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«06» июня 2019 г.

**РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ**  
**ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ**  
**ДЕЯТЕЛЬНОСТИ**

**Направление подготовки**  
**38.03.01 - Экономика**

**Направленность программы:**  
**Финансы и кредит**

**Уровень образования**  
**ВЫСШЕЕ ОБРАЗОВАНИЕ - УРОВЕНЬ БАКАЛАВРИАТА**

**Наименование квалификации (степени)**  
**БАКАЛАВР**

**Очная, очно-заочная, заочная форма обучения**

Москва, 2019 г.

Рабочая программа учебной дисциплины «Иностранный язык в профессиональной деятельности» разработана на основании федерального государственного образовательного стандарта высшего образования по направлению подготовки 38.03.01 Экономика (уровень бакалавриата), утвержденного приказом Министерства образования и науки Российской Федерации от 12.11.2015 № 1327, учебного плана по основной профессиональной образовательной программе **высшего** образования «**Финансы и кредит**».

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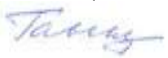
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## 1. Общие положения

### 1.1. Цель и задачи учебной дисциплины.

Цели и задачи изучения дисциплины «Иностранный язык в профессиональной деятельности» соотносятся с общими целями и задачами ОПОП ВО по данному направлению подготовки.

**Цель учебной дисциплины** заключается в приобретении студентами знаний иностранного языка, соотнесенных с общими целями ОПОП ВО, с последующим применением их на практике в научно-исследовательской и профессиональной деятельности.

#### **Задачи учебной дисциплины:**

1. формирование представлений о нормах изучаемого языка в традиционной общелитературной области, сфере официально-делового общения, в профессиональной сфере;
2. развитие умений владения иностранным языком в межличностном общении и профессиональной деятельности
3. овладение навыками: навыками разговорной речи на иностранном языке, ведения дискуссии, полемики, диалога; навыками аннотирования, реферирования профессионально-ориентированного перевода.

### 1.2. Место учебной дисциплины в структуре основной профессиональной образовательной программы.

Учебная дисциплина Б1.В.ДВ.2.1 «Иностранный язык в профессиональной деятельности» реализуется в вариативной части (**дисциплины по выбору**) основной профессиональной образовательной программы по направлению подготовки 38.03.01 Экономика (бакалавриат) очной, очно-заочной и заочной формам обучения.

Изучение учебной дисциплины «Иностранный язык в профессиональной деятельности» базируется на знаниях и умениях, полученных обучающимися ранее в ходе освоения программного материала учебной дисциплины: «Иностранный язык» в бакалавриате. Изучение учебной дисциплины **«Иностранный язык в профессиональной деятельности»** является базовым для последующего освоения программного материала учебной дисциплины: «Финансы и кредит» и Выпускная квалификационная работа.

### 1.3. Планируемые результаты обучения по учебной дисциплине в рамках планируемых результатов освоения основной профессиональной образовательной программы.

Процесс освоения учебной дисциплины направлен на формирование у обучающихся следующих **общекультурных и профессиональных** компетенций: ОК-4, ПК-1, в соответствии с основной профессиональной образовательной программой «Финансы и кредит» по направлению подготовки **38.03.01 Экономика (бакалавриат)**.

В результате освоения учебной дисциплины обучающийся должен демонстрировать следующие результаты:

Код	Содержание компетенции	Результаты обучения
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компетенции		
ОК-4	способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	Знать: лексический и грамматический минимум в объеме, необходимом для работы с иноязычными текстами профессиональной направленности и осуществления взаимодействия на иностранном языке.
		<p>Уметь: читать и переводить иноязычную литературу по профилю подготовки, самостоятельно находить информацию о странах изучаемого языка из различных источников (периодические издания, Интернет, справочная, учебная, художественная литература); взаимодействовать и общаться на иностранном языке</p> <p>Владеть: одним из иностранных языков на уровне профессиональной коммуникации</p>
ПК-1	способность работать в коллективе, толерантно воспринимая социальные, этнические, конфессиональные и культурные различия	<p>Знать: основы профессиональной коммуникации на иностранном языке, лексические и грамматические формы и конструкции изучаемого языка характерные для научной и профессиональной устной и письменной речи, а также правила техники перевода</p> <p>Уметь: формулировать мысль в устной и письменной форме на государственном языке Российской Федерации и иностранном языке; ставить проблемные вопросы по курсу, вести аналитическое исследование методологических и социально-гуманитарных проблем науки и техники, аргументированно представлять и защищать свою точку зрения; грамотно комментировать содержание основополагающих концепций науки и техники.</p> <p>Владеть: правилами речевого этикета при решении задач личностно-деловой коммуникации различного уровня сложности; навыками грамотного и нормативно-требуемого построения</p>

		устной и письменной речи, её логически верным, аргументированным и ясным изложением для решения задач профессиональной деятельности; навыками продуктивной личностной и профессиональной коммуникации на иностранном языке.
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## 2. Объем учебной дисциплины, включая контактную работы обучающегося с преподавателем и самостоятельную работу обучающегося

Общая трудоемкость учебной дисциплины составляет 16 зачетных единиц.

### 2.1. Общая трудоемкость учебной дисциплины очной формы обучения.

Вид учебной работы	Всего часов	Семестры				
		5	6	7	8	
<b>Аудиторные учебные занятия, всего</b>	<b>106</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>10</b>	
В том числе контактная работа обучающихся с преподавателем						
Учебные занятия лекционного типа	0	0	0	0	0	
Учебные занятия семинарского типа	106	32	32	32	10	
Лабораторные занятия	0	0	0	0	0	
<b>Самостоятельная работа обучающихся*, всего</b>	<b>470</b>	<b>148</b>	<b>148</b>	<b>148</b>	<b>26</b>	
В том числе:						
Подготовка к лекционным и практическим занятиям, самостоятельное изучение разделов дисциплины в ЭИОС	219	69	69	69	12	
Выполнение практических заданий	219	69	69	69	12	
Рубежный текущий контроль	32	10	10	10	2	
<b>Вид промежуточной аттестации, контроль (час)</b>	<b>0</b>	<b>зачет</b>	<b>зачет</b>	<b>зачет</b>	<b>диф. зач</b>	
<b>Общая трудоемкость учебной дисциплины, з.е.</b>	<b>16</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>1</b>	

### 2.2. Общая трудоемкость учебной дисциплины очно-заочной формы обучения.

Вид учебной работы	Всего часов	Семестры				
		6	7	8	9	
<b>Аудиторные учебные занятия, всего</b>	<b>44</b>	<b>16</b>	<b>16</b>	<b>8</b>	<b>4</b>	
В том числе контактная работа обучающихся с преподавателем						

Учебные занятия лекционного типа	0	0	0	0	0	
Учебные занятия семинарского типа	44	16	16	8	4	
Лабораторные занятия	0	0	0	0	0	
<b>Самостоятельная работа обучающихся*, всего</b>	<b>532</b>	<b>164</b>	<b>164</b>	<b>172</b>	<b>32</b>	
В том числе:						
Подготовка к лекционным и практическим занятиям, самостоятельное изучение разделов дисциплины в ЭИОС	250	77	77	81	15	
Выполнение практических заданий	250	77	77	81	15	
Рубежный текущий контроль	32	10	10	10	2	
<b>Вид промежуточной аттестации, контроль (час)</b>	<b>0</b>	<b>зачет</b>	<b>зачет</b>	<b>зачет</b>	<b>диф. зач</b>	
<b>Общая трудоемкость учебной дисциплины, з.е.</b>	<b>16</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>1</b>	

### 2.3 Общая трудоемкость учебной дисциплины заочная форма обучения

Вид учебной работы	Всего часов	Семестры				
		5	6	7	8	9
<b>Аудиторные учебные занятия, всего</b>	<b>32</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>8</b>
В том числе контактная работа обучающихся с преподавателем						
Учебные занятия лекционного типа	0	0	0	0	0	0
Учебные занятия семинарского типа	32	4	4	8	8	8
Лабораторные занятия	0	0	0	0	0	0
<b>Самостоятельная работа обучающихся*, всего</b>	<b>528</b>	<b>32</b>	<b>136</b>	<b>168</b>	<b>168</b>	<b>24</b>
В том числе:						
Подготовка к лекционным и практическим занятиям, самостоятельное изучение разделов дисциплины в ЭИОС	242	15	62	77	77	11
Выполнение практических заданий	254	15	66	81	81	11
Рубежный текущий контроль	32	2	8	10	10	2
<b>Вид промежуточной аттестации, контроль (час)</b>	<b>16</b>		<b>зачет 4</b>	<b>зачет 4</b>	<b>зачет 4</b>	<b>д.зач 4</b>
<b>Общая трудоемкость учебной дисциплины, з.е.</b>	<b>16</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>1</b>

### 3. Содержание учебной дисциплины

#### 3.1. Учебно-тематический план по очной форме обучения

Объем учебных занятий составляет 576 часов.

Объем самостоятельной работы – 470 часов.

Раздел, тема	Виды учебной работы, академических часов					
	Всего	Самостоятельная работа, в т.ч. промежуточная аттестация (СРС + контроль)	Контактная работа обучающихся с преподавателем			
			Всего	Лекционного типа	Семинарского типа	Лабораторные занятия
Модуль 1 (семестр 5)						
Раздел 1.1	36	30	6	0	6	0
Раздел 1.2	36	30	6	0	6	0
Раздел 1.3	36	30	6	0	6	0
Раздел 1.4	36	30	6	0	6	0
Раздел 1.5	36	28	8	0	8	0
Общий объем, часов	180	148	32	0	32	0
Форма промежуточной аттестации	зачет					
Модуль 2 (семестр 6)						
Раздел 2.1	36	30	6	0	6	0
Раздел 2.2	36	30	6	0	6	0
Раздел 2.3	36	30	6	0	6	0
Раздел 2.4	36	30	6	0	6	0
Раздел 2.5	36	28	8	0	8	0
Общий объем, часов	180	148	32	0	32	0
Форма промежуточной аттестации	зачет					
Модуль 3 (семестр 7)						
Раздел 3.1	36	30	6	0	6	0
Раздел 3.2	36	30	6	0	6	0
Раздел 3.3	36	30	6	0	6	0
Раздел 3.4	36	30	6	0	6	0



Раздел 3.5	36	28	8	0	8	0
Общий объем, часов	180	148	32	0	32	0
Форма промежуточной аттестации	зачет					
Модуль 4 (семестр 8)						
Раздел 4.1	36	26	10	0	10	0
Общий объем, часов	36	26	10	0	10	0
Форма промежуточной аттестации	дифференцированный зачет					

### 3.2. Учебно-тематический план по очно-заочной форме обучения

Объем учебных занятий составляет 576 часов.

Объем самостоятельной работы – 532 часов.

Раздел, тема	Виды учебной работы, академических часов					
	Всего	Самостоятельная работа, в т.ч. промежуточная аттестация (СРС + контроль)	Контактная работа обучающихся с преподавателем			
			Всего	Лекционного типа	Семинарского типа	Лабораторные занятия
Модуль 1 (семестр 5)						
Раздел 1.1	36	33	3	0	3	0
Раздел 1.2	36	33	3	0	3	0
Раздел 1.3	36	33	3	0	3	0
Раздел 1.4	36	33	3	0	3	0
Раздел 1.5	36	28	4	0	4	0
Общий объем, часов	180	164	16	0	16	0
Форма промежуточной аттестации	зачет					
Модуль 2 (семестр 6)						
Раздел 2.1	36	33	3	0	3	0
Раздел 2.2	36	33	3	0	3	0
Раздел 2.3	36	33	3	0	3	0
Раздел 2.4	36	33	3	0	3	0
Раздел 2.5	36	28	4	0	4	0

Общий объем, часов	180	164	16	0	16	0
Форма промежуточной аттестации	зачет					
Модуль 3 (семестр 7)						
Раздел 3.1	36	32	2	0	2	0
Раздел 3.2	36	36	0	0	0	0
Раздел 3.3	36	32	2	0	2	0
Раздел 3.4	36	32	2	0	2	0
Раздел 3.5	36	32	2	0	2	0
Общий объем, часов	180	172	8	0	8	0
Форма промежуточной аттестации	зачет					
Модуль 4 (семестр 8)						
Раздел 4.1	36	32	4	0	4	0
Общий объем, часов	36	32	4	0	4	0
Форма промежуточной аттестации	дифференцированный зачет					

### 3.3. Учебно-тематический план по заочной форме обучения

Объем учебных занятий составляет - 32 часа.

Объем самостоятельной работы – 528 часов.

Раздел, тема	Виды учебной работы, академических часов					
	Всего	Самостоятельная работа, в т.ч. промежуточная аттестация (СРС + контроль)	Контактная работа обучающихся с преподавателем			
			Всего	Лекционного типа	Семинарского типа	Лабораторные занятия
Модуль 1 (семестр 5)						
Раздел 1.1	36	32	4	0	4	0
Общий объем, часов	36	32	4	0	4	0
Форма промежуточной аттестации						
Модуль 2 (семестр 6)						
Раздел 2.1	36	36	0	0	0	0
Раздел 2.2	36	36	0	0	0	0

Раздел 2.3	36	34	2	0	2	0
Раздел 2.4	36	34	2	0	2	0
Общий объем, часов	144	140	4	0	4	0
Форма промежуточной аттестации	зачет					
Модуль 3 (семестр 7)						
Раздел 3.1	36	36	0	0	0	0
Раздел 3.2	36	34	2	0	2	0
Раздел 3.3	36	34	2	0	2	0
Раздел 3.4	36	34	2	0	2	0
Раздел 3.5	36	34	2	0	2	0
Общий объем, часов	180	172	8	0	8	0
Форма промежуточной аттестации	зачет					
Модуль 4 (семестр 8)						
Раздел 4.1	36	36	0	0	0	0
Раздел 4.2	36	34	2	0	2	0
Раздел 4.3	36	34	2	0	2	0
Раздел 4.4	36	34	2	0	2	0
Раздел 4.5	36	34	2	0	2	0
Общий объем, часов	180	172	8	0	8	0
Форма промежуточной аттестации	зачет					
Модуль 5 (семестр 9)						
Раздел 5.1	36	28	8	0	8	0
Общий объем, часов	36	28	8	0	8	0
Форма промежуточной аттестации	дифференцированный зачет					

#### 4. Учебно-методическое обеспечение самостоятельной работы обучающихся по учебной дисциплине

##### 4.1. Виды самостоятельной работы обучающихся по дисциплине

*Для очной формы обучения*

Раздел, тема		<b>Виды самостоятельной работы обучающихся, в т.ч. контроль</b>
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	Всего СРС + контроль	Академическая активность, час	Форма академической активности	Выполнение практ. заданий, час	Форма практического задания	Рубежный текущий контроль, час	Форма рубежного текущего контроля	Контроль (промежут. аттестация), час
Модуль 1 (семестр 5)								
Раздел 1.1	30	14	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	14	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 1.2	30	14	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	14	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 1.3	30	14	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	14	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 1.4	30	14	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	14	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 1.5	28	13	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	13	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Общий объем, часов	148	69		69		10		0
Форма промежуточной аттестации		зачет						
Модуль 2 (семестр 6)								

Раздел 2.1	30	14	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	14	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 2.2	30	14	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	14	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 2.3	30	14	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	14	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 2.4	30	14	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	14	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 2.5	28	13	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	13	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Общий объем, часов	148	69		69		10		0
Форма промежуточной аттестации		зачет						
Модуль 3 (семестр 7)								
Раздел 3.1	30	14	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	14	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 3.2	30	14	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	14	р текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0

Раздел 3.3	30	14	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	14	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 3.4	30	14	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	14	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 3.5	28	13	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	13	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Общий объем, часов	148	69		69		10		0
Форма промежуточной аттестации		зачет						
Модуль 4 (семестр 8)								
Раздел 4.1	26	12	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	12	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Общий объем, часов	26	12		12		2		0
Форма промежуточной аттестации		дифференцированный зачет						

*Для очно-заочной формы обучения*

Раздел, тема	Всего СРС + контроль	Виды самостоятельной работы обучающихся, в т.ч. контроль						
		Академическая активность, час	Форма академической активности	Выполнение практ. заданий, час	Форма практического задания	Рубежный текущий контроль, час	Форма рубежного текущего контроля	Контроль (промежут. аттестация), час

Модуль 1 (семестр 6)								
Раздел 1.1	32	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	15	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 1.2	32	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	15	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 1.3	32	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	15	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 1.4	32	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	15	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 1.5	36	17	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	17	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Общий объем, часов	164	77		77		10		0
Форма промежуточной аттестации		зачет						
Модуль 2 (семестр 7)								
Раздел 2.1	32	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	15	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0

Раздел 2.2	32	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	15	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 2.3	32	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	15	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 2.4	32	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	15	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 2.5	36	17	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	17	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Общий объем, часов	148	69		69		10		0
Форма промежуточной аттестации		зачет						
Модуль 3 (семестр 8)								
Раздел 3.1	32	16	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 3.2	32	16	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 3.3	32	16	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0



Раздел 3.4	32	16	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 3.5	36	17	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	17	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Общий объем, часов	148	81		81		10		0
Форма промежуточной аттестации		зачет						
Модуль 4 (семестр 9)								
Раздел 4.1	32	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	15	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Общий объем, часов	32	15		15		2		0
Форма промежуточной аттестации		дифференцированный зачет						

*Для заочной формы обучения*

Раздел, тема	Всего СРС + контроль	Виды самостоятельной работы обучающихся, в т.ч. контроль						
		Академическая активность, час	Форма академической активности	Выполнение практ. заданий, час	Форма практического задания	Рубежный текущий контроль, час	Форма рубежного текущего контроля	Контроль (промежут. аттестация), час
Модуль 1 (семестр 5)								

Раздел 1.1	32	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	15	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Общий объем, часов	32	15		15		2		0
Форма промежуточной аттестации								
Модуль 2 (семестр 6)								
Раздел 2.1	36	16	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	17	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	1
Раздел 2.2	36	16	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	17	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	1
Раздел 2.3	34	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	1
Раздел 2.4	34	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	1
Общий объем, часов	140	62		66		8		4
Форма промежуточной аттестации		зачет						
Модуль 3 (семестр 7)								
Раздел 3.1	36	17	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	17	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0

Раздел 3.2	34	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	1
Раздел 3.3	34	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	1
Раздел 3.4	34	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	1
Раздел 3.5	34	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	1
<b>Общий объем, часов</b>	<b>172</b>	<b>77</b>		<b>81</b>		<b>10</b>		<b>4</b>
<b>Форма промежуточной аттестации</b>			<b>зачет</b>					
<b>Модуль 4 (семестр 8)</b>								
Раздел 4.1	36	17	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	17	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	0
Раздел 4.2	34	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	1
Раздел 4.3	34	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	1

Раздел 4.4	34	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	1
Раздел 4.5	34	15	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	16	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	1
Общий объем, часов	172	77		81		10		4
Форма промежуточной аттестации		зачет						
Модуль 5 (семестр 9)								
Раздел 5.1	28	11	Подготовка к лекционным и практическим занятиям, самостоятельное изучение раздела в ЭИОС	11	текстовые упражнения, лексико-грамматический перевод, темы для беседы эссе	2	Компьютерное тестирование или иная форма рубежного контроля по усмотрению преподавателя	4
Общий объем, часов	28	11		11		2		4
Форма промежуточной аттестации		дифференцированный зачет						

#### 4.2. Методические указания к самостоятельной работе по дисциплине

##### Раздел 1.1

**Тема 1.1.1 Система времен английского языка в действительном залоге.**

**Цель:** Повторение и закрепление грамматического материала по теме «Система времен английского глагола в действительном залоге» (ОК-4, ПК-1).

**Перечень изучаемых элементов содержания**

- Настоящие времена (простое, продолженное, совершенное, совершенное продолженное).
- Прошедшие времена (простое, продолженное, совершенное, совершенное продолженное).
- Способы выражения будущего времени.

**Вопросы для самоподготовки:**

1. Выполнить грамматические упражнения

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

## Тема 1.1. 2. Что изучает экономика? Макроэкономика и микроэкономика

**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4,ПК-1).

### Перечень изучаемых элементов содержания

- Лексика по теме.
- Основные аспекты изучения экономической теории. Понятия макроэкономики и микроэкономики.

### Вопросы для самоподготовки:

1. Составить тематический глоссарий по теме.
2. Рассказать, что является предметом изучения экономической теории.
3. Рассмотреть возможности практического применения знаний, полученных в ходе изучения экономической теории.
4. Рассмотреть основные аспекты изучения макроэкономики и микроэкономики.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос.

## ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 1.1

**Формы практического задания:** текстовые упражнения, лексико-грамматический перевод, темы для беседы, эссе, доклада

Грамматический материал к разделу 1.1:

### Времена английского глагола в действительном залоге.

- 1.1.1. Времена группы **Indefinite**
- 1.1.2. Времена группы **Continuous**
- 1.1.3. Времена группы **Perfect**
- 1.1.4. Времена группы **Perfect Continuous**

### 1.1. Времена английского глагола в действительном залоге

	<b>Simple (Indefinite)</b>	<b>Continuous to be+Ving</b>	<b>Perfect to have+V3</b>	<b>Perfect Continuous to have+been+ Ving</b>
<b>Present</b>	I <b>write</b> reports every month. He <b>writes</b> ...	I <b>am writing</b> a report at the moment He <b>is writing</b> ... They <b>are writing</b> ...	I <b>have already written</b> two reports this year. He <b>has written</b> ...	I <b>have been writing</b> the report for three days. He <b>has been writing</b>
<b>Past</b>	I <b>wrote</b> twelve reports last year.	I <b>was writing</b> a report when you called. They <b>were writing</b> ...	I <b>had written</b> the report when you offered me your help.	I <b>had been writing</b> the report for an hour when you arrived.
<b>Future</b>	I'm sure I <b>will write</b> the report next week.	I <b>will be writing</b> the report at 11 a.m. tomorrow.	I <b>will have written</b> the report by 3 p.m. tomorrow.	I <b>will have been written</b> the report for five days by Saturday.

Каждая группа времен употребляется в зависимости от отношения действия к данному моменту времени или другому действию.

Основное значение этих времен следующее:

### 1.1.1. Времена группы **Indefinite**

Времена группы **Indefinite** употребляются для выражения обычных, постоянных или повторяющихся действий в настоящем, прошедшем или будущем и часто используются с обстоятельствами *usually, every day, often, seldom, sometimes* и др.

Кроме того, **Past Indefinite** употребляется с обстоятельствами *yesterday, last week (month, year), 5 days ago* и др.

**Future Indefinite** — *tomorrow, next week (month, year)* и др.

Для выражения будущего действия в придаточных предложениях времени и условия вместо формы будущего времени используется настоящее.

<i>When he comes, I'll ask him to phone you.</i>	<i>Когда он придет, я попрошу его позвонить Вам</i>
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Времена группы **Indefinite** переводятся на русский язык **чаще** всего глаголами **несовершенного** вида. Могут переводиться также глаголами **совершенного** вида.

### 1.1.2. Времена группы Continuous

Времена длительные (или продолжительные) (**Continuous Tenses**) обозначают действие в процессе его протекания в определенный момент в настоящем, прошедшем и будущем.

Времена группы **Continuous** употребляются для выражения действия как процесса (незаконченного, длящегося), происходящего в определенный момент времени. Этот момент выражается наречиями времени: *now, currently, at the moment* и др. – для **Present Continuous**, для **Past** и **Future Continuous** – *at 2 o'clock, from 8 o'clock till 9 o'clock* и др. или другим действием в прошлом или будущем.

**Present Continuous** используется также для выражения будущего уже запланированного события, которое уже запланировано в момент речи и обязательно произойдет.

<i>Is anybody meeting Mr Thompson at the airport tomorrow?</i>	<i>Кто-нибудь завтра встречается господина Томпсона в аэропорту?</i>
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Времена группы **Continuous** переводятся на русский язык **только** глаголами **несовершенного** вида.

<i>I am reading now.</i>	<i>Я сейчас читаю.</i>
<i>I was reading from 4 o'clock till 6 o'clock.</i>	<i>Я читал с 4 до 6 часов.</i>
<i>I was reading when she came.</i>	<i>Я читал, когда она пришла.</i>

### 1.1.3. Времена группы Perfect

Времена совершенные (**Perfect Tenses**) обозначают действие, которое совершилось к данному моменту в настоящем, прошедшем и будущем.

Времена группы **Perfect** употребляются для выражения действия, законченного к определенному **моменту** в настоящем, прошедшем или будущем. Этот **момент** выражается словами типа: *today, this week (month, year), already, just, ever, not yet* и др. – для **Present Perfect**, для **Past** и **Future Perfect** – *by 4 o'clock* или другим действием в прошлом или будущем.

<i>I have read the article today.</i>	<i>Я прочитал сегодня статью</i>
<i>I will have read the article by 4 o'clock.</i>	<i>Я прочитаю статью к четырем часам.</i>
<i>I had read the article when she came.</i>	<i>Я (уже) прочитал статью, когда она пришла.</i>

### 1.1.4. Времена группы Perfect Continuous

Времена совершенные длительные (Perfect Continuous Tenses) обозначают действие, которое продолжалось некоторый период времени до наступления данного момента, и продолжается и в данный момент в настоящем, прошедшем или будущем.

Времена группы **Perfect Continuous** употребляются для выражения действия, которое началось до определенного **момента** в настоящем, прошедшем или будущем и продолжалось

вплоть до этого момента. **Present Perfect Continuous** часто используется со словами *for, since, how long* и др.

Времена группы **Perfect Continuous** обычно переводятся на русский язык глаголами **несовершенного** вида, причем **Present Perfect Continuous** в отличие от **Present Perfect** переводится глаголами *настоящего* времени с добавлением наречия «уже».

<i>I have been reading the book for 2 hours.</i>
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<i>Я уже читаю эту книгу 2 часа.</i>
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### Варианты лексико- грамматических упражнений к разделу 1:

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#### Вариант 1

Complete these sentences choosing a suitable variant. Закончите предложение, выбрав обстоятельство времени.

(??)They were very tired as they had been travelling \_\_\_\_\_.

(?)yesterday

(!)all day

(?)already

(??)Life will become more automated \_\_\_\_\_.

(!)in the future

(?)by 2100

(?)now

(??)Have you \_\_\_\_\_ been to Scotland?

(!)ever

(?)usually

(?)last month

(??)We had terrible weather \_\_\_\_\_.

(?)since then

(!)last week

(?)for a long time

(??)The girl was watching TV \_\_\_\_\_.

(!)when the telephone rang

(?)since 6 o'clock

(?)before the telephone rang

(??)\_\_\_\_\_ have you been living here?

(!)How long

(?)When

(??)Are you doing anything\_\_\_\_\_?

(?)for a long time

(!)tomorrow afternoon

(?)last evening

(??)He's working. He \_\_\_\_\_ works at night!

(!)always

(?)ever

(?)already

(??)\_\_\_\_\_ Ann had just left.

(!)When I arrived,

(?)The day before yesterday

(?)When I come

### **Вариант 2**

Choose the correct form of the verb. Выберите правильную форму глагола.

(??)My name is Paola. I \_\_\_\_\_ from Spain.

(!)come

(?)am coming

(?)came

(??)I \_\_\_\_\_ to London six months ago to learn English.

(?)come

(!)came

(?)have come

(??)I \_\_\_\_\_ many English people yet, only my teachers.

(!)have not met

(?)didn't meet

(?)don't meet

(??)I \_\_\_\_\_ learning English at school in Switzerland when I was eleven.

(!)started

(?)have started

(?)was starting

(??)I \_\_\_\_\_ English for nearly ten years.

(?)learn

(?)am learning

(!)have been learning

(??)When I came to London, I \_\_\_\_\_ anything at first.

(?)don't understand

(?)will not understand

(!)didn't understand

(??)My English \_\_\_\_\_ now.

(!)is improving

(?)has been improving

(?)improved

(??)I \_\_\_\_\_ an exam.

(?)had just taken

(!)have just taken

(?)just took

(??)If I \_\_\_\_\_, I'll move into the next class.

(?)will pass

(?)will have been passing

(!)pass

(??)I'm excited today because my parents \_\_\_\_\_ tomorrow to stay with me for a few days and

(!)are coming

(?)had come

(?) will be coming

(??)I \_\_\_\_\_ Mom and Dad for a long time.

(?)didn't see

(?)don't see

(!)haven't seen

(??)My parents \_\_\_\_\_ to England, and they don't speak English.

(?)had never been

(?)has never been



(!)have never been

**Форма практического задания: текст**

***Варианты текстов для чтения и перевода к разделу 1***

**Вариант 1.**

**What Is Economics?**

Economics is about making choices. We make all kinds of choices every day. How much should I spend on gas? What's the best route to work? Where should we go for dinner? What are the pros and cons of finishing college versus taking a job or inventing the next, best Internet startup? Which roommate should take care of washing the dishes? Can I get that dog as a pet? Should I get married, have children, and if so, when? Which politician should I vote for when they all claim they can improve the economy? What is "the economy," anyway? What if my personal or religious principles conflict with what people tell me is in my best economic interest?

Many people hear the word "economics" and think it is all about money. Economics is not just about money. It is about weighing different choices or alternatives. Some of those important choices involve money, but most do not. Most of your daily, monthly, or life choices have nothing to do with money, yet they are still the subject of economics. For example, your decisions about whether it should be you or your roommate who should be the one to clean up or do the dishes, whether you should spend an hour a week volunteering for a worthy charity or send them a little money via your cell phone, or whether you should take a job so you can help support your siblings or parents or save for your future are all economic decisions. In many cases, money is merely a helpful tool or just a veil, standing in for a partial way to evaluate some of the goals you really care about and how you make choices about those goals.

**Вариант 2.**

**Micro and Macro**

Economics is split between analysis of how the overall economy works and how single markets function. Physicists look at the big world of planets, stars, galaxies, and gravity. But they also study the minute world of atoms and the tiny particles that comprise those atoms.

Economists also look at two realms. There is big - picture macroeconomics, which is concerned with how the overall economy works. It studies such things as employment, gross domestic product, and inflation - the stuff of news stories and government policy debates. Little - picture microeconomics is concerned with how supply and demand interact in individual markets for goods and services.

In macroeconomics, the subject is typically a nation - how all markets interact to generate big phenomena that economists call aggregate variables. In the realm of microeconomics, the object of analysis is a single market - for example, whether price rises in the automobile or oil industries are driven by supply or demand changes. The government is a major object of analysis in macroeconomics - for example, studying the role it plays in contributing to overall economic growth or fighting inflation. Macroeconomics often extends to the international sphere because domestic markets are linked to foreign markets through trade, investment, and capital flows. But microeconomics can have an international component as well. Single markets often are not confined to single countries; the global market for petroleum is an obvious example.

The macro/micro split is institutionalized in economics, from beginning courses in "principles of economics" through to postgraduate studies. Economists commonly consider themselves microeconomists or macroeconomists. The American Economic Association recently introduced several new academic journals. One is called Microeconomics. Another, appropriately, is titled Macroeconomics.

**Написать эссе на одну из предложенных тем:**

1. The macro/micro split.
2. The government is a major object of analysis in macroeconomics.
3. Macroeconomics often extends to the international sphere.

Время — 40 мин, объем 500 - 700 печ. зн.

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**РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 1.1:**

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Форма рубежного контроля: контрольная работа

*Контрольная работа состоит из одного теоретического вопроса и двух аналитических:*

15. *Перечень теоретических вопросов к разделу 1:*

**(??). Choose the correct form of the verb**

1. (??). I remember he ... when I ... him.  
(?) Was crying, was seeing  
(!) Cried, saw  
(?) Was crying, saw  
(?) Cried, was seeing
2. (??). I didn't realize they ... to help me at the station.  
(!) Had arrived  
(?) Were arriving  
(?) Arrived  
(?) Arrive
3. (??). My friend ... in Boston at the moment, but he ... from Canada.  
(!) Lives, comes  
(?) Lives, is coming  
(?) Is living, is coming  
(?) Is living, comes
4. (??). They ... all sorts of things here.  
(?) Are selling  
(!) Sell  
(?) Have been selling  
(?) Were selling
5. (??). You look tired. What ... ?  
(?) Did you do  
(!) Have you been doing  
(?) You did  
(?) You have been doing
6. (??). Did you like the film? – I ... it is boring.  
(!) Think  
(?) Thought  
(?) Am thinking  
(?) Was thinking
7. (??). My granny is so absent-minded. She ... things.  
a) Forgets always

- b) Always is forgetting
  - c) Always forgets
  - d) Is always forgets
8. (??) I was told you ... Mr. Stone before.
- (!) Had met
  - (?) Were meeting
  - (?) Met
  - (?) Meet
9. (??). He ... up, ... his breakfast and ... home.
- (?) Had got, had, left
  - (?) Had got, had had. Left
  - (!) Got, had, left
  - (?) Had got, had had, had left
10. (??). I have changed three flats since I ... in New York.
- (?) Have settled
  - (?) Had settled
  - (!) Settled
  - (?) Settle
11. (??)The letters ..... (type) at the moment.
- (?)type
  - (!)are being typed
  - (?)types
  - (?)willl be typed
12. (?)Guernica ..... (paint) by Picasso.
- (?)has painted
  - (?)is painted
  - (?)paints
  - (!)was painted
13. (??)The parcel ..... (not/deliver) yet.
- (!)has not been delivered yet
  - (?)has not deliver
  - (?)have not yet been delivered
  - (?)was not delivered
14. (??)Alpha Romeo cars ..... (make) in Italy.
- (?)are being made
  - (?)made
  - (!)are made
  - (?)has been made
15. (??) Everybody.....by the terrible news yesterday.
- (?)are being shocked
  - (?)shocked
  - (!)was shocked
  - (?)is shoking
16. (??)A new book ..... By the company next year.
- (?)will being published
  - (!)will be published
  - (?)is publishing
  - (?)will publish
17. (??)The causes of the financial crisis \_\_\_\_\_ in many articles.

- (?)Has been dealt  
 (?)Will have been dealt  
 (!)Have been dealt  
 (?)Were being dealt
18. (??)The decline in quality of services \_\_\_\_\_ by the experts.  
 (?)Must have studied  
 (?)Must have study  
 (!)Must be studied  
 (?)Must will be studied
19. (??)No announcement about the test results \_\_\_\_\_ so far.  
 (!)Has been made  
 (?)Have been made  
 (?)Was made  
 (?)Were made
20. (??)Measures should \_\_\_\_\_ to avoid such a problem in future.  
 (?)Take  
 (!)Be taken  
 (?)Have been taken  
 (?)To be taken
21. (??)A lot of money \_\_\_\_\_ from the bank on Monday.  
 (?)Has been stolen  
 (?)Have been stolen  
 (!)Were stolen  
 (?)Was stolen
22. (??)Your order is guaranteed \_\_\_\_\_ within 3 days.  
 (?)To deliver  
 (?)Will be delivered  
 (!)To be delivered  
 (?)To will have been delivered
23. (??)I don't know when the goods I've ordered \_\_\_\_\_ to my place.  
 Will be delivered  
 (?)Are delivered  
 (?)Will have been delivered  
 (?)Will be being delivered
24. (??)The message ... by e-mail tomorrow by 10 oclock  
 (?)Will be sent  
 (!)Will have been sent  
 (?)Will be send  
 (?)Will be being sent
25. (??)Your results ... and found correct.  
 (?)Have been studied  
 (?)Has being stidied  
 (!)Were studied  
 (?)Were being studied

*Перечень аналитических вопросов к разделу I:*

▪ ***Comment on the terms***

1. ethical behaviour

2. microeconomics
3. organizational structures
4. macroeconomics
5. economics
6. analysis
7. economist
8. life choice
9. money
10. politician
11. economic interest
12. alternatives.
13. subject of economics
14. helpful tool
15. veil
16. overall economy
17. inflation
18. subject
19. capital flows
20. investment
21. trade
22. supply
23. global market
24. government
25. international sphere

▪ **Discuss the following problems:**

---

1. Economics is about making choices.
2. Economics is all about money.
3. Economics is about weighing different choices or alternatives.
4. Money is merely a helpful tool.
5. Money is a partial way to evaluate some of the goals a person really care about.
6. Economics is split between analysis of how the overall economy works and how single markets function.
7. Big picture macroeconomics.
8. Little picture microeconomic.
9. In macroeconomics, the subject is typically a nation.
10. The macro/micro split is institutionalized in economics.
11. Economists commonly consider themselves microeconomists or macroeconomists.
12. Economists call aggregate variables.
13. What kind of policy mix of monetary policy, fiscal policy and structural reforms can support stronger and more sustainable growth?
14. What form should fiscal adjustment take?
15. How can the adequacy and sustainability of social protection systems be ensured while making them more supportive to growth?
16. Virtually all countries face the challenge of how to design protections systems that maximize effectiveness given limited fiscal space.
17. Designing effective protection systems is far from easy due to both technical and political economy reasons.

18. With crisis-hit public finances and ageing populations, European societies in particular are currently facing a true stress test of their pension and social systems.
19. Safeguarding social protection is about avoiding deep and protracted spells of fiscal adjustment that cut into the bone of protection systems
20. The quality of fiscal adjustment has been a subject of long-standing academic and policy debate.
21. Fiscal adjustments relying on expenditure cuts were much less costly in terms of output losses than those based on tax increases.
22. In reality, too often fiscal consolidation has been done only or largely through tax increases and cuts in capital expenditure, which tend to damage or even suffocate growth.
23. The Eurozone countries still in the need of economic reform, such as Finland, should do well to study the Irish and Spanish experiences very carefully.
24. Does a period of contraction correspond to a bear market and one of expansion - to a bull market?
25. The Principles of Macroeconomics exam covers aggregate demand and aggregate supply, and monetary and fiscal policy tools.

## **Раздел 1.2.**

### **Тема 1.2.1. Система времен английского языка в страдательном залоге**

**Цель:** Повторение и закрепление грамматического материала по теме «Система времен английского глагола в страдательном залоге» (ОК-4,ПК-1).

#### **Перечень изучаемых элементов содержания:**

1. Настоящее простое время.
2. Прошедшее простое время.
3. Настоящее совершенное время.
4. Страдательный залог с модальными глаголами.
5. Конструкция *to have something done*.

#### **Вопросы для самоподготовки:**

1. Выполнить грамматические упражнения

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

### **Тема 1.2.2. Выдающиеся экономисты-теоретики. Адам Смит «Исследование о природе и причинах богатства народа»**

**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов (ОК-4,ПК-1).

#### **Перечень изучаемых элементов содержания**

1. Лексика по теме.
2. Основные положения произведения, принесшего А.Смиту славу «отца экономической науки».

#### **Вопросы для самоподготовки:**

1. Составить тематический глоссарий по теме.
2. Рассмотреть вклад выдающихся ученых в становление экономики как науки.
3. Привести примеры отечественных теоретиков, внесших вклад в становление экономической теории.
4. Рассмотреть основные положения теории А.Смита.
5. Провести анализ произведения и теории А.Смита в свете современной экономической ситуации.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, доклады, презентации.

### Презентации:

Выдающийся отечественный ученый и его вклад в становление экономической науки (выбор студента)

### Темы докладов по основным положениям труда А.Смита:

1. Labour Division
2. Money, its origin and use
3. Prices, their types and constituents
4. Capital gains
5. Capital investment

## ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 1.2

Формы практического задания:

1. грамматический материал для изучения
2. текст для чтения, перевода, обсуждения
3. грамматические упражнения
4. лексические упражнения

### Грамматический материал к разделу 1.2:

#### Времена английского глагола в страдательном залоге.

2.1.1. Образование времен в страдательном залоге

2.1.2. Сравнение действительного и страдательного залогов

2.1.3. Употребление страдательного залога

#### Времена английского глагола в страдательном залоге

##### 2.1.1. Образование форм Present, Past, Future Simple, Continuous, Perfect Passive

	Simple	Continuous	Perfect
Present	BMW cars <b>are produced</b> in Germany.	A new model of car <b>is being produced</b> at the moment.	3 million cars <b>have been produced</b> this year.
Past	5 million cars <b>were produced</b> last year at the plant.	When I came to the plant, a new model <b>was being produced</b> .	4 million cars <b>had been produced</b> by last August.
Future	Next year 6 million cars <b>will be produced</b> .	-	3 million cars <b>will have been produced</b> by next July.

Формы глагола в страдательном залоге образуются при помощи вспомогательного глагола **to be** в соответствующем времени, лице, числе и причастия II смыслового глагола.

В страдательном залоге нет времени **Perfect Continuous** и **Future Continuous**.

Значение и употребление времен глагола в страдательном залоге такое же, как и времен глагола в действительном залоге.

##### 2.1.2. Сравнение действительного залога и страдательного залога

	Действительный залог Active Voice	Страдательный залог Passive Voice
--	--------------------------------------	--------------------------------------

<b>Present</b>	They <b>build</b> a lot of new schools every year. They <b>are building</b> a new school in my neighbourhood. They <b>haven't built</b> the new school yet. They <b>have been building</b> the new school for a year.	A lot of new schools <b>are built</b> every year. A new school <b>is being built</b> in my neighbourhood. The new school <b>hasn't been built</b> yet. The school <b>has been built</b> for a year.
<b>Past</b>	They <b>filmed</b> <i>The Lord of the Rings</i> in New Zealand. They <b>were filming</b> the last episode when it began raining. They <b>had filmed</b> the last episode by the end of the year. When it began raining they <b>had been filming</b> the episode for six hours.	<i>The Lord of the Rings</i> was filmed in New Zealand. the last episode <b>was being filmed</b> when it began raining. The last episode <b>had been filmed</b> by the end of the year. When it began raining the episode <b>had been filmed</b> for six hours.
<b>Future</b>	They <b>will clean</b> the house next week. They will be cleaning the house at 2 p.m. They <b>will have cleaned</b> the house by next Sunday. By next Saturday they <b>will have been cleaning</b> the house for a week.	The house <b>will be cleaned</b> next week. _____ The house <b>will have been cleaned</b> by next Sunday. By next Saturday the house <b>will have been cleaned</b> by next Sunday.
<b>Infinitives and -ing forms</b>	We need to repair your shoes. I can't repair the computer. You shouldn't iron this jumper. I hate people shouting at me.	You shoes need to be repaired. This jumper shouldn't be ironed. The computer can't be repaired. I hate being shouted at.

### 2.1.3. Употребление страдательного залога

Страдательный залог употребляется, когда само действие представляет больший интерес, чем тот, кто его выполнял, или в том случае, когда исполнитель действия неизвестен:

<i>My watch <b>was broken</b>.</i>	<i>Мои часы <b>были сломаны</b>.</i>
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В английском языке ряд глаголов: **to ask, to give, to invite, to offer, to order, to pay, to promise, to show, to tell, to teach, to leave, to send** и некоторые другие, имеющие после себя прямое и косвенное дополнение в действительном залоге, могут иметь две конструкции с глаголом в страдательном залоге:

Действительный залог:	<i>Torn <b>gave</b> her a book.</i>
Страдательный залог:	<i><b>She was given</b> a book. <b>A book was given</b> to her.</i>



Конструкция *She was given a book* употребляется чаще чем *A book was given to her*.

С глаголами **to explain, to announce, to devote, to suggest, to propose, to say** возможна только одна пассивная конструкция.

Действительный залог:	<i>They <b>explained</b> the rule to them.</i>
Страдательный залог:	<i>The rule <b>was explained</b> to them.</i>

В английском языке в страдательном залоге в функции сказуемого употребляются глаголы с предлогами, причем предлоги сохраняют свое место после глагола:

<i>She <b>was looked after</b>.</i>	<i>За ней присматривали.</i>
<i>The doctor <b>was sent for</b>.</i>	<i>За доктором послали.</i>
<i>This book <b>is much spoken about</b>.</i>	<i>Об этой книге много говорят.</i>
<i>He <b>was laughed at</b>.</i>	<i>Над ним смеялись.</i>

Если в страдательной конструкции указывается исполнитель действия, выраженный существительным или местоимением, то перед ним ставится предлог **by**:

*The book **was written by** Tom Brown.*

Если указывается объект или материал, при помощи которого совершено действие, употребляется предлог **with**:

*The room **was filled with** smoke.*

*The finger **was cut with** a knife.*

#### Способы перевода предложений со сказуемым в страдательном залоге на русский язык

Способы перевода	Пример	Перевод
1. страдательным залогом	The house <b>must be built</b> this year.	Дом <b>должен быть построен</b> в этом году.
2. действительным залогом	Increasing importance <b>is acquired</b> by information technology.	Всё большее значение <b>приобретает</b> информатика.
3. неопределённо-личным предложением	Oliver <b>was told</b> to come near the table.	Оливеру <b>велели</b> подойти к столу.
4. возвратным глаголом с частицей <b>-ся</b>	When I came to my native town many schools and other public facilities <b>were being rebuilt</b> .	Когда я приехал в родной город, там <b>восстанавливалось</b> много школ и других общественных зданий.

#### Варианты лексико- грамматических упражнений к разделу 2:

##### Вариант 1.

(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)the

(#)doctor

(#)was

(#)sent

(#)for

(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)she

(#)is

(#)being

(#)looked

(#)after

(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)the

(#)film

(#)is

(#)much

(#)spoken

(#)about

(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)he

(#)is

(#)being

(#)operated

on

(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)he

(#)is

(#)often

(#)waited

(#)for

(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)I

(#)don't

(#)like

(#)being

(#)laughed

(#)at

(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)the

(#)men

(#)were

(#)paid

(#)\$400

(#)for

(#)the

(#)work

(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

- (#)I
- (#)wasn't
- (#)given
- (#)the
- (#)information
- (#)I
- (#)needed

(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

- (#)the
- (#)police
- (#)were
- (#)given
- (#)the
- (#)information

(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

- (#)Tom
- (#)was
- (#)offered
- (#)the
- (#)job

(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

- (#)Amanda
- (#)was
- (#)given
- (#)the
- (#)first
- (#)prize

### **Вариант 2.**

(??) Choose the correct form of the verb.

- (~)Hundreds of burglars \_\_\_\_\_ over the past six months. ~ have been arrested
- (~)Yesterday five young men \_\_\_\_\_ with connection with one of the attacks. ~ were arrested
- (~)He \_\_\_\_\_ on suspicion of murder. ~ was arrested
- (~)The police chief says the murderer \_\_\_\_\_ by the weekend. ~ will have been arrested

(??) Choose the correct form of the verb.

- (~)Ten people \_\_\_\_\_ since last week. ~ have been interviewed
- (~)The candidates \_\_\_\_\_ at the moment. ~ are being interviewed
- (~)You \_\_\_\_\_ next week. ~ will be interviewed
- (~)By the time I came all three people \_\_\_\_\_. ~ had been interviewed
- (~)The musician \_\_\_\_\_ immediately after the concert. ~ was interviewed

(??) Choose the correct form of the verb.

- (~)The film \_\_\_\_\_ in 2006. ~ was made
- (~)The top of the table \_\_\_\_\_ of glass. ~ is made

(~)Hundreds of employees \_\_\_\_\_ redundant since 2013. ~ have been made

(~)Everyone hates \_\_\_\_\_ a fool of. ~ being made

(??) Choose the correct form of the verb.

(~)Ann can't use the office at the moment. It \_\_\_\_\_. ~ is being redecorated

(~)The house \_\_\_\_\_ every year. ~ is redecorated

(~)We couldn't go to our favourite restaurant because it \_\_\_\_\_. ~ was being redecorated

(~)The house looks shabby. It should \_\_\_\_\_. ~ be redecorated

(??) Choose the correct form of the verb.

(~)I promise that the work \_\_\_\_\_ on time. ~ will be done

(~)Something should \_\_\_\_\_ before it is too late. ~ be done

(~)What \_\_\_\_\_ to help him? ~ has been done

(~)As soon as the cake, remove it from the oven. ~ is done

### **Форма практического задания: текст**

#### **Варианты текстов для чтения и перевода к разделу 2**

##### **Вариант 1.**

If Adam Smith is the father of economics, John Maynard Keynes is the founding father of macroeconomics. Although some of the notions of modern macroeconomics are rooted in the work of scholars such as Irving Fisher and Knut Wicksell in the late 19th and early 20th centuries, macroeconomics as a distinct discipline began with Keynes's masterpiece, *The General Theory of Employment, Interest and Money*, in 1936. Its main concern is the instability of aggregate variables. Whereas early economics concentrated on equilibrium in individual markets, Keynes introduced the simultaneous consideration of equilibrium in three interrelated sets of markets - for goods, labor, and finance. He also introduced "disequilibrium economics," which is the explicit study of departures from general equilibrium. His approach was taken up by other leading economists and developed rapidly into what is now known as macroeconomics.

Coexistence and complementarity. Microeconomics is based on models of consumers or firms (which economists call agents) that make decisions about what to buy, sell, or produce - with the assumption that those decisions result in perfect market clearing (demand equals supply) and other ideal conditions. Macroeconomics, on the other hand, began from observed divergences from what would have been anticipated results under the classical tradition.

##### **Вариант 2.**

Today the two fields coexist and complement each other. Microeconomics, in its examination of the behavior of individual consumers and firms, is divided into consumer demand theory, production theory (also called the theory of the firm), and related topics such as the nature of market competition, economic welfare, the role of imperfect information in economic outcomes, and at the most abstract, general equilibrium, which deals simultaneously with many markets. Much economic analysis is microeconomic in nature. It concerns such issues as the effects of minimum wages, taxes, price supports, or monopoly on individual markets and is filled with concepts that are recognizable in the real world. It has applications in trade, industrial organization and market structure, labor economics, public finance, and welfare economics. Microeconomic analysis offers insights into such disparate efforts as making business decisions or formulating public policies.

Macroeconomics is more abstruse. It describes relationships among aggregates so big as to be hard to apprehend - such as national income, savings, and the overall price level. The field is conventionally divided into the study of national economic growth in the long run, the analysis of short

- run departures from equilibrium, and the formulation of policies to stabilize the national economy - that is, to minimize fluctuations in growth and prices. Those policies can include spending and taxing actions by the government or monetary policy actions by the central bank.

**Написать эссе на одну из предложенных тем:**

1. Adam Smith is the father of economics
2. John Maynard Keynes is the founding father of macroeconomics
3. Microeconomics is based on models of consumers

Время — 40 мин, объем 500 - 700 печ. зн.

**РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 1.2:**

Форма рубежного контроля: контрольная работа

*Контрольная работа состоит из одного теоретического вопроса и двух аналитических:*

***Перечень теоретических вопросов к разделу 1:***

---

1. Choose the correct form of the verb. Выберите правильную форму глагола.  
(?)Sorry. Your clothes \_\_\_\_\_.  
(!)haven't been ironed  
(?)hasn't been ironed  
(?)haven't ironed  
(?)hadn't been ironed
2. (??)The novel was \_\_\_\_\_.  
(?)Charles Dickens written  
(?)written Charles Dickens  
(!)written by Charles Dickens  
(?)written of Charles Dickens
3. (??)The experiment \_\_\_\_\_ under strict medical supervision.  
(?)we carried out  
(!)was carried out  
(?)was carrying out  
(?)carried out
4. (??)In the factory, they \_\_\_\_\_ a computer to plan the exact shape of the car.  
(!)use  
(?)are used  
(?)is used  
(?)uses
5. (??)Mary \_\_\_\_\_ by her parents. She is so lucky!  
(?)was bought for her a flat  
(!)was bought a flat  
(?)a flat was bought  
(?)bought a flat
6. (??)Guess what \_\_\_\_\_ last night – Penny phoned me all the way from Saudi Arabia!  
(!)happened

- (?)was happened  
 (?)was happen  
 (?)has happened
7. (??)Your exam results \_\_\_\_\_ !  
 (!)have arrived  
 (?)have been arrived  
 (?)were arrived  
 (?)was arrived
8. (??)Every customer is \_\_\_\_\_ a receipt when they pay.  
 (?)give  
 (?)gave  
 (!)given  
 (?)giving
9. (??)\_\_\_\_\_ the rubbish bins emptied this morning?  
 (?)Is  
 (?)Did  
 (!)Were  
 (?)Do
10. (??)I'll email you because the new phone line \_\_\_\_\_ been put in yet.  
 (?)haven't  
 (!)hasn't  
 (?)don't have  
 (?)isn't
11. (??)We \_\_\_\_\_ by a loud noise during the night.  
 (?)woke up  
 (?)are woken up  
 (!)were woken up  
 (?)were waking up
12. (??)A new supermarket is going to \_\_\_\_\_ next year.  
 (?)build  
 (!)be built  
 (?)be building  
 (?)building
13. (??)There's somebody walking behind us. I think \_\_\_\_\_  
 (?)we are following  
 (?)we are being following  
 (?)we are followed  
 (!)we are being followed
14. (??)'Where \_\_\_\_\_ ?' 'In Chicago.'  
 (!)were you born  
 (?)did you born  
 (?)are you born  
 (?)have you been born
15. (??)My grandfather was a builder. He \_\_\_\_\_ this house many years ago.  
 (?)build  
 (?)was built  
 (!)built  
 (?)be built
16. (??)A mystery is something that cannot \_\_\_\_\_.

- (!)be explained  
 (?)been explained  
 (?)explain  
 (?)explained
17. (??)Silk must \_\_\_\_\_ by hand.  
 (?)be washing  
 (?)washed  
 (!)be washed  
 (?)washing
18. Mike said he \_\_\_\_\_ at the next lesson.  
 a. Will be asked  
 b. Would be asked  
 c. Will be being asked  
 d. Would asked
19. \_\_\_\_\_ by the Doctor and \_\_\_\_\_ a prescription.  
 a. Was examined / was given  
 b. Was examined / given  
 c. Was examined / had been given  
 d. Have been examined / was given
20. Our tent \_\_\_\_\_ in the night by the wind.  
 a. Was blew  
 b. Was blown  
 c. Had been blew  
 d. Had been blown
21. Unfortunately, the flight \_\_\_\_\_.  
 a. Was just delayed  
 b. Had just been delayed  
 c. Is just been delayed  
 d. Has just been delayed
22. Some antique vases \_\_\_\_\_ in the old mansion.  
 a. Were found  
 b. Were find  
 c. Were founded  
 d. Were finded  
 e.
23. Many new houses \_\_\_\_\_ by next year.  
 a. Will built  
 b. Will build  
 c. Will have been built  
 d. Will be built
24. The hotel bill \_\_\_\_\_ by my wife early in the morning.  
 a. Was payed  
 b. Will payed  
 c. Will paid  
 d. Was paid
25. The famous actor \_\_\_\_\_ for the magazine.  
 a. Will interviewed  
 b. Will be interviewed  
 c. Will interview with me

- d. Was already interviewed

*Перечень аналитических вопросов к разделу I:*

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**1. Comment on the terms**

1. modern macroeconomics
2. distinct discipline
3. equilibrium
4. disequilibrium economics
5. coexistence
6. models of consumers
7. market clearing
8. divergence
9. abstruse
10. in the long run
11. in the long run
12. taxing
13. national income
14. savings
15. minimize fluctuations
16. issues
17. anticipated results
18. aggregates
19. prices
20. formulation of policies
21. stabilize the national economy
22. overall price level
23. fluctuations in growth
24. abstruse
25. ideal conditions

• **Discuss the following problems:**

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1. Supply and Demand (Invisible Hand)
2. Classical Economics
3. Keynesian Economics
4. Neoclassical Synthesis (Keynesian for near-term macro; Classical for micro and long-term macro)
5. Neo-Malthusian (Resource Scarcity)
6. Marxism
7. Laissez Faire Capitalism
8. Market Socialism
9. Monetarism
10. Solow Model (growth comes from capital, labor, and technology)
11. New Growth Theory (Romer & endogenous growth)
12. Institutions and Growth (rule of law, property rights, etc.)
13. Efficient Markets Hypothesis
14. Permanent Income / Life Cycle Hypothesis
15. Rational Expectations
16. Rational Choice Theory



17. Something Behavioral (e.g., Prospect Theory)
18. Adverse Selection and the Lemons Problem
19. Moral Hazard
20. Tragedy of the Commons
21. Property Rights as a solution to the Tragedy of the Commons
22. Game Theory (e.g., Prisoner's Dilemma)
23. Comparative Advantage
24. New Trade Theory
25. The Trilemma (exchange rates, capital flows, and monetary policy)

### **РАЗДЕЛ 1.3.**

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#### **Тема 1.3.1. Согласование времен**

**Цель:** Повторение и закрепление грамматического материала по теме «Согласование времен» (ОК-4,ПК-1).

##### **Перечень изучаемых элементов содержания**

- Правила последовательности времен.
- Past Perfect
- Случаи отклонения от правил последовательности времен.
- Косвенная речь.

##### **Вопросы для самоподготовки:**

1. Выполнить грамматические упражнения.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений.

#### **Тема 1.3.2. Рыночная экономика.**

**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4,ПК-1).

##### **Перечень изучаемых элементов содержания**

- Лексика по теме.
- Характеристика традиционной экономики.

##### **Вопросы для самоподготовки:**

1. Составить тематический глоссарий по теме.
2. Охарактеризовать данный тип экономики.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос.

### **ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 1.3**

Формы практического задания:

1. грамматический материал для изучения
2. текст для чтения, перевода, обсуждения
3. грамматические упражнения
4. лексические упражнения

#### **Грамматический материал к разделу 1.3:**

##### **Согласование времен**

3.1.1. The Past Perfect Tense (Предпрошедшее время) и правила согласования времен

3.1.2. **Согласование времен** Reported (Indirect) Speech (Косвенная речь)

### 3.1.1. The Past Perfect Tense (Предпрошедшее время) и правила согласования времен

Past Perfect образуется при помощи вспомогательного глагола **to have** в форме прошедшего времени (**had**) и **Past Participle II** смыслового глагола.

#### ОБРАЗОВАНИЕ THE PAST PERFECT TENSE

Утвердительная форма	Вопросительная форма	Отрицательная форма
I/ He/ She/ We/ You/ They <b>had translated</b> a text on economics before the lesson began.	<b>Had</b> I/ he/ she/ we/you/they <b>translated</b> a text on economics before the lesson began?	I/ He/ She/ We/ You/ They <b>had not translated</b> a text on economics before the lesson began.

#### УПОТРЕБЛЕНИЕ THE PAST PERFECT TENSE

Случаи употребления	Примеры	Перевод
Действие, совершившееся до определенного момента в прошлом.	<b>I had translated</b> the article by five o'clock. When I arrived, the conference <b>had already begun</b> .	Я перевел статью к пяти часам. Когда я приехал, конференция уже началась.

#### ПРАВИЛА СОГЛАСОВАНИЯ ВРЕМЕН

1. Действие в придаточном предложении относится к настоящему	The girl <b>said</b> that she <b>worked</b> for the Department of Health.	Девушка <b>сказала</b> , что она <b>работает</b> в Министерстве здравоохранения.
2. Действие в придаточном предложении относится к прошлому	Her friend <b>said</b> that she <b>had</b> also <b>worked</b> for the Department.	Ее подруга <b>сказала</b> , что она раньше тоже <b>работала</b> в министерстве.
3. Действие в придаточном предложении относится к будущему	She <b>added</b> that she <b>would take</b> a distant course next year.	Она <b>добавила</b> , что в будущем году она <b>будет учиться</b> заочно.

### 3.1.2. Reported (Indirect) Speech (Косвенная речь)

Если сказуемое главного предложения выражено глаголом в прошедшем времени, то при переводе прямой речи в косвенную соблюдается правило согласования времен, т.е. сказуемое придаточного дополнительного предложения должно быть употреблено в одном из прошедших времен.

Общие вопросы при переводе в косвенную речь вводятся с помощью союзов **if** или **whether**, соответствующих в русском языке частице **ли**.

Повелительное наклонение в косвенной речи передается инфинитивным оборотом. При передаче просьбы употребляется глагол **to ask** (просить), а для передачи приказа – **to tell** (сказать, велеть, приказывать).

#### ПЕРЕВОД ПРЯМОЙ РЕЧИ В КОСВЕННУЮ

	Прямая речь	Косвенная речь
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Утвердительные предложения		He said: “ <b>I don’t know</b> anyone here” He said: “ <b>We are moving</b> to new offices tomorrow” He said: “ <b>I have never been</b> to Scotland” He said: “ <b>We will go</b> to the Crimea in summer” He said: “ <b>I went</b> to the theatre yesterday”	He said that <b>he didn’t know</b> anyone there. He said that <b>they were moving</b> to new offices the next day. He said that <b>he had never been</b> to Scotland. He said that <b>they would go</b> to the Crimea in summer. He said that <b>he had gone</b> to the theatre the day before.
Вопросительные предложения	Общие вопросы	Is this <b>your</b> first trip to Russia?  <b>Have you found</b> time to see much?  Are you <b>staying</b> long? Do you <b>like</b> it <b>here</b> ? Will you <b>join us</b> for dinner?	I asked <b>if (whether)</b> it <b>was his</b> first trip to Russia. I asked <b>if (whether)</b> <b>he had found</b> time to see much. I asked <b>if (whether)</b> <b>he was staying</b> long. I asked <b>if (whether)</b> <b>he liked</b> it <b>there</b> . I asked <b>if (whether)</b> <b>he would join us</b> for dinner.
	Специальные вопросы	Where <b>do you come</b> from? Which hotel <b>are you staying</b> at? What <b>happened</b> to you <b>last</b> night?  How long <b>have you been married</b> ? When <b>will she be</b> back?	He asked where <b>I came</b> from. He asked at which hotel <b>I was staying</b> . He asked what <b>had happened</b> to <b>me the previous</b> night. He asked how long <b>I had been married</b> . He asked when <b>she would be</b> back.
Просьбы и приказания		<b>Tell me your</b> address and telephone number. <b>Can you speak</b> more loudly? <b>Don’t shout</b> , please. <b>Don’t forget</b> to sign <b>your</b> name.	He asked me <b>to tell him my</b> address and telephone number. He asked me <b>to speak</b> more loudly. He told me <b>not to shout</b> He told me <b>not to forget to sign my</b> name.

Употребляемые в прямой речи личные и притяжательные местоимения в косвенной речи заменяются по смыслу (например, **we** → **they**, **my** book → **his/her** book).

Следующим образом также заменяются указательные местоимения, обстоятельства места и времени:

Direct Speech (Прямая речь)		Reported Speech (Косвенная речь)
this	→	that
these	→	those
here	→	there
now	→	then
today	→	that day
yesterday	→	the day before
ago	→	before
last (year)	→	the previous (year)
in	→	later
tomorrow	→	the next day/the following day
the day after tomorrow	→	two days later

next (year)	→	the following (year)
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### Варианты лексико- грамматических упражнений к разделу 1.3:

#### **Вариант 1.**

Which action comes first in each sentence?

(??)Andrew realized his mistake only hours after he had sent the money.

(#)He sent the money.

(#)He realized his mistake.

(??)When Liz arrived at the station, the group had left.

(#)The group left.

(#)Liz arrived at the station.

(??)When Liz arrived at the station, the group left.

(#)Liz arrived at the station.

(#)The group left.

(??)Marc had asked his father to lend him his car before, but this time he agreed.

(#)Marc asked his father to lend him the car.

(#)Marc's father agreed to lend him the car.

(??)When I got to the café, everyone ordered their drinks.

(#)I got to the café.

(#)Everyone ordered their drinks.

(??)When I got to the café, everyone had ordered their drinks.

(#)Everyone ordered their drinks.

(#)I got to the café.

(??)Sam had been in the room for some time before he realized it was the wrong class.

(#)Sam was in the room.

(#)Sam realized it was the wrong class.

(??)By the time the builders completed the work, we had already moved in.

(#)We moved in.

(#)The builders completed their work.

(??)When the builders had completed their work we moved in.

(#)The builders completed their work.

(#)We moved in.

(??)Helen started the course because she hadn't found a job.

(#)Helen didn't find a job.

(#)Helen started the course.

(??)Daniel got the job because he had been the best interviewee.

(#)He was the best interviewee.

(#)He got the job.

#### **Вариант 2.**

*Match the two halves of the sentences.*

(~)Denny didn't feel well ~ because he didn't sleep well that night.

(~)It was the longest walk ~ she had ever taken.

(~)Among the letters there was one ~ that had not come by post.

(~)It was for the first time ~ they had gone out together.

(~)Hardly had they caught the sight of this strange figure ~ when they burst into laughter.

(~)No sooner had Mr. Bingle come up to the horse ~ than it broke into a gallop.  
(~)Hardly had his head touched the pillow ~ when he fell asleep at once.  
(~)When we arrived at the hotel, we discovered ~ that the hotel manager had reserved the wrong room for us and therefore we didn't have enough space.  
(~)It was the worst meal ~ I had ever eaten!  
(~)She was unhappy – ~ her husband hadn't bought her a birthday present.  
(~)By the time Grace decided to apply for the job, ~ the position had been filled.

(??)Match the two sentences

"I get up at 6.30," she said. ~ She said she got up at 6.30.  
"I got up at 6.30 today," she said ~. She said she had got up at 6.30.  
"I have to get up at 6.30," she said. ~ She said she had to get up at 6.30.

(??)Match the two sentences

"I'll phone on Friday," he said. ~ He said he would phone on Friday.  
"I phoned on Friday," he said. ~ He said he had phoned on Friday.  
"I can phone on Friday," he said. ~ He said he could phone on Friday.

(??)Match the two sentences

"We are working on two interesting projects at the moment," she said. ~ She said they were working on two interesting projects then.  
"We have worked on an interesting project this year," she said. ~ She said they had worked on two interesting projects that year.  
"We worked on two interesting projects last year," she said. ~ She said they had worked on two interesting projects the previous year.

(??)Match the two sentences

"Ms Archer has been chosen to run a new office in Madrid," he said. ~ He said Ms Archer had been chosen to run a new office in Madrid.  
"Ms Archer is going to be chosen to run a new office in Madrid," he said. ~ He said Ms Archer was going to be chosen to run a new office in Madrid.  
"Ms Archer can't be chosen to run a new office in Madrid," he said. ~ He said Ms Archer couldn't be chosen to run a new office in Madrid.

### **Форма практического задания: текст**

#### **Варианты текстов для чтения и перевода к разделу 3 (The market economy)**

##### *Вариант 1.*

The notion of a "free market" where all economic decisions regarding transfers of money, goods, and services take place on a voluntary basis, free of coercive influence, is commonly considered to be an essential characteristic of capitalism. Some individuals contend, that in systems where individuals are prevented from owning the means of production (including the profits), or coerced to share them, not all economic decisions are free of coercive influence, and, hence, are not free markets. In an ideal free market system none of these economic decisions involve coercion. Instead, they are determined in a decentralized manner by individuals trading, bargaining, cooperating, and competing with each other. In a free market, government may act in a defensive mode to forbid coercion among market participants but does not engage in proactive interventionist coercion. Nevertheless, some authorities claim that capitalism is perfectly compatible with interventionist authoritarian governments, and/or that a free market can exist without capitalism.

A legal system that grants and protects property rights provides property owners the entitlement to sell their property in accordance with their own valuation of that property; if there are no willing buyers at their offered price they have the freedom to retain it. According to standard capitalist theory, as explained by Adam Smith, when individuals make a trade they value what they are purchasing more than they value what they are giving in exchange for a commodity. If this were not the case, then they would not make the trade but retain ownership of the more valuable commodity. This notion underlies the concept of mutually - beneficial trade where it is held that both sides tend to benefit by an exchange.

*Вариант 2.*

In regard to pricing of goods and services in a free market, rather than this being ordained by government it is determined by trades that occur as a result of price agreement between buyers and sellers. The prices buyers are willing to pay for a commodity and the prices at which sellers are willing to part with that commodity are directly influenced by supply and demand (as well as the quantity to be traded). In abstract terms, the price is thus defined as the equilibrium point of the demand and the supply curves, which represent the prices at which buyers would buy (and sellers sell) certain quantities of the good in question. A price above the equilibrium point will lead to oversupply (the buyers will buy less goods at that price than the sellers are willing to produce), while a price below the equilibrium will lead to the opposite situation. When the price a buyer is willing to pay coincides with the price a seller is willing to offer, a trade occurs and price is determined.

However, not everyone believes that a free or even a relatively - free market is a good thing. One reason proffered by many to justify economic intervention by government into what would otherwise be a free market is market failure. A market failure is a case in which a market fails to efficiently provide or allocate goods and services (for example, a failure to allocate goods in ways some see as socially or morally preferable).

**Написать эссе на одну из предложенных тем:**

1. The market economy.
2. The market failure.
3. Pricing of goods and services in a free market.

Время — 40 мин, объем 500 - 700 печ. зн.

Форма рубежного контроля: контрольная работа

*Контрольная работа состоит из одного теоретического вопроса и двух аналитических:*

***Перечень теоретических вопросов к разделу 1.3:***

---

1. (??)"I'm going to Italy next year."  
Bill said he \_\_\_\_\_ to Italy the following year.  
(!)was going  
(?)is going  
(?)went  
(?)had been going
2. (??)"I work for a small advertising agency."  
Bill said he \_\_\_\_\_ for a small advertising agency.  
(?)was working  
(!)worked  
(?)had worked had

- (?)been working
3. (??)“I’m a marketing manager.”  
Bill said he \_\_\_\_\_ was a marketing manager.  
(?)is  
(?)had been  
(!)was  
(?)has been
4. (??)“The company has just opened an office in Milan.”  
Bill said the company \_\_\_\_\_ an office in Milan.  
(?)just opened  
(?)has just opened  
(?)was just opening  
(!)had just opened
5. (??)“Our new office has been very successful.”  
Bill said their new office \_\_\_\_\_ very successful.  
(!)had been  
(?)have been  
(?)was  
(?)is
6. (??)“I’ve been chosen to run a new office in Naples.”  
Bill said he \_\_\_\_\_ to run a new office in Naples.  
(?)has been chosen  
(!)had been chosen  
(?)was chosen  
(?)had chosen
7. (??)“I’m studying Italian in the evenings.”  
Bill said he \_\_\_\_\_ Italian in the evening.  
(?)studied  
(?)had studied  
(?)had been studying  
(!)was studying
8. (??)“I don’t have much time to enjoy myself.”  
Bill said he \_\_\_\_\_ much time to enjoy myself.  
(?)doesn’t have  
(!)didn’t have  
(?)hadn’t had  
(?)hasn’t had
9. (??)“I haven’t have a lunch with a friend for ages.”  
Bill said he \_\_\_\_\_ a lunch with a friend for ages.  
(?)doesn’t have  
(?)didn’t have  
(!)hadn’t had  
(?)hasn’t had
10. (??)“I hope my friends will come and visit me in Naples.”  
Bill said he hoped his friends \_\_\_\_\_ and visit him in Madrid.  
(?)had come  
(?)were coming  
(?)came  
(!)would come

11. (??)“I went to Milan last week.”  
Bill said he \_\_\_\_\_ to Milan the week before.  
(?)went  
(!)had been  
(?)had gone  
(?)was
12. (??)“I didn’t have much time for sightseeing.”  
Bill said he \_\_\_\_\_ much time for sightseeing.  
(!)hadn’t had  
(?)didn’t have  
(?)hadn’t  
(?)had had
13. (??)Read the sentence, then put the actions below in the order in which they happened in the sentence.  
I went to bed after I’d had a bath and brushed my teeth.  
(#)I had a bath.  
(#)I brushed my teeth.  
(#)I went to bed.
14. (??)Read the sentence, then put the actions in the order in which they happened.  
(??)When I arrived at John’s house, he had made a cake and done the washing-up.  
(#)John made a cake.  
(#)John did the washing-up.  
(#)I arrived at John’s house.
15. (??)Read the sentence, then put the actions in the order in which they happened.  
When I arrived at John’s house, he made us a cup of tea.  
(#)I arrived at John’s house.  
(#)John made a cup of tea.
16. (??)Read the sentence, then put the actions in the order in which they happened.  
When we got to the theatre, the play had started and all the seats had been taken.  
(#)People took the seats.  
(#)The play started.  
(#)We got to the theatre.
17. (??)Read the sentence, then put the actions in the order in which they happened.  
We arrived at work in the morning and found that somebody had broken into the office during the night. So we called the police.  
(#)Somebody broke into the office during the night.  
(#)We arrived at work in the morning.  
(#)We called the police.
18. (??)Read the sentence, then put the actions in the order in which they happened.  
I went to Laura’s house this morning and rang her doorbell, but there was no answer. She had gone out.  
(#)Laura went out this morning.  
(#)I rang her doorbell.  
(#)There was no answer.
19. (??)Read the sentence, then put the actions in the order in which they happened.  
I met Jim a few days ago. He had just come back from holiday. He looked very well.  
(#)Jim came back from holiday a few days ago.  
(#)I met him the same day.  
(#)He looked very well.



20. (??)Read the sentence, then put the actions in the order in which they happened.  
 Yesterday Kevin got a phone call from Sally. He was very surprised. He had sent her lots of emails, but she'd never replied to them.  
 (#)Kevin sent Sally lots of emails.  
 (#)She never replied to them.  
 (#)Yesterday he got a phone call from her.  
 (#)He was very surprised.
21. Choose the correct form of the verb  
 (??)"I'm studying Italian in the evenings."  
 Bill said he \_\_\_\_\_ Italian in the evening.  
 (?)studied  
 (?)had studied  
 (?)had been studying  
 (!)was studying
22. Choose the correct form of the verb.  
 (??)"I don't have much time to enjoy myself."  
 Bill said he \_\_\_\_\_ much time to enjoy myself.  
 (?)doesn't have  
 (!)didn't have  
 (?)hadn't had  
 (?)hasn't had
23. Choose the correct form of the verb.  
 (??)"I haven't have a lunch with a friend for ages."  
 Bill said he \_\_\_\_\_ a lunch with a friend for ages.  
 (?)doesn't have  
 (?)didn't have  
 (!)hadn't had  
 (?)hasn't had
24. Choose the correct form of the verb.  
 (??)"I hope my friends will come and visit me in Naples."  
 Bill said he hoped his friends \_\_\_\_\_ and visit him in Madrid.  
 (?)had come  
 (?)were coming  
 (?)came  
 (!)would come
25. Choose the correct form of the verb.  
 (??)"I went to Milan last week."  
 Bill said he \_\_\_\_\_ to Milan the week before.  
 (?)went  
 (!)had been  
 (?)had gone  
 (?)was

*Перечень аналитических вопросов к разделу 3:*

## **2. Comment on the terms**

1. Market economy
2. Value of the resource
3. Government involvement
4. Advantages of a Market Economy
5. Government involvement in regulating marke

6. Innovation
7. Economic activity
8. Freedom of individual choice
9. Disparity in wealth
10. Disadvantages of a Market Economy
11. Competition
12. Reduced social safety
13. Command economy
14. Capitalism
15. Socialism
16. Private property freedom of choice
17. System of markets and prices
18. Motive of self-interest
19. Limited government
20. Productive companies
21. Caretakes
22. Worsening exploitation of workers
23. Overproduction of goods
24. Unused industrial capacity
25. Growing unemployment

***3. Discuss the following problems:***

1. Main characteristics of a market economy
2. Advantages of a market economy
3. Disadvantages of a market economy
4. The same market experiences develop a set of anti-social attitudes and emotions
5. Worsening ecological degradation
6. The market economy leads to periodic economic crises
7. Until an economic crisis occurs, it is possible to take the position that the advantages of a market economy outweigh its disadvantages
8. Can people change their mind about the market?
9. Is the equilibrium between the advantages and disadvantages of the market economy stable or changing?
10. Is it possible to have the advantages of the market economy without the disadvantages?
11. The society reflects the values of the winners in the market economy.
12. A society based on a pure market economy must decide whether it's in its larger self-interest to care for the vulnerable
13. Most so-called market economies are mixed economies
14. The role of government is to ensure that the markets are open and working.
15. A market economy relies on an efficient market in which to sell goods and services.
16. The force of competitive pressure keeps prices low. It also ensures that society provides goods and services most efficiently
17. Everyone sells their wares to the highest bidder while negotiating the lowest price for their purchases
18. Owners are free to produce, sell and purchase goods and services in a competitive market
19. the owners can make legally-binding contracts to buy, sell, or lease their property. In other words, their assets give them the right to profit from ownership
20. What is profit and how does it work?

21. A market economy is a type of economic system where supply and demand regulate the economy, rather than government intervention
22. Most economic decisions are made by buyers and sellers, not the government
23. In a market economy, almost everything is owned by individuals and private businesses- not by the government
24. Natural and capital resources like equipment and buildings are not government-owned.
25. Private ownership, combined with the freedom to negotiate legally binding contracts, permits people to obtain and use resources as they choose.

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#### **РАЗДЕЛ 1.4.**

##### **Тема 1.4.1. Причастие**

**Цель:** Повторение и закрепление грамматического материала по теме «Причастие» (ОК-4, ПК-1).

##### **Перечень изучаемых элементов содержания**

- Образование форм причастия.
- Функции причастия.
- Самостоятельный причастный оборот.

##### **Вопросы для самоподготовки:**

1. Выполнить грамматические упражнения

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений.

##### **Тема 1.4.2. Плановая экономика.**

**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4, ПК-1).

##### **Перечень изучаемых элементов содержания**

- Лексика по теме.
- Характеристика плановой экономики.

##### **Вопросы для самоподготовки:**

1. Составить тематический глоссарий по теме.
2. Охарактеризовать данный тип экономики.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, презентация.

##### **Презентации:**

Проиллюстрировать один из типов экономики на примере конкретной страны (выбор студента)

#### **ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 1.4**

Формы практического задания:

1. грамматический материал для изучения
2. текст для чтения, перевода, обсуждения
3. грамматические упражнения
4. лексические упражнения

**Грамматический материал к разделу 1.4:**

## Причастие

### 4.1.1. Формы причастия

#### 4.1.2. Функции причастия

#### 4.1.3. Независимый причастный оборот

#### 4.1.1. Формы причастия

**Причастие** — это неличная глагольная форма, выражающая действие и обладающая свойствами как **прилагательного**, так и **глагола**. В английском языке существуют **причастие I** (*Present Participle*), имеющее суффикс **-ing**, и **причастие II** (*Past Participle*) — третья форма глагола.

### ФОРМЫ ПРИЧАСТИЯ

	Active	Passive
<b>Participle I Indefinite</b>	<b>doing</b> делающий (который делает) делавший (который делал) делая сделав так как, поскольку сделал	<b>being done</b>  делающийся так как /поскольку делается (делалось)
<b>Participle I Perfect</b>	<b>having done</b> сделав, после того как сделал так как сделал	<b>having been done</b> после того как был сделан так как был сделан
<b>Participle II</b>	—	<b>done</b> сделанный

Формы *Indefinite (Active и Passive)* выражают действия, одновременные с действием сказуемого.

Формы *Perfect (Active и Passive)* выражают действия, предшествующие действию сказуемого.

#### 4.1.2. Функции причастия

### ФУНКЦИИ ПРИЧАСТИЯ I И ПРИЧАСТИЯ II

	Причастие I	Причастие II
Определен ие	This job will suit the students <b>wishing</b> to work during the holidays. Эта работа подойдет студентам, <b>желающим</b> поработать в каникулы. The building <b>being constructed</b> here will be a school. <b>Строящееся</b> здание будет школой.	Here is a letter <b>addressed</b> to you. Вот письмо, <b>адресованное</b> Вам.
Обстоятел ьство	<b>Not knowing</b> what to do next she picked up a newspaper. <b>Не зная</b> , что делать дальше, она взяла в руки газету. He made his living selling newspapers. Он зарабатывал на жизнь, продавая газеты.	<b>When asked</b> , he answered that he didn't know anything about it. <b>Когда его спросили</b> , он ответил, что ничего не знает об этом. He did not usually utter a word <b>unless spoken to</b> . Обычно он не говорил ни слова, <b>если к нему не обращались</b> .

В составе оборота Complex Subject	He was heard <b>coming</b> up the stairs slowly. Было слышно, как он медленно поднимался по лестнице.	He was seen <b>engaged</b> in a lively conversation with a charming girl. Видели, как он оживленно разговаривал с очаровательной девушкой.
В составе оборота Complex Object	I saw him <b>coming</b> up the stairs slowly. Я видел, как он медленно поднимался по лестнице.	I will have to get this article <b>published</b> . Мне надо будет опубликовать эту статью.

Обороты Complex Object и Complex Subject употребляются с глаголами: *to assume*, *to expect*, *to think* — полагать, *to consider* — считать, *to see*—видеть, *to hear* — слышать и др.

#### 4.1.3. Независимый причастный оборот

Независимый причастный оборот (*The Absolute Participle Construction*) состоит из существительного в общем падеже или личного местоимения в именительном падеже (перед которыми может стоять предлог *with*) и причастия. Этот оборот обычно отделяется запятой независимо от места в предложении. Переводится при помощи **придаточных обстоятельственных** предложений, начинающихся со слов **так как, если, когда** и других, если стоит в начале предложения; в конце — самостоятельными предложениями обычно с союзами **причем, а, и** и др.

#### НЕЗАВИСИМЫЙ (САМОСТОЯТЕЛЬНЫЙ) ПРИЧАСТНЫЙ ОБОРОТ

Функции независимого причастного оборота	Примеры	Перевод
Обстоятельство времени	The work done, they went home.	<i>После того как работа была сделана, они пошли домой.</i>
Обстоятельство причины	The weather being fine, we went for a walk.	<i>Так как погода была прекрасной, мы отправились на прогулку.</i>
Сопутствующее обстоятельство	We completed our experiment, <i>with the data being published.</i>	<b>Мы закончили наш эксперимент, причем все данные были опубликованы.</b>

#### Варианты лексико- грамматических упражнений к разделу 1.4:

##### Вариант 1.

Choose the correct form of the participle to replace the words *in italics*. Выберите правильную форму причастия, которая может заменить выделенную курсивом часть предложения.

(??)Can you see the woman *who's dressed* in red and *sitting* in the corner?

(?)dressing

(!)dressed

(??)He has been *promised* a reward, so he hope he will get it.

(!)having been promised

(?)having promised

- (??)Letters *that are posted* before 5 p.m. should arrive the next day.  
 (?)posting  
 (!)posted  
 (??)The train *that is standing* on the platform 5 is for Manchester.  
 (!)standing  
 (?)stood  
 (??)*I haven't seen* the film, so I can't comment on it.  
 (!)not having seen  
 (?)not having been seen  
 (??)Firemen have rescued passengers *who were trapped* in the accident.  
 (?)trapping  
 (!)trapped  
 (??)It took workmen days to clear up the litter *that was dropped* by the crowds.  
 (?)dropping  
 (!)dropped  
 (??)They live in a lovely house *that overlooks* the River Thames.  
 (!)overlooking  
 (?)overlooked  
 (??)The student *who is being examined* now is from another group.  
 (?)examining  
 (!)being examined  
 (??)People *who live* in blocks of flats often complain of loneliness.  
 (!)living  
 (?)lived  
 (??)The news *which was being broadcast* shocked everybody.  
 (?)broadcasting  
 (!)being broadcast  
 (??)The work *which is being carried out* by your group will contribute a lot to our research.  
 (?)carrying  
 (!)being carried  
 (??)There's someone *who is waiting* for you.  
 (!)waiting  
 (?)being waited  
 (??)*As I had forgotten* my keys, I couldn't get into my flat.  
 (!)having forgotten  
 (?)having been forgotten

### **Вариант 2.**

Choose the correct form of the participle. Выберите правильную форму причастия.

- (??)Jewellery \_\_\_\_\_ in the robbery has never been recovered.  
 (?)steeling  
 (!)stolen  
 (?)having stolen  
 (??)I got a letter from the Tax Office \_\_\_\_\_ that I owe them \$1,000.  
 (!)saying  
 (?)said  
 (?)being said  
 (??)Books \_\_\_\_\_ from the library must be returned in two weeks.  
 (?)borrowing

(?)having borrowed

(!)borrowed

(??)I had a long talk with Jack, \_\_\_\_\_ why it was important for him to work hard.

(!)explaining

(?)explained

(?)having been explained

(??)\_\_\_\_\_ everything into consideration, I've decided to give you a second chance.

(?)taken

(!)taking

(?)being taken

(??)A new film, \_\_\_\_\_ by Stephen Spielberg, will be released next month.

(?)making

(!)made

(?)having made

(??)The experiment \_\_\_\_\_ out at the laboratory is very important for our future work.

(?)having carried out

(!)carried out

(?)carrying out

(??)Not \_\_\_\_\_ the film, I can't comment on it.

(!)having seen

(?)seen

(?)being seen

(??)\_\_\_\_\_ my driving test, I was able to buy my first car.

(?)passing

(!)having passed

(?)passed

(??)\_\_\_\_\_ for many years, the painting turned up at the auction.

(?)being lost

(!)lost

(?)loosing

(??)With the agreement \_\_\_\_\_ the participants left the conference hall.

(!)having been reached

(?)being reached

(?)reaching

(??) Choose the correct form of the participle. Выберите правильную форму причастия.

(~)On my camera, there is a sticker which says \_\_\_\_\_ in Japan. ~ made

(~)I have a job in a café \_\_\_\_\_ sandwiches. ~ making

(~)The homework \_\_\_\_\_, I can afford to go out. ~ having been made

(??) Choose the correct form of the participle. Выберите правильную форму причастия.

(~)Books \_\_\_\_\_ out of the library must be returned within three weeks. ~ taken

(~)With the decision \_\_\_\_\_, nothing can make me give it up. ~ having been taken

(~)There were Japanese tourists everywhere, \_\_\_\_\_ photographs and buying souvenirs.  
~ taking

(??) Choose the correct form of the participle. Выберите правильную форму причастия.

(~)The letter \_\_\_\_\_, he asked a colleague to check his English. ~ having been written

(~)I've spent the whole morning \_\_\_\_\_ an essay. ~ writing  
(~)On the wall, there was some graffiti \_\_\_\_\_ in big black letters. ~ written

**Форма практического задания: текст**

***Варианты текстов для чтения и перевода к разделу 1.4***

**Вариант 1.**

Command economies. The second solution to the economic problem is the allocation of scarce resources by government, or an agency appointed by the government. This method is referred to as central planning, and economies that exclusively use central planning are called command economies. In other words governments direct or command resources to be used in particular ways. For example, governments can force citizens to pay taxes and decide how many roads or hospitals are built.

Command economies have certain advantages over free market economies, especially in terms of the coordination of scarce resources at times of crisis, such as a war or following a natural disaster. Free markets also fail at times to allocate resources efficiently, so remedies often involve the allocation of resources by government to compensate for these failures.

Command economies have certain advantages over free market economies, especially in terms of the coordination of scarce resources at times of crisis, such as a war or natural disaster. Free markets also fail at times to allocate resources efficiently, so remedies often involve the allocation of resources by government to compensate for these failures.

**Вариант 2.**

In a static market it would be reasonable to assume that prices and volumes would remain fairly predictable and consistent relative to the population, but realistic markets are not static. Instead, markets are in constant flux as demands and supplies are subjected to varying driving forces and influences. These shifts play a critical role in altering market equilibrium price points and volumes for products and services, requiring constant vigilance and adaptation by providers and consumers. In understanding this further it is useful to examine how changes in supply and demand may occur, and what the impacts and implications are of these changes.

Demand shifts are defined by more or less of a given product or service being required at a fixed price, resulting in a shift of both price and quantity. As would be assumed, an increase in demand will shift price upwards and volume to the right, increasing the overall value of both metrics relative to the prior equilibrium point. Alternately, a decrease in demand will shift price downwards and volume to the left, decreasing both measurements to realign equilibrium with a reduced demand. Demand shifts can be caused by a wide variety of factors, but largely revolve around drivers of consumer behavior and circumstances. Demand shifts can therefore often be affected by economic factors such as average spending power per person in a given economy or overall average income.

**РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 1.4:**

Форма рубежного контроля – контрольная работа

***Контрольная работа*** состоит из одного теоретического вопроса и двух аналитических

***Перечень теоретических заданий к разделу 4:***

Choose the correct form of the participle to replace the words in italics.

1. (??)Letters that are posted before 5 p.m. should arrive the next day.  
(?)posting  
(!)posted
2. (??)The train that is standing on the platform 5 is for Manchester.  
(!)standing



- (?)stood
3. (??)I haven't seen the film, so I can't comment on it.  
 (!)not having seen  
 (?)not having been seen
4. (??)Firemen have rescued passengers who were trapped in the accident.  
 (?)trapping  
 (!)trapped
5. (??)It took workmen days to clear up the litter that was dropped by the crowds.  
 (?)dropping  
 (!)dropped
6. (??)They live in a lovely house that overlooks the River Thames.  
 (!)overlooking  
 (?)overlooked
7. (??)The student who is being examined now is from another group.  
 (?)examining  
 (!)being examined
8. (??)People who live in blocks of flats often complain of loneliness.  
 (!)living  
 (?)lived
9. (??)The news which was being broadcast shocked everybody.  
 (?)broadcasting  
 (!)being broadcast
10. (??)The work which is being carried out by your group will contribute a lot to our research.  
 (?)carrying  
 (!)being carried
11. (??)There's someone who is waiting for you.  
 (!)waiting  
 (?)being waited
12. (??)As I had forgotten my keys, I couldn't get into my flat.  
 (!)having forgotten  
 (?)having been forgotten
13. (??)Jewellery \_\_\_\_\_ in the robbery has never been recovered.  
 (?)stealing  
 (!)stolen  
 (?)having stolen
14. (??)I got a letter from the Tax Office \_\_\_\_\_ that I owe them \$1,000.  
 (!)saying  
 (?)said  
 (?)being said
15. (??)Books \_\_\_\_\_ from the library must be returned in two weeks.  
 (?)borrowing  
 (?)having borrowed  
 (!)borrowed
16. (??)I had a long talk with Jack, \_\_\_\_\_ why it was important for him to work hard.  
 (!)explaining  
 (?)explained  
 (?)having been explained
17. (??)\_\_\_\_\_ everything into consideration, I've decided to give you a second chance.

- (?)taken  
(!)taking  
(?)being taken
18. (??)A new film, \_\_\_\_\_ by Stephen Spielberg, will be released next month.  
(?)making  
(!)made  
(?)having made
19. (??)The experiment \_\_\_\_\_ out at the laboratory is very important for our future work.  
(?)having carried out  
(!)carried out  
(?)carrying out
20. (??)Not \_\_\_\_\_ the film, I can't comment on it.  
(!)having seen  
(?)seen  
(?)being seen
21. (??)\_\_\_\_\_ my driving test, I was able to buy my first car.  
(?)passing  
(!)having passed  
(?)passed
22. (??)\_\_\_\_\_ for many years, the painting turned up at the auction.  
(?)being lost  
(!)lost  
(?)loosing
23. (??)With the agreement \_\_\_\_\_ the participants left the conference hall.  
(!) having been reached  
(?)being reached  
(?)reaching
24. (??)Jack fell over, \_\_\_\_\_ his glasses.  
(!)breaking  
(?)broken  
(?)being broken  
(?)having broken
25. (??)\_\_\_\_\_ the book, I don't need to see the film.  
(?)Read  
(?)Reading  
(?)Having been read  
(!)Having read

*Перечень аналитических заданий к разделу 4:*

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**1. Comment on the terms**

1. planned economy
2. private enterprises
3. determine
4. boost
5. production
6. decision
7. massive projects
8. Monopolizing
9. Production rates

10. Social welfare
11. Black markets
12. export problems
13. Innovative developments
14. government bureaucracy
15. suffer
16. dissent
17. investment
18. streamline
19. revolution
20. mobilization
21. completed goods
22. sections of society
23. industrial power
24. imperative social goals
25. attain

**2. Discuss the following problems:**

1. Since government has control over all factors of production the chances of monopoly happening are next to nil under planned economy
2. Planned economy may help in reducing the gap between poor and rich because all government policies are designed to bring social equality which may sometimes lead to dictatorship sort of environment.
3. Planned economy leads to destruction of entrepreneurs and innovators which in turn leads to lower productivity and also lower growth for a country.
4. Planned economy leads to dissent among the citizens as the basic right of human being which free will is challenged under this system and therefore eventually this system may lead to revolution by the citizens of the country against the government
5. Planned economy suffers from government bureaucracy, delay in decision making on the part of government officials bottlenecks in production and inefficient use of resources
6. Planned economy is a economy where all the decisions relating to production and investment which are to be done by various sections of society like individuals, companies etc..., are taken by the government and therefore citizens of the country do not have a choice, they have to do what government decides for them.
7. To realize massive projects and attain imperative social goals, command economy would try to boost industrial power
8. Monopolizing is not allowed
9. Production rates and availability of completed goods are adjusted
10. The society and government are streamlined
11. There is room for the better mobilization of resources.
12. There exists easy response to internal disasters and emergencies.
13. Social welfare is seen as priority.
14. Societal needs might be ignored.
15. Freedom is restricted.
16. Innovative developments might be hindered.
17. No competition is offered.
18. Black markets would explode.
19. There might emerge some export problems.

20. Unbalanced amounts of goods would be experienced.
21. The authority might misplace incentives.
22. Coordination can be difficult or even impossible.
23. Countries around the world have their own economic system in place
24. Profit is not the main objective, instead the government aims to provide goods and services to everybody.
25. Government decides what to produce, how much to produce and for whom to produce.

## **РАЗДЕЛ 1.5.**

### **Тема 1.5.1. Инфинитив**

**Цель:** Повторение и закрепление грамматического материала по теме «Инфинитив» (ОК-4, ПК-1).

#### **Перечень изучаемых элементов содержания:**

- Образование форм инфинитива.
- Глаголы, требующие после себя употребления инфинитива.
- Функции инфинитива.
- Инфинитивный оборот Complex Object
- Инфинитивный оборот Complex Subject

#### **Вопросы для самоподготовки:**

1. Выполнить грамматические упражнения

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

### **Тема 1.5.2. Спрос и предложение. Издержки и предложение.**

**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4, ПК-1).

#### **Перечень изучаемых элементов содержания**

- Лексика по теме.
- Понятия спроса и предложения.
- Факторы спроса, закон спроса, его значение для жизни современного человека. Определение, виды издержек.
- Связь между издержками производства и предложением.

#### **Вопросы для самоподготовки:**

1. Составить тематический глоссарий по теме.
2. Дать характеристику и выявить факторы спроса и предложения.
3. Сформулировать и объяснить закон спроса. 2. Дать определение и охарактеризовать виды издержек.
4. Показать связь между издержками производства и предложением

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос.

## **ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 1.5**

Формы практического задания:

1. грамматический материал для изучения
2. текст для чтения, перевода, обсуждения
3. грамматические упражнения
4. лексические упражнения

## Грамматический материал к разделу 1.5:

### Инфинитив

5.1.1. Образование форм инфинитива

5.1.2. Функции инфинитива

5.1.3. Оборот «Объектный падеж с инфинитивом» (Complex Object)

5.1.4. Оборот «Именительный падеж с инфинитивом» (Complex Subject)

### Инфинитив

**Инфинитив** – одна из неличных глагольных форм. Это исходная форма глагола, называющая действие. Признаком **инфинитива** является частица **to**. Сочетает в себе свойства как **глагола**, так и **существительного** и имеет следующие формы:

#### 5.1.1. Формы инфинитива

	Active	Passive
Indefinite	to do	to be done
Continuous	to be doing	_____
Perfect	to have done	to have been done
Perfect Continu	to have been doing	_____

Формы инфинитива **Indefinite** и **Continuous** выражают действие, одновременное с действием сказуемого, причем форма **Continuous** показывает длительное действие; **Perfect** и **Perfect Continuous** показывают, что действие предшествует действию сказуемого. **Perfect Continuous** также показывает, что действие длительное.

#### 5.1.2. Функции инфинитива

Подлежащее	<b>To read</b> is useful. – Читать (чтение) полезно.
Часть сказуемого	Our aim is <b>to master</b> English. – Наша цель – выучить английский язык. The results were <b>to be seen</b> later. – Результаты предстояло увидеть позже.
Дополнение	She likes <b>to sing</b> . – Она любит петь.
Определение	The problem <b>to be solved</b> is simple. – Задача, которую надо решить – простая. He is the last <b>to do</b> it. – Он первым сделал это.
Обстоятельство	They met <b>to have</b> lunch together. – Они встретились, чтобы вместе пообедать.

### 5.1.3. Оборот «Объектный падеж с инфинитивом» (Complex Object)

Оборот «Объектный падеж с инфинитивом» (Complex Object) состоит из существительного в общем падеже или личного местоимения в объектном падеже и инфинитива. Этот оборот в зависимости от глаголов, после которых он употребляется, может подразделяться на три типа:

а) с глаголами *to assume, to expect, to think* — **полагать**, *to consider* — **считать** и др. Переводится **придаточным дополнительным предложением**.

<i>He considers it (the problem) to be complicated.</i>	Он считает, что она (задача) трудна.
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б) с глаголами *to see* — видеть, *to hear* — слышать, *to feel* — чувствовать, *to watch, to observe* — наблюдать, *to let* — позволять, *to make* — заставлять и др. Переводится также **придаточным дополнительным предложением**. Инфинитив в этом обороте употребляется без частицы *to*. После глаголов *to make* и *to let* в страдательном залоге инфинитив употребляется с частицей *to*.

<i>We see them (the boys) play football.</i>	Мы видим, что они (мальчики) играют в футбол.
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в) с глаголами *to allow, to permit* — разрешать, *to enable* — давать возможность, *to cause* -- заставлять, вызывать. Переводится **простым предложением**.

<i>The pressure causes the ice to melt.</i>	Давление заставляет лед таять
<i>It enabled the particles to be observed.</i>	Это давало возможность наблюдать частицы.

### Группы глаголов, за которыми следует объектный инфинитивный оборот)

Глаголы, обозначающие восприятие	Глаголы, обозначающие желание	Глаголы, обозначающие предположение или уверенность	Глаголы, обозначающие приказание, просьбу или разрешение
to see <i>видеть</i> to hear <i>слышать</i> to watch <i>наблюдать</i> to notice <i>замечать</i> to observe <i>наблюдать</i> to feel <i>чувствовать</i> и др.	to want <i>хотеть</i>  to wish <i>желать</i>	to expect <i>ожидать</i> to consider <i>считать</i> to think <i>полагать</i> to suppose <i>предполагать</i> to know <i>знать</i> to believe <i>считать, полагать</i> и др.	to order <i>приказывать</i> to make <i>заставлять, принуждать</i> to cause <i>заставлять, принуждать</i> to let <i>позволять</i> to allow <i>разрешать</i> и др.

### 5.1.4. Оборот «Именительный падеж с инфинитивом» (Complex Subject)

Оборот «Именительный падеж с инфинитивом» (Complex Subject) состоит из существительного в общем падеже или личного местоимения в именительном падеже и инфинитива, причем инфинитиву могут предшествовать:

а) глагол в форме страдательного залога (*to assume, to expect, to think* — полагать, *to consider* — считать, *to see* — видеть, *to hear* — слышать и др.).

<i>It (the problem) is considered to be complicated.</i>	Считают, что она (задача) трудна.
<i>They (the boys) are seen to play football.</i>	Видят, что они (мальчики) играют в футбол.

б) глагол в **форме действительного залога** (*to seem, to appear* — по-видимому, казаться, оказываться, *to happen, to prove, to turn out* — оказываться).

<i>The data proved to be wrong.</i>	<i>Оказалось, что данные неверны.</i>
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в) сочетание глагола *to be* с **прилагательным** (*to be likely* — вероятно, *to be unlikely* — маловероятно, едва ли, *to be sure, to be certain* — наверное, несомненно, обязательно и др.).

<i>This is likely to be the case.</i>	<i>Это, вероятно, имеет место.</i>
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**Оборот «Именительный падеж с инфинитивом» переводится сложноподчиненным предложением, обычно с придаточным дополнительным (а, б), а также простым предложением с вводными словами как известно, как видно, по-видимому, вероятно и др. (а, б, в).**

#### Группы глаголов, за которыми следует субъектный инфинитивный оборот

после глаголов в страдательном залоге	после глаголов в действительном залоге	после словосочетаний
is/was believed полагают, считают; полагали, считали is/was expected ожидают, ожидали is/was known известно, было известно is/was said говорят, говорили; признают, признавали is/was reported сообщают, как сообщали is/was supposed полагают, предполагают; полагали, предполагали is/was considered считают, считали is/was thought считают, думают; считали, думали is/was understood считают, считали; по имеющимся сведениям	seems/seemed кажется, казалось; по-видимому appears/appeared по-видимому proves/proved оказывается, оказывалось	is likely похоже на то, вероятно, по всей вероятности is unlikely маловероятно is sure/certain обязательно, наверняка, несомненно

#### Варианты лексико- грамматических упражнений к разделу 1.5:

##### Вариант 1.

Choose the correct form of the Infinitive. Выберите правильную форму инфинитива.

(?)My father allowed me \_\_\_\_\_ his car.

(!)to use

(?)use

(?)Let me \_\_\_\_\_ your bag.

(?)to carry

(!)carry

(??)Would you like me \_\_\_\_\_ now?

(!)to go

(?)go

(??)He doesn't want anybody \_\_\_\_\_.

(!)to know

(?)know

(??)What makes you \_\_\_\_\_ so?

(?)to think

(!)think

(??)The film was very sad. It made me \_\_\_\_\_.

(?)to cry

(!)cry

Choose the correct form of the Infinitive. Выберите правильную форму инфинитива.

(??)What's happened here? I want \_\_\_\_\_ the truth.

(?)to tell

(!)to be told

(?)to have told

(??)In many countries English is the top priority language \_\_\_\_\_ at school.

(!)to be learnt

(?)to be learning

(?)to have learnt

(??)She returned to her motherland not \_\_\_\_\_ it again.

(!)to leave

(?)to be left

(?)to be leaving

(??)There was much \_\_\_\_\_ for the idea.

(?)to be saying

(!)to be said

(?)be said

(??)I expect you \_\_\_\_\_ to me instead of writing something.

(?)listen

(?)be listening

(!)to be listening

(??)Our group will \_\_\_\_\_ a test from 2 p.m. to 4 p.m.

(?)to be writing

(!)be writing

(?)write

(??)I am glad \_\_\_\_\_ you.

(?)to be meeting

(!)to have met

(?)to be met

(??)She is happy \_\_\_\_\_ this job.

(!)to have been offered

(?)have offered

(?)to have been offering

(??)She pretended \_\_\_\_\_ for me for all these months.

(?)to be waiting

(?)to be waited



- (!)to have been waiting
- (??)I am sorry \_\_\_\_\_ you so much trouble.
- (!)to have given
- (?)to be given
- (?)to have been given

### **Вариант 2.**

Choose the sentence which means the same as the sentence in the task. Выберите предложение, имеющее то же значение, что и предложение в задании

- (??)They that the company lost a lot of money last year.
- (!)The company is said to have lost a lot of money.
- (?)The company is said to lose a lot of money.
- (?)The company is said to be losing a lot of money.
- (??)They believe that the company is losing a lot of money.
- (?)The company is believed to have lost a lot of money.
- (?)The company is believed to lose a lot of money.
- (!)The company is believed to be losing a lot of money.
- (??)I don't think the answer will please him.
- (!)The answer is unlikely to please him.
- (?)The answer was unlikely to please him.
- (?)The answer is unlikely to be pleased.
- (??)I don't think you need to take an umbrella. It doesn't look like raining.
- (?)It is likely to rain.
- (!)It is unlikely to rain.
- (?)It wasn't likely to rain.
- (??)It is believed that the thieves got in through a window in the roof.
- (?)The thieves are believed to get in through a window in the roof.
- (?)The thieves are believed to be got in through a window in the roof.
- (!)The thieves are believed to have got in through a window in the roof.
- (??)They know that he speaks fluent English.
- (!)He seems to speak fluent English.
- (?)He seems to have spoken fluent English.
- (?)He seems to be speaking fluent English.
- (??)It is alleged that the man was driving at 110 miles an hour.
- (?)The man is alleged to have driven at 110 miles an hour.
- (!)The man is alleged to be driving at 110 miles an hour.
- (?)The man is alleged to drive at 110 miles an hour.
- (??)It is reported that the building has been badly damaged by the fire.
- (!)The building is reported to have been badly damaged by the fire.
- (?)The building is reported to be badly damaged by the fire.
- (??)It was clear that they would speak a lot about the new director.
- (!)The new director was sure to be spoken about.
- (?)The new director is sure to be spoken about.

### **Форма практического задания: текст**

### ***Варианты текстов для чтения и перевода к разделу 1.5***

#### **Вариант 1.**

The firm's primary objective in producing output is to maximize profits. The production of output, however, involves certain costs that reduce the profits a firm can make. The relationship between costs and profits is therefore critical to the firm's determination of how much output to produce.

Explicit and implicit costs. A firm's explicit costs comprise all explicit payments to the factors of production the firm uses. Wages paid to workers, payments to suppliers of raw materials, and fees paid to bankers and lawyers are all included among the firm's explicit costs. A firm's implicit costs consist of the opportunity costs of using the firm's own resources without receiving any explicit compensation for those resources. For example, a firm that uses its own building for production purposes forgoes the income that it might receive from renting the building out. As another example, consider the owner of a firm who works along with his employees but does not draw a salary; the owner forgoes the opportunity to earn a wage working for someone else. These implicit costs are not regarded as costs in an accounting sense, but they are a part of the firm's costs of doing business, nonetheless. When economists discuss costs, they have in mind both explicit and implicit costs.

Accounting profits, economic profits, and normal profits. The difference between explicit and implicit costs is crucial to understanding the difference between accounting profits and economic profits. Accounting profits are the firm's total revenues from sales of its output, minus the firm's explicit costs. Economic profits are total revenues minus explicit and implicit costs. Alternatively stated, economic profits are accounting profits minus implicit costs. Thus, the difference between economic profits and accounting profits is that economic profits include the firm's implicit costs and accounting profits do not.

#### **Вариант 2.**

A firm is said to make normal profits when its economic profits are zero. The fact that economic profits are zero implies that the firm's reserves are enough to cover the firm's explicit costs and all of its implicit costs, such as the rent that could be earned on the firm's building or the salary the owner of the firm could earn elsewhere. These implicit costs add up to the profits the firm would normally receive if it were properly compensated for the use of its own resources - hence the name, normal profits.

Fixed and variable costs. In the short-run, some of the input factors the firm uses in production are fixed. The cost of these fixed factors are the firm's fixed costs. The firm's fixed costs do not vary with increases in the firm's output.

The firm also employs a number of variable factors of production. The cost of these variable factors of production are the firm's variable costs. In order to increase output, the firm must increase the number of variable factors of production that it employs. Therefore, as firm output increases, the firm's variable costs must also increase. To illustrate the concepts of fixed and variable costs, consider again the example of a single firm operating in the short-run with a fixed amount of capital, 1 unit, and a variable amount of labor. Suppose the cost of the single unit of capital is \$100 and the cost of hiring each worker is \$20

### **РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 1.5:**

Форма рубежного контроля – контрольная работа

#### **Раздел 5. Infinitive.**

Choose the correct form of the Infinitive.

1. (??)My father allowed me \_\_\_\_\_ his car.  
(!)to use  
(?)use
2. (??)Let me \_\_\_\_\_ your bag.  
(?)to carry  
(!)carry

3. (??)Would you like me \_\_\_\_\_ now?  
 (!)to go  
 (?)go
4. (??)He doesn't want anybody \_\_\_\_\_.  
 (!)to know  
 (?)know
5. (??)What makes you \_\_\_\_\_ so?  
 (?)to think  
 (!)think
6. (??)The film was very sad. It made me \_\_\_\_\_.  
 (?)to cry  
 (!)cry
7. (??)What's happened here? I want \_\_\_\_\_ the truth.  
 (?)to tell  
 (!)to be told  
 (?)to have told
8. (??)In many countries English is the top priority language \_\_\_\_\_ at school.  
 (!)to be learnt  
 (?)to be learning  
 (?)to have learnt
9. (??)She returned to her motherland not \_\_\_\_\_ it again.  
 (!)to leave  
 (?)to be left  
 (?)to be leaving
10. (??)There was much \_\_\_\_\_ for the idea.  
 (?)to be saying  
 (!)to be said  
 (?)be said
11. (??)I expect you \_\_\_\_\_ to me instead of writing something.  
 (?)listen  
 (?)be listening  
 (!)to be listening
12. (??)Our group will \_\_\_\_\_ a test from 2 p.m. to 4 p.m.  
 (?)to be writing  
 (!)be writing  
 (?)write
13. (??)I am glad \_\_\_\_\_ you.  
 (?)to be meeting  
 (!)to have met  
 (?)to be met
14. (??)She is happy \_\_\_\_\_ this job.  
 (!)to have been offered  
 (?)have offered  
 (?)to have been offering
15. (??)She pretended \_\_\_\_\_ for me for all these months.  
 (?)to be waiting  
 (?)to be waited  
 (!)to have been waiting
16. (??)I am sorry \_\_\_\_\_ you so much trouble.

- (!)to have given  
 (?)to be given  
 (?)to have been given
17. (??)Byron wrote: "I awoke one morning \_\_\_\_\_ myself famous".  
 (!)to find  
 (?)to be found  
 (?)find  
 (?)to have found
18. (??)She returned to her home town never \_\_\_\_\_ it again.  
 (?)leave  
 (!)to leave  
 (?)left  
 (?)to be left
19. (??)The population tends \_\_\_\_\_ every year.  
 (!)to be growing  
 (?)be growing  
 (?)to have grown  
 (?)have grown
20. (??)The Chinese language is too difficult \_\_\_\_\_ quickly.  
 (!)to learn  
 (?)to be learning  
 (?)be learning  
 (?)learn
21. (??)He is lucky \_\_\_\_\_ such experience.  
 (!)to have acquired  
 (?)have acquired  
 (?)to be acquired  
 (?)be acquiring
22. (??)He was made \_\_\_\_\_ that he had better keep silent.  
 (?)understand  
 (!)to understand  
 (?)to be understood  
 (?)have understood
23. (??)Possible promotion encouraged him \_\_\_\_\_ English.  
 (?)learn  
 (?)be learning  
 (?)to have learnt  
 (!)to learn
24. (??)Slang is not supposed \_\_\_\_\_ in the formal or official language.  
 (?)to use  
 (?)use  
 (?)be used  
 (!)to be used
25. (??)Do you happen \_\_\_\_\_ anything about the incident?  
 (!)to have heard  
 (?)heard  
 (?)to be heard  
 (?)hear

## **Перечень аналитических заданий к разделу 1.5:**

### **1. *Comment on the terms***

1. Demand
2. Supply
3. Costs
4. Movements
5. Shifts
6. equilibrium price
7. market-clearing price
8. demand curves
9. supply curves
10. quantity
11. quality
12. backbone
13. amount of goods
14. price
15. resources
16. to sell
17. to denote
18. compromise price
19. supplier
20. consumer
21. fundamental concepts
22. executives
23. shift
24. given price
25. goods

### **2. *Discuss the following problems:***

1. Supply and demand is perhaps one of the most fundamental concepts of economics and it is the backbone of a market economy
2. The quantity demanded is the amount of a product people are willing to buy at a certain price
3. the relationship between price and quantity demanded is known as the demand relationship
4. The quantity supplied refers to the amount of a certain good producers are willing to supply when receiving a certain price
5. The correlation between price and how much of a good or service is supplied to the market is known as the supply relationship
6. Price is a reflection of supply and demand.
7. The relationship between demand and supply underlie the forces behind the allocation of resources
8. The law of demand states that, if all other factors remain equal, the higher the price of a good, the less people will demand that good
9. The amount of a good that buyers purchase at a higher price is less because as the price of a good goes up, so does the opportunity cost of buying that good
10. The law of supply demonstrates the quantities that will be sold at a certain price. But unlike the law of demand, the supply relationship shows an upward slope
11. Unlike the demand relationship, however, the supply relationship is a factor of time
12. When supply and demand are equal (i.e. when the supply function and demand function intersect) the economy is said to be at equilibrium

13. At the given price, suppliers are selling all the goods that they have produced and consumers are getting all the goods that they are demanding
14. For economics, the "movements" and "shifts" in relation to the supply and demand curves represent very different market phenomena
15. On the demand curve, a movement denotes a change in both price and quantity demanded from one point to another on the curve
16. Like a movement along the demand curve, a movement along the supply curve means that the supply relationship remains consistent.
17. A shift in a demand or supply curve occurs when a good's quantity demanded or supplied changes even though price remains the same
18. The compromise price is the one that makes quantity demanded equal to quantity supplied.
19. Customers want low prices, and executives want high prices. Markets resolve this dilemma by reaching a compromise price
20. Almost every economic event or phenomenon is the product of the interaction of these two laws.
21. One function of markets is to find "equilibrium" prices that balance the supplies of and demands for goods and services.
22. Producers always would like to charge higher prices
23. As the price rises, the number of units demanded declines.
24. Markets in which prices can move freely are always in equilibrium or moving toward it
25. Why does the quantity supplied rise as the price rises and fall as the price falls?

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## Раздел 2.1.

### Тема 2.1.1 Герундий

**Цель:** Повторение и закрепление грамматического материала по теме «Герундий». (ОК-4, ПК-1).

**Перечень изучаемых элементов содержания:**

- Образование герундия.
- Функции герундия.
- Глаголы, требующие после себя употребления герундия.
- Употребление герундия после предлогов.
- Перевод герундия на русский язык.

**Вопросы для самоподготовки:**

1. Выполнить грамматические упражнения

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

### Тема 2.1.2. Деньги и их функции

**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4, ПК-1).

**Перечень изучаемых элементов содержания:**

- Лексика по теме.
- Деньги, их типы.
- Функции денег.
- Валюта, популярные мировые валюты.

**Вопросы для самоподготовки:**

1. Составить тематический глоссарий по теме.

2. Охарактеризовать роль денег в экономике.
3. Определить функции и типы денег.
4. Дать определение валюты.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, доклады.

**Темы докладов:**

1. History of money
2. The role of money in different types of economy
3. How globalization affects currencies
4. Is global currency possible?

### ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 2.1.

Формы практического задания:

1. грамматический материал для изучения
2. текст для чтения, перевода, обсуждения
3. грамматические упражнения
4. лексические упражнения

**Грамматический материал к разделу 2.1.:**

#### Герундий

2.1.. 1. Образование форм герундия

2.1.2. Функции герундия

2.1..3 Употребление герундия

Герундий

Герундий — это неличная форма глагола, выражающая процесс действия и обладающая свойствами как существительного, так и глагола.

#### 2.1.1. ФОРМЫ ГЕРУНДИЯ

	Active	Passive
<b>Indefinite</b>	telling	being told
<b>Perfect</b>	having told	having been told

**Формы герундия Indefinite (Active и Passive) выражают действия, одновременные с действием сказуемого.**

**Формы Perfect (Active и Passive) выражают действия, предшествующие действию сказуемого.**

#### 2.1.2. Функции герундия

Без предлога	Подлежащее	<b>Learning</b> rules without examples is useless.	<b>Учить</b> правила без примеров бесполезно.
	Часть сказуемого	The idea is <b>not interfering</b> .	Идея заключается в том, чтобы не вмешиваться.

Без предлога	Дополнение	<b>You can't avoid seeing him.</b>	Ты не можешь избежать <b>встречи</b> с ним.
С предлогом		We are looking forward <b>to seeing</b> the new model in operation.	Мы ждём с нетерпением <b>ввода</b> новой модели.
С предлогом	Определение	<b>There are many ways of solving this problem.</b>	<b>Существует много способов решения этой задачи.</b>
	Обстоятельство	<b>She went there for studying physics.</b>	<b>Она поехала туда (для того, чтобы) изучать физику. Она поехала туда для изучения физики</b>

### 2.1.3. Употребление герундия

Герундий употребляется:

а) после глаголов

Глагол		Глагол	
admit	признавать	finish	заканчивать
appreciate	ценить	forgive	простить
avoid	избегать	hate	ненавидеть
complete	завершать, заканчивать	imagine	воображать, представлять себе
consider	рассматривать	include	включать в себя
delay	задерживать, откладывать	involve	подразумевать
dislike	не любить	keep	продолжать
detest	ненавидеть	mention	упоминать
discuss	обсуждать	mind	возражать
doubt	сомневаться	postpone	откладывать, переносить
endure	выдерживать, терпеть	practice	иметь обыкновение (делать что-л.)
enjoy	получать удовольствие	resent	возмущаться. обижаться
escape	убегать, избегать	resist	сопротивляться
excuse	извиняться	risk	рисковать
face	сталкиваться с	suggest	предлагать
		understand	понимать

б) после глаголов **to go** и **to be** в следующих сочетаниях:

Глагол <b>to go</b> + герундий	Глагол <b>to do</b> + герундий
to go boating, sailing, fishing – кататься на лодке; плыть на судне; ловить рыбу to go skiing, skating – кататься на лыжах, коньках to go hunting, climbing, shooting, dancing – охотиться; заниматься скалолазанием, стрельбой; танцевать to go riding, walking, swimming, shopping – кататься на лошади; ходить пешком; плавать; ходить по магазинам	to do gardening – работать в саду to do shopping – делать покупки to do the washing up – мыть посуду to do laundering – стирать белье в стиральной машине

в) после глаголов с предлогами

Глагол + предлог		Глагол + предлог	
blame for	обвинять	look forward to	предвкушать, ожидать
praise for	хвалить за	object to	возражать против



thank for depend on rely on go on keep on insist on congratulate on	благодарить зависеть от полагаться на продолжать продолжать настаивать на поздравлять с	за put off give up prevent from think of	откладывать, переносить прекращать препятствовать строить планы, собираться
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г) после прилагательных с предлогами:

Прилагательное с предлогом		Прилагательное с предлогом	
engaged in interested in busy in / with successful in good (bad) at surprised at satisfied with disappointed with happy about	занятый, заинтересованный интересующийся занятый преуспевающий, удачливый способный (неспособный) к удивленный довольный разочарованный в довольный	responsible for necessary for useless for tired of capable of used to	ответственный за необходимый для бесполезный для уставший от способный привыкший к

д) после существительных с предлогом

Существительное с предлогом		Существительное с предлогом	
cause for reason for ground for reputation for objection to tendency to	причина причина основание, причина репутация, доброе имя возражение на склонность к	interest in participation in doubt about concern about	интерес к, заинтересованность участие в сомнение в беспокойство, озабоченность

е) после некоторых словосочетаний с предлогами:

Словосочетание с предлогом	Словосочетание с предлогом
to be no use – быть бесполезным to be busy – быть занятым can't stand – не выносить can't help – быть не в состоянии не (сделать ч.-л.)	to feel like – быть склонным к there is no point in – ни к чему what about? – что насчёт...? to be worth – заслуживать, стоить

Значения некоторых глаголов меняются в зависимости от того, какая форма (инфинитив или герундий) используется после этих глаголов.

	V+ing	V+ To Infinitive
<b>Forget, remember</b>	refers to a <b>completed</b> action: <i>I remember meeting him two years ago.</i> <i>Я помню, что встречался с ним два года назад.</i>	implies <b>uncompleted</b> action: <i>Remember to switch off the light.</i> <i>Не забудь выключить (что нужно выключить) свет</i>
<b>Try</b>	implies <b>experimenting</b> to see the effect:	implies an <b>effort</b> to do sth difficult:

	<i>Try turning it on and off again. Попробуй включить и выключить еще раз.</i>	<i>I tried to reach him on the phone but failed. Я пытался дозвониться ему, но не смог.</i>
<b>Mean</b>	implies an <b>activity involving or leading to</b> doing sth: <i>Managing well means communicating well. Эффективное руководство предполагает (подразумевает, означает) эффективное общение.</i>	implies <b>intention</b> or wish to do: <i>They meant to finish their report by the end of the month. Они хотели закончить отчет к концу месяца.</i>
<b>Regret</b>	implies a <b>past activity</b> : <i>I regret sending the letter; I should never have done that. Жаль, что я отправил письмо, мне не следовало делать этого.</i>	implies <b>feeling sorry to announce</b> some bad news: <i>We regret to inform you that... Мы с сожалением сообщаем вам, что...</i>
<b>Stop</b>	Gerund implies <b>finishing an action</b> completely: <i>Stop saying nonsense! Прекрати говорить ерунду!</i>	Infinitive implies finishing an action <b>in order to do</b> another one: <i>He stopped to light a cigarette. Он остановился, чтобы прикурить</i>
<b>Go on</b>	implies <b>doing the same activity</b> : <i>They went on discussing the terms. Они продолжили обсуждать условия</i>	implies <b>starting doing sth different</b> . <i>They studied the contract and went on to discuss its terms. Они изучили контракт и перешли к обсуждению условий</i>
<b>Like</b>	implies <b>pleasure</b> out of an activity: <i>She likes reading. Ей нравится (Она любит) читать.</i>	implies <b>choice or preference</b> : <i>She likes to consult a senior officer when in a difficulty. Она предпочитает обратиться (считает, что лучше обратиться) к старшему сотруднику, если сталкивается с проблемой.</i>

## Варианты лексико-грамматических упражнений к разделу 2.1.:

### Вариант 1.

(??)Choose the correct preposition. Выберите правильный предлог.

(~)He is not responsible \_\_\_\_ handling correspondence. ~ for

(~)He is surprisingly good \_\_\_\_ solving problems. ~ at

(~)I am afraid \_\_\_\_ misunderstanding. ~ of

(~)My father thinks I'm not capable \_\_\_\_ earning my own living. ~ of

(~)I was surprised \_\_\_\_ not being considered a member of the team. ~ at

(~)At the time I was very keen \_\_\_\_ getting an independent income. ~ on

(~)He is known to be good \_\_\_\_ communicating with people. ~ at

(~)The reason \_\_\_\_ his not attending the meeting is quite clear. ~ for

(~)They showed no sign \_\_\_\_ recognizing us. ~ of

Choose correct prepositions and forms of the Gerund. Выберите правильный предлог и форму герундия.

- (??)He succeeded \_\_\_\_\_ the task.  
 (!)in fulfilling  
 (?)with fulfilling  
 (?)in being fulfilled  
 (??)\_\_\_\_\_ you might make your life easier.  
 (?)in apologizing  
 (!)by apologizing  
 (?)by being apologized  
 (??)He congratulated the new members\_\_\_\_\_ to the community.  
 (!)on being admitted  
 (?)on admitting  
 (?)for admitting  
 (??)\_\_\_\_\_ the decision the participants began to shake hands.  
 (?)by reaching  
 (!)after reaching  
 (?)without reaching  
 (??)Those students who have only excellent marks may get their pass \_\_\_\_\_ at the exam.  
 (?)without asking  
 (!)without being asked  
 (?)by asking  
 (??)The reason\_\_\_\_\_ the story is that it is sensational.  
 (!)for publishing  
 (?)for being published  
 (?)of publishing  
 (??)He had the reputation \_\_\_\_\_ a lot of tact.  
 (!)for having  
 (?)of having  
 (?)on having  
 (??)They claim that their method is the fastest way\_\_\_\_\_ to speak a language.  
 (!)of learning  
 (?)in learning  
 (?)of being learnt

### **Вариант 2.**

- (??)Match the halves of the sentences. Соедините половины предложений.  
 (~)Begin by ~ making a list of what you have to do  
 (~)Be realistic: there is no point in ~ making plans you can't possibly keep  
 (~)Find a quiet place where you can work without ~ being interrupted  
 (~)If possible, use it only for ~ studying  
 (~)Check you have everything you need before ~ starting work  
 (~)Encourage yourself by ~ marking each topic on your list as you complete it  
 (~)Get used to ~ working independently  
 Choose correct forms of the Gerund. Выберите правильную форму герундия.  
 (??)Do you mind his \_\_\_\_\_ us?  
 (!)joining  
 (?)being joined  
 (?)having joined  
 (??)They were afraid to risk \_\_\_\_\_ the plan into effect.  
 (!)putting

- (?)being put  
 (?)having put  
 (??)He appreciated \_\_\_\_\_ in his work.  
 (?)helping  
 (!)being helped  
 (?)having helped  
 (??)I enjoy making fun of people, and I don't mind \_\_\_\_\_ fun of.  
 (?)making  
 (!)being made  
 (?)having been made  
 (??)Poor weather conditions caused us to delay \_\_\_\_\_.  
 (!)setting off  
 (?)being set off  
 (?)having set off  
 (??)I appreciate now \_\_\_\_\_ the news yesterday.  
 (?)telling  
 (?)having told  
 (!) having been told  
 (??)I agree to make a report on the subject but only if it doesn't involve \_\_\_\_\_ (?)questions.  
 (?)asking  
 (!)being asked  
 (?)having been asked

**Форма практического задания: текст**

***Варианты текстов для чтения и перевода к разделу 2.1.***

**Вариант 1.**

Money came into use to remove the inconveniences of barter as money has separated the act of purchase from sale. Medium of exchange is the basic or primary function of money. People exchange goods and services through the medium of money. Money acts as a medium of exchange or as a medium of payments. Money by itself has no utility (except perhaps to the miser). It is only an intermediary.

The use of money facilitates exchange, exchange promotes specialisation Increases productivity and efficiency A good monetary system is, therefore, of immense utility to human society. Money is also called a bearer of options or generalised purchasing power because it provides freedom of choice to buy things he wants most from those who offer best bargain.

Money as a Unit of Account or Measure of Value. Money serves as a unit of account or a measure of value. Money is the measuring rod, i.e., it is the units in terms of which the values of other goods and services are measured in money terms and expressed accordingly Different goods produced in the country are measured in different units like cloth in metres, milk in litres and sugar in kilograms. Without a common unit, exchange of goods becomes very difficult Values of all goods and services can be expressed easily in a single unit called money Again without a measure of value, there can be no pricing process. Without a pricing process organised marketing and production is not possible. Thus, the use of money as a measure of value is the basis of specialised production.

**Вариант 2.**

The economic policies of the last two decades all bear the marks of Milton Friedman's work. As the U.S. economy matured, Friedman argued that the government had to begin removing the redundant controls it had imposed upon the market, such as antitrust legislation. Rather than growing bigger on the increasing gross domestic product (GDP), Friedman thought that governments should focus on consuming less of an economy's capital, so that more remained in the system. With more capital in the system, it would

be possible for the economy to operate without any government interference. (For more on Friedman and his work, see Free Market Maven: Milton Friedman.)

The Bottom Line. Economic thought has diverged into two streams: theoretical and practical. Theoretical economics uses the language of mathematics, statistics and computational modeling to test pure concepts that, in turn, help economists understand the truths of practical economics and shape them into governmental policy. The business cycle, boom and bust cycles, and anti - inflation measures, are outgrowths of economics; understanding them helps the market and government adjust for these variables

### РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 2.1.:

Форма рубежного контроля – контрольная работа

#### *Перечень аналитических заданий к разделу 2.1.*

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Choose correct prepositions and forms of the Gerund.

1. (??)He succeeded \_\_\_\_\_ the task.  
(!)in fulfilling  
(?)with fulfilling  
(?)in being fulfilled
2. (??)\_\_\_\_\_ you might make your life easier.  
(?)in apologizing  
(!)by apologizing  
(?)by being apologized
3. (??)He congratulated the new members \_\_\_\_\_ to the community.  
(!)on being admitted  
(?)on admitting  
(?)for admitting
4. (??)\_\_\_\_\_ the decision the participants began to shake hands.  
(?)by reaching  
(!)after reaching  
(?)without reaching
5. (??)Those students who have only excellent marks may get their pass \_\_\_\_\_ at the exam.  
(?)without asking  
(!)without being asked  
(?)by asking
6. (??)The reason \_\_\_\_\_ the story is that it is sensational.  
(!)for publishing  
(?)for being published  
(?)of publishing
7. (??)He had the reputation \_\_\_\_\_ a lot of tact.  
(!)for having  
(?)of having  
(?)on having
8. (??)They claim that their method is the fastest way \_\_\_\_\_ to speak a language.  
(!)of learning  
(?)in learning  
(?)of being learnt

Choose “true”, “false” or “not stated”

9. (??) The sociologist has a distinctive way of examining human interactions.  
(!) true  
(?) false

- (?) not stated
10. (??) In attempting to understand social behavior, sociologists rely on usual type of creative thinking, sociological imagination.  
 (!)true  
 (?) false  
 (?) not stated
11. (??) Sociological imagination can bring new understanding to daily life around us.  
 (!)true  
 (?)false  
 (?)not stated
12. (??) Anthropologists usually explore the ways in which people produce and exchange goods and services.  
 (?)true  
 (!)false  
 (?)not stated
13. (??)Historians are concerned with the history of the past and their significance for the past.  
 (?) true  
 (?) false  
 (!) not stated
14. (??) Sociologists focus on the social networks that develop among many gamblers.  
 (!) true  
 (?) false  
 (?) not stated
15. (??) Humans are social animals, who can live without communication  
 (?) true  
 (!) false  
 (?) not stated
16. (??) Viewing social phenomena from several perspectives, we can realise the threat to our understanding of human behavior.  
 (?)true  
 (?) false  
 (!) not stated  
 (??)Match English phrases from the text with their Russian equivalents.
17. (~) has a lot of benefits ~иметь много преимуществ
18. (~) a good chance to improve your knowledge ~ хороший шанс улучшить ваши знания
19. (~) it's great to take a break from your everyday life ~ это здорово взять перерыв от будничной жизни
20. (~) assist with learning the native language ~ содействовать изучению местного языка
21. (~) you'll be earning a degree ~ вы будете получать высшее образование
22. (~) plenty of potential downsides ~ множество возможных минусов
23. (~) different habits and customs you'll have to get used to~ разные привычки и обычаи, к которым вам придется привыкнуть
24. (~) the quality of medical facilities~ качество медицинского обслуживания
25. (~) to protect your money ~ защищать свои деньги

*Перечень аналитических заданий к разделу 2.1.*

***Comment on the terms***

1. Barter
2. Transaction

3. Exchange
4. Service
5. To conduct
6. Double coincidence of wants
7. Store of value
8. Liquid
9. Unit of account
10. Deferred Payments
11. Loans
12. Facilitate
13. Borrowing
14. Creditors
15. Debtors
16. Value
17. Fix
18. Debt contracts
19. Transfer of value
20. Liquid Assets
21. Marginal Utilities
22. Productivness
23. Equalizer
24. Basis of Adjustment
25. National income

2. ***Discuss the following problems:***

1. Money's most important function is as a medium of exchange to facilitate transactions.
2. Without money, all transactions would have to be conducted by barter, which involves direct exchange of one good or service for another.
3. The difficulty with a barter system is that in order to obtain a particular good or service from a supplier, one has to possess a good or service of equal value, which the supplier also desires
4. In a barter system, exchange can take place *only* if there is a double coincidence of wants between two transacting parties
5. Money effectively eliminates the double coincidence of wants problem by serving as a medium of exchange that is accepted in all transactions, by all parties, regardless of whether they desire each others' goods and services
6. In order to be a medium of exchange, money must hold its value over time; that is, it must be a store of value
7. If money could not be stored for some period of time and still remain valuable in exchange, it would not solve the double coincidence of wants problem and therefore would not be adopted as a medium of exchange
8. Money is more liquid than most other stores of value because as a medium of exchange, it is readily accepted everywhere
9. Money also functions as a unit of account, providing a *common measure of the value* of goods and services being exchanged
10. There has been lot of controversy and confusion over the meaning and nature of money
11. Some economists define money in legal terms saying that "anything which the state declares as money is money."

12. According to the traditional view, also known as the view of the Currency School, money is defined as currency and demand deposits, and it's most important function is to act as a medium of exchange.
13. Theory points towards a threefold traditional classification of the nature of money: "to act as a unit of account (or measure of value as Wick-sell put it), as a means of payment, and as a store of value."
14. Money as a Standard of Deferred Payments
15. Money has simplified both the taking and repayment of loans because the unit of account is durable.
16. Money links the present values with those of the future
17. Money facilitates borrowing by firms and businessmen from banks and other non-bank financial institutions.
18. By acting as a standard of deferred payments, money helps in capital formation both by the government and business enterprises
19. There is the danger of changes in the value of money over time which harms or benefits the creditors and debtors
20. Some of the countries have fixed debt contracts in terms of a price index which measures changes in the value of money
21. A person who holds money in cash or assets can transfer that to any other person
22. Money as the Most Liquid of all Liquid Assets
23. Money is the basis of the credit system
24. Credit economises the use of money
25. Money is an equaliser of Marginal Utilities and Productivities

## **Раздел 2.2**

### **Тема 2.2.1. Модальные глаголы**

**Цель:** Повторение и закрепление грамматического материала по теме «Модальные глаголы» (ОК-4, ПК-1).

#### **Перечень изучаемых элементов содержания:**

- Модальный глагол *can*, оборот *be able to*.
- Модальный глагол *must*.
- Глаголы *have to*, *need to*.
- Модальные глаголы *should*, *ought to*
- Использование модальных глаголов для выражения возможности/ невозможности, вероятности/невероятности совершения действия.

#### **Вопросы для самоподготовки:**

1. Выполнить грамматические упражнения

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

### **Тема 2.2.2. Разделение труда**

**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4, ПК-1).

#### **Перечень изучаемых элементов содержания**

- Лексика по теме.
- Понятие разделения труда.
- Разделение труда: его виды, формы и критерии.

#### **Вопросы для самоподготовки:**



1. Составить тематический глоссарий по теме.
2. Дать определение разделению труда.
3. Охарактеризовать все аспекты, связанные с разделением труда.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос.

## ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 2.2

Формы практического задания:

1. грамматический материал для изучения
2. текст для чтения, перевода, обсуждения
3. грамматические упражнения
4. лексические упражнения

**Грамматический материал к разделу 2.2:**

### Модальные глаголы

- 2.2.1. Значения модальных глаголов и их эквивалентов
- 2.2.2. Выражение долженствования при помощи модальных глаголов и их эквивалентов
- 2.2.3. Выражение возможности/ вероятности при помощи модальных глаголов

Modal verbs (Модальные глаголы)

**Модальные глаголы** — это такие глаголы, которые выражают отношение лица к действию или состоянию, выраженному инфинитивом. Модальный глагол в сочетании с инфинитивом образует в предложении составное глагольное сказуемое.

Модальные глаголы выражают способность, возможность, допустимость, долженствование, желательность действия.

К модальным глаголам относятся глаголы **can, may, must, ought, need, should, shall, will**.

Модальные глаголы и их эквиваленты могут выражать следующие значения:

### 2.2.1. Значения модальных глаголов и их эквивалентов

долженствование	must, be to, should, ought to/ shall
отсутствие необходимости	needn't, don't/ didn't have to
запрет	not be to, may not, cannot, must not, should not/ ought not to
разрешение	may, can, will be allowed
способность, возможность	can / could, will be able
(не)желание	will / won't, would / wouldn't

характерное поведение	will / would
вероятность	must
невероятность	can't
возможность	may/ might/ could
невозможность	may not / might not

### 2.2.2. Выражение долженствования при помощи модальных глаголов и их эквивалентов

Глагол	значение	пример употребления	перевод
must	необходимость совершения действия в силу того, что говорящий считает это важным, правильным	I <b>must</b> go – I don't want to be late.	Я должен (Мне надо) идти – я не хочу опаздывать.
	инструкции, объявления	Passengers <b>must</b> wear seat bets.	Пассажиры должны пристегнуться ремнями безопасности.
must not (mustn't)	запрет	ZOO NOTICE: Visitors <b>must not</b> feed the animals.	ОБЪЯВЛЕНИЕ В ЗООПАРКЕ: Кормить животных запрещено.
have to	вынужденная необходимость	You'll <b>have to</b> get up earlier when you start work, won't you?	Тебе придется вставать раньше, когда ты начнешь работать, правда?
needn't/ don't have to	отсутствие необходимости	I'm glad I <b>don't have to</b> go to work today.	Я рада, что сегодня не нужно идти на работу.
be to	необходимость по договоренности плану или приказу	We <b>are to</b> meet at seven o'clock.	Мы должны (Мы договорились) встретиться в 7.
should/ ought to	моральный долг, совет	You <b>should (ought to)</b> practice for more than two hours.	Тебе следует заниматься больше чем два часа.
should + Perfect Infinitive	порицание, упрек	The Emergency Exit doors <b>shouldn't</b> have been locked.	Аварийный выход не следовало запирать.
ought to + Perfect Infinitive		They <b>ought to</b> have stopped at the traffic lights.	Им следовало (они должны были) остановиться на светофоре.

### 2.2.3. Модальные глаголы, выражающие возможность или вероятность

	Probability вероятно, должно быть (не)		Possibility возможно, может быть (не)	
	positive	negative	positive	
Present	<b>must</b>	<b>can't / couldn't</b>	<b>may/ might/</b>	<b>may not/ might not</b>

	do; be done; be doing	do; be done; be doing	<b>could</b> do; be done; be doing	do; be done; be doing
Past	<b>must</b> have done; have been done; have been doing	<b>can't</b> have done; have been done; have been doing	<b>may/ might/ could</b> have done; have been done; have been doing	<b>may not/ might not</b> have done; have been done; have been doing

## Варианты лексико-грамматических упражнений к разделу 2.2:

### Вариант 1.

#### Choose the correct answer.

(??)Our teacher \_\_\_\_\_ speak three languages.

(!)*can*

(?)*must*

(?)*may*

(??)They \_\_\_\_\_ take every Friday off last year.

(!)*were allowed to*

(?)*might*

(?)*could*

(??)Your coat is quite new. You \_\_\_\_\_ buy another one.

(?)*mustn't*

(!)*needn't*

(?)*can't*

(??)I'd like \_\_\_\_\_ play chess.

(?)*to have to*

(!)*to be able to*

(?)*to can*

(??)Students \_\_\_\_\_ interrupt their teachers.

(?)*cannot*

(?)*needn't*

(!)*mustn't*

(??)He said he \_\_\_\_\_ stay any longer.

(?)*might not*

(!)*couldn't*

(?)*needn't*

(??)I think I'll \_\_\_\_\_ go and explain it to them.

(?)*must*

(!)*have to*

(?)*can*

(??)Are you sure you'll \_\_\_\_\_ get to the bottom of it?

(?)*can*

(!)*be able to*

(?)*may*

(??)The woman got up and Grayson \_\_\_\_\_ see her face clearly before she switched off the light.

(?)*might*  
 (!)*was able to*  
 (?)*could*  
 (??)We \_\_\_\_\_ not get the medicine and returned home without it.  
 (?)*might*  
 (?)*had to*  
 (!)*could*  
 (??)\_\_\_\_\_ I have your book for a moment?  
 (?)*Might*  
 (?)*Must*  
 (!)*May*  
 (??)The boy \_\_\_\_\_ drive my car if he passes his exam.  
 (?)*may*  
 (!)*will be allowed to*  
 (?)*can*

## **Вариант 2.**

**Choose the correct answer.**

(??)You \_\_\_\_\_ have any problems with Jack. He's such a good baby.  
 (?)*mustn't*  
 (!)*shouldn't*  
 (??)You \_\_\_\_\_ use cream in this sauce, but it makes it much tastier.  
 (!)*don't have to*  
 (?)*mustn't*  
 (??)I \_\_\_\_\_ watch my favourite TV programme because Sue rang up for a long chat.  
 (!)*couldn't*  
 (?)*wouldn't*  
 (??)Timmy's so stubborn. He just \_\_\_\_\_ do what he's told.  
 (?)*can't*  
 (!)*won't*  
 (??)I'm afraid I \_\_\_\_\_ come to your wedding as I'm on holiday in Australia.  
 (!)*cannot*  
 (?)*may not*  
 (??)I \_\_\_\_\_ get 10% off the marked price by paying in cash.  
 (!)*was able to*  
 (?)*could*  
 (??)I \_\_\_\_\_ to visit Uncle Tom in hospital after work, but I was too tired.  
 (!)*should have gone*  
 (?)*had to go*  
 (??)You \_\_\_\_\_ say a word about this to your mother. It's a surprise.  
 (?)*don't have to*  
 (!)*mustn't*  
 (??)Mr. Bumble told him that it was a Board night and that the Board had said that he  
 \_\_\_\_\_ to appear before it.  
 (!)*was*  
 (?)*had*  
 (??)She \_\_\_\_\_ not stop here. The necessity to get out was even more urgent.  
 (!)*must*  
 (?)*may*

(??)Why are you late? You \_\_\_\_\_ come at 10 a.m.  
(!)were  
(?)had to  
(??)Don't make such noise. We \_\_\_\_\_ wake the baby  
(!)mustn't  
(?)don't have to  
(??)I'm sorry I couldn't come yesterday. I \_\_\_\_\_ work late.  
(?)must  
(!)had to

**Форма практического задания: текст**

***Варианты текстов для чтения и перевода к разделу 2.2***

**Вариант 1.**

A number of factors including the economy, technological advances, and seasonal fluctuations affect a country's employment situation. The five countries with the highest unemployment rate are: South Africa (25.50%), Greece (24.62%), Spain (21.18%), Iraq (16.00%), Egypt (12.80%), South Africa.

South Africa leads the way with an unemployment rate in excess of 25%. Since 2000, South Africa's lowest unemployment rate was 21.50%. Some of the reasons cited for its elevated rate include the legacy of apartheid, poor education and training, weak labor demand, and a general lack of entrepreneurial interest. According to one source, crime is also a significant issue in the country.

Greece's economic problems are no secret. Its unemployment rate was relatively tame until late 2008 when it began to rise. Greece's lowest unemployment rate since 1998 was 7.30%. Youth unemployment in the country is a staggering 49.50%, far worse than the general rate. Many believe the problem in Greece is structural and will require microeconomic policies to remedy the situation. In short, Greece's government will need to be almost surgical in its approach.

The recent financial crisis hit Spain especially hard. Unemployment was down around 8.0% before spiking to 26.94% in early 2013. Unemployment in Spain also jumped in the mid - 1980s and mid - 1990s. Over the past 40 years, the rate has been under 10% for only a handful of years. The unemployment rate for Spain's youth is a whopping 47.70%. One reason for the post - 2008 rise in the rate is the glut of houses built between 2000 and 2009. In one year, 2006, housing starts in Spain were more than that of Germany, Italy, and France combined. When the real estate bubble burst, the fallout was so severe that unemployment soared. It has yet to return to a normal level.

**Вариант 2.**

A number of factors including the economy, technological advances, and seasonal fluctuations affect a country's employment situation.

The recent financial crisis hit Spain especially hard. Unemployment was down around 8.0% before spiking to 26.94% in early 2013. Unemployment in Spain also jumped in the mid - 1980s and mid - 1990s. Over the past 40 years, the rate has been under 10% for only a handful of years. The unemployment rate for Spain's youth is a whopping 47.70%. One reason for the post - 2008 rise in the rate is the glut of houses built between 2000 and 2009. In one year, 2006, housing starts in Spain were more than that of Germany, Italy, and France combined. When the real estate bubble burst, the fallout was so severe that unemployment soared. It has yet to return to a normal level.

Obviously, the war in Iraq did not benefit its economy. Even so, the unemployment rate in Iraq is down to 16.00% from a high of 28.10% in 2003.

Egypt is the outlier of the group with GDP at 4.5% (year/year). Even so, Egypt has also had consistently high unemployment. Since 1993, its lowest rate was 8.10%, which was prior to 2000. The 2011 revolution in Egypt caused unemployment to rise sharply, where it remains today.

## РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 2.2:

Форма рубежного контроля – **контрольная работа**

### 1. *Перечень теоретических заданий к разделу 2.2*

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Choose the correct form of the verb.

1. (??)If I had realized you were a bad driver, I \_\_\_\_\_ with you.  
(?)didn't come  
(?)hadn't come  
(?)wouldn't come  
(!)would have come
2. (??)If Beth \_\_\_\_\_ to her home town, she could visit her parents.  
(!)went  
(?)had gone(?)would go  
(?)would ha ve gone
3. (??)If the light were better, you \_\_\_\_\_ the sign.  
(?)will see  
(?)had seen  
(!)would see  
(?)would have seen
4. (??)If Jane \_\_\_\_\_ more careful, she wouldn't have left her watch in the changing room.  
(?)were  
(!)had been  
(?)would be  
(?)would have been
5. (??)If she \_\_\_\_\_ coffee late at night, she would have been able to sleep.  
(?)didn't drink  
hadn't drunk  
(?)wouldn't drink  
(?)wouldn't have drunk
6. (??)I \_\_\_\_\_ for the job if I were better qualified.  
(?)applied  
(?)had applied  
(!)would apply  
(?)would have applied
7. (??)We \_\_\_\_\_ a house if only we were given a bank loan.  
(?)bought  
(?)had bought  
(!)would buy  
(?)would have bought
8. (??)She wouldn't have married him if she \_\_\_\_\_ what was like.  
(?)knew  
(!)had known  
(?)would know  
(?)would have known
9. (??)If they \_\_\_\_\_ the significance of this event, they would be more alarmed.  
(!)realized  
(?)had realized

- (?)would realize  
(?)would have realized
10. (??)If her son \_\_\_\_\_ two years earlier, he wouldn't have had to do military service.  
(?)were born  
(!)had been born  
(?)would be born  
(?)would have been born
11. (??)If she were here, she \_\_\_\_\_ what to do.  
(?)knew  
(?)had known  
(!)would know  
(?)would have known
12. (??)If Joe \_\_\_\_\_ earlier, he would get to institute on time.  
(!)got up  
(?)had got up  
(?)would get up  
(?)would have got up
13. (??)He \_\_\_\_\_ the problem now if he were concerned about it.  
(?)discussed  
(?)had discussed  
(!)would discuss  
(?)would have discussed
14. (??)If I knew the address, I \_\_\_\_\_ it to you.  
(?)gave  
(?)had given  
(!)would give  
(?)would have given
15. (??) Choose the correct order of the sentence. (?) I have been never to London.  
(!) I have never been to London.  
(?) I never have been to London.
16. (??) Choose the correct order of the sentence. Выберите правильный порядок слов в предложении.  
(?) I have been often there.  
(?) I often have been there.  
(!) I have often been there.
17. (??) Choose the correct order of the sentence. Выберите правильный порядок слов в предложении.  
(?) He yet hasn't finished his work.  
(!) He hasn't finished his work yet.  
(?) He hasn't yet finished his work.
18. (??) Choose the correct order of the sentence. Выберите правильный порядок слов в предложении.  
(?) I already have read this book.  
(!) I have already read this book.  
(?) I have this book already read.
19. (??) Choose the correct order of the sentence. Выберите правильный порядок слов в предложении.  
(!) I have never read that book.  
(?) I never have read that book.

- (?) I have read that book never.
20. (??) Choose the correct order of the sentence. Выберите правильный порядок слов в предложении.
- (!) Have you read the newspaper today?
  - (?) You read the newspaper read today?
  - (?) Have you today read the newspaper?
21. (??) Choose the right synonyms of the word *nation*. Подберите правильный синоним к слову *nation*.
- (!) people
  - (?) empire
  - (?) union
22. (??) Choose the right synonym of the word *language*. Подберите правильный синоним к слову *language*.
- (?) communication
  - (?) knowledge
  - (!) tongue
23. (??) Choose the right synonym of the word *union*. Подберите правильный синоним к слову *union*.
- (!) confederation
  - (?) communication
  - (?) dream
24. (??) Choose the right synonym of the word *abroad*. Подберите правильный синоним к слову *abroad*.
- (!) overseas
  - (?) maritime
  - (?) aerial
25. (??) Choose the right synonym of the word *participant*. Подберите правильный синоним к слову *participant*.
- (?) treaty
  - (!) member
  - (?) union

*Перечень аналитических заданий к разделу 7*

1. ***Comment on the terms***

1. Assembly line
2. Mass production
3. Increasing Returns
4. Labour
5. Specialization
6. Density
7. Nature of demand
8. Organizing ability
9. spirit of cooperation
10. increasing returns
11. commodities
12. craftsmen
13. inventions
14. price



15. lower-paid
16. splitting
17. assumed
18. sufficient capital
19. mobility of labour
20. work according to taste
21. saving capitals
22. saving expenses in training
23. utilization
24. efficient
25. economic growth

2. ***Discuss the following problems:***

1. The separation of a work process into a number of tasks, with each task performed by a separate person or group of persons
2. Breaking down work into simple repetitive tasks eliminates unnecessary motion and limits the handling of different tools and parts
3. The consequent reduction in production time and the ability to replace craftsmen with lower-paid unskilled workers result in lower production costs and a less expensive final product
4. Division of labour does not necessarily lead to a decrease in skills
5. Splitting of tasks is a key to economic progress by providing a cheaper and more efficient means of producing goods.
6. Durkheim stated that specialization arose from changes in social structure caused by an assumed natural increase in the size and density of population and a corresponding increase in competition for survival
7. There may be some specialization in types of products (e.g., one worker may produce pottery for religious uses; another, pottery for ordinary uses), but each worker usually performs all steps of the process.
8. Laws of increasing returns
9. For the success of division of labour means of transport and communication must be developed
10. Division of labour is mostly found in big factories, where commodities are produced on a large scale only then it will be possible to split up the job into different processes and to assign process to a different set of workers
11. For the complete success of division of labour the goods must be produced on large scale
12. Sufficient capital is needed for a successful and better division of labour
13. Some industries are of such nature that it is not possible to split up the work into distinct and separate processes
14. The entrepreneur must have the necessary ability to organise production on a large scale
15. Without the spirit of cooperation, division of labour cannot be introduced
16. Where the law of increasing returns prevails, the possibilities of division of labour are greater, because production will be on a large scale
17. Occupational or simple division of labour
18. Division of labour into complete processes or complex division of labour
19. Division of labour into sub-processes or incomplete processes.
20. Territorial or geographical division of labour.
21. Advantages of division of labour
22. Encouragement to inventions
23. Production of goods of superior quality
24. Best selection of the workers

### **Раздел 2.3**

#### **Тема 2.3.1. Сослагательное наклонение**

**Цель:** *Повторение и закрепление грамматического материала по теме «Сослагательное наклонение» (ОК-4,ПК-1).*

##### **Перечень изучаемых элементов содержания**

- Образование сослагательного наклонения
- Употребление сослагательного наклонения в условных предложениях.
- Употребление форм сослагательного наклонения в придаточных предложениях.

##### **Вопросы для самоподготовки:**

1. Выполнить грамматические упражнения

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

#### **Тема 2.3.2. Международная торговля. Внешняя торговля России.**

**Цель:** *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4,ПК-1).*

##### **Перечень изучаемых элементов содержания**

- Лексика по теме.
- Международная торговля и мировой рынок.
- Международная торговля: теории, развитие, структура регулирования.
- Россия на международном рынке.

##### **Вопросы для самоподготовки:**

1. Составить тематический глоссарий по теме.
2. Дать всестороннюю характеристику мировой торговли.
3. Рассмотреть основные тенденции и перспективы развития международной торговли.
4. Дать всестороннюю характеристику мировой торговли и доли участия в ней России.
5. Рассмотреть основные тенденции и перспективы развития международной торговли Российской Федерации.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, презентации.

##### **Презентации:**

1. World regions and trade organizations
2. The World Trade Organization
3. Free trade disagreements
4. Russian foreign trade as an issue for national policy
5. International trade from a Russian perspective

### **ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 2.3**

Формы практического задания:

1. грамматический материал для изучения
2. текст для чтения, перевода, обсуждения

3. грамматические упражнения
4. лексические упражнения

## Грамматический материал к разделу 2.3:

### Сослагательное наклонение

#### 2.3.1. Употребление сослагательного наклонения в условных предложениях

#### 2.3.2. Употребление форм сослагательного наклонения в придаточных предложениях

#### 2.3.1. Сослагательное наклонение (The Subjunctive Mood)

Сослагательное наклонение показывает, что говорящий рассматривает действие не как реальный факт, а как желаемое, предполагаемое, условное или возможное.

В русском языке для выражения сослагательного наклонения употребляется форма глагола в прошедшем времени в сочетании с частицей «бы» и может относиться к настоящему, прошедшему или будущему времени. Например:

*Если бы я прочел книгу, я бы отдал ее тебе.*

В английском языке сослагательное наклонение выражается разными формами и употребляется в условных предложениях и в некоторых придаточных предложениях.

#### 2.3.1. Употребление сослагательного наклонения в условных предложениях

Сослагательное наклонение употребляется в двух видах условных предложений:

- в предложениях, которые выражают маловероятные предположения, относящиеся к настоящему или будущему времени.

В придаточном предложении (условии) употребляется **Past Subjunctive** от глагола to be (т. е. «were» для всех лиц, хотя в современном английском языке наряду с «were» употребляется «was») или **Past Indefinite** от всех других глаголов в значении сослагательного наклонения, а в главной части (следствии) форма **should (would)** и форма **Indefinite Infinitive** без частицы «to» (вместо **should (would)** могут быть модальные глаголы «could», «might»).

*I should (would, could) go for a walk, if the weather were (was) good.*

*Я бы пошел (смог бы пойти) погулять, если бы была хорошая погода.*

- в предложениях, которые выражают неосуществленные предположения, относящиеся к прошедшему времени. В этих предложениях в придаточной части (условии) используется форма **Past Perfect** в значении сослагательного наклонения, а в главной части (следствии) — **should (would) + Perfect Infinitive (have gone, have worked)**.

*If I had had a day-off yesterday, I should (would, might, could) have gone to the country.*

*Если бы у меня вчера был выходной, я бы поехал (я бы мог поехать) за город.*

### СЛОЖНОПОДЧИНЕННЫЕ ПРЕДЛОЖЕНИЯ С ОБСТОЯТЕЛЬСТВЕННЫМ ПРИДАТОЧНЫМ ПРЕДЛОЖЕНИЕМ, ВЫРАЖАЮЩИМ НЕРЕАЛЬНОЕ УСЛОВИЕ (УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ II И III ТИПА)

	Условие	Главное предложение	Условное придаточное предложение
II тип услов	Нереальное (или маловероятное)	<i>I should (would, could) go for a walk,</i>	<i>if the weather were (was) good.</i>

ных предл ожени й	условие, относится к настоящему или будущему времени	<i>Я бы пошел (смог бы пойти) погулять,</i>	<i>если бы была хорошая погода.</i>
III тип услов ных предл ожени й	Нереальное условие, относится к прошедшему времени	The secretary <b>would have copied</b> the report	if she <b>had known</b> it was urgent
		<i>Секретарь ксерокопировала бы доклад,</i>	<i>если бы знала, что он срочный.</i>

Существуют условные предложения «смешанного» типа: когда условие относится, например, к прошедшему времени, а следствие к настоящему или будущему **или наоборот:**

<i><b>If you had studied</b> harder last year, you <b>would get</b> a good mark now.</i>	<i>Если бы ты больше занимался в прошлом году, сейчас бы ты получил хорошую оценку.</i>
<i>If you <b>had</b> a telephone, I <b>would have called</b> you up last week.</i>	<i>Если бы у тебя был телефон, я бы позвонил тебе на прошлой неделе.</i>

***If you had studied** harder last year, you **would get** a good mark now.* или

*If you **had** a telephone, I **would have called** you up last week.*

В условных предложениях вместо придаточного предложения иногда употребляется оборот «**but for + существительное или местоимение**». «**But for**» имеет значение «если бы не...»:

<i><b>But for Tom</b> I should not have finished my work.</i>	<i>Если бы не Том, я бы не закончил своей работы.</i>
<i><b>But for him</b> she would still be in London.</i>	<i>Если бы не он, она все еще была бы в Лондоне.</i>

### 2.3.2. Употребление форм сослагательного наклонения в придаточных предложениях

1) в обстоятельственных предложениях образа действия, вводимых союзами **as if, as though** — «как будто бы», «как если бы» для выражения действия одновременного с действием глагола-сказуемого главного предложения употребляется **Past Subjunctive** от глагола **to be (were)** для всех лиц или «**was**» для единственного числа 1 и 3 лица) или **Past Indefinite** от всех других глаголов.

<i>He looks as if he <b>were</b> ill.</i>	<i>Он выглядит так, как будто он болен.</i>
<i>He looked as if he <b>were</b> ill.</i>	<i>Он выглядел так, как будто он болен.</i>

Если глагол-сказуемое придаточного предложения обозначает действие, предшествующее действию главного предложения, в придаточном предложении употребляется **Past Perfect** в значении сослагательного наклонения:

<i>He speaks English so well as if he <b>were</b> an Englishman.</i>	<i>Он говорил по-английски так хорошо, как будто он англичанин.</i>
<i>He speaks English so well as if he <b>had lived</b> in Britain.</i>	<i>Он говорит по-английски так хорошо, как будто он жил в Великобритании.</i>

2) в дополнительных придаточных предложениях, зависящих от глагола «**wish**», для выражения действия одновременного с действием, выраженным глаголом-сказуемым главного

предложения, употребляется **Past Subjunctive** от глагола «**to be**» («**were**» для всех лиц или «**was**» для 1 и 3 лица единственного числа) или **Past Indefinite** от всех других глаголов

<i>I wish he <b>were</b> with us.</i>	<i>Как было бы хорошо, если бы он был сейчас с нами. Жаль, что его сейчас нет с нами.</i>
<i>He wishes he <b>had</b> more free time.</i>	<i>Ему бы хотелось иметь больше свободного времени.</i>

Если глагол придаточного предложения выражает действие, предшествующее действию, выраженному в главном предложении, он стоит в форме **Past Perfect** в значении сослагательного наклонения

<i>I wish I <b>had seen</b> him yesterday.</i>	<i>Жаль, что я не видел его вчера.</i>
<i>I wished I <b>had asked</b> Ann her address.</i>	<i>Я жалел, что не спросил у Анны ее адреса.</i>

Если глагол придаточного предложения выражает действие, следующее за действием главного предложения, то употребляются глаголы «**would**» или «**could**» с инфинитивом.

<i>I wish it <b>would</b> rain.</i>	<i>Мне бы хотелось, чтобы пошел дождь.</i>
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«**Would**» с **Indefinite Infinitive** иногда служит для выражения пожелания, выполнение которого зависит от лица, обозначенного подлежащим придаточного предложения. Такие предложения имеют характер просьбы, убеждения:

<i>I wish you <b>would</b> come to see us.</i>	<i>Как бы я хотел, чтобы вы пришли к нам. Хорошо было бы, если бы вы пришли к нам.</i>
--	--

«**Would**» употребляется также для выражения почти неосуществимой надежды на будущее.  
*I wish it **would** stop raining.*

- в придаточных предложениях подлежащих, вводимых союзом «**that**» после безличных оборотов типа **it is necessary**, **it is desirable** (желательно), **it is advisable** (целесообразно), **it is important** и т. п. обычно употребляется форма **Present Subjunctive** (инфинитив глагола без частицы «**to**») или сочетание глагола **should** (во всех лицах и числах) с инфинитивом глагола без частицы «**to**»:

<i>It is important he <b>know</b> it.</i>	<i>Важно, чтобы он знал об этом.</i>
<i>It is necessary that they (<b>should</b>) <b>return</b> in time.</i>	<i>Важно, чтобы они вернулись вовремя.</i>

- ряд глаголов (**command**, **demand**, **insist**, **order**, **propose**, **recommend**, **suggest**, **request** и др.) требуют после себя форм сослагательного наклонения.

<i>I suggest he (<b>should</b>) <b>consult</b> a doctor.</i>	<i>Я предлагаю, чтобы он проконсультировался с врачом.</i>
<i>He insisted I (<b>should</b>) <b>do</b> it at once.</i>	<i>Он настаивал на том, чтобы я сделал это тут же.</i>

### Варианты лексико-грамматических упражнений к разделу 2.3:

#### Вариант 1.

Choose the correct form of the verb (There are no mixed type sentences)

(?)If I had realized you were a bad driver, I \_\_\_\_\_ with you.

(?)didn't come

(?)hadn't come

(?)wouldn't come  
 (!)would have come  
 (??)If Beth \_\_\_\_\_ to her home town, she could visit her parents.  
 (!)went  
 (?)had gone  
 (?)would go  
 (?)would have gone  
 (??)If the light were better, you \_\_\_\_\_ the sign.  
 (?)will see  
 (?)had seen  
 (!)would see  
 (?)would have seen  
 (??)If Jane \_\_\_\_\_ more careful, she wouldn't have left her watch in the changing room.  
 (?)were  
 (!)had been  
 (?)would be  
 (?)would have been  
 (??)If she \_\_\_\_\_ coffee late at night, she would have been able to sleep.  
 (?)didn't drink  
 hadn't drunk  
 (?)wouldn't drink  
 (?)wouldn't have drunk  
 (??)I \_\_\_\_\_ for the job if I were better qualified.  
 (?)applied  
 (?)had applied  
 (!)would apply  
 (?)would have applied  
 (??)We \_\_\_\_\_ a house if only we were given a bank loan.  
 (?)bought  
 (?)had bought  
 (!)would buy  
 (?)would have bought  
 (??)She wouldn't have married him if she \_\_\_\_\_ what was like.  
 (?)knew  
 (!)had known  
 (?)would know  
 (?)would have known  
 (??)If they \_\_\_\_\_ the significance of this event, they would be more alarmed.  
 (!)realized  
 (?)had realized  
 (?)would realize  
 (?)would have realized  
 (??)If her son \_\_\_\_\_ two years earlier, he wouldn't have had to do military service.  
 (?)were born  
 (!)had been born  
 (?)would be born  
 (?)would have been born  
 (??)If she were here, she \_\_\_\_\_ what to do.  
 (?)knew

(?)had known  
 (!)would know  
 (?)would have known  
 (??)If Joe \_\_\_\_\_ earlier, he would get to institute on time.  
 (!)got up  
 (?)had got up  
 (?)would get up  
 (?)would have got up  
 (??)He \_\_\_\_\_ the problem now if he were concerned about it.  
 (?)discussed  
 (?)had discussed  
 (!)would discuss  
 (?)would have discussed  
 (??)If I knew the address, I \_\_\_\_\_ it to you.  
 (?)gave  
 (?)had given  
 (!)would give  
 (?)would have given  
 (??)If I had known that you were in hospital, I \_\_\_\_\_ you.  
 (?)visited  
 (?)had visited  
 (?)would visit  
 (!)would have visited  
 (??)If the fire \_\_\_\_\_, their house wouldn't have been destroyed.  
 (?)didn't happen  
 (!)hadn't happened  
 (?)wouldn't happen  
 (?)wouldn't have happened  
 (??)If the sound \_\_\_\_\_ so loud, she wouldn't be so nervous.  
 (!)weren't  
 (?)hadn't been  
 (?)wouldn't be  
 (?)wouldn't have been  
 (??)If he \_\_\_\_\_ the door open, his cat wouldn't have eaten the fish.  
 (?)didn't leave  
 (!)hadn't left  
 (?)wouldn't leave  
 (?)wouldn't have left  
 (??)I \_\_\_\_\_ a taxi if I had realized that it was such a long way.  
 (?)took  
 (?)had taken  
 (?)would take  
 (!)would have taken  
 (??)If you had arrived ten minutes earlier, you \_\_\_\_\_ a seat.  
 (?)got  
 (?)had got  
 (?)would get  
 (!)would have got

### **Вариант 2.**

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.

The new assistant was difficult to deal with. We refused to work with him. ~ If the new assistant hadn't been so difficult to work with, we wouldn't have refused to work with him.

The new assistant is difficult to deal with. We refused to work with him. ~ If the new assistant weren't so difficult to work with, we wouldn't have refused to work with him.

The new assistant is difficult to deal with. We refuse to work with him. ~ If the new assistant weren't so difficult to work with, we wouldn't refuse to work with him.

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.

You are very absent-minded. You forgot about the arrangements. ~ If you weren't so absent-minded, you wouldn't have forgotten about the arrangements

You are very absent-minded. You forget about the arrangements. ~ If you weren't so absent-minded, you wouldn't forget about the arrangements

You were very absent-minded. You forgot about the arrangements. ~ If you hadn't been so absent-minded, you wouldn't have forgotten about the arrangements

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.

You are afraid of the exams because you didn't study properly during the term. ~ You wouldn't be afraid of the exams if you had studied properly during the term.

You are always afraid of the exams because you don't study properly during the term. ~ You wouldn't be afraid of the exams if you studied properly during the term.

You were afraid of the exams because you didn't study properly during the term. ~ You wouldn't have been afraid of the exams if you had studied properly during the term.

### **Форма практического задания: текст**

#### **Варианты текстов для чтения и перевода к разделу 2.3**

##### **Вариант 1.**

If you walk into a supermarket and are able to buy South American bananas, Brazilian coffee and a bottle of South African wine, you are experiencing the effects of international trade.

International trade allows us to expand our markets for both goods and services that otherwise may not have been available to us. It is the reason why you can pick between a Japanese, German or American car. As a result of international trade, the market contains greater competition and therefore more competitive prices, which brings a cheaper product home to the consumer.

International trade is the exchange of goods and services between countries. This type of trade gives rise to a world economy, in which prices, or supply and demand, affect and are affected by global events. Political change in Asia, for example, could result in an increase in the cost of labor, thereby increasing the manufacturing costs for an American sneaker company based in Malaysia, which would then result in an increase in the price that you have to pay to buy the tennis shoes at your local mall. A decrease in the cost of labor, on the other hand, would result in you having to pay less for your new shoes.

As with other theories, there are opposing views. International trade has two contrasting views regarding the level of control placed on trade: free trade and protectionism. Free trade is the simpler of the two theories: a laissez - faire approach, with no restrictions on trade. The main idea is that supply and demand factors, operating on a global scale, will ensure that production happens efficiently.



Therefore, nothing needs to be done to protect or promote trade and growth, because market forces will do so automatically.

#### Вариант 2.

Trading globally gives consumers and countries the opportunity to be exposed to goods and services not available in their own countries. Almost every kind of product can be found on the international market: food, clothes, spare parts, oil, jewelry, wine, stocks, currencies and water. Services are also traded: tourism, banking, consulting and transportation. A product that is sold to the global market is an export, and a product that is bought from the global market is an import. Imports and exports are accounted for in a country's current account in the balance of payments.

**Increased Efficiency of Trading Globally.** Global trade allows wealthy countries to use their resources - whether labor, technology or capital - more efficiently. Because countries are endowed with different assets and natural resources (land, labor, capital and technology), some countries may produce the same good more efficiently and therefore sell it more cheaply than other countries. If a country cannot efficiently produce an item, it can obtain the item by trading with another country that can. This is known as specialization in international trade.

Let's take a simple example. Country A and Country B both produce cotton sweaters and wine. Country A produces 10 sweaters and six bottles of wine a year while Country B produces six sweaters and 10 bottles of wine a year. Both can produce a total of 16 units. Country A, however, takes three hours to produce the 10 sweaters and two hours to produce the six bottles of wine (total of five hours). Country B, on the other hand, takes one hour to produce 10 sweaters and three hours to produce six bottles of wine (total of four hours).

**Other Possible Benefits of Trading Globally.** International trade not only results in increased efficiency but also allows countries to participate in a global economy, encouraging the opportunity of foreign direct investment (FDI), which is the amount of money that individuals invest into foreign companies and other assets. In theory, economies can therefore grow more efficiently and can more easily become competitive economic participants.

### **РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 2.3:**

Форма рубежного контроля – контрольная работа

#### *Перечень аналитических заданий к разделу 8*

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1. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.  
(#)the  
(#)doctor  
(#)was  
(#)sent  
(#)for
2. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.  
(#)she  
(#)is  
(#)being  
(#)looked  
(#)after
3. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.  
(#)th  
(#)fim

- (#)is  
(#)much  
(#)spoken  
(#)about
4. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.  
(#)he  
(#)is  
(#)being  
(#)operated  
on
5. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.  
(#)he  
(#)is  
(#)often  
(#)waited  
(#)for
6. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.  
(#)I  
(#)don't  
(#)like  
(#)being  
(#)laughed  
(#)at
7. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.  
(#)the  
(#)men  
(#)were  
(#)paid  
(#)\$400  
(#)for  
(#)the  
(#)work
8. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.  
(#)I  
(#)wasn't  
(#)given  
(#)the  
(#)information  
(#)I  
(#)needed
9. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.  
(#)the  
(#)police

- (#)were
  - (#)given
  - (#)the
  - (#)information
10. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.
- (#)Tom
  - (#)was
  - (#)offered
  - (#)the
  - (#)job
11. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.
- (#)Amanda
  - (#)was
  - (#)given
  - (#)the
  - (#)first
  - (#)prize
- (??)Match the words from the text and their synonyms.
- 12. (~) misbehave ~ act up
  - 13. (~) guide ~ manage
  - 14. (~) reassurance ~ support
  - 15. (~) ailment ~ sickness
  - 16. (~) tease ~ bedevil
  - 17. (~) courtesy ~ politeness
  - 18. (~) emphasize ~ accent
  - 19. (~) frustration ~ disappointment
  - 20. (~) expose ~ treat
  - 21. (~) stand up for ~ defend
  - 22. (~) anticipate ~ expect
  - 23. (~) gain ~ obtain
  - 24. (~) get along with ~ get on
- (??)Match the halves of the sentences. Соедините половины предложений
25. (~) Children need to feel that ... ~ ... they belong to the family, to the class at school, to a group of friends.

*Перечень аналитических заданий к разделу 6*

1. ***Comment on the terms***

- 1. International trade
- 2. Quota
- 3. Tariff
- 4. Absent trade
- 5. Taxe
- 6. Import
- 7. Lical industry
- 8. Diversification
- 9. Equolity
- 10. Comparative Advantage
- 11. Rush

12. territorial division
13. crucial
14. to channel
15. a spread
16. national security
17. Environmental Standards
18. Voluntary Restraints
19. Imposing Standards
20. Trade ban
21. Statistics
22. Exchange Rate Fluctuations
23. Real Estate Values
24. Inflation
25. Depreciation

2. ***Discuss the following problems:***

1. Absent trade, consumers and suppliers are forced to either develop substitute goods or devote a large percentage of their income to acquiring products where demand is inelastic and domestic supply is inadequate
2. While free trade is generally thought of as a positive, countries will periodically put up barriers to trade.
3. Tariffs are taxes on imports that make imported goods more expensive and less competitive relative to domestically-produced goods
4. While national governments used to obtain a significant percentage of their receipts from tariffs (in the days before income taxes were common), tariffs today are more commonly used to protect domestic industries and/or to punish other countries for perceived wrongdoing (typically subsidizing local industries to the detriment of the importing country's industries).
5. Exports create jobs and boost economic growth
6. Imports allow foreign competition to reduce prices for consumers
7. The only way to boost exports is to make trade easier overall
8. Countries that want to increase international trade negotiate free trade agreements
9. How can trade and investment drive growth and development
10. Shifting geopolitics, new business models and changing societal expectations are creating new challenges
11. The spread of international production networks, growth in the digital economy and the strengthening role of investment as a determinant of trade are all gamechangers for international cooperation
12. Successful change requires an understanding of the new dynamics of commerce, inspiring narratives, operational and strategic integration, the reallocation of resources and results-oriented leadership
13. The biggest advantage of international trade relates to the advantages accruing from territorial division of labour and international specialization
14. International trade enables a country to specialize in the production of those commodities in which it enjoys special advantages
15. International trade leads to an equality of the prices of internationally traded goods and productive factors in all the trading regions of the world
16. What are the benefits of international trade?
17. Law of Comparative Advantage
18. Benefits of diversification

19. If one company can produce better products at lower prices than another, it is said to be more competitive
20. The law of comparative advantage says that a country can become more competitive by directing its resources to its most efficient industries
21. Less developed countries have a natural cost advantage, as labour costs in those economies are low
22. Protectionists argue that infant, or new, industries must be protected to give them time to grow and become strong enough to compete internationally, especially industries that may provide a firm foundation for future growth, e.g. computers and telecommunications
23. Any industry crucial to national security, such as producers of military hardware, should be protected
24. In the rush to meet the world demand for their exports, some countries may compromise on critical environmental standards
25. If a country channels all its resources into a few industries, no matter how internationally competitive those industries are, it runs the risk of becoming too dependent of them.

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#### **Раздел 2.4.**

#### **Тема 2.4. Business skills.**

**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4,ПК-1).

#### **Перечень изучаемых элементов содержания**

- Лексика по теме.
- Деловое общение.
- Управленческие навыки.
- Предпринимательская компетентность.

#### **Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Ответьте на вопросы:
  - What do people need business skills for?
  - What are the basic business skills?
  - What are business skills?
3. Согласитесь с данными утверждениями или опровергните их. Обоснуйте свой ответ.
  - You have to enter University and get an MBA degree in order to develop your business skills.
  - Business skills are essential only for senior management.
  - Lack of business skills means you are progressing in relationships with your colleagues.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, доклады.

#### **Темы докладов:**

What ability good business skills will give to you.

The perfect business project.

#### **Тема 2.4.2. Taking and giving messages.**

**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4,ПК-1).

**Перечень изучаемых элементов содержания**

- Лексика по теме.
- Виды сообщений.

**Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Ответьте на вопросы:
  - Does your company or do you have a voicemail greeting in English? If so, what is it?
  - What do you think are the advantages of using voicemail at work?
  - Do you ever play “telephone tag” with business contacts? (you call them and leave a message, they call you back and leave a message, etc.).
3. Напишите диалог о том, что Вы позвонили директору компании, но его не оказалось на месте. Ваша задача, оставить ему голосовое сообщение, используя лексику урока.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, доклады.

**Темы докладов:**

What three things are important to do when leaving a message by phone .

What tips can you think of for using voicemail effectively?

## **ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 2.4**

Формы практического задания:

1. грамматический материал для изучения
2. текст для чтения, перевода, обсуждения
3. грамматические упражнения
4. лексические упражнения

### **Варианты лексико-грамматических упражнений к разделу 2.4:**

**Вариант 1.**

(??)Answer the questions. Выберите ответ на вопрос из предложенных вариантов.

(??)What do people need business skills for?

(?) It’s challenging and rewarding.

(!) To work within an organisation

(?) It’s conferencing, presentation, influencing

(??). What are the basic business skills? Advanced?

(?) It’s formal business education

(?) To work within an organisation

(!)It is conferencing, presentation, influencing, critical thinking, and teambuilding

(??).What ability will good business skills give to you?

(!) To give you the ability to communicate effectively with colleagues

(?) The survival in a very tricky time in our economy.

(?) Quite the opposite needs to happen

**Вариант 2.**

(??)Match the words from the text and their synonyms. Подберите к данным словам синонимы.

- (~) career ~ job
- (~) challenge ~ difficulty, problem
- (~) challenging ~ demanding
- (~) a desire- a wish
- (~)to get across - to communicate successfully
- (~) extra hours ~ overtime
- (~) get paid ~ earn
- (~) hire ~ employ
- (~) rewarding ~ satisfying
- (~) route ~ way
- (~)to get slashed – reduced

**Форма практического задания: текст**

***Варианты текстов для чтения и перевода к разделу 2.4***

***Вариант 1.***

**Business skills**

You can't do business without business skills. Logical, isn't it? But having good business skills doesn't necessarily mean you have to have an MBA, have gone to University or had any formal business education. It does mean, however, that you have (or have the desire and drive to attain) certain skills which most successful business people have. These skills are basic skills such as communication, e-mailing, telephoning, meetings, negotiation and time management. They are also likely to include advanced skills such as conferencing, presentation, influencing, conflict management, leadership, critical thinking, and teambuilding.

Business skills are important at whatever level you work within an organisation: from working in a mailroom to running the company, good skills make you attractive to fellow-workers and employers. Business skills, whether acquired in a formal setting, a training room or even the school of life can make a huge difference because good skills will give you the ability to communicate effectively with colleagues, get your ideas across, make people want to listen to you, and what is more, hear what you have to say.

Business skills give you an edge in the way you work with clients, plan a marketing campaign, challenge the competition, bring in new business, etc. Lack of them could mean you stay run of the mill. More and more companies expect their employees to attend training courses because the better skilled their people are, the better their chances are of survival in a very tricky time in our economy. Training budgets are often the first things to get slashed during an economic downturn. The smart companies know that quite the opposite needs to happen: their people need to acquire more business skills to be able to cope with added pressures, scaled down staff and higher expectations.

However you get them, good business skills will last you your entire career and may even have a good impact on your personal life as well!

***Вариант 2.***

**Leaving a message on an answering machine or Voice Mail**

Though the world has gone tech-savvy, phone still remains an imperative part of all communications. It connects a person directly to the other and also helps in conveying information. While you cannot be around the phone all the time, an efficient way to make up for the unavailability would be to appoint someone who can take the message from the caller (if any). Though this might sound a simple task, there is an art in taking phone messages as well. It shows the interactive skills of the person appointed for the task. So, while appointing someone, ensure that the person is efficient in taking calls. There can be nothing more annoying and frustrating than to be handed a crumpled piece

of paper, with semi-legible words written on it and being told that it's important. Phone message should be accurate and detailed, at the same time, allowing the owner to spend little or no time in deciphering the note.

When you call someone but they aren't there, often their voicemail "picks up" or answers the phone. Then you have to leave a message. Anyone who uses the phone in their job has to deal with voicemail.

Have you ever started to leave a message on someone's voicemail, and then when you heard the "beep" sound, you didn't know what to say? When you're speaking a foreign language, talking without preparation can be challenging, especially when you cannot see or hear the person you're talking to. But with a little practice, you'll be a voicemail pro.

## **РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 2.4:**

Форма рубежного контроля – контрольная работа

### **1. Перечень теоретических заданий к разделу 2.4**

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1. (??)Find the adjective or adjectives that fit in each of the blanks best.  
(??)We visited the museum, where we saw \_\_\_\_\_ artifacts.  
(?) A lot of  
(!)Ancient  
(?) John's  
(?) A room filled with
2. (??)I received \_\_\_\_\_ awards at the ceremony today.  
(?) The manager's  
(!)Two  
(?) Information about  
(?) Motivation at the
3. (??)Please get me a bag of \_\_\_\_\_ apples.  
(?) Interesting  
(!)Ripe red  
(?) Oranges and  
(?) Real
4. (??)The president sat in a \_\_\_\_\_ chair.  
(?) Important  
(?) Barber's  
(?) Funny  
(!) Leather
5. (??)\_\_\_\_\_ weather is the norm in San Francisco.  
(?) Blue  
(?) Big  
(!)Foggy  
(?) The best  
(~) Decide whether you have to use farther or further:
6. (~)How much \_\_\_\_\_ do you plan to drive tonight? ~ farther
7. (~)I just can't go any \_\_\_\_\_. ~farther
8. (~)Do you have any \_\_\_\_\_ plans for adding on to the building? ~ further
9. (~)That's a lot \_\_\_\_\_ than I want to carry this heavy suitcase! further
10. (~)The \_\_\_\_\_ that I travel down this road, the \_\_\_\_\_ behind schedule I get. ~ farther
11. (~)How much \_\_\_\_\_ do you intend to take this legal matter? ~farther, further



12. (~) It's not that much \_\_\_\_\_ to the gas station. ~further
13. (~) How much \_\_\_\_\_ do I have to run, coach? ~ farther
- (??) Choose the adjective from each of the following groups of words:
14. (~) interest, interesting, party ~ interesting
15. (~) amount, colorful, medicine ~ colorful
16. (~) fur, hilarious, cup(~) hilarious
17. (??). For each of the following sentences, choose the correct order of adjectives to fill in the blank.
- (??) His grandfather lives in the \_\_\_\_\_ house down the street.
- (!) big old yellow
- (?) yellow old big
- (?) old big yellow
18. (??) The shop offers all kinds of \_\_\_\_\_ objects.
- (!) interesting old antique
- (?) old antique interesting
- (?) old interesting antique
19. (??) We went for a long walk on a \_\_\_\_\_ trail.
- (!) Beautiful new 5-mile
- (?) New, beautiful 5-mile
- (?) 5-mile new, beautiful
20. (??). Which of the following sentences is correct?
- (?) He's a decent-judge of character.
- (!) She submitted a 190-page document supporting her position.
- (?) We're adopting a two year old parakeet.
- (??) Match the halves of the sentences. Соедините половины предложений.
21. (~) Over forty percent of the working population is ... ~ ... currently seeking other employment.
22. (~) The truly shocking fact, however, is ...~... that the majority of these people are doing all the wrong things to find a job.
23. (~) Don't make the mistake of thinking that these ...~... out-of-the-blue opportunities are accidents.
24. (~) Finding job opportunities takes a ...~... disciplined approach using strategies that are proven to work.
25. (~) The only way to beat the odds and the competition is ...~... to actively market yourself and locate positions before they are advertised.

*Перечень аналитических заданий к разделу 2.4*

***Comment on the terms***

---

1. Soft skills
2. Flexible attitude
3. Active listening
4. Advertising
5. Business intelligence
6. Claims adjuster
7. Content strategy
8. Entrepreneurial
9. Inductive reasoning
10. Interpersonal

11. Nonverbal communication
12. Motivational
13. Persuasive skills
14. Communication
15. Persistence
16. Strategic planning
17. Teamwork skills
18. Analytical thinking
19. Cash flow
20. Negotiator
21. Fast followers
22. Anticipation
23. Diversification
24. Motivation performance
25. Business skills

2. ***Discuss the following problems:***

1. Employers seek business candidates who have high levels of emotional intelligence, people who are great communicators, and people who can manage their time and organize their work flow
2. To communicate effectively, you must be as good a listener as you are a talker.
3. Managing financial decisions is a key part of the role of most business employees
4. In business, a spirit of collaboration benefits everyone, and part of collaboration is delegation
5. It's tempting to focus on technical and analytical skills when discussing business qualities, but soft skills are every bit as important as the things you learn about in business school
6. Taking one bad step can make or break business
7. Communication is an underlying skill for many others in business
8. The ability to write effectively is essential to succeed
9. The ability to speak in public will make you an expert in industry
10. Public speaking can be a scary thing
11. Never stop investing in your own learning and development
12. With this rapid increase of technology, the need for analytical thinking also increases
13. The most successful people in the world are the ones that focus on doing one thing well
14. Entrepreneurs and small business owners have a reputation for being extremely busy people and working excessively long hours
15. To be effective, we need to work smarter and be more proactive about time management
16. Strategic planning is a very important business activity
17. Leadership, a critical management skill, is the ability to motivate a group of people toward a common goal
18. Team-building and teamwork skills are essential for an entrepreneur in today's workplace
19. The ability to analyze your competition, the marketplace, and industry trends are critical to the development of your marketing strategy
20. Management involves directing and controlling a group of one or more people for the purpose of coordinating activities that will accomplish a goal
21. Time Management is a very important skill to master
22. Maintaining and improving the skills of everyone in your business should be an ongoing process

- 23. Critical Business Skills for Success
  - 24. Handling a workplace conflict
  - 25. Lifelong learning
- 

## **Раздел 2.5.**

### **Тема 2.5.1. How to Take a Phone Conversation. Telephone Etiquette Tips.**

**Цель:** *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4,ПК-1).*

#### **Перечень изучаемых элементов содержания**

- Лексика по теме.
- Структура и стиль телефонных переговоров.
- Правила поведения во время телефонных переговоров.

#### **Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Позвоните деловому партнеру и сообщите, что отказываетесь от запланированного на следующий четверг завтрака, т.к. едете в командировку. Вы приносите свои извинения и предлагаете перенести завтрак на следующий вторник.
3. Напишите диалог о встрече по телефону, пользуясь следующим планом:
  - Сообщите с кем Вы хотите поговорить.
  - Изложите суть вашей встречи.
  - Уточните, где и во сколько должна пройти встреча.
  - Попрощайтесь.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, доклады.

#### **Темы докладов:**

- The structure and style of telephone talks.
- What advice would you give to someone to help them telephone successfully?
- How to improve telephoning skills in English.
- Your strategies for reaching agreements on the telephone.

### **Тема 2.5.2. E-mail newsletters.**

**Цель:** *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4,ПК-1).*

#### **Перечень изучаемых элементов содержания**

- Лексика по теме.
- Электронное письмо.
- Структура и стиль оформления электронного письма.

#### **Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Ответьте на следующие вопросы:
  - How has communication benefited from computarization?
  - What is the function of communication in business?
  - Which ways of communications are the most frequently used in business?
  - What business communications do you consider the most effective and beneficial? Why?

3. Напишите электронное письмо Вашему менеджеру о своем переходе в другую компанию, пользуясь следующим планом:

- Сообщите причину вашего письма.
- Изложите суть вашей проблемы.
- Обратите внимание адресата, на его обязательства.
- Напишите, каких действий вы ждете от него.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, эссе.

**Темы эссе:**

- Is e-mailing secure?
- What are pros and cons of e-mailing?

## **ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 2.5**

Формы практического задания:

1. грамматический материал для изучения
2. текст для чтения, перевода, обсуждения
3. грамматические упражнения
4. лексические упражнения

### **Варианты лексико-грамматических упражнений к разделу 2.5:**

#### **Вариант 1.**

(??) Match English phrases from the text with their Russian equivalents. Подберите русские эквиваленты к английским словосочетаниям

(~) management ~ менеджмент, управление

(~) difficult matter ~ сложный вопрос

(~) employee ~ служащий, работающий по найму

(~) to be aware of the disadvantages ~ знать недостатки

(~) to deal with ~ иметь дело с

(~) overcoming these challenges ~ преодолевать сложности

(~) company ~ компания, товарищество, фирма

(~) get paid ~ зарабатывать

(~) provide you with a great sense of satisfaction ~ приносить чувство удовлетворения

(~) to get across ~ прийти к успешному соглашению

#### **Вариант 2.**

(??) Match English phrases from the text with their Russian equivalents. Подберите эквиваленты к словосочетаниям

(~) nefarious ~ evil or criminal

(~) illicit ~ not allowed by laws or rules, or strongly disapproved of by society

(~) intend to ~ have something in your mind as a plan or purpose

(~) consent ~ give your permission for something or agree to do something

(~) acquire ~ obtain something by buying it or being given it

(~) trigger ~ make something happen very quickly

(~) eliminate ~ completely get rid of something that is unnecessary or unwanted

(~) enhance ~ improve something

(~) sign up for ~ put your name on a list for something because you want to take part in it

(~) subscribe to ~ pay money, usually once a year, to have copies of a newspaper or magazine sent to you, or to have some other service

- (~)opt-in~decide to join a group or system
- (~) anticipate ~ expect that something will happen and be ready for it
- (~) abuse ~ deliberately use something for the wrong purpose or for your own
- (~) awareness ~ knowledge or understanding of a particular subject or situation
- (~) endeavour ~ an attempt to do something new or difficult

### **Форма практического задания: текст**

#### **Варианты текстов к разделу 2.5:**

##### ***Вариант 1.***

##### **How To Take A Phone Conversation. Telephone Etiquette Tips**

A telephonic conversation is all about communicating in the right way, as it is different from a face-to-face conversation, which makes understanding the other person pretty easy for you. Observing telephone etiquette is imperative; especially if it's an official call that you are making or receiving. Most of us tend to forget some basic rules of telephonic conversations, which should be taken utmost care of. For instance, it's rare to see people being polite over the phone, as if every call is unwarranted and uncalled for. Check out some more phone conversation tips to help you update your phone skills. Read on to know what telephone etiquette you should observe, while on a call.

##### **Telephone Etiquette Tips:**

##### **Speak Slowly & Clearly**

It is not possible to watch the lip movement of the person speaking on the other side of the phone. So, at times, it can become difficult to understand what is being said, especially if the speaker is going too fast and is lacking clarity of speech. Ditto for you! Try to speak as clearly as you can, on the phone and don't rush through a conversation. Even you would not like to repeat yourself over and over again. Therefore, follow the key rule i.e. speak slowly and clearly. However, this does not mean that you start sleeping over the phone. Rather, maintain a decent tempo.

##### **Be Well-Mannered**

It is important to follow proper etiquette during a telephonic conversation, more so when it is an official call. Always speak in a pleasant and congenial tone, so that the other person doesn't feel discouraged or start presuming that you do not want to entertain him/her, unless that is exactly what you want to do. Make sure that you do not interrupt the other person before he/she has completed the sentence. It can be very annoying for him/her. Also, try not to engage in an argument, especially if it's an official call.

##### **Never Eat Or Chew During Call**

Make sure that you are not eating or chewing anything during the call, as you won't be able to speak clearly and it will also give the person on the other side of the phone a very crude impression about you. While it may not be possible to sound very polished and sophisticated on the phone every time, for a variety of reasons, there are some basic things you need to avoid on the phone and eating or chewing is one of them. It will be better not to pick up the phone when you are eating something.

##### **Develop Listening Skills**

Many people have a tendency to talk incessantly on the phone, while not giving the other person a chance to speak. Do realize that it is important to listen to the other side as well, especially if you are not the one to make the call. While listening to the caller, you can interrupt in an encouraging manner by saying 'yes', 'I see', 'okay', 'right', 'I know what you mean', and so on.

##### ***Вариант 2.***

There are also some disadvantages that are associated with E-mail marketing through E-mail newsletters and using this marketing means to communicate with people. While many companies use E-mail newsletters as a means of communicating with their existing customers and past customers, there are also companies that send unsolicited E-mail messages to large groups of people in the form of spam. Internet system administrators often consider themselves to be responsible for dealing with abuse of the net, including the sending of spam messages. Most administrators possess what is a passionate dislike for receiving spam, which is defined as any E-mail message that was unsolicited. An entirely normal response to spamming is to take down an entire corporate website if they can trace the spam back to its creator. Most internet service providers do not tolerate spam, and their contracts permit such rash actions meaning that the spammer has no resource if he or she is caught and punished for the act.

Illicit E-mail marketing actually predates the legitimate versions of E-mail marketing and E-mail newsletter marketing. Because criminal spam operations have long been billing themselves as legitimate businesses, real legitimate businesses have had difficulty establishing themselves as legitimate. Sometimes E-mail newsletters and spam look similar, so people have difficulty distinguishing between the two. This is not because E-mail newsletter marketing is nefarious by any means, but rather because illegitimate spammers are constantly trying to pass themselves off as the real deal.

One of the most effective techniques for establishing an E-mail newsletter is to require a double opt in method, which requires that potential recipients manually confirm that they requested the E-mail newsletters by clicking on a unique link in an e-mail message and then entering a unique code that confirms that yes, they actually did request the information in question. Responsible auto responder companies and E-mail marketing companies regularly utilize this particular double opt in method in order to confirm each of their requests for an E-mail newsletter before they add those names and e-mail addresses to their member list.

Legitimate companies that are considering the use of E-mail newsletter marketing need to make sure that the program that they use does not violate spam laws in the country that they are operating within.

## РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 2.5:

Форма рубежного контроля – контрольная работа

### *Перечень аналитических заданий к разделу 10*

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**Read the text and decide if the following statements are True (T) or False (F).**

1. (??) E-mail newsletters are used as a means of communicating messages to achieve commercial or fundraising efforts and are sent to everyone without pre-determined basis.  
(!) True  
(?) False
2. (??) The use of E-mail newsletters has made e-mail marketing popular among many companies.  
(!) True  
(?) False
3. (??) The cost of advertisements and newsletters that are mailed normally is relatively low in comparison to e-mail messages and E-mail newsletters.  
(?) True  
(!) False
4. (??) Opting in means that e-mail subscribers have consented to receiving e-mail correspondence on subjects that interest them.  
(?) True  
(!) False

5. (??)Internet system administrators are responsible for dealing with abuse of the net, including the sending of spam messages.  
 (!) True  
 (?) False
6. (??)E-mail newsletters and spam look different, so people don't have difficulty distinguishing between the two.  
 (?) True  
 (!) False
7. (??)A double opt in method is one of the most effective techniques for establishing an E-mail newsletter.  
 (!) True  
 (?) False
8. (??)Criminal spam operations have been developed by marketers in order to eliminate the numerous disadvantages that were associated with E-mail marketing in the past.  
 (!) True  
 (?) False
9. (??)Opt in E-mail newsletters and advertisements will be much more untargeted and irrelevant in some way to the consumer  
 (?) True  
 (!) False
10. (??)E-mail newsletters are specifically designed to be informative and useful, they can also contain advertisements and marketing efforts that will allow the owner of the newsletter to sell more products or services in the process.  
 (!) True  
 (?) False
- (??)Match the sentences which have the same meaning.
11. You are very absent-minded. You forgot about the arrangements. ~ If you weren't so absent-minded, you wouldn't have forgotten about the arrangements
12. You are very absent-minded. You forget about the arrangements. ~ If you weren't so absent-minded, you wouldn't forgot about the arrangements
13. You were very absent-minded. You forgot about the arrangements. ~ If you hadn't been so absent-minded, you wouldn't have forgotten about the arrangements
- (??)Match the sentences which have the same meaning.
14. You are afraid of the exams because you didn't study properly during the term. ~ You wouldn't be afraid of the exams if you had studied properly during the term.
15. You are always afraid of the exams because you don't study properly during the term. ~ You wouldn't be afraid of the exams if you studied properly during the term.
16. You were afraid of the exams because you didn't study properly during the term. ~ You wouldn't have been afraid of the exams if you had studied properly during the term.
17. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.  
 (#)the  
 (#)doctor  
 (#)was  
 (#)sent  
 (#)for
18. (??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.  
 (#)she

- (#)is
- (#)being
- (#)looked
- (#)after

19. (??) Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

- (#)the
- (#)film
- (#)is
- (#)much
- (#)spoken
- (#)about

(??) Choose the correct form of the verb.

- 20. (~) Hundreds of burglars \_\_\_\_\_ over the past six months. ~ have been arrested
- 21. (~) Yesterday five young men \_\_\_\_\_ with connection with one of the attacks. ~ were arrested
- 22. (~) He \_\_\_\_\_ on suspicion of murder. ~ was arrested
- 23. (~) The police chief says the murderer \_\_\_\_\_ by the weekend. ~ will have been arrested
- 24. (~) Ten people \_\_\_\_\_ since last week. ~ have been interviewed
- 25. (~) The candidates \_\_\_\_\_ at the moment. ~ are being interviewed

#### *Перечень аналитических заданий к разделу 10*

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##### **1. Translate the phrases, transform them, following different situations**

- 1. "Hello, this is Neil Jenkins from ABC Travels.
- 2. May I (please) speak to Mr. Smith?
- 3. I'd like to speak to Mr. Smith, please."
- 4. I'm calling to ask about/discuss/clarify...
- 5. I just wanted to ask...
- 6. Could you tell me the address of Friday's networking event?
- 7. How are you getting on with preparations to change office buildings next month?
- 8. I'm sorry, she/he's not here today. Can I take a message?
- 9. I'm afraid he/she's not available at the moment. Can I take a message?
- 10. Could I ask who's calling, please?
- 11. I'll give him/her your message as soon as he/she gets back.
- 12. Could you please take a message? Please tell her that Cindy from accounting called about Mr. Shapiro's expense reports.
- 13. I'd like to leave him a message. Please let him know that tomorrow's lunch meeting is cancelled.
- 14. When is a good time to call?
- 15. When is she/he going to be back?
- 16. Could I ask what company you're with?
- 17. Could you give me your mobile number, please?
- 18. I'm sorry, could you please repeat that?
- 19. Could you spell that for me, please?
- 20. How do you spell that, please?
- 21. Let me see if I got that right.
- 22. Would you mind speaking up a bit? I can't hear you very well.
- 23. I'm sorry, I didn't catch your first name.



24. How about the following week?
25. Would the week of January 18 work for you?

2. ***Discuss the following problems:***

1. Basic telephone etiquette
2. Good phone is a way to stand out
3. *Calling back to thank in person* might result in more money, or leads
4. Picking up the phone to find something out is a necessary step
5. Texting and emails don't replace the phone call
6. Repeated emails don't get a response
7. Asking for suggestions
8. Making requests
9. Promising action
10. Saying you can't help
11. You never get a second chance to make a good first impression
12. People never requested to be called
13. After the direct value statement, you must ask the customer whether he is available to continue the conversation
14. Many first-time entrepreneurs have grown up digital natives so have a really good intuitive feel for technology & design but don't yet have the business basics down.
15. It's part of human nature to want to try and help others so you'd be surprised how many people will find ways to help if asked appropriately or by the right person
16. Before calling write out the reason you're calling, your key points and "the ask" in advance and your time allotment so you can always refer back and make sure you're tracking to your plan.
17. You can start informally with banter
18. When you're ready to pivot the conversation your next line should be some derivative of, "listen, the reason i'm calling is ..."
19. A big mistakes callers make is going "off to the races" talking about their business without getting any feedback from the recipient of the call
20. The best trick for creating a two-way conversation is to ask questions
21. Don't ask for big favors unless you have a tight relationship
22. When you think of your relationship with the individual as a relationship you'll build over time and over many calls, discussions, chats at conferences or whatever you'll realize you need to be known for being respectful of other's time
23. So even if the person you called is really chatty don't be undisciplined and let them talk too long
24. Asking the right questions and in the right order can make a lasting impression
25. All messages should include the name of the caller, the name of the business, a phone number to return the call, and brief message stating the purpose of the call

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## **Раздел 3.1**

### **Тема 3.1.1. Forms of business letters.**

**Цель:** *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4,ПК-1).*

**Перечень изучаемых элементов содержания:**

- Лексика по теме.

- Деловое письмо.
- Структура и стиль оформления делового письма.
- Виды деловых писем

**Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Ответьте на следующие вопросы:
  - What kind of business letters you know?
  - What are the peculiarities of a business letter?
  - Are there differences between business letter and e-mail?
  - Is there a strict order in writing a business letter?
3. Напишите письмо деловому партнеру, в котором Вы сообщаете, что груз готов к отправке согласно расписанию. Уточните вес груза и дату доставки.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, эссе.

**Темы эссе:**

- Why are business letters an important part of doing business?
- What are advantages and disadvantages of business letters?

**Тема 3.1.2. Written communication within an organization. Служебные документы.**

**Цель:** *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4, ПК-1).*

**Перечень изучаемых элементов содержания**

- Лексика по теме.
- Служебные и докладные записки.
- Программа мероприятия.
- Рекомендации и руководства.
- Протоколы заседаний.
- Отчёты.

**Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Перечислите документы, с которыми Вам пришлось работать в последнее время.
3. Подготовьте программу мероприятия и подготовьте отчет о его проведении.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, эссе.

**Темы эссе:**

- Using the English language in a global organization.
- The importance of corporate written communication

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 3.1**

**Формы практического задания:**

1. текст для чтения, перевода, обсуждения
2. лексические упражнения
3. грамматические упражнения

**Варианты лексико-грамматических упражнений к разделу 3.1:**

**Вариант 1.**

(??)Match the halves of the sentences.

(~) At the end I will suggest practical ways in which you as managers can motivate both... ~ ... yourselves and the people who work for you.

(~) Good morning ladies and gentlemen, ... ~ ... and welcome to our session on the dynamics of motivation.

(~) Then I will give a short demonstration of ... ~ ... our prototype and explain what we have already achieved.

(~) Please feel free to raise questions at any... ~ ... time on technical or financial aspects of the project and I shall do my best to answer them.

(~) To begin with, I shall ... ~ ... outline the main goals of the project.

(~) I would like to ask you to keep any questions you may have until the end, when... ~ ... I hope we will also have time to discuss your personal experiences and particular work situations.

(~) Finally, I shall move on to the major ... ~ ... commercial applications and potential returns on investment.

(~) I will then turn to what we really mean by motivation, and look at the internal... ~ ... and external factors that play a part in creating it.

(~) I would like to talk to you this afternoon about ... ~ ... why we feel our interactive video project is worth investing in.

(~) I shall start by looking at why motivation... ~ ... is so important and why the ability to motivate is a vital management skill.

### ***Вариант 2.***

(??) Read this introduction to a presentation. Choose the correct words or phrases in italics:

(??) Good afternoon, ladies and gentlemen and welcome \_\_\_\_\_ our seminar on corporate property management.

(?) in

(!) To

(?) for

(??) I would like to \_\_\_\_\_ by telling some of the main issues in corporate property management (5) so in order you will be able to judge whether your company is devoting sufficient time to this question.

(?) starting

(!) commence

(?) begin

(??) I will then turn to some of the legal and financial aspects of property management, and will \_\_\_\_\_ how your companies may be affected by current and future legislation.

(!) explain

(?) tell

(?) look

(??) I will \_\_\_\_\_ of the kinds of problems our clients have faced and explain what was done to solve them.

(?) illustrate

(?) discuss

!) give examples

(??) I will finish by giving a brief resume of the consultancy service that we offer, and I will explain what you \_\_\_\_\_ do if you would like to look into the matter further.

(?) need

(!) should

(?) shall

(??) As we are rather \_\_\_\_\_ for time, I would be grateful if you could rest any questions you may wish to raise until the end, when I will do my best to answer them.

(!)short

(?)hurried

(?) pressed

**Форма практического задания: текст**

***Варианты текстов для чтения и перевода к разделу 3.1***

***Вариант 1.***

### **Writing a CV**

A CV is the most flexible and convenient way to make applications. It conveys your personal details in the way that presents you in the best possible light.

A CV is a marketing document in which you are marketing something: yourself! You need to "sell" your skills, abilities, qualifications and experience to employers. It can be used to make multiple applications to employers in a specific career area. For this reason, many large graduate recruiters will not accept CVs and instead use their own application form.

An application form is designed to bring out the essential information and personal qualities that the employer requires and does not allow you to gloss over your weaker points as a CV does.

There is no "one best way" to construct a CV; it is your document and can be structured as you wish within the basic framework below. It can be on paper or on-line or even on a T-shirt (a gimmicky approach that might work for "creative" jobs but not generally advised!).

Get the basics right

There is no right or wrong way to write a CV but there are some common sections you should cover. These include: personal and contact information; education and qualifications; work history and/or experience; relevant skills to the job in question; own interests, achievements or hobbies; and some references.

Presentation is key

A successful CV is always carefully and clearly presented, and printed on clean, crisp white paper. The layout should always be clean and well structured and CVs should never be crumpled or folded, so use an A4 envelope to post your applications.

Always remember the CV hotspot – the upper middle area of the first page is where the recruiter's eye will naturally fall, so make sure you include your most important information there.

Stick to no more than two pages of A4

A good CV is clear, concise and makes every point necessary without waffling. You don't need pages and pages of paper – you just keep things short and sweet. A CV is a reassurance to a potential employer, it's a chance to tick the right boxes. And if everything is satisfied, there's a better chance of a job interview. Also, employers receive dozens of CVs all the time so it's unlikely they'll read each one cover to cover. Most will make a judgment about a CV within sections, so stick to a maximum of two pages of A4 paper.

Understand the job description

The clues are in the job application, so read the details from start to finish. Take notes and create bullet points, highlighting everything you can satisfy and all the bits you can't. With the areas where you're lacking, fill in the blanks by adapting the skills you do have. For example, if the job in question requires someone with sales experience, there's nothing stopping you from using any retail work you've undertaken – even if it was something to help pay the bills through university. It will demonstrate the skills you do have and show how they're transferable.

Tailor the CV to the role

When you've established what the job entails and how you can match each requirement, create a CV specifically for that role. Remember, there is no such thing as a generic CV. Every CV you send to a potential employer should be tailored to that role so don't be lazy and hope that a general CV will work because it won't.

Create a unique CV for every job you apply for. You don't have to re-write the whole thing, just adapt the details so they're relevant.

### ***Вариант 2.***

#### **Making the most of skills**

Under the skills section of your CV don't forget to mention key skills that can help you to stand out from the crowd. These could include: communication skills; computer skills; team working; problem solving or even speaking a foreign language. Skills can come out of the most unlikely places, so really think about what you've done to grow your own skills, even if you take examples from being in a local sports team or joining a voluntary group – it's all relevant.

#### **Making the most of interests**

Under interests, highlight the things that show off skills you've gained and employers look for. Describe any examples of positions of responsibility, working in a team or anything that shows you can use your own initiative. For example, if you ran your university's newspaper or if you started a weekend league football team that became a success.

Include anything that shows how diverse, interested and skilled you are. Don't include passive interests like watching TV, solitary hobbies that can be perceived as you lacking in people skills. Make yourself sound really interesting.

#### **Making the most of experience**

Use assertive and positive language under the work history and experience sections, such as "developed", "organised" or "achieved". Try to relate the skills you have learned to the job role you're applying for. For example: "The work experience involved working in a team," or "This position involved planning, organisation and leadership as I was responsible for a team of people".

Really get to grips with the valuable skills and experience you have gained from past work positions, even if it was just working in a restaurant – every little helps.

***A social work degree includes 200 days of assessed practice, carried out in professional settings, to gain essential practical skills for the role of social worker and to work as part of a social care workforce, increasingly in integrated teams and alongside professionals in the NHS, schools, police and housing.***

#### **Including references**

References should be from someone who has employed you in the past and can vouch for your skills and experience. If you've never worked before you're OK to use a teacher or tutor as a referee. Try to include two if you can.

#### **Keep your CV updated**

It's crucial to review your CV on a regular basis and add any new skills or experience that's missing. For example, if you've just done some volunteering or worked on a new project, make sure they're on there – potential employers are always impressed with candidates who go the extra mile to boost their own skills and experience.

## **РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 3.1:**

Форма рубежного контроля – контрольная работа

### ***1. Перечень теоретических заданий к разделу 3.1***

**(??)Match the halves of the sentences.**

1. (~) At the end I will suggest practical ways in which you as managers can motivate both... ~  
... yourselves and the people who work for you.
2. (~) Good morning ladies and gentlemen, ... ~ ... and welcome to our session on the dynamics  
of motivation.
3. (~) Then I will give a short demonstration of ... ~ ... our prototype and explain what we have  
already achieved.
4. (~) Please feel free to raise questions at any... ~ ... time on technical or financial aspects of  
the project and I shall do my best to answer them.
5. (~) To begin with, I shall ... ~ ... outline the main goals of the project.
6. (~) I would like to ask you to keep any questions you may have until the end, when... ~ ... I  
hope we will also have time to discuss your personal experiences and particular work  
situations.
7. (~) Finally, I shall move on to the major ... ~ ... commercial applications and potential returns  
on investment.
8. (~) I will then turn to what we really mean by motivation, and look at the internal... ~ ... and  
external factors that play a part in creating it.
9. (~) I would like to talk to you this afternoon about ... ~ ... why we feel our interactive video  
project is worth investing in.
10. (~) I shall start by looking at why motivation... ~ ... is so important and why the ability to  
motivate is a vital management skill.

**Read this introduction to a presentation. Choose the correct words or phrases in italics:**

11. (??)Good afternoon, ladies and gentlemen and welcome \_\_\_\_\_ our seminar on corporate  
property management.  
(?)**in**  
(!)**To**  
(?)**for**
12. (??) I would like to \_\_\_\_\_ by telling some of the main issues in corporate property  
management (5) so in order you will be able to judge whether your company is devoting  
sufficient time to this question.  
(?)**starting**  
(!)**commence**  
(?) **begin**
13. (??) I will then turn to some of the legal and financial aspects of property management, and  
will \_\_\_\_\_ how your companies may be affected by current and future legislation.  
(!) **explain**  
(?) **tell**  
(?) **look**
14. (??)I will \_\_\_\_\_of the kinds of problems our clients have faced and explain what was done  
to solve them.  
(?) **illustrate**  
(?) **discuss**  
(!) **give examples**
15. (??)I will finish by giving a brief resume of the consultancy service that we offer, and I will  
explain what you \_\_\_\_\_ do if you would like to look into the matter further.  
(?) **need**  
(!) **should**  
(?) **shall**

16. (??) As we are rather \_\_\_\_\_ for time, I would be grateful if you could rest any questions you may wish to raise until the end, when I will do my best to answer them.  
 (!)short  
 (?)hurried  
 (?) pressed  
 (??) Choose the correct form of the verb (Active or Passive).
17. (??)Mount Everest and K2 \_\_\_\_\_ to be the two highest mountains in the world, but they are very different.  
 (?)believe  
 (?)is believed  
 (?)believed  
 (!)are believed
18. (??)Everest \_\_\_\_\_ for the first time in 1953.  
 (?)is climbed  
 (?)climbed  
 (!)was climbed  
 (?)has been climbed
19. (??)Since 1953 thousands of people \_\_\_\_\_ on Everest.  
 (!)have stood  
 (?)stood  
 (?)are standing  
 (?)have been standing
20. (??)You don't need to be a professional climber to climb Everest – every year many people \_\_\_\_\_ to the top by guides.  
 (?)take  
 (!)are taken  
 (?)have taken  
 (?)have been taken
21. (??)In recent years the popularity of Everest \_\_\_\_\_ to cause problems.  
 (?)will begin  
 (?)was begun  
 (!)has begun  
 (?)begins
22. (??)Since 1953 thousands of tons of rubbish \_\_\_\_\_ at the foot of Everest.  
 (?)left  
 (?)leave  
 (?)has left  
 (!)have been left
23. (??)K2, deep in the Himalayas, \_\_\_\_\_ until 1859, seven years after Everest.  
 (?)did not measure  
 (?)had not measured  
 (?)has not been measured  
 (!)was not measured
24. (??)K2 is said to be the most dangerous mountain in the world, and it \_\_\_\_\_ as often as Everest has.  
 (?)doesn't climb  
 (?)hasn't climbing  
 (?)isn't being climbed  
 (!)hasn't been climbed

25. (??)Every year small numbers of mountaineers \_\_\_\_\_ to reach the top of K2, but not many succeed.  
(!)try  
(?)have tried  
(?)are tried  
(?)are trying

*Перечень аналитических заданий к разделу 3.1*

***Comment on the terms***

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1. Business letters
2. Business documents
3. Sales letters
4. Order letters
5. Complaint letters
6. adjustment letter
7. Inquiry letter
8. Follow-up letter
9. Letter of recommendation
10. Acknowledgment letters
11. Cover letter
12. Letter of resignation
13. Memorandums
14. E-mail
15. Reports
16. Transactional Documents
17. financial Documents
18. owner
19. employee
20. office
21. get in touch
22. chat on the internet
23. application form
24. statement
25. idea

***2. Discuss the following problems:***

1. Historically, business letters were sent via postal mail or courier, although the Internet is rapidly changing the way businesses communicate.
2. There are many standard types of business letters, and each of them has a specific focus.
3. Typical sales letters start off with a very strong statement to capture the interest of the reader.
4. Order letters are sent by consumers or businesses to a manufacturer, retailer or wholesaler to order goods or services
5. The words and tone you choose to use in a letter complaining to a business may be the deciding factor on whether your complaint is satisfied
6. An adjustment letter is normally sent in response to a claim or complaint
7. Inquiry letters ask a question or elicit information from the recipient
8. Follow-up letters are usually sent after some type of initial communication
9. Prospective employers often ask job applicants for letters of recommendation before they hire them



10. Acknowledgment letters act as simple receipts
11. Cover letters usually accompany a package, report or other merchandise
12. When an employee plans to leave his job, a letter of resignation is usually sent to his immediate manager giving him notice and letting him know when the last day of employment will be
13. There is more to business writing than we give it credit for; it is not just about memorandums and proposals but also about human emotions and relationships
14. If we break away from the black and white of business writing, we can find that the range and form of business writing is exciting and varied, as opposed to the clinical feeling that it often is associated with
15. Often business letters are the first contact one makes with a prospective client or an employer; hence, it becomes critical that you get the tone and message of the letter right to make a good impression
16. Before email became prevalent, memorandums were used for intraoffice messages.
17. Memos are still used in situations where a message is meant to accompany a specific file and in cases that require more privacy than an email
18. Business letters are used to communicate with individuals outside of the office.
19. A business letter is usually formatted in block style, in which all of the elements of the letter, except the letterhead, are aligned with the left margin
20. Business reports convey information in a format that is more formal and usually longer than a letter
21. To save time, these documents may be formatted as a form, such as an order form, transmittal page, invoice or receipt.
22. A business uses financial documents to stay within its budget, prepare budget proposals and file tax returns.
23. A business owner uses these documents to determine the financial success of the company and to identify areas that are unproductive
24. In some fields, businesses enter into agreements and contracts with others; these documents might be drafted by the company's lawyer.
25. What documents do you need to start a business?

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## **Раздел 3.2**

### **Тема 3.2.1. Writing telegrams, telexes, faxes.**

**Цель:** *Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению). (ОК-4,ПК-1).*

#### **Перечень изучаемых элементов содержания:**

- Лексика по теме.
- Телеграммы. Факс.
- Структура и стиль оформления телеграмм.

#### **Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Ответьте на следующие вопросы:
  - What type of telegrams could be?
  - Is it important to send telegrams?
  - What are the peculiarities of writing telegrams?
  - Is it sent using coded signals?
  - What is fax?
  - Are there any special rules of sending a fax?

3. Напишите телеграмму, соблюдая все правила.  
You are Mrs Sharma of E-5 Naoraji Nagar, New Delhi. Draft a telegram to be sent to the principal of the school, where you are working, informing him about your inability to attend school on the re-opening day of the school after the summer break due to the cancellation of the Rajdhani Express from Mumbai, and requesting him to grant you four days leave. Do not use more than 25 words (inclusive of the receiver's address).
4. Send a fax to your mother asking her to send you your Class XII migration certificate of CBSE. Use all necessary steps.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, доклады.

**Темы докладов:**

- Is it necessary to send faxes in 21st century?
- Telegrams vs e-mails

### **Тема 3.2.2. Writing effective e-mails. Pros and cons.**

**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4, ПК-1).

**Перечень изучаемых элементов содержания**

- Лексика по теме.
- Структура и стиль оформления effective e-mails.
- Правила написания effective e-mails

**Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Answer the following questions:
  - When did E-mail come into the workplace?
  - Why was it quickly adopted?
  - Why should communicators be careful about E-mails?
3. Напишите электронное письмо, \_\_\_\_\_ следующую ситуацию:
  - You have received an E-mail from Adam, the business school teacher who is going to introduce a new business program. Write an E-mail to Adam, using all your notes.
4. Write your e-mail. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate to the situation.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, доклады.

**Темы докладов:**

- Are there any pros or cons of effective e-mail?
- What is better: to write an e-mail or face-to face conversation?

## **ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 3.2**

**Формы практического задания:**

1. текст для чтения, перевода, обсуждения
2. лексические упражнения
3. грамматические упражнения

(??) Read the text and decide if the following statements are True (T) or False (F).

(??) E-mail newsletters are used as a means of communicating messages to achieve commercial or fundraising efforts and are sent to everyone without pre-determined basis.

(!) True

- (?) False
- (??)The use of E-mail newsletters has made e-mail marketing popular among many companies.
- (!) True
- (?) False
- (??)The cost of advertisements and newsletters that are mailed normally is relatively low in comparison to e-mail messages and E-mail newsletters.
- (?) True
- (!) False
- (??) Opting in means that e-mail subscribers have consented to receiving e-mail correspondence on subjects that interest them.
- (?) True
- (!) False
- (??)Internet system administrators are responsible for dealing with abuse of the net, including the sending of spam messages.
- (!) True
- (?) False
- (??)E-mail newsletters and spam look different, so people don't have difficulty distinguishing between the two.
- (?) True
- (!) False
- (??)A double opt in method is one of the most effective techniques for establishing an E-mail newsletter.
- (!) True
- (?) False
- (??)Criminal spam operations have been developed by marketers in order to eliminate the numerous disadvantages that were associated with E-mail marketing in the past.
- (!) True
- (?) False
- (??)Opt in E-mail newsletters and advertisements will be much more untargeted and irrelevant in some way to the consumer
- (?) True
- (!) False
- (??)E-mail newsletters are specifically designed to be informative and useful, they can also contain advertisements and marketing efforts that will allow the owner of the newsletter to sell more products or services in the process.
- (!) True
- (?) False

### **Форма практического задания: текст**

### ***Варианты текстов для чтения и перевода к разделу 3.2***

#### ***Вариант 1.***

E-mail newsletter marketing is a type of direct marketing that makes use of electronic mail as its communicating medium. E-mail marketing is regularly used as a means of communicating messages about commercial or fundraising efforts to a large audience, and one of the best ways to achieve this is through the use of e-mail newsletters. In the broadest sense, e-mail newsletters need to be signed up for, subscribed to or opted-in to, and then the owner of the e-mail newsletter will send periodic messages to everyone on the membership list, usually on a pre-determined basis. Some e-mail

newsletters go out daily, weekly or monthly, while others only go out when there is something specific to say.

The term e-mail marketing, which is the foundation for e-mail newsletters, is often used to refer to the following characteristics:

26. Sending out e-mail messages with the primary purpose of enhancing a specific relationship between merchants and their current or past customers, as well as to encourage loyalty from customers and repeat business.

27. Sending out e-mail messages with the purpose of acquiring new potential customers, or in order to convince current and recent customers to purchase something new.

28. Adding advertisements to e-mail messages that are sent by other companies to their list of customers, and then sending those e-mails over the internet.

E-mail marketing through the use of E-mail newsletters has become popular among many companies, individuals and marketing endeavours for a number of reasons. There are a variety of advantages that are associated with e-mail marketing, especially when e-mail newsletters are involved. Some of these advantages include:

- The fact that mailing lists provide marketers with the ability to distribute a lot of information to a wide range of customers from a specific market or group at a cost that is relatively low.
- The fact that the delivery time is short for e-mail messages and E-mail newsletters in comparison to advertisements and newsletters that are mailed normally.
- The fact that compared to other media investments like direct mail and printed newsletter marketing, E-mail newsletters are much more cost effective and less expensive overall.
- E-mail newsletters allow advertisers to push the message to the audiences rather than relying on a customer to visit the website such as in website based advertising.
- E-mail newsletters can be easily tracked. Advertisers can use web bugs, auto responders, bounce messages, unsubscribe requests, click through and read receipts in order to measure both positive and negative responses and open rates as well as to correlate sales through marketing.
- Through E-mail newsletter marketing, advertisers are capable of generating repeat business both automatically and affordably as well.
- Through E-mail newsletter marketing, advertisers will be capable of reaching much more substantial numbers of e-mail subscribers that have opted in to receive the communication. Opting in means that they have consented to receiving e-mail correspondence from you on subjects that interest them.
- Because over half of all internet users access E-mail on a single typical day, using E-mail newsletters as a marketing endeavour means reaching out to many more people than other means of advertising or marketing.
- Specific interaction with messages is capable of triggering other E-mail newsletter messages to be delivered, or even other events, such as updating the recipient's profile in order to indicate their interest in a specific interest category for example.
- Perhaps one of the greatest benefits of all for this type of marketing is that it is completely paper free, and therefore eco friendly.

#### *Вариант 2.*

Great business letters require grammatical correctness and consistency, but the upholding of such standards is under threat from the creeping influence of American English. The UK and USA might share the same language but centuries of separate linguistic development has led to the cultivation of two separate strains of English which, in both their spoken and written forms, display a number of differences with one another. When writing a business letter it is important to ensure the British form

of English is maintained throughout. American English is not in any way inferior but any “Americanisms” would risk an unfavourable impression by showing stylistic inconsistency and a lack of awareness of what constitutes so-called “proper written English”. What’s more if a difference is not recognised as being American English then it may just be perceived as an error.

One might assume that in being British and living in the UK, British English is already programmed into our brain, but the impact of globalisation, mass media and the USA’s cultural dominance has seen American English creeping ever further into common usage in the UK. Chiefly it is American TV, cinema, music and the internet that are responsible for American terms and slang expressions sneaking into our conversations, and for American English spelling and grammar slipping into our written word. Whether in using American terms, such as airplane, truck, vacation and sweater rather than the British aeroplane, lorry, holiday and jumper, or adopting American expressions like “do the math” and “ballpark figure”, there are many different ways in which the USA influences the way many of us speak and write. What’s worrying about this in terms of letter writing is that the influence is often unconscious.

Fortunately, many of the ways in which the US influences our language do not have much of a bearing on formal letter writing but rather are only apparent in spoken language and in informal written language.

For instance, in terms of phraseology, a common difference between American and British English is that the present perfect tense (have/has + past participle) is much more common with British English speakers. So while we would say, “I’ve already eaten”, an American might say “I already ate”. As another example, the question “Have you seen my keys anywhere?” would be more likely phrased, “Did you see my keys anywhere?” across the Atlantic.

Another notable variation is how “have” is used more commonly as a delexical verb in British English as opposed to the American English preference for “take”. So when Brits “have a shower” or “have a wash”, Americans “take a shower” or “take a wash”. It is, however, unlikely such phrase types would be used in a business letter. Grammatical issues that are more common in letter writing include the use of prepositions, which is the word used before a noun, a noun phrase or a pronoun. Here are some examples of preposition variation between British English (BrE) and American English (AmE). The most common differences to watch out in letter writing are with regard to spelling. One of the most obvious examples are the endings –our (BrE) and –or (AmE), such as in colour/color, favour/favor and humour/humor. Other common variations include the American English inversion of the –re at the end of words like theatre, centre and litre to make theatre, center and liter, and its use of –se endings in words like licence, offence and pretence. American English also adopts an –og ending for words like dialogue, analogue and catalogue to make dialog, analog and catalog.

## **РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 3.2:**

Форма рубежного контроля – контрольная работа

### ***1. Перечень теоретических заданий к разделу 3.2***

Choose true or false.

1. Ethical behaviour is doing things that are morally right.  
(!) true            ?) false
2. Accountability - the idea that companies are partially responsible for what they do.  
(?) true            !) false
3. Companies want to be seen as good corporate citizens.  
(!) true            ?) false
4. Companies may say that they demand high levels of probity and integrity from their employees.

- (!) true                      (?) false
5. Ethically responsible companies want to get business without paying taxes.  
(?) true                      (!) false
  6. Corporate responsibility, task forces and codes of conduct are always a smokescreen.  
(?) true                      (!) false
  7. Probity and responsibility must be embedded in a company's culture.  
(!) true                      (?) false
  8. Codes of conduct are little part of rules to ensure ethical behaviour.  
(?) true                      (!) false
  9. Creating and building a successful CSR management system is a long- term project for any company.  
(!) true                      (?) false
  10. Workday lasts from ten till eight everywhere.  
(?) true                      (!) false
  11. Companies' different sectors sometimes face such problems as "hot button" issues (child labour, drug pricing).  
(!) true                      (?) false
  12. The business suit is common in Alphaland.  
(!) true                      (?) false
  13. If a company behaves without probity, it has low ethical standards.  
(!) true                      (?) false
  14. There are casual Fridays in Betatania and Deltatonia.  
(?) true                      (!) false
  15. Entertaining has no importance in the majority of companies.  
(?) true                      (!) false
  - (??) Choose correct forms of the verb. Выберите правильную форму глагола.
  16. (??) How old were you when you learnt \_\_\_\_\_?  
(!) to drive  
(?) driving  
(?) drive  
(?) to be driving
  17. (??) I don't mind \_\_\_\_\_ home, but I'd rather get a taxi.  
(?) to walk  
(!) walking  
(?) having walked  
(?) walk
  18. (??) I can't make a decision. I keep \_\_\_\_\_ my mind.  
(?) to change  
(?) change  
(!) changing  
(?) being changed
  19. (??) He had made his decision and refused \_\_\_\_\_ his mind.  
(!) to change  
(?) change  
(?) changing  
(?) being changed
  20. (??) Why did you change your decision? What made you \_\_\_\_\_ your mind?  
(?) to change  
(!) change

- (?)changing  
 (?)being changed
21. (??)Did I really tell you I was unhappy? I don't remember \_\_\_\_\_ that.  
 (?)to say  
 (!)saying  
 (?)having said  
 (?)say
22. (??)I expect my advice \_\_\_\_\_.  
 (?)to follow  
 (!)to be followed  
 (?)following  
 (?)being followed
23. (??)'Remember \_\_\_\_\_ Tom tomorrow.' 'OK. I won't forget.'  
 (!)to call  
 (?)calling  
 (?)having called  
 (?)being called
24. (??)The water here is not very good. I'd avoid \_\_\_\_\_ it if I were you.  
 (?)to drink  
 (!)drinking  
 (?)having drunk  
 (?)to have drunk
25. (??)I'd like the work \_\_\_\_\_ in time. (do)  
 (?)to do  
 (!)to be done  
 (?)doing  
 (?)being done

*Перечень аналитических заданий к разделу 3.2*

***Comment on the terms***

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1. Routine messages
2. Business culture
3. business communication
4. service updates
5. to issue
6. way to communicate
7. nonverbal communication
8. verbal communication
9. business's opportunity
10. Technology
11. Ignoring culture
12. Conformation
13. Community
14. Awareness
15. Mainstay
16. communication misstep
17. cultural attitudes
18. communication disruptions
19. transactions

- 20. productivity
- 21. company
- 22. legal documentation
- 23. item
- 24. benefits
- 25. inexpensively

2. ***Discuss the following problems:***

1. Most forms of business communication involve an iterative cycle of listening and speaking, enabling two parties to negotiate their needs and wants on the way to a common middle ground
2. Companies also require routine messages intended as legal or financial documentation for transactions or resource requests
3. Routine messages in business communication serve to document the “who, what, where, why, and how” of daily operations
4. Managers who reduce the frustration level of producing necessary documentation can help increase productivity and teamwork
5. The most common routine messages in modern businesses include order confirmations, service updates, dispatch lists, bug reports and contract terms letters
6. Most routine messages consist of templates that can be customized with pertinent details about a customer, an issue or the item requiring communication
7. Companies may choose to issue routine messages using databases and mail merge technology, enabling email or printed communication to be sent efficiently and inexpensively.
8. With most routine messages designed for quick scanning by readers’ eyes, communicators must quickly capture attention and convey crucial details.
9. Keeping routine messages efficient and effective requires editorial courage and managerial efficiency
10. An understanding of the benefits of various types of organizational communication can help business people communicate most effectively
11. Technology will never replace the benefit and power of face-to-face communication
12. Email probably has changed the organizational communication environment more significantly than any other technology introduction over the past several decades
13. The telephone is still a mainstay in any business environment, although more of these telephones are becoming the mobile variety
14. The opportunity to get a group of employees together in a room for a meeting can be a very effective form of organizational communication,
15. Video can be a great way to communicate with employees, particularly when they are separated by distance
16. Members of a community teach one another these learned cultural cues so that it becomes an ingrained, accepted part of their society
17. Common cultural elements include social structure, language, religion and communication
18. Beliefs about the role of business and how business activities should be carried out fall into this understanding of culture, since business partners interact within their own cultural context.
19. Examples of cultural preferences in business might include the pacing of negotiations, level of formality between business partners and subtle versus direct conversation about money



20. Modern technology, including the Internet, telephones, fax machines and cell phones, has facilitated more rapid communication between businesses around the world
21. While this greatly expands a business's opportunity for growth and profitability, it does increase the chance that a communication misstep can result in an offended client or business partner
22. Culture affects the way people think about business in their own society
23. An awareness of cultural attitudes toward business will help you communicate efficiently and effectively when working with people from other cultures
24. Culture directly affects business communication, both verbal and nonverbal
25. Ignoring culture in business communication can lead to problems and communication disruptions

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### **Раздел 3.3**

#### **Тема 3.3.1. Recruitment.**

**Цель:** *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4,ПК-1).*

##### **Перечень изучаемых элементов содержания**

- Лексика по теме.
- Поиск работы.
- Агентства по подбору персонала.
- Требования к кандидатам.
- Процедура отбора кандидатов.

##### **Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Ответьте на следующие вопросы:
  - What is recruitment?
  - What is the difference of being recruited or hired?
  - What is the role of recruitment in business?
3. Расскажите о процедуре приема на работу.
4. Назовите основные, на Ваш взгляд, требования к кандидатам при приеме на работу.
5. Составьте объявление о приеме на работу на должность в Вашей компании.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, эссе.

##### **Темы эссе:**

- The perfect vacancy you have ever dreamed.
- The perfect employer and working duties. Your point of view.
- Finding a job using social media.

#### **Тема 3.3.2. Writing CV and Letter of application.**

**Цель:** *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4,ПК-1).*

##### **Перечень изучаемых элементов содержания**

- Лексика по теме.
- Структура написания заявлений.
- Виды резюме.

##### **Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Ответьте на следующие вопросы:
  - What is the structure of CV?
  - What is the structure of the application form?
  - Should an application letter be handwritten, typed, or laser-printed?
  - Do you always tell the absolute truth in application letters?
3. Напишите рекомендации по составлению сопроводительного письма. (e.g. Do write clearly. Don't use a pencil. etc.)
4. Напишите свое резюме.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, эссе.

**Темы эссе:**

What impression do you try to give in an application letter?

Should the applicant tell the truth in his or her CV? Your opinion.

### **ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 3.3**

**Формы практического задания:**

#### **1. текст для чтения, перевода, обсуждения**

#### **Варианты текстов к разделу 3.3:**

##### ***Вариант 1.***

Fulfilling the tactical objectives of a business through hiring and retaining employees is one job of an HR recruiter. HR professionals can succeed in this important role by developing and implementing recruiting plans and strategies, striving to bring in the best people to fill company needs.

The HR recruiter position can be challenging and is often fast-paced. Professionals typically work with internal HR staff, hiring managers, college, and university placement officers, and use a network of established contacts to find the right people for a given position. If you aspire to become an HR recruiter, you can achieve your goal by pursuing the advanced skills and in-depth knowledge provided by a Masters in HR program.

##### **Job Outlook and Salary**

According to the U.S. Bureau of Labor Statistics (BLS), HR recruitment specialist jobs are predicted to grow 5% through 2024, likely due to changes in employment law, increased efforts by businesses to attract and retain quality workers and a complex and competitive business environment. Businesses can also drive demand for qualified HR experts to help them grow and prosper.

In addition, according to the latest statistics from the BLS, the annual salary of an HR recruiter was \$57,420. The lowest 10% earned less than \$33,000, while the highest 10% of recruiters reported earning more than \$98,000 annually.

##### **HR Recruiter Job Duties**

One of the responsibilities of the HR recruiter is to seek out professionals with the right combination of experience, education and skills to fill a particular position. Employers typically depend on HR recruiters to attract employees who fit a job description and have the potential to become valuable additions to the company. To achieve this objective, HR recruiters typically work with hiring managers to develop recruiting plans and write job descriptions. Then, they publicize openings by posting them in appropriate outlets and work toward developing a pool of qualified individuals.

*Check out our Human Resources Career Guide Here*

HR professionals can identify recruiting opportunities by researching new sources for talent, cultivating relationships with industry professionals and networking with college placement officers and staffing company personnel. HR recruiters often represent an employer at public events, such as job fairs and community job outreach programs.

### **Вариант 2.**

Additional HR recruiter duties are aligning the hiring process, beginning with screening applicants and interviewing potential hires, followed by making recommendations, writing offer letters, conducting reference checks and negotiating contracts.

#### **Education and Training**

A bachelor's degree is often the minimum education required for an HR recruiter. Some employers may require several years of work experience, although preference may be shown to candidates who hold professional HR certification or a Master's Degree in HR. Competition for these positions can be intense, so it may be beneficial to give yourself every possible advantage to help distinguish yourself from the crowd.

One way professionals can improve their prospects is by enrolling in a Master of Science in Human Resource Development degree program. Coursework typically includes organizational change management, human resource metrics and statistical research, workforce planning and financial management for profit.

Employers can be confident that professionals who have earned a Master's Degree in HR are able to:

- Demonstrate skills in budgeting and financial management
- Effectively develop, utilize and conserve human resources
- Make informed business decisions based on data and statistics
- Develop strong recruitment packages and measure their success
- Leverage advanced knowledge and skills to succeed as an HR recruiter

#### **Are You Ready For a Challenging and Rewarding HR Recruiter Career?**

HR recruiters can typically be relied upon to fill their role in building a strong workforce and adding to the bottom line. Professionals should have a variety of skills in this position, such as a knowledge of employment and labor law, strong interpersonal and communication skills and the ability to discern between good and bad candidates. Additional attributes that may serve HR recruiters well include cultural sensitivity, confidentiality and a strong sense of self-confidence.

In conclusion, a Master of Science in Human Resources Development degree can help give you the comprehensive knowledge and advanced skills necessary to take your career to the next level.

**Work experience** Previous work experience in an area relating to social work is extremely important for entry into the profession. This may be through paid positions or voluntary work and can include roles in community care centres, working with children or with vulnerable adults. Any roles that show you can demonstrate empathy, along with a genuine desire to improve the quality of the lives of others, are helpful. Some social workers work for the National Health Service (NHS) in mental health trusts, community-based settings or in prisons; either employed directly or seconded from local authorities. There are also jobs available in the private sector, such as with private fostering agencies and it is possible to do supply work for social work staffing agencies. You will need to re-register every two years and take part in continuing professional development (CPD), which can include post-registration training, study and conferences. In Northern Ireland, newly qualified social workers are required to spend an assessed year in practice before they can register.

### **РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 3.3:**

Форма рубежного контроля – контрольная работа

#### **1. Перечень теоретических вопросов к разделу 3.3**

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Complete the sentences.

1. Things that affect all people, not just employees, in the areas where the company has ... offices, factories and activities.  
?)their !)its ?)her ?)our
2. ... air, rivers etc. are not polluted and plant and animal life are not endangered.  
?)- ?)An !)The ?)A
3. Companies want ... business without engaging in corruptbehaviour  
!)to get ?)to give ?)to achieve ?)to carry out
4. Ethical corporate behaviour... accountability  
!)includes ?)holds?)counts ?)keeps
5. Transparency is explaining this behaviour in a way that can be understood ... outsiders.  
?)with !)by ?)of ?)from
6. Now companies are looking at these issues in ...systematic ways.  
?)more ?)high ?)low ?)most
7. Probity and responsibility must be embedded in a company's culture, strategy and operations from the top ....  
?)- ?)up ?)below !)down
8. The guide runs ... basics such as who currently has responsibility for CSR in the company.  
?)across ?)over !)through ?)in
9. Most companies have clear, ...policies on social, environmental and ethical issues.  
!)coherent ?)plain ?)close ?)picky
10. Codes of conduct are ... to ensure ethical behaviour.  
?)rather ?)pretty !)enough ?)fill
11. If a company behaves with probity, it has ... ethical standards  
?)big ?)great ?)tall !)high
12. Some companies ... women to wear trouser suits.  
!)allow ?)let ?)produce ?)declare
13. How much of the time do people look ... at each other?  
?)exactly !)directly ?)just ?)totally
14. People start work at eight, and ... finish at six.  
?)orderly !)officially ?)informally ?)casually
15. Companies want to be seen as good corporate citizens, with activities that are beneficial not only for the community and society....  
!)as a whole ?)all in all ?)in the gross ?)by the gross  
(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.
16. You are very absent-minded. You forgot about the arrangements. ~ If you weren't so absent-minded, you wouldn't have forgotten about the arrangements
17. You are very absent-minded. You forget about the arrangements. ~ If you weren't so absent-minded, you wouldn't forgot about the arrangements
18. You were very absent-minded. You forgot about the arrangements. ~ If you hadn't been so absent-minded, you wouldn't have forgotten about the arrangements  
(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.
19. You are afraid of the exams because you didn't study properly during the term. ~ You wouldn't be afraid of the exams if you had studied properly during the term.
20. You are always afraid of the exams because you don't study properly during the term. ~ You wouldn't be afraid of the exams if you studied properly during the term.
21. You were afraid of the exams because you didn't study properly during the term. ~ You wouldn't have been afraid of the exams if you had studied properly during the term.

## 2. Перечень аналитических заданий к разделу 3.3

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### 1. *Comment on the terms*

1. Recruitment
2. Hiring
3. Human resource planning
4. The recruitment phase
5. Employee selection
6. Job Applications
7. Assessment
8. Job Interviews
9. Newly Created Position
10. Replacement
11. duties
12. responsibilities
13. Minimum Requirements
14. Preferred Qualifications
15. Essential job functions
16. Recruitment plan
17. Posting period
18. Internet job boards
19. Social media
20. Job fairs
21. Conference recruiting
22. Campus recruiting
23. Diversity agencies
24. Resume bank
25. Hiring manager

### 2. *Discuss the following problems*

1. How does the recruitment process work?
2. most large and some small employers have a formal process that it followed to recruit and hire new employees.
3. Steps in the Recruiting Process
4. Types of Recruiting
5. Companies will also run background checks, reference checks, and possibly a credit check as part of the recruitment process.
6. The candidate may be offered a job contingent upon the results of the checks or the checks may be conducted prior to the company presenting a job offer to the candidate they have chosen for the job
7. Most larger companies, and many smaller companies, post available jobs on their company website.
8. Job applicants can search for jobs, review job listings and apply for jobs online.
9. Job seekers may be able to set up job search agents to notify them via email of new openings.
10. Some companies schedule interviews online, as well.
11. Companies that are actively recruiting candidates will not only post jobs on their website, but will also post jobs on job boards and other job sites.
12. Companies may post open positions on LinkedIn, the professional networking site.

13. Companies are increasingly using social recruiting to source candidates for employment on Facebook, Twitter and other social networking sites, as well as to investigate applicants they are considering hiring.
14. Companies may use Facebook apps to recruit or have a Facebook page dedicated to careers with the company.
15. On Twitter, companies may tweet job listings and source candidates to recruit.
16. Recruitments provide opportunities to departments to align staff skill sets to initiatives and goals, and for departmental and individual growth
17. Newly Created Position
18. Prior to developing the job description the hiring manager should identify duties and responsibilities
19. Each position requires a documented Recruitment Plan which is approved by the organizational unit
20. Conference and campus recruiting events are a great way to market UCR and your department and provide you with an opportunity to network with potential qualified candidates for current and future openings
21. Conference and campus career centers may offer to assist you in your recruitment needs by providing job posting services and interviewing facilities
22. To ensure applicants selected for interview and final consideration are evaluated by more than one individual to minimize the potential for personal bias, a selection committee is formed
23. The hiring manager will identify members who will have direct and indirect interaction with the applicant in the course of their job
24. In order to identify the widest and talented applicant pool, sourcing and outreach activities should be engaged.
25. Passive candidate sourcing is an activity which can be conducted during this phase in the recruitment process

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## **Раздел 3.4.**

### **Тема 3.4.1. Job interviews.**

**Цель:** *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4,ПК-1).*

#### **Перечень изучаемых элементов содержания**

- Лексика по теме.
- Виды собеседования.
- Структура собеседования.

#### **Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Ответьте на следующие вопросы:
  - What was the worst thing about it?
  - What difficult questions were you asked?
  - Why do you think you were successful, or unsuccessful?
  - If you could go through the interview again, what would you do differently?
  - In an interview, do you always have to be completely honest?
  - What impression do you try to give in an interview?

3. Подготовьте рекомендации для человека, которому предстоит первый раз в жизни пройти собеседование (e.g. Find out about the company. Prepare some questions to ask about the company and what the job entails, etc).
4. Представьте, Вы рекрутер и нанимаете человека на работу. Продумайте 10 вопросов Вашего интервью.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, доклады.

**Темы докладов:**

- Tips for the telephone interview.
- How to handle a stress interview.
- An ideal job interview.
- The most difficult and important interview questions. Your opinion.

**Тема 3.4.2. Presentations. Pros and cons. Проведение презентаций.**

**Цель:** *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4, ПК-1).*

**Перечень изучаемых элементов содержания**

- Лексика по теме.
- Виды презентаций.
- Структура презентации.
- Использование визуальных средств.
- Описание схем и графиков.

**Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Brainstorm the ideas that you associate with the word “presentation” then compare it with other groups
3. Ответьте на следующие вопросы:
  - What emotions does the word “presentation” cause?
  - Have you ever experienced delivering a presentation?
  - Can you remember the best presentation you have ever heard?
  - How do you feel when asked to make a presentation?
  - Do you know any specific rules of giving a presentation?
  - Do you have a flair for using PowerPoint?
  - What kind of slides are the most illustrative and helpful?
  - What is the most complicated thing for you about making a presentation?
  - Do you like to look at people in the audience while delivering your material?
  - How do you feel when people in the audience are talking during your presentation?
4. Предложите свое определение термина «презентация».

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, презентации.

**Темы презентаций:**

1. A successful person in the world.
2. My future job.
3. Company you have ever dreamed.
4. The ideal employee.
5. The perfect employer.

## ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 3.4

### Формы практического задания:

#### 1. текст для чтения, перевода, обсуждения

### Варианты текстов к разделу 3.4:

#### *Вариант 1.*

##### Presentations

When considering the English language skills required in the workplace today, the ability to give a presentation is probably the most important. Furthermore, this skill is also the most challenging for the non-native speaker. Giving a formal presentation means you must stand up in front of an audience, try to sell your ideas, be convincing, diplomatic, concise, knowledgeable, and all in a foreign language!

The presentation should be given by the person who knows the subject.

Despite the challenges involved, more and more of my business English students are now called upon by their companies to give presentations in English although their language level may be below intermediate level. Presentations should be given by specialists in their particular field of work and not by those employees who simply have the best level of English.

Giving a presentation without advanced English.

This means that a company with international connections may have to choose someone to talk about his or her area of work even though their English language level is not good. However, it is possible to give presentations without having advanced English if you plan correctly, take time to practise pronunciation and key English phrases and rehearse your talk beforehand.

Ensure your presentation is divided into clear and easy to understand parts.

Ensuring your presentation is well planned is obviously necessary if you are going to speak in your native tongue. It is more necessary if you are making a presentation in English. Your presentation should have clearly separate parts such as in the following outline:

1) Introduction to the presentation.

Introduce yourself, your company and then what you are going to talk about.

2) Presentation body.

Divide your talk into parts, each part dealing with a separate subject. For example,

a) the history of the company,

b) the products we offer today,

c) our vision for the future.

3) Conclusion.

Depending on the subject, you may want to give a brief summary of what you have said and stress the main points.

Checking for meaning.

Do not be afraid to ask the person asking the question to repeat what he/she said. If you are still not sure what was said exactly, you can check by saying:

"So what you're asking is: are there going to be any new products in the near future? Is that right?"

By checking in this way, you should eventually understand what the question is. In a multilingual environment, your audience should be sympathetic and understand you are not speaking in your native language.

Anticipating what the questions might be.



Another precaution you can take is to anticipate what questions may be asked. Before the presentation, brainstorm this and write down possible questions your audience may ask. Then imagine yourself answering these questions. Let the imaginary dialogue take place in your head - in English, of course! In this way, you will prepare yourself mentally as well as anticipate any words which may be used that you do not know in English. You can then look the words up in a dictionary.

Alternative ideas to help you with the questions session.

However, if you really feel your English is not at a sufficiently high level to answer questions, you may just leave out the option completely and not include it in your presentation. Alternatively, you could ask a colleague with a better level of English to come up and help you during the listeners' questions stage.

Be confident, be yourself during your presentation.

Whatever you decide, try not to place yourself in any situation which may cause you unnecessary stress or nervousness. Be in control, be yourself and never apologize for not speaking good English. Break the rules for giving presentations a little if you need to so that you can put over your message and ideas in a way that suits you and your own knowledge of English. Your listeners will applaud your efforts and valour.

## ***Вариант 2.***

When considering the English language skills required in the workplace today, the ability to give a presentation is probably the most important. Furthermore, this skill is also the most challenging for the non-native speaker. Giving a formal presentation means you must stand up in front of an audience, try to sell your ideas, be convincing, diplomatic, concise, knowledgeable, and all in a foreign language!

The presentation should be given by the person who knows the subject.

Despite the challenges involved, more and more of my business English students are now called upon by their companies to give presentations in English although their language level may be below intermediate level. Presentations should be given by specialists in their particular field of work and not by those employees who simply have the best level of English.

Giving a presentation without advanced English.

This means that a company with international connections may have to choose someone to talk about his or her area of work even though their English language level is not good. However, it *is* possible to give presentations without having advanced English if you plan correctly, take time to practise pronunciation and key English phrases and rehearse your talk beforehand.

Ensure your presentation is divided into clear and easy to understand parts.

Ensuring your presentation is well planned is obviously necessary if you are going to speak in your native tongue. It is more necessary if you are making a presentation in English. Your presentation should have clearly separate parts such as in the following outline:

1) Introduction to the presentation.

Introduce yourself, your company and then what you are going to talk about.

2) Presentation body.

Divide your talk into parts, each part dealing with a separate subject. For example,

a) the history of the company,

b) the products we offer today,

c) our vision for the future.

3) Conclusion.

Depending on the subject, you may want to give a brief summary of what you have said and stress the main points.

After the summary, you can simply tell your audience that you have finished your presentation, thank them for attending and ask if they have any questions they would like to ask you.

Answering questions after the presentation.

Answering questions in English after your presentation could be the most difficult part because:

- a) you may find the question difficult to understand,
- b) you must improvise your answers.

Checking for meaning.

Do not be afraid to ask the person asking the question to repeat what he/she said. If you are still not sure what was said exactly, you can check by saying:

"So what you're asking is: are there going to be any new products in the near future? Is that right?"

By checking in this way, you should eventually understand what the question is. In a multilingual environment, your audience should be sympathetic and understand you are not speaking in your native language.

Anticipating what the questions might be.

Another precaution you can take is to anticipate what questions may be asked. Before the presentation, brainstorm this and write down possible questions your audience may ask. Then imagine yourself answering these questions. Let the imaginary dialogue take place in your head - in English, of course! In this way, you will prepare yourself mentally as well as anticipate any words which may be used that you do not know in English. You can then look the words up in a dictionary.

### **РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 3.4:**

Форма рубежного контроля – контрольная работа

#### **1. Перечень теоретических вопросов к разделу 3.4**

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(??)Choose the correct form of the verb (There are no mixed type sentences)

1. (??)If I had realized you were a bad driver, I \_\_\_\_\_ with you.  
(?)didn't come  
(?)hadn't come  
(?)wouldn't come  
(!)would have come
2. (??)If Beth \_\_\_\_\_ to her home town, she could visit her parents.  
(!)went  
(?)had gone(?)would go  
(?)would have gone
3. (??)If the light were better, you \_\_\_\_\_ the sign.  
(?)will see  
(?)had seen  
(!)would see  
(?)would have seen
4. (??)If Jane \_\_\_\_\_ more careful, she wouldn't have left her watch in the changing room.  
(?)were  
(!)had been  
(?)would be  
(?)would have been
5. (??)If she \_\_\_\_\_ coffee late at night, she would have been able to sleep.  
(?)didn't drink  
hadn't drunk  
(?)wouldn't drink  
(?)wouldn't have drunk

6. (??)I \_\_\_\_\_ for the job if I were better qualified.  
 (?)applied  
 (?)had applied  
 (!)would apply  
 (?)would have applied
7. (??)We \_\_\_\_\_ a house if only we were given a bank loan.  
 (?)bought  
 (?)had bought  
 (!)would buy  
 (?)would have bought
8. (??)She wouldn't have married him if she \_\_\_\_\_ what was like.  
 (?)knew  
 (!)had known  
 (?)would know  
 (?)would have known
9. (??)If they \_\_\_\_\_ the significance of this event, they would be more alarmed.  
 (!)realized  
 (?)had realized  
 (?)would realize  
 (?)would have realized
10. (??)If her son \_\_\_\_\_ two years earlier, he wouldn't have had to do military service.  
 (?)were born  
 (!)had been born  
 (?)would be born  
 (?)would have been born
11. (??)Choose the correct form of the verb (There are no mixed type sentences)
12. (??)If she were here, she \_\_\_\_\_ what to do.  
 (?)knew  
 (?)had known  
 (!)would know  
 (?)would have known
13. (??)If Joe \_\_\_\_\_ earlier, he would get to institute on time.  
 (!)got up  
 (?)had got up  
 (?)would get up  
 (?)would have got up
14. (??)He \_\_\_\_\_ the problem now if he were concerned about it.  
 (?)discussed  
 (?)had discussed  
 (!)would discuss  
 (?)would have discussed
15. (??)If I knew the address, I \_\_\_\_\_ it to you.  
 (?)gave  
 (?)had given  
 (!)would give  
 (?)would have given
16. (??)If I had known that you were in hospital, I \_\_\_\_\_ you.

- (?)visited  
 (?)had visited  
 (?)would visit  
 (!)would have visited
17. (??)If the fire \_\_\_\_\_, their house wouldn't have been destroyed.  
 (?)didn't happen  
 (!)hadn't happened  
 (?)wouldn't happen  
 (?)wouldn't have happened
18. (??)If the sound \_\_\_\_\_ so loud, she wouldn't be so nervous.  
 (!)weren't  
 (?)hadn't been  
 (?)wouldn't be  
 (?)wouldn't have been
19. (??)If he \_\_\_\_\_ the door open, his cat wouldn't have eaten the fish.  
 (?)didn't leave  
 (!)hadn't left  
 (?)wouldn't leave  
 (?)wouldn't have left
20. (??)I \_\_\_\_\_ a taxi if I had realized that it was such a long way.  
 (?)took  
 (?)had taken  
 (?)would take  
 (!)would have taken
21. (??)If you had arrived ten minutes earlier, you \_\_\_\_\_ a seat.  
 (?)got  
 (?)had got  
 (?)would get  
 (!)would have got

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.

22. The new assistant was difficult to deal with. We refused to work with him. ~ If the new assistant hadn't been so difficult to work with, we wouldn't have refused to work with him.
23. The new assistant is difficult to deal with. We refused to work with him. ~ If the new assistant weren't so difficult to work with, we wouldn't have refused to work with him.
24. The new assistant is difficult to deal with. We refuse to work with him. ~ If the new assistant weren't so difficult to work with, we wouldn't refuse to work with him.
25. You are very absent-minded. You forgot about the arrangements. ~ If you weren't so absent-minded, you wouldn't have forgotten about the arrangements

## 2. Перечень аналитических заданий к разделу 3.4

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### 1. *Comment on the terms*

1. Strength
2. Handle
3. Failure
4. Job interview
5. Types of business
6. Perform

7. Stress
8. Pressure
9. Work style
10. Teamworking
11. Competition
12. Career plan
13. Fit with
14. Adjust
15. Pace
16. Co-worker
17. Personality
18. Motivation
19. Presentation
20. Delivering speech
21. Slides
22. Quit job
23. Fair
24. HR
25. expectations

**2. Answer the following problems as if you are passing a job interview**

1. What is your greatest strength?
2. What is your greatest weakness?
3. Tell me about something that's not on your resume.
4. How will your greatest strength help you perform?
5. How do you handle failure?
6. How do you handle success?
7. Do you consider yourself successful? Why?
8. How do you handle stress and pressure?
9. How would you describe yourself?
10. Describe a typical work week.
11. Are you lucky?
12. Are you nice?
13. Describe your work style.
14. Do you work well with other people?
15. Do you take work home with you?
16. How are you different from the competition?
17. How do you view yourself? Whom do you compare yourself to?
18. How does this job fit in with your career plan?
19. How many hours a week do you normally work?
20. How would you adjust to working for a new company?
21. How would you describe the pace at which you work?
22. How would your co-workers describe your personality?
23. Is there anything else we should know about you?
24. What motivates you?
25. Are you a self motivator?

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**Раздел 3.5.**

**Тема 3.5.1. Business etiquette.**

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**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4, ПК-1).

**Перечень изучаемых элементов содержания:**

- Лексика по теме.
- Правила поведения в бизнесе.
- Современная деловая этика.
- Национальные особенности этики и этикета.

**Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Ответьте на следующие вопросы:
  - What is ethics?
  - What is ethically responsible company?
  - What are the duties of ethically responsible companies?
3. Подготовьте этический кодекс организации.
4. Проанализируйте различия между нормами делового этикета в России и Великобритании.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, эссе.

**Темы эссе:**

- How ethical are you in your business dealings? Your opinion
- E-mail etiquette.  
Some information about different culture manners.
- What the cultural manners in Russia are.

**Тема 3.5.2. Types of business organizations.**

**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов(ОК-4, ПК-1).

**Перечень изучаемых элементов содержания:**

- Лексика по теме.
- Виды организаций.
- Особенности организации корпораций.

**Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Дайте определения терминов 'business', 'company' и 'association'.
3. Ответьте на следующие вопросы:
  - What is the difference between for-profit and non-profit organizations? Support your answer with relevant examples.
  - What is production?
  - Specify the notion of 'just-in-time inventory'.
  - What is marketing?
  - Define such business operation as finance.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, доклады.

**Темы докладов:**

- Some information about types of organizations.
- Some information about the similarity and difference of Russian and foreign organizations.

## ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 3.5

### Формы практического задания:

1. текст для чтения, перевода, обсуждения

### Варианты текстов к разделу 3.5:

#### **Вариант 1.**

Ethical behaviour is doing things that are morally right. Ethics (countable noun) are moral beliefs about what is right or wrong. Ethics (uncountable noun) is the study of this.

Ethically responsible companies want to do the right thing in areas such as:

**employment and community:** they want to pay attention to things that affect all people, not just their employees, in the areas where the company has its offices, factories and activities.

*the environment:* they want to conduct business in ways that protect the environment to ensure that the air, rivers etc. are not polluted and plant and animal life are not endangered.

**winning new business:** they want to get business without engaging in corrupt behaviour, for example offering bribes - money given to someone so that they behave unethically.

Companies want to be seen as good corporate citizens, with activities that are beneficial not only for their stakeholders - their employees, shareholders and so on - but for the community and society as a whole.

Accountability and transparency

Ethical corporate behaviour includes accountability - the idea that companies are completely responsible for what they do and that people should be able to expect them to explain their actions. Transparency is explaining this behaviour in a way that can be understood by outsiders, and not trying to hide anything. Companies may say that they demand high levels of probity and integrity - complete honesty - from their employees, and that they do not tolerate any form of misconduct. Corporate social responsibility Companies have long had codes of ethics and codes of conduct saying how their managers and employees should behave. Now they are looking at these issues in more systematic ways. They are designating executives to oversee the whole area of corporate social responsibility (CSR).

#### **Вариант 2.**

Preparation should be analogue at the beginning. Turn off the technology and minimize the distractions. You've got to get your idea out of your head and on the wall so you can see it, share it, make it better. We've got to see the details and subtract and add (but mostly subtract) where needed. And we've got to *see* the big picture. Ideas and patterns are easier to see when they are up on the wall or spread out on the table.

If designed and told well, our story is really their story. Yes, the plot – the events and facts and the order in which they are arranged – may be unique to us, but the theme is universal. The message or the lesson must be accessible and useful for your particular audience. The advice may not be new and it may not sound exciting, but it's true: Know your audience.

Once you give the presentation the structure will often be invisible to the audience, but it will make all the difference.

Most presentations will not follow a classic story structure, but there are many narrative structures such as explanatory narratives, slice of life, and so on. The simple and obvious structure in my TEDxKyoto talk above follows a sort of “top-10 list”. Any variation of a top-10 list (or countdown, etc.) creates an easy structure for both the presenter and the audience. The down side of a top-10 style is that it is nearly impossible to remember each point without writing it down. This is why I am providing this list in text form as well. For the live talk, my aim was not that the audience would

remember each point, but rather that one or two points would stick with each person. And I hoped that the overall message would resonate and give people something to think about after the talk was finished.

What is it you REALLY want people to remember? What action do you want them to take? Details are important. Data and evidence and logical flow are important. But we must not lose sight of what is really important and what is not. Often, talks take people down a path of great detail and loads of information, most of which is completely forgotten (if it was ever understood in the first place) after the talk is finished. The more details that you include and the more complex your talk, the more you must be very clear on what it is you want your audience to hear, understand, and remember. If the audience only remembers one thing, what should it be? Write it down and stick it on the wall so it's never out of your sight.

We've got to hook our audience early. Don't waste time at the beginning with formalities or filler talk. Start with a bang. Get their attention and then sustain that interest with variety and unexpectedness, built upon structure that is taking them some place. Audiences usually remember the beginning and the ending the most – don't waste those important opening minutes. Too many presenters – and writers for that matter – get bogged down in back stories or details about minor – or even irrelevant – points at the beginning and momentum dies as audience members begin scratching their heads in confusion or boredom.

What I meant to say was a willingness to take a risk and be vulnerable was a necessary condition for authenticity. There are no formulas. Vulnerability is what makes us human. We are attracted to characters like Woody (Toy Story) because we see ourselves in their fragility. It's what makes them "human". Even super heroes are interesting only when we know that they have weakness, including the perceived weakness of self doubt. What made Robin Williams such a remarkable and beloved entertainer was his humanity and his authenticity. This is not something you can fake. Faking authenticity is like faking good health. Sooner or later it's all going to come crashing down. Authenticity is built on honesty and a willingness to be vulnerable. It is risky, which is why authenticity is relatively rare, but so appreciated when it is found.

### **РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 3.5:**

Форма рубежного контроля – контрольная работа

#### **1. Перечень теоретических заданий к разделу 3.5**

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(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.

1. The new asistant was difficult to deal with. We refused to work with him. ~ If the new assistant hadn't been so difficult to work wit, we wouldn't have refused to work with him.
2. The new assistant is difficult to deal with. We refused to work with him. ~ If the new assistant weren't so difficult to work wit, we wouldn't have refused to work with him.
3. The new assistant is difficult to deal with. We refuse to work with him. ~ If the new assistant weren't so difficult to work wit, we wouldn't refuse to work with him.

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.

4. You are very absent-minded. You forgot about the arrangements. ~ If you weren't so absent-minded, you wouldn't have forgotten about the arrangements
5. You are very absent-minded. You forget about the arrangements. ~ If you weren't so absent-minded, you wouldn't forgot about the arrangements
6. You were very absent-minded. You forgot about the arrangements. ~ If you hadn't been so absent-minded, you wouldn't have forgotten about the arrangements

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.



7. You are afraid of the exams because you didn't study properly during the term. ~ You wouldn't be afraid of the exams if you had studied properly during the term.
8. You are always afraid of the exams because you don't study properly during the term. ~ You wouldn't be afraid of the exams if you studied properly during the term.
9. You were afraid of the exams because you didn't study properly during the term. ~ You wouldn't have been afraid of the exams if you had studied properly during the term.  
(??)Choose the correct form of the verb (There are no mixed type sentences)
10. (??)If I had realized you were a bad driver, I \_\_\_\_\_ with you.  
(?)didn't come  
(?)hadn't come  
(?)wouldn't come  
(!)would have come
11. (??)If Beth \_\_\_\_\_ to her home town, she could visit her parents.  
(!)went  
(?)had gone(?)would go  
(?)would have gone
12. (??)If the light were better, you \_\_\_\_\_ the sign.  
(?)will see  
(?)had seen  
(!)would see  
(?)would have seen
13. (??)If Jane \_\_\_\_\_ more careful, she wouldn't have left her watch in the changing room.  
(?)were  
(!)had been  
(?)would be  
(?)would have been
14. (??)If she \_\_\_\_\_ coffee late at night, she would have been able to sleep.  
(?)didn't drink  
hadn't drunk  
(?)wouldn't drink  
(?)wouldn't have drunk
15. (??)I \_\_\_\_\_ for the job if I were better qualified.  
(?)applied  
(?)had applied  
(!)would apply  
(?)would have applied
16. (??)We \_\_\_\_\_ a house if only we were given a bank loan.  
(?)bought  
(?)had bought  
(!)would buy  
(?)would have bought
17. (??)She wouldn't have married him if she \_\_\_\_\_ what was like.  
(?)knew  
(!)had known  
(?)would know  
(?)would have known
18. (??)If they \_\_\_\_\_ the significance of this event, they would be more alarmed.  
(!)realized

- (?)had realized  
 (?)would realize  
 (?)would have realized
19. (??)If her son \_\_\_\_\_ two years earlier, he wouldn't have had to do military service.  
 (?)were born  
 (!)had been born  
 (?)would be born  
 (?)would have been born  
 (??)Read the text and decide if the following statements are True (T) or False (F).
20. (??) E-mail newsletters are used as a means of communicating messages to achieve commercial or fundraising efforts and are sent to everyone without pre-determined basis.  
 (!) True  
 (?) False
21. (??)The use of E-mail newsletters has made e-mail marketing popular among many companies.  
 (!) True  
 (?) False
22. (??)The cost of advertisements and newsletters that are mailed normally is relatively low in comparison to e-mail messages and E-mail newsletters.  
 (?) True  
 (!) False
23. (??) Opting in means that e-mail subscribers have consented to receiving e-mail correspondence on subjects that interest them.  
 (?) True  
 (!) False
24. (??)Internet system administrators are responsible for dealing with abuse of the net, including the sending of spam messages.  
 (!) True  
 (?) False
25. (??)E-mail newsletters and spam look different, so people don't have difficulty distinguishing between the two.  
 (?) True  
 (!) False

## 2. *Перечень аналитических заданий к разделу 3.5*

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### 1. ***Comment on the terms***

1. Experience
2. Applicable
3. Overqualified
4. Impact
5. Challenging
6. Philosophy guide
7. Non-managment job
8. Encounter
9. Work environment
10. Evaluate
11. Promotion
12. Applicant

13. Strategy
14. Project
15. Overcome
16. Handle
17. Bottom line
18. Rewarding
19. Resume
20. Responsibility
21. Demotion
22. Criticize
23. Foot forward
24. Cover letter
25. termination

2. *Discuss if the following questions fit with the business etiquette*

1. What applicable experience do you have?
2. Are you overqualified for this job?
3. How did you impact the bottom line?
4. What can you do better for us than the other candidates for the job?
5. What part of the job will be the least challenging for you?
6. Which parts of this job are the most challenging for you?
7. What philosophy guides your work?
8. What strength will help you the most to succeed?
9. Why are you interested in taking a lower level job?
10. Why are you interested in a non-management job?
11. What do people most often criticize about you?
12. What is the biggest criticism you received from your boss?
13. What is the worst thing that you have ever gotten away with?
14. What makes you angry?
15. What problems have you encountered at work?
16. What strategies would you use to motivate your team?
17. What would you be looking for in an applicant?
18. When was the last time you were angry? What happened?
19. Why weren't you promoted at your last job?
20. Tell me about something you would have done differently at work.
21. If the people who know you were asked why you should be hired, what would they say?
22. What type of work environment do you prefer?
23. How do you evaluate success?
24. Describe a difficult work situation or project and how you overcame it.
25. Describe a time when your workload was heavy and how you handled it.

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**Раздел 4.1.**

**Тема 4.1.1. Company structure**

**Цель:** Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4, ПК-1).

**Перечень изучаемых элементов содержания:**

- Лексика по теме.

- Организационная структура компании.
- Межфункциональная структура.

**Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Ответьте на следующие вопросы:
  - How many different ways of organizing or structuring a company can you think of?
  - If you work for a company or organization, how would you describe the company structure?
  - What is the main idea of this structure?
3. Проанализируйте основные преимущества и недостатки различных организационных структур компаний.

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, доклад.

**Темы докладов:**

- A structure organized around different products.
- A cross-functional structure where people are organized into project teams.

**Тема 4.1.2. How to become good in all areas. Doing the business.**

**Цель:** *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов. (ОК-4, ПК-1).*

**Перечень изучаемых элементов содержания:**

- Лексика по теме.
- Области менеджмента.
- Управление предприятием/ организацией, уровни управления.
- Управление персоналом.

**Вопросы для самоподготовки:**

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Дайте определения следующих терминов: 'time management'. 'project management', 'stress management'. 'human resource management'.
3. Назовите и раскройте основные функции менеджмента.
4. Расскажите об уровнях управления предприятием (организацией).

**Формы контроля самостоятельной работы обучающихся:** устный индивидуальный и групповой опрос, доклады.

**Темы докладов:**

- The most important leadership qualities.
- Managing an international team.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 4.1**

**Формы практического задания:**

1. текст для чтения, перевода, обсуждения
2. грамматические упражнения
3. лексические упражнения

**Варианты лексико-грамматических упражнений к разделу 4.1:**

**Вариант 1.**

(??)Choose true or false.

Ethical behaviour is doing things that are morally right.

!) true      ?) false

Accountability - the idea that companies are partially responsible for what they do.

? ) true      ! ) false

Companies want to be seen as good corporate citizens.

!) true      ?) false

Companies may say that they demand high levels of probity and integrity from their employees.

!) true      ?) false

Ethically responsible companies want to get business without paying taxes.

? ) true      ! ) false

### ***Вариант 2.***

Corporate responsibility, task forces and codes of conduct are always a smokescreen.

? ) true      ! ) false

Probity and responsibility must be embedded in a company's culture.

!) true      ?) false

Codes of conduct are little part of rules to ensure ethical behaviour.

? ) true      ! ) false

Creating and building a successful CSR management system is a long- term project for any company.

!) true      ?) false

Workday lasts from ten till eight everywhere.

? ) true      ! ) false

Companies' different sectors sometimes face such problems as "hot button" issues (child labour, drug pricing).

!) true      ?) false

The business suit is common in Alphaland.

!) true      ?) false

If a company behaves without probity, it has low ethical standards.

!) true      ?) false

There are casual Fridays in Betatania and Deltatonia.

? ) true      ! ) false

Entertaining has no importance in the majority of companies.

? ) true      ! ) false

### **Варианты текстов к разделу 4.1:**

#### ***Вариант 1.***

Few companies are clear about how to manage what can be an amorphous collection of internal initiatives and external relationships on social, environmental and ethical issues. Probity and responsibility must be embedded in a company's culture, strategy and operations from the top down. But how can this be done? A new guide from Business for Social Responsibility, a US non-profit research and advisory organization with 1,400 member companies and affiliates, attempts to answer this by taking the reader step by step through the process of designing a corporate social responsibility management system. Only a handful of companies have a full CSR management system in place, says the organization, which advises its members on how to make responsible practices integral to their strategy and operations. Its combined annual revenues of nearly \$2,000 bn (£1,300bn) and employ 6m people. They include ABB, British Airways, Coca-Cola, Ikea, 32 Unilever and Wal-Mart. The scandals in the US have underlined how "corporate responsibility taskforces" and codes of conduct are not

enough on their own and can sometimes be a smokescreen. Creating and building a successful CSR management system is a complex, long-term project for any company," says the report. "It involves a shift in the way a company conducts business and can be likened to implementing other large-scale change initiatives such as total quality management." The guide runs through basics such as who currently has responsibility for CSR in the company, why a better management structure might improve things and what "hotbutton" issues (child labour, drug pricing) face different sectors. It encourages companies to think hard about their stakeholders, what their concerns are, how credible and influential they are and whether they are a potential long-term partner or liability.

Organizational structures tend to be either mechanistic or organic. Hierarchical, compartmentalized bureaucracies lauded by early organizational theorists work with machine-like precision. Everything -- job-tasks, production sequencing, logistics, etc -- is routinized to maximize efficiency. Difficulties arise, though, when producing goods or services does not naturally lend itself to systemization. Rigidly formal structures thwart creativity and collaborative thinking. Impromptu, cross-functional work-groups free to experiment and innovate are better at solving complex problems. In key respects, their adaptive process-orientation resembles a living organism's.

In a functional organization, a chief operating officer (COO) oversees one department tasked with marketing, another with production, a third with research and development, etc. In a product or geographic area, each profit center or region has its own set of functional departments overseen by a general manager who reports to the COO. Or a company can retain its functional structure by assigning a manager to coordinate each functional department's work on a given product and become a matrix organization.

Many start-up businesses with a good product and growing sales nonetheless fail eventually because they lack organizational structure. Established businesses hamstrung with an organization structure ill-suited to its competitive environment likewise fail. Hierarchical ones respond slowly to changing market condition. Product or geographical ones sacrifice economies-of-scale. When product and functional manager have different agendas, matrix ones fall prey to internal gridlock. Finding the optimal organizational 'fit' given the size, technologies employed and markets served by a business is thus crucial.

### ***Вариант 2.***

In Alphaland, businesspeople dress quite formally. The business suit is common, but for men, wearing non-matching jacket and trousers is also a possibility.

In Betatania, the dark business suit is obligatory for men. Some companies allow women to wear trouser suits.

In Gammara, the business suit is almost as necessary as in Betatania, but with more variation in colours. Some companies require employees to wear formal clothes from Monday to Thursday, and allow less formal ones on what they call casual Fridays or dress-down Fridays. In some places, many banks and shops require people dealing with customers to wear uniforms so that they all dress the same.

In Deltatonia, people dress more casually at work than in the other countries. For men, suits and ties are less common than elsewhere. This is smart casual. Alexandra Adler continues her seminar on cross-cultural issues.

Entertaining and hospitality vary a lot in different cultures.

1. In Alphaland, entertaining is important. There are long business lunches in restaurants, where deals are discussed. Professional and private lives are separate, and clients are never invited home.

2. In Betatania, evenings are spent drinking and singing in bars with colleagues and clients.

3. In Gammara, lunch can be important, but less so than in Alphaland. Important contacts may be invited to dinner at home. Corporate hospitality is a big industry, with clients invited to big sports events.

4. In Deltatonia, restaurants are rare outside the capital. Some entertainment takes place when important clients are invited to people's houses for dinner, or go sailing or to country houses for the weekend, etc.

Attitudes towards time can vary enormously.

In Busyville, people start work at eight, and officially finish at six, though many managers stay much longer. There is a culture of presenteeism: being at work when you don't need to be. There is a two-hour lunch break, and a lot of business is done over restaurant lunches. (Lunch is the main meal. The working breakfast is rare.) There are no snacks between meals, just coffee, so eat properly at meal times.

As for punctuality, you can arrive up to 15 minutes 'late' for meetings. If invited to someone's house (unusual in business), arrive 15-30 minutes after the time given. Don't phone people at home about work, and don't phone them at all after 9 pm. There are a lot of public holidays (about 15) during the year. Busyville is empty in August, as many companies close completely for four weeks. Employees have five weeks' holiday a year and they usually take four of them in August.

Here are some other areas of potential cultural misunderstanding:

- a. distance when talking to people: what is comfortable?
- b. eye contact: how much of the time do people look directly at each other?
- c. gesture: people make lots of facial gestures? How much do they move their arms and hands?
- d. greetings/goodbyes: do people shake hands every time? Are there fixed phrases to say?
- e. humour: is this a good way of relaxing people? Or is it out of place in some contexts?
- f. physical contact: how much do people touch each other?
- g. presents: when should you give them? When should you open them? What should you say when you receive one?
- h. rules of conversation and the role of silence: how long can people be silent before they feel uncomfortable? Is it acceptable to interrupt when others are speaking?

### **РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 4.1:**

Форма рубежного контроля – контрольная работа

#### **1. Перечень теоретических заданий к разделу 4.1**

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(??)Choose the correct form of the verb (There are no mixed type sentences)

1. (??)If she were here, she \_\_\_\_\_ what to do.  
(?)knew  
(?)had known  
(!)would know  
(?)would have known
2. (??)If Joe \_\_\_\_\_ earlier, he would get to institute on time.  
(!)got up  
(?)had got up  
(?)would get up  
(?)would have got up
3. (??)He \_\_\_\_\_ the problem now if he were concerned about it.  
(?)discussed  
(?)had discussed  
(!)would discuss  
(?)would have discussed
4. (??)If I knew the address, I \_\_\_\_\_ it to you.  
(?)gave  
(?)had given  
(!)would give

- (?)would have given
5. (??)If I had known that you were in hospital, I \_\_\_\_\_ you.  
 (?)visited  
 (?)had visited  
 (?)would visit  
 (!)would have visited
6. (??)If the fire \_\_\_\_\_, their house wouldn't have been destroyed.  
 (?)didn't happen  
 (!)hadn't happened  
 (?)wouldn't happen  
 (?)wouldn't have happened
7. (??)If the sound \_\_\_\_\_ so loud, she wouldn't be so nervous.  
 (!)weren't  
 (?)hadn't been  
 (?)wouldn't be  
 (?)wouldn't have been
8. (??)If he \_\_\_\_\_ the door open, his cat wouldn't have eaten the fish.  
 (?)didn't leave  
 (!)hadn't left  
 (?)wouldn't leave  
 (?)wouldn't have left
9. (??)I \_\_\_\_\_ a taxi if I had realized that it was such a long way.  
 (?)took  
 (?)had taken  
 (?)would take  
 (!)would have taken
10. (??)If you had arrived ten minutes earlier, you \_\_\_\_\_ a seat.  
 (?)got  
 (?)had got  
 (?)would get  
 (!)would have got  
 (??)Match the halves of the sentences. Соедините половины предложений.
11. (~) At the end I will suggest practical ways in which you as managers can motivate both...  
 ~ ... yourselves and the people who work for you.
12. (~) Good morning ladies and gentlemen, ... ~ ... and welcome to our session on the  
 dynamics of motivation.
13. (~) Then I will give a short demonstration of ... ~ ... our prototype and explain what we  
 have already achieved.
14. (~) Please feel free to raise questions at any... ~ ... time on technical or financial aspects  
 of the project and I shall do my best to answer them.
15. (~) To begin with, I shall ... ~ ... outline the main goals of the project.
16. (~) I would like to ask you to keep any questions you may have until the end, when... ~ ...  
 I hope we will also have time to discuss your personal experiences and particular work  
 situations.
17. (~) Finally, I shall move on to the major ... ~ ... commercial applications and potential  
 returns on investment.
18. (~) I will then turn to what we really mean by motivation, and look at the internal... ~ ...  
 and external factors that play a part in creating it.



19. (~) I would like to talk to you this afternoon about ... ~ ... why we feel our interactive video project is worth investing in.
20. (~) I shall start by looking at why motivation... ~ ... is so important and why the ability to motivate is a vital management skill.
21. (??)A double opt in method is one of the most effective techniques for establishing an E-mail newsletter.  
 (!) True  
 (?) False
22. (??)Criminal spam operations have been developed by marketers in order to eliminate the numerous disadvantages that were associated with E-mail marketing in the past.  
 (!) True  
 (?) False
23. (??)Opt in E-mail newsletters and advertisements will be much more untargeted and irrelevant in some way to the consumer  
 (?) True  
 (!) False
24. (??)E-mail newsletters are specifically designed to be informative and useful, they can also contain advertisements and marketing efforts that will allow the owner of the newsletter to sell more products or services in the process.  
 (!) True  
 (?) False
25. Choose the correct words or phrases in italics:  
 (??)Good afternoon, ladies and gentlemen and welcome \_\_\_\_\_ our seminar on corporate property management.  
 (?)in  
 (!)To  
 (?)for

## 2. *Перечень аналитических заданий к разделу 4.1*

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### 1. *Comment on the terms*

1. State-owned enterprise
2. Public company
3. Shares
4. Sole trader
5. Proprietor
6. Oneperson business
7. Freelancer
8. Self-employed
9. Partnership
10. Private company
11. Shareholders
12. Public company
13. Production might
14. Purchasing
15. Quality assurance (qa).
16. The internal processes of a company
17. Logistics
18. Sales
19. Business development

20. Customer services
21. Technical support
22. market research
23. public relations (pr).
24. Financial control
25. treasury

## 2. *Discuss the following problems*

1. Sole trader (bre)/sole proprietor (ame). This is a one-person business. The person may describe themselves as 'self-employed' (eg the owner of a small shop), or as a 'freelancer' if they are a professional who works for different clients (eg a photographer).
2. Partnership. A group of people who work together as equals (eg a firm of lawyers or architects). They share the risks and the profits.
3. Private company. The shares of the company are privately owned, usually by a small number of people. These shareholders typically include the founder of the company, possibly some close family members, and perhaps a few business associates who provided money for the company.
4. Public company (bre)/corporation (ame). These are the large companies that are listed on stock exchanges like Germany's DAX, France's CAC or the UK's FTSE. They are called public because anyone can buy their shares. Note: do not confuse a state-owned enterprise with a public company.
5. The chief executive officer (ceo)
6. Chief ... officer, for example chief financial officer (cfo).
7. The senior management team.
8. The cfo is in charge of (= responsible for) all the financial side of the business.
9. Sales director or head of sales or vp (= vice president) sales.
10. Line manager (= person directly above me/person who i report to)
11. Of all the decisions you make when starting a business, probably the most important one relating to taxes is the type of legal structure you select for your company
12. The most common forms of business are sole proprietorship, partnership, corporation and s corporation
13. The s corporation is more attractive to small-business owners than a regular (or c) corporation
14. Major difference between a regular corporation and an s corporation is that s corporations can only issue one class of stock
15. Limited liability companies, often referred to as "llcs," have been around since 1977, but their popularity among entrepreneurs is a relatively recent phenomenon
16. Llcs were created to provide business owners with the liability protection that corporations enjoy without the double taxation
17. To set up an llc, you must file articles of organization with the secretary of state in the state where you intend to do business
18. *Inside directors*
19. *Outside directors*
20. In theory, management looks after the day-to-day operations, and the board ensures that shareholders are adequately represented
21. When you are researching a company, it's always a good idea to see if there is a good balance between internal and external board members
22. Companies utilize organization structure to create their business hierarchies

23. Each company determines the staffing levels that it needs to operate efficiently, and organization structures play an important role in this determination
24. In addition to delineating company levels, organizational structures assign clear roles to departments and individuals to provide them with a sense of purpose and responsibility
25. Functional structure provides organization according to a job's (or an individual's) purpose within the organization

## **5. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по учебной дисциплине**

### **5.1. Форма промежуточной аттестации обучающегося по учебной дисциплине**

Контрольным мероприятием промежуточной аттестации обучающихся по учебной дисциплине являются зачет и **дифференцированный зачет**, который проводится в **устной** форме.

### **5.2. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы**

Код компетенции	Содержание компетенции	Результаты обучения	Этапы формирования компетенций в процессе освоения образовательной программы
ОК-4	способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	Знать: лексический и грамматический минимум в объеме, необходимом для работы с иноязычными текстами профессиональной направленности и осуществления взаимодействия на иностранном языке.	Этап формирования знаний
		Уметь: читать и переводить иноязычную литературу по профилю подготовки, самостоятельно находить информацию о странах изучаемого языка из различных источников (периодические издания, Интернет, справочная, учебная, художественная литература); взаимодействовать и общаться на иностранном языке	Этап формирования умений

		Владеть: одним из иностранных языков на уровне профессиональной коммуникации	Этап формирования навыков и получения опыта
ПК-1	способность работать в коллективе, толерантно воспринимая социальные, этнические, конфессиональные и культурные различия	Знать: основы профессиональной коммуникации на иностранном языке, лексические и грамматические формы и конструкции изучаемого языка характерные для научной и профессиональной устной и письменной речи, а также правила техники перевода	Этап формирования знаний
		Уметь: формулировать мысль в устной и письменной форме на государственном языке Российской Федерации и иностранном языке; ставить проблемные вопросы по курсу, вести аналитическое исследование методологических и социально-гуманитарных проблем науки и техники, аргументированно представлять и защищать свою точку зрения; грамотно комментировать содержание основополагающих концепций науки и техники.	Этап формирования умений
		Владеть: правилами речевого этикета при решении задач личностно-деловой коммуникации различного уровня сложности; навыками	Этап формирования навыков и получения опыта

		грамотного и нормативно-требуемого построения устной и письменной речи, её логически верным, аргументированным и ясным изложением для решения задач профессиональной деятельности; навыками продуктивной личностной и профессиональной коммуникации на иностранном языке.	
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**5.3. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания**

<b>Код компетенции</b>	<b>Этапы формирования компетенций</b>	<b>Показатель оценивания компетенции</b>	<b>Критерии и шкалы оценивания</b>
ОК-4, ПК-1.	Этап формирования знаний.	Теоретический блок вопросов.  Уровень освоения программного материала, логика и грамотность изложения, умение самостоятельно обобщать и излагать материал	1) обучающийся глубоко и прочно освоил программный материал, исчерпывающе, последовательно, грамотно и логически стройно его излагает, тесно увязывает с задачами и будущей деятельностью, не затрудняется с ответом при видоизменении задания, умеет самостоятельно обобщать и излагать материал, не допуская ошибок – 9-10 баллов; 2) обучающийся твердо знает программный материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, может правильно применять теоретические положения -7-8 баллов; 3) обучающийся освоил основной материал, но не

			<p>знает отдельных деталей, допускает неточности, недостаточно правильные формулировки, нарушает последовательность в изложении программного материала - 5-6 баллов;</p> <p>4) обучающийся не знает значительной части программного материала, допускает существенные ошибки -0-4 балла.</p> <p><b>От 0 до 10 баллов</b></p>
ОК-4, ПК-1.	Этап формирования умений.	<p>Аналитическое задание (<i>задачи, ситуационные задания, кейсы, проблемные ситуации и т.д.</i>)</p> <p>Практическое применение теоретических положений применительно к профессиональным задачам, обоснование принятых решений</p>	<p>1) свободно справляется с задачами и практическими заданиями, правильно обосновывает принятые решения, задание выполнено верно, даны ясные аналитические выводы к решению задания, подкрепленные теорией - 9-10 баллов;</p> <p>2) владеет необходимыми умениями и навыками при выполнении практических заданий, задание выполнено верно, отмечается хорошее развитие аргумента, однако отмечены погрешности в ответе, скорректированные при собеседовании -7-8 баллов;</p> <p>3) испытывает затруднения в выполнении практических заданий, задание выполнено с ошибками, отсутствуют логические выводы и заключения к решению5-6 баллов;</p> <p>4) практические задания, задачи выполняет с большими затруднениями или задание не выполнено вообще, или задание выполнено не до конца,</p>
ОК-4, ПК-1.	Этап формирования навыков и получения опыта.	<p>Аналитическое задание (<i>задачи, ситуационные задания, кейсы, проблемные ситуации и т.д.</i>)</p> <p>Решение практических заданий и задач, владение навыками и умениями при выполнении практических заданий, самостоятельность,</p>	<p>3) испытывает затруднения в выполнении практических заданий, задание выполнено с ошибками, отсутствуют логические выводы и заключения к решению5-6 баллов;</p> <p>4) практические задания, задачи выполняет с большими затруднениями или задание не выполнено вообще, или задание выполнено не до конца,</p>

		умение обобщать и излагать материал.	нет четких выводов и заключений по решению задания, сделаны неверные выводы по решению задания - 0-4 баллов.  <b>От 0 до 10 баллов</b>
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**5.4. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы**

**Примерные вопросы для проведения промежуточной аттестации обучающихся по учебной дисциплине**

1. Просмотровое чтение (без словаря) оригинального текста по основному профилю вуза и передача на родном или иностранном языке его содержания. Объем текста – не менее 900 печ. зн. за 20 минут.
2. Письменный перевод на английский язык в профессиональной коммуникации 4-5 предложений, содержащих изученные грамматические явления.
3. Беседа или краткое сообщение на иностранном языке согласно изученной тематике.

1. Render the text.

The market economy is sometimes called free market. It is not controlled by a government, it is free from the influence of custom or tradition.

In a free market, the only reason why things are bought and sold is a demand for them. Prices for goods and services are simply what people are prepared to pay. The incentive is profit.

There are two ways for companies to make a profit. The first way is to raise their prices. The second way is to reduce their production costs. And this brings us to more features of the market economy: competition and technology.

Companies have to compete with each other for a share of the market. Competition is good for consumers because it helps to control prices and quality. Technology exists in a free market because producers need ways to reduce their costs. Technology is the use of tools and machines to do jobs in a better way. This helps companies to produce more goods in less time and with less effort.

A truly free market economy does not exist anywhere in the world. This is because all governments set limits in order to control the economy. For this reason, a true market economy is only theoretical.

Задание 2. Translate the sentences into English.

1. Экономист подтвердил, что их компания несет убытки.
2. Интересно, подписан ли этот контракт.
3. Если они найдут подходящего оптовика, они откроют сеть магазинов.
4. Служащие не знали, когда будет выплачена зарплата.

Задание 3.

Примерный перечень тем сообщения.

1. Что изучает экономика?
2. Основные понятия экономики
3. Макроэкономика и микроэкономика
4. История экономических учений
5. Выдающиеся экономисты-теоретики
6. Традиционная экономика
7. Рыночная экономика
8. Типы экономических систем
9. Плановая экономика
10. Смешанная экономика
11. Спрос и Предложение
12. Закон спроса
13. Издержки и предложение
14. Деньги и их функции
15. Механизмы обменного курса
16. Рынок труда
17. Проблемы безработицы
18. Внешняя торговля
19. Международная торговля
20. Структура компании

***5.5. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций***

Промежуточная аттестация по учебной дисциплине проводится в соответствии с Положением о промежуточной аттестации обучающихся по основным профессиональным образовательным программам в Российском государственном социальном университете и Положение о балльно-рейтинговой системе оценки успеваемости обучающихся по основным профессиональным образовательным программам – программам среднего профессионального образования, программам бакалавриата, программам специалитета, программам магистратуры в Российском государственном социальном университете.

На промежуточную аттестацию отводится 20 рейтинговых баллов.

Ответы обучающегося на контрольном мероприятии промежуточной аттестации оцениваются педагогическим работником по 20 - балльной шкале, а итоговая оценка по учебной дисциплине выставляется по пятибалльной системе для экзамена/дифференцированного зачета и по системе зачтено/не зачтено для зачета.

Критерии выставления оценки определяются Положением о балльно-рейтинговой системе оценки успеваемости обучающихся по основным профессиональным образовательным программам – программам среднего профессионального образования, программам бакалавриата, программам специалитета, программам магистратуры в Российском государственном социальном университете.



## **6. Перечень основной и дополнительной учебной литературы для освоения учебной дисциплины**

### **6.1. Основная литература**

1. Уваров, В. И. Английский язык для экономистов (a2–b2). English for business + аудиоматериалы в ЭБС : учебник и практикум для академического бакалавриата / В. И. Уваров. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2019. — 393 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-09049-9. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://www.biblio-online.ru/book/angliyskiy-yazyk-dlya-ekonomistov-a2-b2-english-for-business-audiomaterialy-v-ebs-433189> (дата обращения: 16.05.2019).
2. Английский язык для экономистов (B1-B2) : учебник и практикум для академического бакалавриата / Т. А. Барановская [и др.]. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2019. — 377 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-06735-4. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://www.biblio-online.ru/book/angliyskiy-yazyk-dlya-ekonomistov-b1-b2-432063> (дата обращения: 16.05.2019).
3. Иностранный язык профессионального общения (английский язык) : учебное пособие / И.Б. Кошеварова, Е.Н. Мирошниченко, Е.А. Молодых и др. ; Министерство образования и науки РФ, Воронежский государственный университет инженерных технологий. - Воронеж : Воронежский государственный университет инженерных технологий, 2018. - 141 с. - Библиогр. в кн. - ISBN 978-5-00032-323-6 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=488007>
4. Евсюкова, Т.В. Английский язык: для экономических специальностей : учебник / Т.В. Евсюкова, С.И. Локтева. - 4-е изд., стер. - Москва : Издательство «Флинта», 2017. - 357 с. - ISBN 978-5-9765-0115-7 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=93663>

### **6.2. Дополнительная литература**

1. Першина, Е.Ю. Английский язык для бакалавров экономических специальностей : учебное пособие / Е.Ю. Першина. - 3-е изд., стер. - Москва : Издательство «Флинта», 2017. - 114 с. - Библиогр.: с. 92 - ISBN 978-5-9765-1381-5 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=115109>
2. Данчевская, О.Е. English for Cross-Cultural and Professional Communication=Английский язык для межкультурного и профессионального общения : учебное пособие / О.Е. Данчевская, А.В. Малёв. - 6-е изд., стер. - Москва : Издательство «Флинта», 2017. - 192 с. - ISBN 978-5-9765-1284-9 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=93369>
3. Якушева, И. В. Деловой английский язык. Introduction into professional english : учебник и практикум для академического бакалавриата / И. В. Якушева, О. А. Демченкова. — 3-е изд., испр. и доп. — Москва : Издательство Юрайт, 2019. — 148 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-07026-2. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://www.biblio-online.ru/book/delovoy-angliyskiy-yazyk-introduction-into-professional-english-433852> (дата обращения: 16.05.2019).

4. Левченко, В. В. Английский язык для экономистов (a2–b2) : учебник для академического бакалавриата / В. В. Левченко, Е. Е. Долгалёва, О. В. Мещерякова. — Москва : Издательство Юрайт, 2019. — 351 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-01167-8. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://www.biblio-online.ru/book/angliyskiy-yazyk-dlya-ekonomistov-432871> (дата обращения: 16.05.2019).

**7. Перечень ресурсов информационно-коммуникационной сети «Интернет», необходимых для освоения учебной дисциплины**

1. English Grammar Secrets [Электронный ресурс]. URL: <http://www.englishgrammarsecrets.com/> (Дата обращения 29.08.2017)
2. Open Learning [Электронный ресурс]. URL: <http://www.open.edu/openlearn/>
3. British council [Электронный ресурс]. URL: <http://learnenglish.britishcouncil.org/en>
4. Изучение английского. [Электронный ресурс]. URL: <http://www.abc-english-grammar.com/>
5. 12 business skills that will never, ever go out of style [Электронный ресурс]. URL: <http://www.zdnet.com/article/12-business-skills-that-will-never-ever-go-out-of-style/> (дата обращения: 20.09.2016)
6. Business Skills Needed To Succeed [Электронный ресурс]. URL: <http://www.businessschooledge.com/21-business-skills-to-succeed> (дата обращения: 20.09.2016)
7. Advice on writing CVs [Электронный ресурс]. URL: <http://learnenglish.britishcouncil.org/en/professionals-podcasts/advice-writing-cvs> (дата обращения: 20.09.2016)
8. AMD & Intel Processor Lineups [Электронный ресурс]. URL: [http://www.webopedia.com/DidYouKnow/Hardware\\_Software/processor\\_list.asp](http://www.webopedia.com/DidYouKnow/Hardware_Software/processor_list.asp)
9. Analysing a presentation [Электронный ресурс]. URL: <http://www.open.edu/openlearn/languages/english-language/business-english-presenting-the-decision/content-section-2.1> (дата обращения: 20.09.2016)
10. Another Reorganization? What to Expect, What to Avoid [Электронный ресурс]. URL: <http://knowledge.wharton.upenn.edu/article/another-reorganization-what-to-expect-what-to-avoid/> (дата обращения: 20.09.2016)
11. Beare K. How to write a business letter [Электронный ресурс]. URL: [http://esl.about.com/od/businessenglishwriting/a/bizdocs\\_3.htm](http://esl.about.com/od/businessenglishwriting/a/bizdocs_3.htm) (дата обращения: 20.09.2016)
12. Brown A. How to Write a Fax [Электронный ресурс]. URL: [http://www.ehow.com/how\\_6580241\\_write-fax.html](http://www.ehow.com/how_6580241_write-fax.html) (дата обращения: 20.09.2016)
13. Business and ethics [Электронный ресурс]. URL: <http://learnenglish.britishcouncil.org/en/professionals-podcasts/business-and-ethics> (дата обращения: 20.09.2016)
14. Business and ethics [Электронный ресурс]. URL: <http://learnenglish.britishcouncil.org/en/business-magazine/business-and-ethics> (дата обращения: 20.09.2016)
15. Business ethics [Электронный ресурс]. URL: <http://www.open.edu/openlearn/history-the-arts/culture/philosophy/business-ethics> (дата обращения: 20.09.2016)
16. Business letter basics [Электронный ресурс]. URL: [http://esl.about.com/cs/onthejobenglish/a/a\\_basbletter.htm](http://esl.about.com/cs/onthejobenglish/a/a_basbletter.htm) (дата обращения: 20.09.2016)

17. Change management [Электронный ресурс]. URL:  
<http://learnenglish.britishcouncil.org/en/professionals-podcasts/change-management-0> (дата обращения: 20.09.2016)
18. Choose a legal structure for your business [Электронный ресурс]. URL:  
<https://www.gov.uk/business-legal-structures> (дата обращения: 20.09.2016)
19. Choosing a Database for Your Organization [Электронный ресурс]. URL:  
[http://databases.about.com/od/administration/a/choosing\\_a\\_db.htm](http://databases.about.com/od/administration/a/choosing_a_db.htm)
20. Complaining [Электронный ресурс]. URL: <http://learnenglish.britishcouncil.org/en/business-magazine/complaining> (дата обращения: 20.09.2015)
21. Computer history museum [Электронный ресурс]. URL:  
<http://www.computerhistory.org/revolution/>
22. Computer Languages History [Электронный ресурс]. URL:  
<http://www.levenez.com/lang/> (дата обращения: 20.09.2016)
23. Conference calls. [Электронный ресурс]. URL:  
<http://learnenglish.britishcouncil.org/en/professionals-podcasts/conference-calls> (дата обращения: 20.09.2016)
24. Contract types and employer responsibility [Электронный ресурс].  
URL:<https://www.gov.uk/contract-types-and-employer-responsibilities/fulltime-and-parttime-contracts> (дата обращения: 20.09.2016)
25. Country Profiles - Global Guide to Culture, Customs and Etiquette ethics [Электронный ресурс]. URL: <http://www.kwintessential.co.uk/resources/country-profiles.html> (дата обращения: 20.09.2016)
26. Cover letters [Электронный ресурс]. URL: <http://gecd.mit.edu/jobs-and-internships/resumes-cvs-cover-letters-and-linkedin/cover-letters> (дата обращения: 20.09.2016)
27. CVs [Электронный ресурс]. URL: <http://gecd.mit.edu/jobs-and-internships/resumes-cvs-cover-letters-and-linkedin/cvs> (дата обращения: 20.09.2016)
28. Databases Glossary [Электронный ресурс]. URL:  
<http://databases.about.com/od/administration/a/glossary.htm>
29. Davis E. Evan Davis on... negotiation [Электронный ресурс]. URL:  
<http://www.open.edu/openlearn/money-management/management/business-studies/evan-davis-on-negotiation> (дата обращения: 20.09.2016)
30. Doyle A. Social Recruiting abd Your Job Search [Электронный ресурс]. URL:  
<http://jobsearch.about.com/od/onlinecareernetworking/a/socialrecruiting.htm> (дата обращения: 20.09.2016)
31. English Grammar Secrets [Электронный ресурс]. URL:  
<http://www.englishgrammarssecrets.com/> (Дата обращения 29.08.2016)
32. Esstntial tips for designing ab effective Homepage [Электронный ресурс]. URL:  
[http://web.archive.org/web/20130821151637/http://sixrevisions.com/web\\_design/essential-tips-for-designing-an-effective-homepage/](http://web.archive.org/web/20130821151637/http://sixrevisions.com/web_design/essential-tips-for-designing-an-effective-homepage/)
33. Grabowski L.R. [Электронный ресурс]. URL: How to Send an eFax  
[http://www.ehow.com/how\\_6369578\\_send-efax.html](http://www.ehow.com/how_6369578_send-efax.html) (дата обращения: 20.09.2016)
34. History of Corporations [Электронный ресурс]. URL:  
<http://www.riskencyclopedia.com/articles/corporation> (дата обращения: 20.09.2016)

35. How to Find Recruiters in Your Niche [Электронный ресурс]. URL: <http://guides.wsj.com/careers/how-to-work-with-executive-recruiters/how-to-find-recruiters-in-your-niche/> (дата обращения: 20.09.2016)
36. How to succeed at negotiations [Электронный ресурс]. URL: <http://www.open.edu/openlearn/money-management/management/business-studies/how-succeed-negotiations> (дата обращения: 20.09.2016)
37. How to write a business letter [Электронный ресурс]. URL: <http://www.wikihow.com/Write-a-Business-Letter> (дата обращения: 20.09.2016)

## **8. Методические указания для обучающихся по освоению учебной дисциплины**

Освоение обучающимся учебной дисциплины **«Иностранный язык в профессиональной деятельности»** предполагает изучение материалов дисциплины на аудиторных занятиях и в ходе самостоятельной работы. Аудиторные занятия проходят в форме лекций, семинаров, лабораторных работ и практических занятий. Самостоятельная работа включает разнообразный комплекс видов и форм работы обучающихся.

Для успешного освоения учебной дисциплины и достижения поставленных целей необходимо внимательно ознакомиться настоящей рабочей программы учебной дисциплины. Ее может представить преподаватель на вводной лекции или самостоятельно обучающийся использует информацию на официальном Интернет-сайте Университета.

Следует обратить внимание на список основной и дополнительной литературы, которая имеется в электронной библиотечной системе Университат, на предлагаемые преподавателем ресурсы информационно-телекоммуникационной сети Интернет. Эта информация необходима для самостоятельной работы обучающегося.

При подготовке к аудиторным занятиям необходимо помнить особенности каждой формы его проведения.

### Подготовка к практическому учебному занятию

При подготовке и работе во время проведения занятий семинарского типа следует обратить внимание на следующие моменты: на процесс предварительной подготовки, на работу во время занятия, исправление полученных замечаний.

*Предварительная подготовка к учебному занятию семинарского типа* заключается в изучении теоретического материала в отведенное для самостоятельной работы время, ознакомление с инструктивными материалами с целью осознания задач практического занятия, техники безопасности при работе с приборами.

*Работа во время проведения учебного занятия семинарского типа* включает несколько моментов:

1. консультирование студентов преподавателями и вспомогательным персоналом с целью предоставления исчерпывающей информации, необходимой для самостоятельного выполнения предложенных преподавателем задач;

2. самостоятельное выполнение заданий согласно обозначенной учебной программой тематики;

### Самостоятельная работа.

Для более углубленного изучения темы задания для самостоятельной работы рекомендуется выполнять параллельно с изучением данной темы. При выполнении заданий по возможности используйте наглядное представление материала. Более подробная информация о самостоятельной работе представлена в разделах «Учебно-методическое обеспечение самостоятельной работы по дисциплине (модулю)», «Методические указания к самостоятельной работе по дисциплине (модулю)».

### Подготовка к зачету, экзамену.

К **зачету, экзамену** необходимо готовиться целенаправленно, регулярно, систематически и с первых дней обучения по данной дисциплине. Попытки освоить учебную дисциплину в период зачетно-экзаменационной сессии, как правило, приносят не слишком удовлетворительные результаты.

При подготовке к зачетам (без оценки и с оценкой) обратите внимание на защиту лабораторных работ/практических заданий на основе теоретического материала.

При подготовке к экзамену по теоретической части выделите в вопросе главное, существенное (понятия, признаки, классификации и пр.), приведите примеры, иллюстрирующие теоретические положения.

После предложенных указаний у обучающихся должно сформироваться четкое представление об объеме и характере знаний и умений, которыми надо будет овладеть по дисциплине.

## **9. Информационно-технологическое обеспечение образовательного процесса по учебной дисциплине**

### **9.1. Информационные технологии**

1. Персональные компьютеры;
2. Доступ к интернет
3. Проектор.

### **9.2. Программное обеспечение**

1. Microsoft Office (Word, Excel, Power Pont),

### **9.3. Информационные справочные системы**

№№	Название электронного ресурса	Описание электронного ресурса	Используемый для работы адрес
1.	Консультант Плюс	Информационно-справочная система	<a href="http://www.consultant.ru/">http://www.consultant.ru/</a>  Доступ с любого компьютера в сети Университета
2.	ЭБС «Университетская библиотека онлайн»	Электронно-библиотечная система, электронные книги и аудиокниг, учебники для ВУЗов, средних специальных учебных заведений и школы, а также научные монографии, научная периодика, в т.ч. журналы ВАК.	<a href="http://biblioclub.ru/">http://biblioclub.ru/</a>
3.	Научная электронная библиотека eLIBRARY.ru	Поиск по рефератам и полным текстам статей, опубликованных в российских и зарубежных научно-технических журналах.	<a href="http://elibrary.ru/">http://elibrary.ru/</a> Доступ с любого компьютера в сети Университета на 276

			журналов по подписке Университета. Доступ к 5493 журналам с полным текстом в открытом доступе, из них российских журналов 5022.
4.	ЭБС издательства «Юрайт»	Электронно-библиотечная система, коллекция электронных версий книг.	<a href="http://www.biblio-online.ru/">http://www.biblio-online.ru/</a>
5.	ЭБС издательства «Лань»	Электронно-библиотечная система, электронные книги, учебники для ВУЗов.	<a href="http://e.lanbook.com/">http://e.lanbook.com/</a>
6.	ЭБС «Библиороссика»	Электронно-библиотечная система, содержащая полнотекстовые учебники, учебные пособия, монографии и журналы в электронном виде.	<a href="http://bibliorossica.com">http://bibliorossica.com</a>
8.	Президентская библиотека им. Б.Н.Ельцина	Общегосударственное электронное хранилище цифровых копий важнейших документов по истории, теории и практике российской государственности, русскому языку, а также мультимедийных образовательных, научно-образовательных, культурно-просветительских и информационно-аналитических ресурсов.	<a href="https://www.prilib.ru/">https://www.prilib.ru/</a> Доступ по регистрации в читальном зале Университета.

#### 10. Материально-техническое обеспечение образовательного процесса по учебной дисциплине

Для изучения учебной дисциплины **«Иностранный язык в профессиональной деятельности»** в рамках реализации основной профессиональной образовательной программы по направлению подготовки **«38.03.01»- Экономика** используются:

**Учебная аудитория для занятий лекционного типа** оснащена специализированной мебелью (стол для преподавателя, парты, стулья, доска для написания мелом); техническими средствами обучения (видеопроjectionное оборудование, средства звуковоспроизведения, экран и имеющие выход в сеть Интернет).

**Учебная аудитория для занятий семинарского типа:** оснащена специализированной мебелью (стол для преподавателя, парты, стулья, доска для написания мелом); техническими средствами обучения (видеопроjectionное оборудование, средства звуковоспроизведения, экран и имеющие выход в сеть Интернет).

## 11. Образовательные технологии

При реализации учебной дисциплины **«Иностранный язык в профессиональной деятельности»** применяются различные образовательные технологии, в том числе технологии электронного обучения.

Освоение учебной дисциплины **«Иностранный язык в профессиональной деятельности»** предусматривает использование в учебном процессе активных и интерактивных форм проведения учебных занятий в форме ролевых игр, кейс-задания в сочетании с внеаудиторной работой с целью формирования и развития **профессиональных** навыков обучающихся.

Учебные часы дисциплины **«Иностранный язык в профессиональной деятельности»** предусматривают классическую контактную работу преподавателя с обучающимся в аудитории и контактную работу посредством электронной информационно-образовательной среды в синхронном и асинхронном режиме (вне аудитории) посредством применения возможностей компьютерных технологий (электронная почта, электронный учебник, тестирование, вебинар, видеофильм, презентация, форум и др.).

## Лист регистрации изменений

№ п/п	Содержание изменения	Реквизиты документа об утверждении изменения	Дата введения изменения
1.	Утверждена и введена в действие на основании Федерального государственного образовательного стандарта высшего профессионального образования по направлению подготовки 080100.62 Экономика (уровень бакалавриата), утвержденным приказом Министерства образования и науки Российской Федерации от 21 декабря 2009 г. № 747	Протокол заседания Ученого совета № 1 от «26» августа 2014 года	01.09.2014
2.	Актуализирована с учетом развития науки, культуры, экономики, техники, технологий и социальной сферы	Протокол заседания Ученого совета № 1 от «31» августа 2015 года	01.09.2015
3.	Переутверждена и введена в действие на основании Федерального государственного образовательного стандарта высшего образования по направлению подготовки 38.03.01 Экономика (уровень бакалавриата), утвержденным приказом Министерства образования и науки Российской Федерации от 12 ноября 2015 г. № 1327	Протокол заседания Ученого совета № 4 от «27» ноября 2015 года	14.12.2015
4.	Актуализирована с учетом развития науки, культуры, экономики, техники, технологий и социальной сферы	Протокол заседания Ученого совета № 15 от «31» мая 2016 года	01.09.2016
5.	Актуализирована с учетом развития науки, культуры, экономики, техники, технологий и социальной сферы	Протокол заседания Ученого совета № 1 от «29» августа 2017 года	01.09.2017
6	Актуализирована с учетом развития науки, культуры, экономики, техники, технологий и социальной сферы	Протокол заседания Ученого совета № 16 от «26» июня 2018 года	01.09.2018
7.	Актуализирована с учетом развития науки, культуры, экономики, техники, технологий и социальной сферы	Протокол заседания Ученого совета № __ от «__» июня 2019 года	01.09.2019



