures, studying, experience, remarkable, part, know, trip, notable

Andrey: Dima, how was your ...to Great Britain?

Dima: Wonderful! It was great... for me.

Andrey: Were you there just for sightseeing or for...?

Dima: ... options are correct. It was my first time there, so I wanted to see as many ... as possible. And, it was an educational exchange, so I got to ... one British school with my pen friend.

Andrey: Did you ... at his place, while you were there?

Dima: Yes, his family was so nice to have me for the whole month. They were my host family.

Andrey: Which ... of Great Britain do they live in?

Dima: They live in Southampton - a city on the south.... of England. It's the largest city in Hampshire county. I liked this place very much. First of all, the weather was fantastic, while I was there. It was sunny and warm almost every day. Secondly, I got to see many ... buildings, such as the Tudor House, the Mayflower Theatre, the National Oceanography Center, etc.

Andrey: Is Southampton far from London?

Dima: No, it's just two hours away... bus.

Andrey: Did you go there?

Dima: Of course. We spent a couple of days in London, although I think that one should live a month there.... with the whole city

Andrey: What did you see in London?

Dima: First of all, we visited the Trafalgar Square and saw the Nelson's Column on it. Secondly, we were at the Piccadilly Circus. It's now one of my favourite parts of London. It is especially beautiful at night, when it is richly illuminated. I took many ... of it.

Andrey: What's Piccadilly Circus for?

Dima: It is a public space at the West End of London, which is full of posh facilities. There are lots of nice shopping and entertaining centers. Other than that, we saw the Buckingham Palace, the Tower of London and the Museum of Madame Tussaud.

Andrey: What other parts of Great Britain did you....?

Dima: One day, my pen friend Adam took me to Stonehenge. It was a fantastic trip. Luckily, Southampton is not far from this world-famous

Andrey: Did you get to see the prehistoric stones standing in a ring?

Dima: Of course, I did. In my.... this place is enchanted. When I was there, I felt strange to be among such ancient remains that include hundreds of burial mounds.

Andrey: I wish I could go there sometimes too.

Dima: If you want, later I can show you the pictures that I took. I left my camera at home.

Andrey: Sure. I'd love to see them. Are there any other.... places that you saw? Did you go to other countries of Great Britain apart from England?

Dima: As we were close to Wales, one day we decided to visit Swansea. I should say, it's an amazingly beautiful city. It's the second largest city in Wales and one of its main sea ports. People, who like swimming and fishing, will appreciate this place, as Swansea has long sandy beaches.

Andrey: Sounds interesting. If your school was going to arrange another educational trip to Great Britain, I would definitely ...

Dima: I'll ask my teacher of English about it. If there is another trip, I'll let you

2. *Составьте свои собственные предложения, используя причастия I, II и содержание диалога:*

Models: Being invited to Great Britain, I lived in my host family. **Having arrived** to Great Britain, I visited London. **While making** a tour round London, I saw the Piccadilly Circus. **Having been taken** to Stonehenge I got to see the prehistoric stones standing in a ring.

Test 7. *Read and translate the dialogue into Russian. Supply the correct word.*

Think and answer:

1. Do you agree with the view that the style of life in Great Britain will change?
2. Are people always objective in judging each other?

A British reporter puts questions to three American students who recently spent a year at British Universities.

Reporter: After nearly a year in Britain what are your *impressions/ summarizing* of the country and people?

Michael: Sharing a common language is important: in spite of what some Americans say, we do speak the same *monologue /language*. As a result, there's great *interest/concern* in the literature of the other nation – not to mention pop music and television.

Laura: I'm much more struck by the personality *difference/ uncertainty*. British people often talk about the loudness of Americans but I think Americans are more open.

Steve: Personally I've found it more difficult to have serious *discussions/ problems* with British students than with other European students. It's really *simple /difficult* to talk with a British student about anything more serious than football or beer!

Michael: I don't *agree/ believe*. I've had discussions on serious things with English students. But I have to admit that the "British reserve" so much talked about is a reality; the British I've met are hard to get to know.

Laura: We shouldn't be too *critical /dependent*. There are a lot of things which we like here.

Michael: Well, I think that the observation that the British are more *polite /cool* is true. And. As far as I have been able to see, the cities of Britain haven't yet reached the point of no return in crime that some of our cities have.

Reporter: Finally, what strikes you as the most important difference between two nations/countries?

Steve: *The pace/ development* of life. Everyday life moves much faster in America; everything is much more intense.

But I think things are changing in Britain and in ten years it'll be the same here.

4. *Act out the dialogue (a talk) with a foreign businessman staying in our country. Asks him about his impressions of the country and the people.*

Test 8. Выберите необходимые формы participий и переведите предложения на русский язык

1. ... (*Having found/ Being found/ Found*) a good job she looked for a better flat.
2. Be careful when ... (*crossing/having crossed/ being crossed*) the road.
3. The greater part of promising students ... (*studying/studied /being studied*) in industrialized countries do not return home upon graduation and stay on there.
4. Most intelligent people, especially scientists ... (*wishing/having been wished/ wished*) to make more money and improve their living and working conditions go to other countries.
- 5.... (*Having been unemployed/ being unemployed/ unemployed*) Peter had little money.
6. ... (*Being /Having been/ Been/*) a foreigner she needed a visa to enter the country.
7. Russian students ... (*engaging/engaged/being engaged*) in research at universities want to continue education and research abroad.
8. ... (*Having made/being made/made*) twenty-five applications and having failed the interview, Richard starts his search again.
9. One day Tom received a letter ... (*contained/containing/being contained*) a request to go for an interview.
10. *Not* ... (*having written/writing/being written*) his course paper in time Bob had to explain the reason.
11. For people... (*working/worked /having been worked*) in industry, commerce or government mastery on telephone techniques is essential.
12. Exports of the country have increased, oil (*being/having been/ been*) an important export item.
13. *When* ... (*asked / having been asked//being asked*) this question, the girl couldn't answer it.
14. There is no ... (*being written /written /having been written*) constitution in Great Britain, only precedents and traditions.
- 15 ... (*Making/Having made/ Made*) a video film about Westminster Abbey, the student showed it to his roommates.

6. *Using several statements make up the situation and discuss it with your group of students*

Test 1. Multiple – Choice Questions. Select A, B, C.

1. The questions of state deregulation and optimization of the tax system by that moment _____.
a) *is being discussed* b) *were being discussed* c) *have been discussed*
2. Nothing _____ changed.
a) *is being* b) *have been* c) *are being*
3. The problem of national debt _____ at the moment.
a) *have settled* b) *had been settled* c) *is being settled*
4. The problem of risks and losses _____ by Mr. Smith the president of the company.
a) *have been mentioned* b) *are being mentioned* c) *was mentioned*
5. According to macro-economic indicators the rate of unemployment _____ this year.
a) *has been decreased* b) *were decreased* c) *shall be decreased*
6. In spite of consequences of economic crisis new small middle sized businesses _____ now.
a) *will be created* b) *are being created* c) *has been created*
7. The stages of economical country development _____ about last week.

- a) were spoken b) has been spoken c) will be spoken
8. Capitalist economical system ____ by fluctuations and negative effects.
a) are being characterized b) have been characterized c) is characterized
9. A number of theories regarding how to anticipate, manage and overcome an economic crises ____ since that time.
a) will have been suggested b) were suggested c) have been suggested
10. They said that the responses to the destabilization of the country economy and other reforms ____ by our President.
a) would have been initiated b) was initiated c) have been initiated
11. The president explained that significant additional funding for investment and infrastructure projects, assistance to housing and other sectors _____.

Test 9 .Choose the correct variant

- 1) A Management Information System ____ two functions
a) performs b) are performing c) have performed
- 2) Unions face problems in ____ leadership
a) reliable b) internal c) global
- 3) A S-corporation will not be ____ for general income tax
a) reliable b) payable c) liable
- 4) He asked me if I ____ the article without a dictionary
a) is translating b) was translating c) has been translating
- 5) I though the team ____ already started their experiment
a) had started b) was started c) has started
- 6) The engineer said that he didn't think the experiment ____ interesting
a) will be b) would be c) shall be
- 7) We study English books ____ to read English
a) in order b) instead of c) inspire of
- 8) The simple laboratory experiment ____ this principle is shown in Figure 15
a) demonstrated b) demonstrating c) demonstrates
- 9) The Russian Federation is known ____ rich mineral recourses
a) possesses b) possessed c) to possess
- 10) Do you have ____
a) some b) anything c) any
- 11) The explanation ____ was not complete
a) given b) gave c) giving
- 12) She ____ finished her work
a) seemed b) seem c) seems
- 13) The Russian scientist were ____ to launch the space rocketed
a) the first b) first c) firstly
- 14) This student is known ____ at this diploma project
a) are working b) is working c) to be working
- 15) The economy of the Russian Federation developing successfully the people's well-being ____
a) is growing b) are growing c) have grown

Test 10. Вставьте Insert the correct preposition where necessary.

1. The employee is afraid ___ being late.
a) for b) of c) since
2. ___ training a long time, he decided to take part in the competitions.
a) After b) Though c) Since
3. Did they find any difficulty ___ solving the problem?
a) by b) with c) in
4. Sam is fond ___ dancing.
a) of b) in c) on
5. The manager was punished ___ breaking the law.

a) – b) by c) for

6. She was surprised ___ seeing me there.

a) by b) at c) –

7. Your quick recovery depends ___ your following the doctor's advice.

a) on b) – c) since

8. We are looking ___ to signing the trade agreement.

a) for b) at c) forward

9. The parents are proud ___ their son being the Governor of the Bank.

a) – b) of c) by

10. Is there any use ___ starting the project?

a) – b) of c) in

11. I wonder what preventing him ___ coming to the meeting.

a) from b) on c) with

12. They think ___ going to China this summer.

a) of b) – c) by

13. At last they stopped ___ arguing.

a) in b) after c) –

14. Who is responsible ___ organizing the conference?

a) in b) for c) without

15. There is no sense ___ investing there money.

a) – b) by c) in

Test 2. Choose the correct variant

1. Wealth is what persons ___, such as stocks, real estate.

a) borrows b) lend c) owns

2. ___ reflect the market's view of each country's economic and political situation

a) stock exchange b) exchange rates c) interest rate

3. Great Britain has an open economy, ___ ___ plays a vital part.

a) foreign trade b) industrial policy c) total employment

4. The project needs....

a) being improved b) improving c) has been improving

5. ___ English articles and texts improves learning English language for specific purposes..

a) Reading b) Having read b) Being read

6. We heard of his ___ to complete his experiment by the end of May

a) having been asked b) have been asked c) asked

7. She is still ___ an experiment

a) performing b) performed c) performs

8. She was ___ to come here.

a) first b) the first c) firstly

9. The problem ___ is difficult.

a) to be solved b) solving c) is solved

10. We supposed them ___ their work.

a) to have finished b) having been finished c) finishing

11. Economists believe economics ___ a social science

a) was b) to be c) be

12. After ___ good results they stopped the experiments.

a) receiving b) received c) receive

13. ___ you have to get up early yesterday?

a) Do b) Did c) Does

14. The conference ___ to begin in June.

a) is certain b) certainly c) certain

15. U.S. productivity and standard of living remain among ___ in the industrial world.

a) high b) the highest c) higher

Types of businesses in the USA

Прочитайте текст, поставьте глаголы в нужную видовременную форму

Small Business in the USA: An S-Corporation Is not Always Best

It is generally believed that small companies should **..1..** (*incorporate/ be incorporated/ to incorporate*) as S-corporations. While an S-corporation **..2..** (*will enjoy/ enjoys/ enjoyed*) many corporate attributes (the main is that the owners of a corporation **..3..** (*won't exposing/ doesn't expose/ do not expose*) their personal assets to corporate liability), it is treated like a partnership of the purposes of determining its Federal income tax liability. At the end of each fiscal year, its total earnings (or losses) **..5..** (*will have been prorated/ are prorated/ are being prorated*) to each shareholder, and these earnings (or losses) are incorporated into individual income tax returns. Among the advantages of the S-corporation for small business is no "double taxation" - paying an income tax on corporate net income and then paying an individual income tax on the dividend income subsequently distributed by the corporation. Thus, an S-corporation "generally will not be liable for federal income tax." If losses are incurred during the start-up period (Or any other period), these losses **..6..** (*can/may/is allowed to*) be deducted each year from the share- holders' tax returns. All income, losses, credits and deductions are "washed through" the S-corporation at the end of each fiscal year, and carried directly to the individual tax return for each shareholder. Being emptied out at the end of each fiscal year, the S-corporation **..7..** (*shan't have/has/ do have*) no retained earnings account. For most small businesses, the S-corporation **..8..** (*has/ have/ will have*) long been the preferred corporate structure. The operational accounting **..9..** (*is/ were/ are*) simpler, and accounting, legal, and administrative expenses are minimized. Shareholders (*has received/ receive/receives*) the immediate benefits of earnings without "double taxation", and the shelter of tax deductible losses on their individual tax returns. There **..10..** (*was/is/are*) sound reasons to state that this is generally the most popular corporate structure. However, for small businesses that **..11..** (*is growing/has been growing/are growing*) rapidly, the conventional C-corporation status may turn out to be more preferable. The primary motivation for such a change **..12..** (*would/ has/ haven't*) be the ability to retain and reinvest earnings in the expanding business. The maximum Federal income tax rate for C-corporation is 34 percent for taxable income up to \$10.0 million, whereas the maximum tax rate on S-corporation income **..13..** (*is/were/has*) now the maximum individual rate of 39.6 percent. At the other end of the range, the Federal tax on corporate income of \$100,000 is \$22,250 for a C-corporation, whereas the incremental tax on this income added to other income of the shareholder in an S-corporation **..14..** (*ought/could/are able*) be as high as \$39,600 if the shareholders are already in the maximum tax bracket. If the business **..15..** (*is striving/are striving/ having been striving*) to retain and reinvest all possible cash during a period of strong growth, it will obviously forgo distributing cash dividends there by avoiding the problem of "double taxation."

The maximum tax **..16..** (*shall/will/shan't*) be effectively reduced by more than 16 percent, and substantial funds will then be retained to meet the capital needs of the expanding enterprise. Discounting the effects of depreciation charges, this shift of corporate structure **..17..** (*yields/ yield/ yielded*) almost a 10 percent increase in net cash flow.

Проверьте себя:

What types of corporations are described? What is the maximum corporation tax rate for taxable income up to \$10.0 million? What is the main advantage of the S-corporation status? What does the term "double taxation" mean?

Managerial Functions

Match the terms in A with their definitions in B:

1. Planning	a. is the primary management function, the formulation of future courses of action.
2. Decision making	b. is checking to determine whether or not an organization is progressing towards its goals, and taking corrective action if it is not.
3. Organizing	c. includes structural considerations such as the chain of command, division of labour, and assignment of responsibility.
4. Staffing	e. implies the informing the employees of the technical knowledge, instructions, rules, and data required to get the job done.
5. Communicating	
6. Motivating	
7. Leading	
8. Controlling	

	<p>f. is choosing among alternative sources of action required to carry out an activity.</p> <p>g. is encouraging individuals to pursue collective objectives or goals by satisfying needs and meeting expectations with meaningful work and valuable rewards.</p> <p>h. consists of recruiting, training, and developing people who can contribute to the organized effort.</p> <p>i. means that managers become inspiring leaders by serving as role models and adapting their management style to the demands of the situation.</p>
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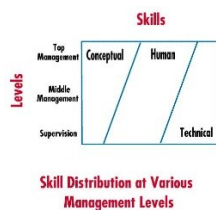
Explain what the statements mean:

1. Effective management is the key to a better world.
2. The relationship between effectiveness and efficiency is important and it presents managers with never-ending dilemma.
3. The most important resources of any organization are its people.
4. Many organizations find they cannot ignore information.
5. Without objectives and goals, the management process would be aimless and wasteful.
6. Management is much more than the familiar activity of telling employees what to do.
7. Knowledge of theories and principles does not provide practical results.

Managerial Skills

Using the scheme and the test describe the key types of managers' skills.

Managers at every level in the management hierarchy must exercise three basic types of skills: technical, human, and conceptual. Acquiring these skills in varying proportions, all managers must realize the importance of each category of skill will change at different management levels.



Match the terms with their definitions.

Technical skills	skills refer to the ability of a manager to work effectively with other people both as individual and as members of a group. skills are concerned with understanding of people. These are required to win cooperation of others and to build effective work teams
Human skills	These skills involve the ability to see the whole organization and the interrelationships between its parts. These skills refer to the ability to visualize the entire picture or to consider a situation in its totality. These skills help the managers to analyze the environment and to identify the opportunities. The skills are especially important for top-level managers, who must develop long-range plans for the future direction of their organization.
Conceptual skills	skills refer to the ability and knowledge in using the equipment, techniques and procedure involved in performing specific tasks. These skills require specialized knowledge and proficiency in the mechanics of a particular. The skills lose relative importance at higher levels of the management hierarchy, but most top executives started out as technical experts.

Do you have all required **managerial skills** to manage your own company? What are you thinking about your own management skills? Can you be a real manager with all skills necessary for you and your company?

Match the List of Skills with Abilities

Project Manager Skills	Superb organization skills Good communicator
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	<p>Multitasking – Can handle many assignments</p> <p>Ability to prioritize independently</p> <p>Decision Maker</p> <p>Project management abilities</p> <p>Accuracy and punctuality</p> <p>Willing to stretch extra hours to complete assigned work.</p>
Sales Manager Skills	<p>Excellent communication skills both written and oral.</p> <p>Leadership abilities</p> <p>Strategic thinking: Experienced in developing marketing strategies</p> <p>Decisive: Capable of delivering quick solutions to the marketing troubles.</p> <p>Strong sales support and project management, leadership and training skills.</p> <p>Excellent analytical skills: Expert in forwarding thinking & market research</p> <p>Sound expertise in development processes and product marketing.</p> <p>Excellence presentation skills</p> <p>Effective listener</p>
Marketing Manager Skills	<p>Leadership: An experienced team leader</p> <p>Influencing, leading, and delegating abilities</p> <p>Ability to initiate/manage cross-functional teams and multi-disciplinary projects.</p> <p>Critical thinking, decision making and problem solving skills.</p> <p>Planning and organizing – Organizational abilities</p> <p>Result oriented: Ability to achieve the target within given time</p> <p>Excellence Communication skills.</p> <p>Negotiating skills</p> <p>Conflict resolution.</p> <p>Adaptability – Efficient under pressure, always meet deadlines</p>
Office Manager Skills	<p>Strong prospecting-account management and closing skills</p> <p>Win-win attitude and accountability</p> <p>Sales characteristics such as competitiveness, accountability.</p> <p>Quickly develop relationships with clients</p> <p>Easy going and personable with clients</p> <p>Professionalism</p>
Account Manager Skills and Qualities	<p>Sound expertise in sales</p> <p>Excellent written and verbal communication skills</p> <p>Good communicator</p> <p>Strong Presentation skills</p> <p>Persuasiveness – Know-how to demonstrate, promote and sell</p> <p>Goal-oriented</p> <p>Strong networking skills</p> <p>Negotiating skills</p> <p>Good Judgment</p> <p>Decision makin</p> <p>Diplomacy</p> <p>Tactfulness</p>

ПРИМЕРНЫЕ ВОПРОСЫ К ЗАЧЕТУ

1 семестр

1. Существительное. Образование множественного числа и притяжательного падежа существительных. 2. Артикль (определенный, неопределенный, отсутствие артикля).
3. Местоимения: личные, притяжательные, указательные, вопросительные.
4. Прилагательное. Степени сравнения прилагательных. 5. Глаголы to be, to have, их

функции. 6. Структура простого предложения. Члены предложения. Порядок слов. Виды вопросов. 7. Предлоги места и движения. 8. Виды сказуемых, видовременная система глагола. Активный залог. Способы выражения, будущего в английском языке. 9. Модальные глаголы и их эквиваленты. 10. Учебная лексика. 11. Разговорные темы: «О себе и своей семье», «Досуг моей семьи», «Образование в России и за рубежом».

2 семестр

1. Причастие. Независимый причастный оборот. 2. Герундий. 3. Инфинитив и инфинитивные обороты. 4. Пассивный залог. 5. Модальные глаголы. 6. Частное письмо. 7. Лексика. 8. Разговорные темы: Экономика, достопримечательности и особенности развития англоговорящих стран».

3 семестр

1. Правила согласования времен в английском языке. 2. Условные предложения. 3. Аннотирование (схема). 4. Терминология. 5. Деловое письмо. 6. Лексика. 7. Разговорные темы: Economics, the Sectors of the Economy, Types of economic systems, Types of Business Entities.

ОБРАЗЕЦ ЗАЧЕТНОГО БИЛЕТА (1 семестр)

АМУРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

Утверждено на заседании кафедры

« » _____ 201_ г.

Заведующий кафедрой

Кафедра иностранных языков

Факультет экономический

Курс 1

Направление подготовки: _____

Дисциплина Иностранный язык

ЗАЧЕТНЫЙ БИЛЕТ № 1

What is the English for?

Иметь разные взгляды; состоять в гражданском браке; уживаться; находить подход к кому-либо, безупречная семья, нести ответственность за семейную жизнь, полагаться на кого-либо, быть холостым (разведенным); точный; любительски; делать что-л. по очереди; убеждать кого-л.; частная школа; поступить в университет; платное образование; изучать экономику; оценивать; устать от учебы и экзаменов; воспитывать детей.

Give Russian equivalents: extended family, to enjoy smth, impeccable family, amiable dispositions, to earn money working part-time, to maintain close kindred ties, to take smth. for granted, to wipe the dust, to empty the bin, to sew, to fit in.

Speak on: your positive and negative features.

Comment upon the following statement: Your future depends on your education.

Explain the underlined grammar phenomena:

1. The right to education in Russia is guaranteed by the Constitution. 2. The quality of a country's future life depends on the quality of its education system. 3. John is doing Biology, Chemistry at the university. He will be a doctor in future. 4. Carol was satisfied with her marriage and took it for granted. 5. Bill Taylor doesn't like his job. He enjoys playing the flute. 6. The duties about the house will be distributed between the children. 7. When the children grew up, Carol was able to return to her work. 8. Bill has to wake up early for his work. 9 As for Carol she had to look after the children almost the whole day. 10. They will be allowed to take separate vacations.

Do you agree with these statements? A woman's place is in the home, Civil marriage has already become a normal thing.

ОБРАЗЕЦ ЭКЗАМЕНАЦИОННОГО БИЛЕТА

АМУРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

Утверждено на заседании кафедры

« » _____ 20 ____ г.

Кафедра: иностранных языков

Факультет: экономический

Дисциплина: Иностранный язык

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. Переведите на русский язык со словарем текст (объем 1200 п.зн.); подготовьте фонетическое чтение и письменный перевод указанного отрывка (время работы - 45 мин.). Ответьте на вопросы преподавателя.
2. Ознакомьтесь с содержанием текста (объем 3000 п.зн.) и подготовьте реферированный пересказ (время работы 30 мин).
3. Переведите 5 предложений с русского языка на английский и 10 предложений с английского языка на русский, обращая внимание на изученные грамматические явления и вокабуляр.
4. Изложите одну из пройденных тем: «Что такое Экономика?», «Проблемы современных экономических систем», «Я и моя профессия», «Налогообложение», «Функции денег», «Типы предприятий Великобритании(США)».
(без подготовки).

Задание 1.

Alfred Nobel

Alfred Bernhard Nobel (1833-1896), Swedish inventor and philanthropist, was a man of many contrasts. He was a son of a bankrupt, but became a millionaire; a scientist with a love of literature. He made a large fortune but lived a simple life. He was cheerful in company, and often sad in private. A lover of mankind, he never had a wife or family to love him, a patriotic son of his native land, he died alone on foreign soil.

He discovered a new explosive, dynamite, to improve the peacetime industries of mining and road building, but saw it used as a weapon of war. World-famous for his works he was never personally well-known, for throughout his life he avoided publicity. "I do not see" he once said, "that I have deserved any fame and I have no taste for it", but since his death his name has brought fame and glory to others.

He was born in Stockholm on October 21, 1833 but moved to Russia with his parents in 1842, where his father made a strong position in engineering industry. He made a lot of money for his invention of landmine, but later went bankrupt. Alfred came to Sweden in 1863, and started his own study of explosives in his father's laboratory.

He had never been to school or University but he studied privately and by the time he was twenty he became a skillful chemist and excellent linguist, speaking Swedish, Russian, German, French and English. Like his father, Alfred Nobel was imaginative and inventive, but he had better luck in business and showed more financial sense.

He was quick to see industrial openings for his scientific inventions and built up over 80 companies in 20 different countries. Indeed his greatness lay in his outstanding ability to combine the qualities of an original scientist with those of a forward-looking industrialist.

But Nobel's main concern was never with making money or even making scientific discoveries. He was always searching for a meaning to life, and from his youth he had taken a serious interest in literature and philosophy. Perhaps, because he could not find ordinary human love — he never married — he came to care deeply about the whole of mankind. He was always generous to the poor. His greatest wish, however, was to see an end to wars and he spent much time and money working for this cause until his death in Italy in 1896.

His famous will, in which he left money to provide prizes for outstanding works in physics, chemistry, psychology, medicine, literature and peace, is a memorial to his interests and ideals. And so, the man who felt he should have died at birth is remembered and respected long after his death.

Questions. 1. Who is Alfred Nobel? 2. What can you say about his education? 3. What was his greatest wish?

Задание 3 CARD Тема: Модальные глаголы, инфинитив, инфинитивные обороты, причастия, герундий

I. Переведите предложения на русский язык и объясните подчеркнутые грамматические явления.

1. Financial institutions will have to buy and sell assets in financial markets. 2. We look forward to hearing from you. 3. I was allowed to use the phone to book a table for lunch. 4. Would you mind telling him that I called. 5. The plan proved to be a great importance to them. 6. The business owned and controlled by one person is called a sole proprietorship. 7. Knowing the market well, the company was able to increase sales to 50 million. 8. The experiment to be carried out is described in this article. 9. The more we see in the exhibition the more we want. 10. What is the policy pursued by the government aimed at?

II. Переведите следующие предложения на английский язык.

1. Известно, организация создается для того, чтобы удовлетворять потребности общества. 2. Экономисты полагают, что корпорации имеют право приобретать собственность и ресурсы и нанимать рабочих, заключать договоры. 3. Именно (Как раз) в 1936 году и была опубликована работа Кейнса. 4. Электронная коммерция включает в себя: торговлю; обмен данными; обмен сообщениями (с помощью электронной почты, факсимильной связи, передачи данных на факс); переводы денежных средств; электронные каталоги, справочники, доски объявлений; системы сбора данных; службу новостей; электронные бланки; информационные услуги; доступ в Интернет и т.д. 5. E-commerce system представляет некую технологию, которая дает участникам системы следующие возможности в интернете: компаниям-производителям и поставщикам товаров/услуг – предлагать в сети свою продукцию потенциальным покупателям, а также осуществлять прием и обработку заказов клиентов; клиентам (покупателям) – находить и выбирать на стандартных Интернет-ресурсах товары и услуги по интересующей их цене и оформлять заказы. Зачастую в данной связке участвуют банки, для проведения электронных платежей.

План реферирования текстов

Ниже предлагается план, по которому можно составить реферат того или иного текста. План состоит из 5 обязательных пунктов, каждый из которых снабжен рядом устойчивых конструкций и выражений, необходимых при кратком пересказе (реферировании) текстов.

1. (The head-line) - Заголовок статьи текста
 - The text is head-lined ... - Текст озаглавлен ...
 - The head-line of the text under discussion is ... - Заголовок обсуждаемого текста
 - The title of the article is ... – Название статьи ...
2. Автор текста (The author of the text).
 - The author of the text is ... - Автором текста является ...
 - The text is written by ... - Текст написан (тем-то) ...
3. Главная идея текста (The main idea of the text).
 - The main idea of the text is ... – Главной идеей текста является ...
 - The text is about ... Текст рассказывает о ...
 - The text touches upon ... - Текст затрагивает вопрос о ...
 - The purpose of the text is to give the reader some information on ...- Цель текста – дать читателю некоторую информацию о ...
4. Содержание текста (The contents of the text).
 - The text could be divided into two (three, four) logical parts.- Текст можно разделить на две (три, четыре) логические части.
 - The author writes (states, thinks, emphasizes, informs) that ...– Автор пишет (утверждает, думает, подчеркивает, информирует), что...
 - According to the text ... – В соответствии с текстом ...
 - Further the author says that ... – В дальнейшем автор пишет, что ...
 - In conclusion ... – В заключение ...
 - The author comes to the conclusion that ... – Автор делает вывод, что ...
5. Ваше мнение относительно прочитанного (Your opinion of the text).

- I found the article (the text) interesting (important, informative, problematic, dull, too hard to understand) ...

- По-моему, текст интересен (важен, информативен, проблематичен, скучен, слишком сложен для понимания) ...

Ознакомьтесь с содержанием текста (объем 3000 п.зн.) и подготовьте реферированный пересказ (время работы 30 мин).

The financial crisis

http://engtexts.ru/economic_crisis.php

The current financial crisis has become an earthquake to the world's economic system. Have started in the USA, it has rapidly overcome the boundaries of the States and has spread over the Europe and Asia, bringing unemployment and financial recession along. One can hardly say whether it will last long or is going to slump. The following remains obvious, if we don't want its recurrence in future, we should investigate its root causes now.

The world economic system endures times of prosperity as well as followed by inevitable declines. The circulating scheme is characterized by the rise of manufacturing and it is following recession, thus permitting to keep to the world financial and economic balance order. No one in the world was ready to take the burdens of the economic crisis on the shoulders and to resist its unpredictable consequences. In spite of the fact, almost everybody understood how important it is to examine the reasons of it.

In my opinion there are several important factors to discuss, which obviously have affected the present economic situation. First of all it is the spendthrift lending or, in other term, the so-called housing price bubble. Every family buying a house can take a loan from the bank, which should be given back. In order to return money to the bank, the family first of all should take the house it can afford. Otherwise it will not be able to pay the money back. In the recent years the prices on real estate have been so high and raising so quickly like a bubble. It has resulted in the fact that people started taking loans, which they can't pay off. Many banks' borrowers got unable to make their mortgage payments. As a result, the mortgage market was undermined.

This was just the beginning. One of the consequences was the fall of prices on real estate. The institutions and businesses depending on real estate prices or making money on real estate underwent the risk and suffered losses. To such companies belong Freddie Mac and Fannie Mae. It was the blow to the financial system in general, which led to the problems in other pecuniary stocks. This process, started with the bank system and led to the banking liquidity crisis, affected all financial and economic sectors of business all over the world.

Another reason of the present economic crisis is the unrestricted emission of American dollars. The emission of the most wide-spread world currency was strictly controlled by the government of the USA. Each dollar had gold equivalent in the gold reserve of the States. Purchasing capacity of it corresponded to the quantities of products manufactured. That's not how things stack any more up today. As a result while the USA was losing its positions on the world market, the dollar was weakening in the world.

To sum it up one can say that the root cause of the current economic crisis lie in the ineffective policies of the economic and financial sectors of the leading and developing countries in the world. One should take into account the root causes to oust its re-occurrence in future.

Примерные вопросы к экзамену по дисциплине «Иностранный язык»

4 семестр

1. Структура простого предложения. Члены предложения. Порядок слов. Виды вопросов.
2. Виды сказуемых, видовременная система глагола. Активный залог. Способы выражения, будущего в английском языке. Правила согласования времен в английском языке.
3. Модальные глаголы и их эквиваленты
4. Пассивный залог.
5. Причастие. Независимый причастный оборот.
6. Герундий
7. Экономика, традиции и обычаи стран изучаемого языка

8. Инфинитив и инфинитивные обороты. 9. Глобальные проблемы моего региона и моего города. 10. Условные предложения. 11. Достоинства и недостатки предприятий (акционерные общества, предприниматели, частные товарищества).12. Деньги и их функции.13. Налоги и налогообложение.14. Моя профессия и мои планы на будущее.15. Лексика по темам.16. Терминология по темам.17. Схемы реферирования и аннотирования текста.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО СОСТАВЛЕНИЮ КОНСПЕКТА

1. Внимательно прочитайте текст. Уточните в словаре непонятные слова. При записи не забудьте вынести справочные данные на поля конспекта;
2. Выделите главное, составьте план;
3. Кратко сформулируйте основные положения текста, отметьте аргументацию автора;
4. Законспектируйте материал, четко следуя пунктам плана. При конспектировании старайтесь выразить мысль своими словами. Записи следует вести четко, ясно.
5. Грамотно записывайте цитаты. Цитируя, учитывайте лаконичность, значимость мысли.

В тексте конспекта желательно приводить не только тезисные положения, но и их доказательства. При оформлении конспекта необходимо стремиться к емкости каждого предложения. Мысли автора книги следует излагать кратко, заботясь о стиле и выразительности написанного. Число дополнительных элементов конспекта должно быть логически обоснованным, записи должны распределяться в определенной последовательности, отвечающей логической структуре произведения. Для уточнения и дополнения необходимо оставлять поля.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ СООБЩЕНИЯ

Регламент устного публичного выступления – не более 10 минут. Искусство устного выступления – это не только знание предмета речи, но и умение преподнести свои мысли правильно, упорядоченно и увлекательно. Любое устное выступление должно удовлетворять трем основным критериям: это критерий правильности, т.е. соответствия языковым нормам, критерий смысловой адекватности, т.е. соответствия содержания выступления реальности, и критерий эффективности, т.е. соответствия достигнутых результатов поставленной цели.

Работу по подготовке устного выступления можно разделить на два основных этапа: докоммуникативный этап (подготовка выступления) и коммуникативный этап (взаимодействие с аудиторией). Работа по подготовке устного выступления начинается с формулировки темы. Лучше всего тему сформулировать таким образом, чтобы ее первое слово обозначало наименование полученного в ходе выполнения проекта научного результата (например, «Технология изготовления...», «Модель развития...», «Система управления...», «Методика выявления...» и пр.). Тема выступления не должна быть перегруженной, нельзя "объять необъятное", охват большого количества вопросов приведет к их беглому перечислению, к декларативности вместо глубокого анализа. Неудачные формулировки - слишком длинные или слишком краткие и общие, очень банальные и скучные, не содержащие проблемы, оторванные от дальнейшего текста и т.д. Само выступление должно состоять из трех частей – вступления (10-15% общего времени), основной части (60-70%) и заключения (20-25%).

Вступление включает в себя представление авторов (фамилия, имя отчество, при необходимости место учебы/работы, статус), название доклада, расшифровку подзаголовка с целью точного определения содержания выступления, четкое определение стержневой идеи.

Стержневая идея проекта понимается как основной тезис, ключевое положение. Стержневая идея дает возможность задать определенную тональность выступлению. Сформулировать основной тезис означает ответить на вопрос, зачем говорить (цель) и о

чем говорить (средства достижения цели). Требования к основному тезису выступления: - фраза должна утверждать главную мысль и соответствовать цели выступления; - суждение должно быть кратким, ясным, легко удерживаться в кратковременной памяти; - мысль должна пониматься однозначно, не заключать в себе противоречия. В речи может быть несколько стержневых идей, но не более трех. Самая частая ошибка в начале речи – либо извиняться, либо заявлять о своей неопытности. Результатом выступления должны быть заинтересованность слушателей, внимание и расположенность к презентатору и будущей теме.

К аргументации в пользу стержневой идеи проекта можно привлекать фото-, видеофрагменты, аудиозаписи, фактологический материал. Цифровые данные для облегчения восприятия лучше демонстрировать посредством таблиц и графиков. Лучше всего, когда в устном выступлении количество цифрового материала ограничено, на него лучше ссылаться.

План развития основной части должен быть ясным. Должно быть отобрано оптимальное количество фактов и необходимых примеров. В научном выступлении принято такое употребление форм слов: чаще используются глаголы настоящего времени во «вневременном» значении, возвратные и безличные глаголы, преобладание форм 3-го лица глагола, форм несовершенного вида, используются неопределенно-личные предложения. Перед тем как использовать в своей презентации специализированный жаргон или термины, вы должны быть уверены, что аудитория поймет, о чем вы говорите. Постарайтесь дать краткую характеристику каждому из терминов, когда употребляете их в процессе презентации впервые.

Самые частые ошибки в основной части доклада - выход за пределы рассматриваемых вопросов, перекрывание пунктов плана, усложнение отдельных положений речи, а также перегрузка текста теоретическими рассуждениями, обилие затронутых вопросов, отсутствие связи между частями выступления, несоразмерность частей выступления (затянутое вступление, скомканность основных положений, заключения).

В заключении необходимо сформулировать выводы, которые следуют из основной идеи (идей) выступления. Правильно построенное заключение способствует хорошему впечатлению от выступления в целом. В заключении имеет смысл повторить стержневую идею и, кроме того, вновь (в кратком виде) вернуться к тем моментам основной части, которые вызвали интерес слушателей. Закончить выступление можно решительным заявлением.

Вступление и заключение требуют обязательной подготовки, их труднее всего создавать на ходу. Психологи доказали, что лучше всего запоминается сказанное в начале и в конце сообщения ("закон края"), поэтому вступление должно привлечь внимание слушателей, заинтересовать их, подготовить к восприятию темы, ввести в нее (не вступление важно само по себе, а его соотнесение с остальными частями), а заключение должно обобщить в сжатом виде все сказанное, усилить и сгустить основную мысль, оно должно быть таким, "чтобы слушатели почувствовали, что дальше говорить нечего" (А.Ф. Кони).

В ключевых высказываниях следует использовать фразы, программирующие заинтересованность. Вот некоторые обороты, способствующие повышению интереса: - «Это Вам позволит...» - «Благодаря этому вы получите...» - «Это позволит избежать...» - «Это повышает Ваши...» - «Это дает Вам дополнительно...» - «Это делает вас...» - «За счет этого вы можете...» После подготовки текста / плана выступления полезно проконтролировать себя вопросами: - Вызывает ли мое выступление интерес? - Достаточно ли я знаю по данному вопросу, и имеется ли у меня достаточно данных? - Смогу ли я закончить выступление в отведенное время? - Соответствует ли мое выступление уровню моих знаний и опыту?

При подготовке к выступлению необходимо выбрать способ выступления: устное изложение с опорой на конспект (опорой могут также служить заранее подготовленные слайды) или чтение подготовленного текста. Отметим, однако, что чтение заранее написанного текста значительно уменьшает влияние выступления на аудиторию.

Кроме того, установлено, что короткие фразы легче воспринимаются на слух, чем длинные. Лишь половина взрослых людей в состоянии понять фразу, содержащую более тринадцати слов. А третья часть всех людей, слушая четырнадцатое и последующие слова одного предложения, вообще забывают его начало. Необходимо избегать сложных предложений, причастных и деепричастных оборотов. Излагая сложный вопрос, нужно постараться передать информацию по частям. Пауза в устной речи выполняет ту же роль, что знаки препинания в письменной. После сложных выводов или длинных предложений необходимо сделать паузу, чтобы слушатели могли вдуматься в сказанное или правильно понять сделанные выводы. Если выступающий хочет, чтобы его понимали, то не следует говорить без паузы дольше, чем пять с половиной секунд (!).

Особое место в презентации проекта занимает обращение к аудитории. Известно, что обращение к собеседнику по имени создает более доверительный контекст деловой беседы. При публичном выступлении также можно использовать подобные приемы. Так, косвенными обращениями могут служить такие выражения, как «Как Вам известно», «Уверен, что Вас это не оставит равнодушными». Подобные доводы к аудитории – это своеобразные высказывания, подсознательно воздействующие на волю и интересы слушателей. Выступающий показывает, что слушатели интересны ему, а это самый простой путь достижения взаимопонимания. Во время выступления важно постоянно контролировать реакцию слушателей. Возможно, рассмотрение некоторых вопросов придется сократить или вовсе отказаться от них. Часто удачная шутка может разрядить атмосферу. После выступления нужно быть готовым к ответам на возникшие у аудитории вопросы.

РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ ПРЕЗЕНТАЦИИ

- Формат презентации: MS Power Point.
- Время доклада: для индивидуального 3- 5 мин. плюс 5 мин. для ответов на вопросы,
- для группового доклада 7-8 мин. плюс 5 мин. для ответов на вопросы.
- Каждый новый слайд должен логически вытекать из предыдущего и одновременно подготавливать появление следующего.
- Презентацию обязательно следует снабжать кратким оглавлением–предисловием, возможно цитирование.
- Количество текста в презентациях должно составлять не более 30-35%.

ТРЕБОВАНИЯ И РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ МОНОЛОГИЧЕСКОГО ВЫСКАЗЫВАНИЯ (УСТНОЙ ТЕМЫ)

- материал высказывания должен соответствовать теме и заявленному вопросу;
- подача материала должна быть логичной, убедительной, с фактическими примерами, ссылками на использованную в работе литературу;
- в сообщении должны быть выделены следующие части: введение, основная часть, выводы;
- просмотрите рекомендованную и самостоятельно отобранную по заявленной теме литературу;
- выделите материал, соответствующий вашей проблеме и прочтите его;
- несколько раз внимательно прочитайте топик, осмыслите и выделите основные факты;
- опираясь на план, мысленно проговорите сообщение (по возможности неоднократно).

ГРАММАТИЧЕСКИЕ ТАБЛИЦЫ

Грамматическими правилами рекомендуется зафиксировать в грамматические таблицы, которые могут включать одно - два правила с исключениями или сводную

таблицу нескольких правил, например: времена глаголов в действительном залоге, времена глаголов в страдательном залоге и т.д.

Те места правил, на которые следует обратить внимание, подчеркиваются, выделяются жирным шрифтом или другим цветом.

Исключения из правил неплохо дублировать в конце тетради или на отдельных карточках.

Переписывание и записывание

Переписывание слов и текстов полезно для визуального их восприятия. Оно сконцентрирует Ваше внимание на правописании и значении слов или смысле текста. Однако следует избегать бездумного механического переписывания текстов. В этом случае время будет потеряно напрасно.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО РАБОТЕ С ЛИТЕРАТУРОЙ

Важной составляющей самостоятельной внеаудиторной подготовки является работа с литературой ко всем занятиям: практическим, при подготовке к зачетам, экзаменам, тестированию, участию в олимпиадах.

Умение работать с литературой означает научиться осмысленно пользоваться источниками. Существует несколько методов работы с литературой. Один из них - самый известный - метод повторения: прочитанный текст можно заучить наизусть. Простое повторение воздействует на память механически и поверхностно. Полученные таким путем сведения легко забываются.

Наиболее эффективный метод - метод кодирования: прочитанный текст нужно подвергнуть большей, чем простое заучивание, обработке. Чтобы основательно обработать информацию и закодировать ее для хранения, важно провести целый ряд мыслительных операций: прокомментировать новые данные; оценить их значение; поставить вопросы; сопоставить полученные сведения с ранее известными. Для улучшения обработки информации очень важно устанавливать осмысленные связи, структурировать новые сведения.

Изучение научной учебной и иной литературы требует ведения рабочих записей. Форма записей может быть весьма разнообразной: простой или развернутый план, тезисы, цитаты, конспект. План - первооснова какой-либо письменной работы, определяющий последовательность изложения материала. План является наиболее краткой и распространенной формой записей содержания исходного источника информации, основных вопросов, рассматриваемых в источнике.

План может быть простым и развернутым. Их отличие состоит в степени детализации содержания, т. е. в объеме. Преимущество плана состоит в следующем. Во-первых, план позволяет наилучшим образом уяснить логику мысли автора, упрощает понимание главных моментов произведения. Во-вторых, план позволяет быстро и глубоко проникнуть в сущность построения произведения и, следовательно, гораздо легче ориентироваться в его содержании. В-третьих, план позволяет – при последующем возвращении к нему – быстрее обычного вспомнить прочитанное. В-четвертых, С помощью плана гораздо удобнее отыскивать в источнике нужные места, факты, цитаты и т.д. Выписки - небольшие фрагменты текста (неполные и полные предложения, абзацы, а также дословные и близкие к дословным записи об излагаемых в нем фактах), содержащие в себе квинтэссенцию содержания прочитанного.

Выписки– цитаты, заимствованные из текст позволяют с максимальной точностью воспроизвести в произвольном (чаще последовательном) порядке наиболее важные мысли автора. В отдельных случаях – когда это оправдано с точки зрения продолжения работы над текстом – вполне допустимо заменять цитирование изложением, близким дословному.

Тезисы – сжатое изложение содержания изученного материала в утвердительной (реже опровергающей) форме. Отличие тезисов от обычных выписок состоит в следующем. Во-первых, тезисам присуща значительно более высокая степень концентрации материала. Во-вторых, в тезисах отмечается преобладание выводов над

общими рассуждениями. В-третьих, чаще всего тезисы записываются близко к оригинальному тексту, т.е. без использования прямого цитирования.

Аннотация – краткое изложение основного содержания исходного источника информации, дающее о нем обобщенное представление. К написанию аннотаций прибегают в тех случаях, когда подлинная ценность и пригодность исходного источника информации исполнителю письменной работы окончательно неясна, но в то же время о нем необходимо оставить краткую запись с обобщающей характеристикой. Для указанной цели и используется аннотация.

Резюме – краткая оценка изученного содержания исходного источника информации, полученная, прежде всего, на основе содержащихся в нем выводов. Резюме весьма сходно по своей сути с аннотацией. Однако, в отличие от последней, текст резюме концентрирует в себе данные не из основного содержания исходного источника информации, а из его заключительной части, прежде всего выводов. Но, как и в случае с аннотацией, резюме излагается своими словами – выдержки из оригинального текста в нем практически не встречаются.

Конспект – сложная запись содержания исходного текста, включающая в себя заимствования (цитаты) наиболее примечательных мест в сочетании с планом источника, а также сжатый анализ записанного материала и выводы по нему.

ВИДЫ ЧТЕНИЯ И ПЕРЕВОДА

В зависимости от целевой установки различают просмотровое, ознакомительное, изучающее и поисковое чтение. Зрелое умение читать предполагает, как владение всеми видами чтения, так и легкость перехода от одного его вида к другому в зависимости от изменения цели получения информации из данного текста.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПРОСМОТРОВОМУ ЧТЕНИЮ И ПЕРЕВОДУ

Просмотровое чтение предполагает получение общего представления о читаемом материале. Его целью является получение самого общего представления о теме и круге вопросов, рассматриваемых в тексте. Это беглое, выборочное чтение, чтение текста по блокам для более полного ознакомления с его «фокусирующими» деталями и частями. Оно обычно имеет место при первичном ознакомлении с содержанием публикации с целью определить, есть ли в ней интересующая читателя информация, и на этой основе принять решение - читать ее или нет. Оно также может завершаться оформлением результатов прочитанного в виде сообщения или реферата.

При просмотровом чтении иногда достаточно ознакомиться с содержанием первого абзаца и ключевого предложения и просмотреть текст. Количество смысловых кусков при этом гораздо меньше, чем при изучающем и ознакомительном видах чтения; они крупнее, так как читающий ориентируется на главные факты, ориентирует более крупными разделами. Этот вид чтения требует от читающего довольно высокой квалификации как чтеца и владения значительным объемом языкового материала. Полнота понимания при просмотровом чтении определяется возможностью ответить на вопрос, представляет ли данный текст интерес для читающего, какие части текста могут оказаться в этом отношении наиболее информативными и должны в дальнейшем стать предметом переработки и осмысления с привлечением других видов чтения. Скорость просмотрового чтения не должна быть ниже 500 слов в минуту, а учебные задания направлены на формирование навыков и умений, ориентироваться в логико-смысловой структуре текста, умений извлекать и использовать материал текста источника в соответствии с конкретным коммуникативным заданием.

<http://psihdocs.ru/metodicheskie-rekomendacii-po-organizacii-izucheniya-disciplin-v2.html>

Виды просмотрового чтения

В зависимости от цели просмотрового чтения и степени полноты извлечения информации выделяют четыре подвида просмотрового чтения.

Конспективное для выделения основных мыслей. Оно заключается в восприятии только наиболее значимых смысловых единиц текста, составляющих логико-фактологическую цепочку.

Реферативное - для выделения основных мыслей. При этом читающего интересует только самое основное в содержании материала, все подробности опускаются как несущественные для понимания главного.

Обзорное для определения существа сообщаемого. Оно направлено на выделение главной мысли текста, причем задачи сводятся в основном к ее обнаружению на основе структурно-смысловой организации текста. Интерпретация прочитанного ограничивается вынесением самой общей оценки и определением соответствия текста интересам читающего.

Ориентировочное - для установления наличия в тексте информации, представляющей для читающего интерес или относящийся к определенной проблеме. Основная задача читающего - установить, относится ли данный материал к интересующей его теме.

Алгоритм просмотрового чтения и перевода:

Внимательно прочитайте заголовок текста, постарайтесь вникнуть в его смысл, определить главную мысль текста

Прочитайте первое предложение текста. Сопоставьте его содержание с заголовком.

Прочитайте первый абзац. Сопоставьте его содержание со своим представлением о главной мысли текста.

Просмотрите все остальные абзацы, сопоставляя их содержание с представлением главной мысли текста и обращая особое внимание на содержание первых предложений абзацев.

Сформулируйте ответ на вопрос: «О чем повествуется в тексте?»

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ОЗНАКОМИТЕЛЬНОМУ ЧТЕНИЮ И ПЕРЕВОДУ

Ознакомительное чтение представляет собой познающее чтение, при котором предметом внимания читающего становится все речевое произведение (книга, статья, рассказ) без установки на получение определенной информации. Это чтение «для себя», без предварительной специальной установки на последующее использование или воспроизведение полученной информации.

При ознакомительном чтении основная коммуникативная задача – быстрое прочтение всего текста с целью выяснить, какие вопросы и каким образом решаются в тексте, что именно говорится в нем по данным вопросам и т.д. Оно требует умение различать главную и второстепенную информацию. При этом намеренное внимание к языковым составляющим текста, элементы анализа исключаются.

Для достижения целей ознакомительного чтения, по данным С.К. Фоломкиной, бывает достаточно понимания 75% предикаций текста, если в остальные 25% не входят ключевые предложения текста, существенные для понимания его содержания.

Темп ознакомительного чтения не должен быть для английского языка не ниже 180, для русского - 120 слов в минуту. Упражнения для ознакомления ознакомительному чтению строятся на элементах текста (абзацах) и на целых текстах.

Алгоритм обучения ознакомительному чтению и переводу

Прочтите заголовок текста и постарайтесь определить его основную тему.

Читайте абзац за абзацем, отмечая в каждом предложении, несущие главную информацию, и предложения, несущие главную информацию, и предложения, в которых содержится дополняющая, второстепенная информация.

Определите степень важности абзацев, отметьте абзацы, которые содержат более важную информацию, и абзацы, которые содержат второстепенную по значению информацию.

Обобщите информацию, выраженную в абзацах, в смысловое (единое) целое.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ИЗУЧАЮЩЕМУ ЧТЕНИЮ И ПЕРЕВОДУ

Изучающее чтение предусматривает максимально полное и точное понимание всей содержащейся в тексте информации и критическое ее осмысление. Это вдумчивое и неспешное чтение, предполагающее целенаправленный анализ содержания читаемого с опорой на языковые и логические связи текста. Его задачей является также формирование у обучаемого умения самостоятельно преодолевать затруднения в понимании иностранного текста. Объектом «изучения» при этом виде чтения является информация, содержащаяся в тексте, но никак не языковой материал.

Изучающее чтение отличается большим количеством регрессий, чем другие виды чтения, - повторным перечитыванием частей текста, иногда с отчетливым произнесением текста про себя или вслух, установлением смысла текста путем анализа языковых форм, намеренным выделением наиболее важных тезисов и неоднократным проговариванием их вслух с целью лучшего запоминания содержания для последующего пересказа, обсуждения, использования в работе. Именно изучающее чтение учит бережному отношению к тексту, по данным С.К. Фоломкиной, составляет 50-60 слов в минуту.

Алгоритм обучения изучающему чтению и переводу

Задания, которые студент решает в процессе изучающего чтения, условно можно разделить на три основные группы, соответствующие характеру переработки информации (степени полноты, точности и глубины):

1. восприятие языковых средств и их точное понимание в тексте;
2. извлечение полной фактической информации, содержащейся в тексте;
3. осмысление извлеченной информации.

Решение данных задач осуществляется на предтекстовом, текстовом и послетекстовом этапах работы с учебным текстом.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПОИСКОВОМУ ЧТЕНИЮ И ПЕРЕВОДУ

Поисковое чтение ориентировано на чтение литературы по специальности. Его цель - быстрое нахождение в тексте определенных данных (фактов, характеристик, цифровых показателей, указаний). Оно направлено на нахождение в тексте конкретной информации. Читающему известно, что такая информация содержится в данной книге, статье. Поэтому, исходя из типовой структуры данных текстов, он сразу же обращается к определенным частям или разделам, которые и подвергает изучающему чтению без детального анализа. При поисковом чтении извлечение смысловой информации не требует дискурсивных процессов и происходит автоматизировано. Такое чтение как просмотровое, предполагает наличие умения ориентироваться в логико-смысловой структуре текста, выбрать из него необходимую информацию по определенной проблеме, выбрать и объединить информацию нескольких текстов по отдельным вопросам. Оно обычно является сопутствующим компонентом при развитии других видов чтения. Овладение технологией чтения осуществляется в результате выполнения предтекстовых, текстовых и послетекстовых заданий.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО СОСТАВЛЕНИЮ ГЛОССАРИЯ

Вид самостоятельной работы студента, выражающейся в подборе и систематизации терминов и выражений, встречающихся при изучении темы. Развивает у студентов способность выделять главные понятия темы и формулировать их. Оформляется письменно, включает название и значение терминов, слов и понятий в алфавитном порядке. Затраты времени зависят от сложности материала по теме, индивидуальных особенностей студента и определяются преподавателем. Ориентировочное время на подготовку глоссария не менее чем из 20 слов – 0.5ч.

Действия студента:

прочитать материал источника, выбрать главные термины, непонятные слова; подобрать к ним и записать основные определения или расшифровку понятий; критически осмыслить подобранные определения и попытаться их модифицировать (упростить в плане устранения избыточности и повторений); оформить работу и представить в установленный срок. Критерии оценки:

соответствие терминов теме;
многоаспектность интерпретации терминов, и конкретизация их трактовки в соответствии со спецификой изучения дисциплины;
соответствие оформления требованиям;
работа сдана в срок.

<https://nsportal.ru/shkola/inostrannye-yazyki/angliiskiyazyk/library/2016/03/24/metodicheskie-rekomendatsii-po>

<http://psihdocs.ru/metodicheskoe-posobie-dlya-obuchayushih-sya-po-rabote-s-tekstom.html>

http://www.a-pet.ru/wp-content/uploads/2015/04/iniaz_cpc.pdf

СОСТАВЛЕНИЕ ДИАЛОГОВ ПО ТЕМЕ

Это вид самостоятельной работы студентов, способствующих развитию разговорных навыков общения на иностранном языке и требующий от студентов развитого критического мышления по осмыслению информации, формированию естественной реакции на реплики, а также умения лаконично формулировать мысль и выражать её в вопросно-ответной форме.

Кроме того, использование разговорных клише (средств) требует от студента и развитых коммуникативных и интерактивных навыков.

Беседа – метод, предусматривающий прямое или косвенное получение психологической информации путем речевого общения.

Диалог должен включать не менее 15 реплик. Затраты времени на подготовку данного задания зависят от объёма информации, сложности её структурирования, индивидуальных особенностей студента и определяются преподавателем. Ориентировочное время на подготовку – 0.5ч.

Действия студента:

- изучить лексическую тематику;
- разработать вопросы и ответы беседы с использованием разговорных клише;
- грамотно озвучить диалог для контроля в установленный срок.

Критерии оценки:

- соответствие беседы теме;
- языковая грамотность построения вопросов с применением кратких форм;
- корректная формулировка ответов;
- грамотное интонационное сопровождение диалога;
- работа представлена в срок.

СОСТАВЛЕНИЕ КРОССВОРДОВ ПО ТЕМЕ И ОТВЕТОВ К НИМ

Это разновидность отображения информации в графическом виде и вид контроля знаний по ней. Работа по составлению кроссворда требует от студента владения материалом, умения концентрировать свои мысли и гибкость ума. Разгадывание кроссвордов чаще применяется в аудиторных самостоятельных работах как метод самоконтроля и взаимоконтроля знаний.

Составление кроссвордов рассматривается как вид внеаудиторной самостоятельной работы и требует от студентов не только тех же качеств, что необходимы при разгадывании кроссвордов, но и умения систематизировать информацию. Кроссворды могут быть различны по форме и объёму слов. Затраты времени на составление кроссвордов зависят от объёма информации, её сложности и определяются преподавателем. Ориентировочное время на подготовку одного кроссворда объёмом не менее 10 слов – 1 ч.

Действия студента:

- изучить информацию по теме;
- создать графическую структуру, вопросы и ответы к ним;
- представить на контроль в установленный срок.

Критерии оценки:

- соответствие содержания теме;
- грамотная формулировка вопросов;
- кроссворд выполнен без ошибок;
- работа представлена на контроль в срок.

