

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение
высшего образования

**«Российский государственный гуманитарный университет»
(ФГБОУ ВО «РГГУ»)**

Филиал РГГУ в г. Домодедово

Кафедра гуманитарных и социально-экономических дисциплин

ФТД.01 ТЕОРИЯ И ПРАКТИКА ПЕРЕВОДА (АНГЛИЙСКИЙ ЯЗЫК)

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Направление подготовки 38.03.02 “Менеджмент”
Направленность (профиль) “Менеджмент организации”
Уровень высшего образования “бакалавриат”

Форма обучения очная, очно-заочная

РПД адаптирована для лиц
с ограниченными возможностями
здоровья и инвалидов

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Теория и практика перевода (английский язык)
Рабочая программа дисциплины
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УТВЕРЖДЕНО
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1. Пояснительная записка

1.1. Цель и задачи дисциплины

Рабочая программа учебной дисциплины «Теория и практика перевода (английский язык)» является частью образовательной программы бакалавриата по направлению подготовки 38.03.02 «Менеджмент»

Целью данной программы является обеспечение развития профессиональных переводческих компетенций, которые позволят осуществлять следующие виды перевода: полный письменный перевод с иностранного языка (ИЯ) на родной язык (РЯ), устный последовательный перевод с иностранного языка, перевод с листа с иностранного языка.

Задачи дисциплины:

- научить студентов извлекать необходимую информацию о семантической структуре слова с помощью переводного англо-русского и русско-английского словаря, толкового англо-английского словаря и толкового словаря русского языка;
- научить студентов выбирать варианты соответствия для единиц языка оригинала с учетом контекстуального значения и обосновывать данный выбор;
- воспринимать текст как логико-смысловое единство и адекватно передавать его на языке перевода;
- переводить устно и письменно различные типы текста, применяя адекватные и эквивалентные приёмы перевода с учетом прагматических задач, стоящих перед переводчиком в каждом конкретном случае.

Содержание дисциплины охватывает круг вопросов, связанных с изучением иностранного языка в сфере «Менеджмент» по переводу специальных текстов.

1.2. Формируемые компетенции, соотнесенные с планируемыми результатами обучения

Компетенция (код и наименование)	Индикаторы компетенций (код и наименование)	Результаты обучения
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<p>УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p>	<p>УК-4.1 Владеет системой норм русского литературного языка и нормами иностранного (-ых) языка (-ов); способен логически и грамматически верно строить коммуникацию, используя вербальные и невербальные средства взаимодействия</p> <p>УК-4.2 Свободно воспринимает, анализирует и критически оценивает устную и письменную общепрофессиональную информацию на русском и иностранном (-ых) языке (-ах); демонстрирует навыки перевода с иностранного (-ых) на государственный язык, а также с государственного на иностранный (-ые) язык (-и)</p> <p>УК-4.3 Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач для достижения профессиональных целей на государственном и иностранном (-ых) языках</p>	<p>Знать:</p> <ul style="list-style-type: none"> - основные вопросы и положения теории перевода, способствующие глубокому, правильному пониманию метода трансформаций, взаимодействие всех средств выразительности внутри текста; - основные положения функциональной стилистики (классификации, особенности и функции различных функциональных стилей английского языка); - основные способы достижения эквивалентности в переводе; - основные правила языкового оформления высказывания при выполнении переводов текстов экономической тематики - грамматические правила английского языка и профессионально ориентированные лексические единицы; - современные социокультурные реалии англоязычного пространства, в том числе относящиеся к сфере профессиональных интересов; - основы межкультурной коммуникации на изучаемом иностранном языке в различных сферах; <p>Уметь:</p> <ul style="list-style-type: none"> - продуцировать связные высказывания по темам программы; - логически верно выражать свои мысли в письменной форме на иностранном языке; - использовать различные формы, виды устной и письменной коммуникации на иностранном языке в учебной и профессиональной деятельности; - работать с зарубежными источниками информации в профессиональной сфере; - применять основные приемы перевода и необходимые трансформации при передаче
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		<p>информации с русского языка на английский и с английского на русский.</p> <p>Владеть:</p> <ul style="list-style-type: none"> - различными способами вербальной и невербальной коммуникации; - навыками устной и письменной коммуникации в родной и иноязычной среде; - методикой перевода и анализа текста, способствующего точному восприятию исходного высказывания; - методикой подготовки к выполнению перевода иноязычного текста из сферы профессиональной деятельности, включая поиск информации в справочной, специальной литературе и компьютерных сетях; - основными приемами перевода профессиональных текстов
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1.3. Место учебной дисциплины в структуре образовательной программы

Дисциплина «Теория и практика перевода (английский язык)» по ФГОС ВО является частью образовательной программы бакалавриата по направлению подготовки 38.03.02 «Менеджмент», относится к факультативной части учебного плана. Дисциплина адресована студентам 3 курса (5 семестр) и реализуется на кафедре гуманитарных и социально-экономических дисциплин филиала РГГУ в г. Домодедово.

Изучение дисциплины основано на следующей предварительно сформированной компетенции: УК-4.

Взаимосвязь дисциплины «Теория и практика перевода (английский язык)» с другими дисциплинами, изучаемыми по направлению: «Русский язык и культура речи», «Иностранный язык».

2. Структура дисциплины

Для очной формы обучения набор 2021

Общая трудоемкость дисциплины составляет 2 зачетных единиц, 76 часов, в том числе контактная работа обучающихся с преподавателем 28 часа, самостоятельная работа обучающихся 48 часов.

№ п/п	Раздел Дисциплины	Семинары	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)				Формы текущего контроля успеваемости и Форма промежуточной аттестации
			лекции	практические занятия	самостоятельная работа	промежуточная аттестация	
1	“Economics and its concepts”	5	-	6	11		Собеседование
2	“Business and its forms of organization”	5	-	8	11		Реферат
3	“Bank and banking system”	5		6	11		Проектная работа
4	“Accounting and reporting”	5		8	11		Ролевая игра
	Контрольная работа	5	-	-	4	-	Тестирование
	Промежуточная аттестация	5	-	-	-		Зачет
	Всего		-	28	48		

Для очно-заочной формы обучения набор 2021

Общая трудоемкость дисциплины составляет 2 зачетных единиц, 76 часов, в том числе контактная работа обучающихся с преподавателем 16 часа, самостоятельная работа обучающихся 60 часов.

№ п/п	Раздел Дисциплины	семинары	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)				Формы текущего контроля успеваемости и Форма промежуточной аттестации
			лекции	практические занятия	самостоятельная работа	промежуточная аттестация	
1	“Economics and its concepts”	5	-	4	16		Собеседование
2	“Business and its forms of organization”	5	-	4	16		Реферат
3	“Bank and banking system”	5		4	16		Проектная работа
4	“Accounting and reporting”	5		4	16		Ролевая игра
	Контрольная работа	5	-	-	6		Тестирование
	Промежуточная аттестация	5	-	-	-		Зачет
	Всего		-	16	60		

3. Содержание дисциплины

Тема 1: «Economics and its concepts». World – building; International Words. Economics as an Academic Discipline. Text “Supply and Demand”, “Microeconomics and Macroeconomics”

Тема 2: «Business and its forms of organization». Degrees of Comparison of Adjectives and adverbs. Advantages and Disadvantages of Various Business Forms

Тема 3: «Bank and banking system». Basic forms of the verb, Present Indefinite Active. Development of Banking

Тема 4: «Accounting and reporting». Past Indefinite Active. Essentials of Accounting

4. Образовательные технологии

В ходе преподавания иностранного языка при подготовке юристов бакалавров юристов в высшей школе используются различные образовательные технологии: аудиторные занятия проводятся в виде практических занятий. В силу специфики предмета, предполагается использование следующих образовательных технологий:

- **Реферат** – письменная работа по одному из актуальных вопросов в рамках изучения общепрофессиональных, профессиональных дисциплин и дисциплин гуманитарного цикла. Цель подготовки реферата – обобщение различных научных идей, концепций, точек зрения

по наиболее важным изучаемым проблемам на основе самостоятельного анализа монографических работ и учебной литературы.

Обучающемуся предоставляется право самостоятельно выбрать тему реферата или информационно-аналитической справки из списка рекомендованных кафедрой тем.

Как правило, студентам предоставляется список тем рефератов, информационно-аналитических справок, которые нужно закрепить за собой путем заявления о выборе темы, которое принимается преподавателем. Не допускается в одной группе написания двух и более рефератов по одной теме.

Подготовка реферата должна осуществляться в соответствии с планом, текст должен иметь органическое внутреннее единство, строгую логику изложения, смысловую завершенность.

Реферат должен иметь определенную структуру: введение, два-три параграфа основной части, заключение и список использованных источников и литературы.

Во введении (максимум 3-4 страницы) раскрывается актуальность темы, излагаются основные точки зрения, формируются цель и задачи исследования. В основной части раскрывается содержание понятий и положений, вытекающих из анализа изученной литературы и результатов эмпирических исследований. В заключении подводятся итоги авторского исследования в соответствии с выдвинутыми задачами, делаются самостоятельные выводы и обобщения. Объем реферата должен составлять 10 – 15 страниц машинописного (компьютерного) текста при требуемом интервале. После титульного листа на отдельной странице печатается план реферата. Каждый раздел реферата начинается с названия. В обязательном порядке оформляется справочно-библиографическое описание источников и литературы.

- **Ролевая игра** – одна из наиболее эффективных активных форм учебного процесса, развивающая навыки свободного владения и оперативного комбинирования накопленными теоретическими и прикладными знаниями, практическим опытом и жизненными ценностными установками.

Одно из важных отличий этих игр от рассмотренных выше состоит в том, что сферой моделирования ролевой игры являются не только социально-экономические, но и культурные и социально-психологические системы. Часто в РИ присутствует совокупность моделей различных сфер человеческой жизни, что приближает ее к повседневной реальности.

Цель ролевой игры – проявить имеющиеся знания, показать умение пользоваться ими, получить навыки уяснения комплексных проблем и выработки подходов к их решению.

- **Проект** – это совокупность учебно-познавательных приемов, которые позволяют решить ту или иную проблему в результате самостоятельных действий студентов с обязательной презентацией этих результатов.

В основе метода проектов лежит развитие познавательных навыков студентов, умений самостоятельно конструировать свои знания, ориентироваться в информационном пространстве, развитие критического и творческого мышления. Для него характерны следующие приемы: определение источников информации; способов ее сбора и анализа, а также установление способа представления результатов (формы отчета). Устанавливаются процедура и критерии оценки результата и процесса разработки проекта, обязательное распределение заданий и обязанностей между членами команды.

Метод проектов всегда ориентирован на самостоятельную деятельность обучающихся - индивидуальную, парную, групповую, которую они выполняют в течение определенного отрезка времени. С другой стороны метод проектов – это совместная деятельность преподавателя и студента, направленная на поиск решения возникшей проблемы. Метод проектов всегда предполагает решение какой-то проблемы.

Метод проектов позволяет удачно сочетать черты исследовательского, творческого, информационного проекта и одновременно ориентирован на междисциплинарные связи.

- **Беседа** - диалог с аудиторией является наиболее распространенной и сравнительно простой формой активного вовлечения студентов в учебный процесс. Она предполагает непосредственный контакт преподавателя с аудиторией.

С целью привлечения к участию в беседе студентов в практическом занятии - беседе можно использовать вопросы к аудитории (так называемое озадачивание). Вопросы, которые задает преподаватель в начале занятия и по ходу его могут быть информационного или проблемного характера. И предназначены они для выяснения мнений и уровня осведомленности студентов по рассматриваемой теме, степени их готовности к усвоению последующего материала, а не для контроля. Вопросы можно адресовать как всей аудитории, так и кому-то конкретно. Они могут быть как простые, способные сосредоточить внимание на отдельных нюансах темы, так и проблемные. Студенты, продумывая ответ на заданный вопрос, получают возможность самостоятельно прийти к тем выводам и обобщениям, которые преподаватель должен был сообщить им в качестве новых знаний, либо понять глубину и важность обсуждаемой проблемы, что повышает интерес и степень восприятия материала на иностранном языке.

Основным методом изложения учебного материала здесь является беседа как наиболее простой способ обучения, в ходе которой преподаватель вовлекает студентов в диалог. Наряду с беседой могут применяться такие методы, как рассказ, объяснение с показом иллюстраций. При этом важно дозировать учебный материал, чтобы после организовать беседу. Студенты отвечают с мест, а свои дальнейшие рассуждения преподаватель строит с учетом ответов обучающихся, при этом имея возможность наиболее доказательно изложить очередной тезис учебного материала.

для очной формы обучения

№	Наименование темы	Виды учебной работы	Образовательные технологии
1	2	3	4
1	“Economics and its concepts”	Практическое занятие	Ситуативная беседа Имитационная игра
2	“Business and its forms of organization”	Практическое занятие	Дискуссия (работа в малых группах) Реферат
3	“Bank and banking system”	Практическое занятие	Проектная работа
4	“Accounting and reporting”	Практическое занятие	Ролевая игра

Перечень компетенций с указанием этапов их формирования

№ п.п.	Код компетенции	Наименование темы	Наименование оценочного средства
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1	УК-4.1 УК-4.2 УК-4.3	Тема 1: «Economics and its concepts» Тема 2: «Business and its forms of organization» Тема 3: «Bank and banking system» Тема 4: «Accounting and reporting»	Устный индивидуальный опрос Ситуативная беседа Устное сообщение Мини-диалоги Контроль аудирования Лексико-грамматический тест Комментирование Обсуждение проблемы по заданной теме Устный фронтальный опрос Дискуссия (работа в группах) Диалогическая речь (работа в парах) Устные сообщения по темам Эссе
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В период временного приостановления посещения обучающимися помещений и территории РГГУ. для организации учебного процесса с применением электронного обучения и дистанционных образовательных технологий могут быть использованы следующие образовательные технологии:

- видео-лекции;
- онлайн-лекции в режиме реального времени;
- электронные учебники, учебные пособия, научные издания в электронном виде и доступ к иным электронным образовательным ресурсам;
- системы для электронного тестирования;
- консультации с использованием телекоммуникационных средств.

5. Оценка планируемых результатов обучения

5.1. Система оценивания

В соответствии с положением об организации учебного процесса в высшем учебном заведении с использованием системы зачетных единиц, рекомендованное вузам в Письме Министерства образования Российской Федерации № 15-55-357/ип/ 15 от 09.03.2004 г. на кафедре иностранных языков филиала РГГУ в г. Домодедово разработана система контроля знаний студентов по дисциплине «Иностранный язык». Цель введения системы контроля знаний – стимулировать активность участия студентов в учебной и научно-учебной работе, а также обеспечить максимальную объективность комплексной оценки знаний и практических навыков студентов, их способности к самостоятельной, научно-исследовательской работе.

Контроль знаний студентов, уровень сформированности у них речевых навыков и умений осуществляется в форме поурочного, текущего и промежуточного контроля в устной и письменной формах. Поурочный контроль проводится на каждом занятии в устном и в письменном видах. На промежуточную аттестацию отводится 40 баллов. На текущий контроль – 60 баллов.

Форма контроля	Максимальное количество баллов
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Посещение, работа на практических занятиях	20
Тестирование	10
Контрольная работа	15
Подготовка и защита реферата	15
Всего за текущий контроль	60
Промежуточная аттестация	40
Итого за семестр	100

Полученный совокупный результат конвертируется в традиционную шкалу оценок и в шкалу оценок Европейской системы переноса и накопления кредитов (European Credit Transfer System; далее – ECTS) в соответствии с таблицей:

Баллы	Традиционная		ECTS	
95-100	отлично	зачтено	A	
83-94			B	
68-82	хорошо		C	
56-67			удовлетворительно	D
50-55				E
20-49	неудовлетворительно	не зачтено	FX	
0-19			F	

5.2. Критерии выставления оценки по дисциплине

Баллы/Шкала ECTS	Оценка по дисциплине	Критерии оценки результатов обучения по дисциплине
100-83/A,B	«отлично» / «зачтено (отлично)» / «зачтено»	<p>Выставляется обучающемуся, если он глубоко и прочно усвоил теоретический и практический материал, может продемонстрировать это на занятиях и в ходе промежуточной аттестации.</p> <p>Обучающийся исчерпывающе и логически стройно излагает учебный материал, умеет увязывать теорию с практикой, справляется с решением задач профессиональной направленности высокого уровня сложности, правильно обосновывает принятые решения.</p> <p>Свободно ориентируется в учебной и профессиональной литературе.</p> <p>Оценка по дисциплине выставляется обучающемуся с учётом результатов текущей и промежуточной аттестации.</p> <p>Компетенции, закреплённые за дисциплиной, сформированы на уровне - «высокий».</p>

82-68/C	«хорошо» / «зачтено (хорошо)» / «зачтено»	<p>Выставляется обучающемуся, если он знает теоретический и практический материал, грамотно и по существу излагает его на занятиях и в ходе промежуточной аттестации, не допуская существенных неточностей.</p> <p>Обучающийся правильно применяет теоретические положения при решении практических задач профессиональной направленности разного уровня сложности, владеет необходимыми для этого навыками и приёмами.</p> <p>Достаточно хорошо ориентируется в учебной и профессиональной литературе.</p> <p>Оценка по дисциплине выставляется обучающемуся с учётом результатов текущей и промежуточной аттестации.</p> <p>Компетенции, закреплённые за дисциплиной, сформированы на уровне - «хороший».</p>
67-50/D,E	«удовлетворительно» / «зачтено (удовлетворительно)» / «зачтено»	<p>Выставляется обучающемуся, если он знает на базовом уровне теоретический и практический материал, допускает отдельные ошибки при его изложении на занятиях и в ходе промежуточной аттестации.</p> <p>Обучающийся испытывает определённые затруднения в применении теоретических положений при решении практических задач профессиональной направленности стандартного уровня сложности, владеет необходимыми для этого базовыми навыками и приёмами.</p> <p>Демонстрирует достаточный уровень знания учебной литературы по дисциплине.</p> <p>Оценка по дисциплине выставляется обучающемуся с учётом результатов текущей и промежуточной аттестации.</p> <p>Компетенции, закреплённые за дисциплиной, сформированы на уровне - «достаточный».</p>
49-0/F,FX	«неудовлетворительно» / не зачтено	<p>Выставляется обучающемуся, если он не знает на базовом уровне теоретический и практический материал, допускает грубые ошибки при его изложении на занятиях и в ходе промежуточной аттестации.</p> <p>Обучающийся испытывает серьёзные затруднения в применении теоретических положений при решении практических задач профессиональной направленности стандартного уровня сложности, не владеет необходимыми для этого базовыми навыками и приёмами.</p> <p>Демонстрирует фрагментарные знания учебной литературы по дисциплине.</p> <p>Оценка по дисциплине выставляется обучающемуся с учётом результатов текущей и промежуточной аттестации.</p> <p>Компетенции на уровне «достаточный», закреплённые за дисциплиной, не сформированы.</p>

5.3. Оценочные средства (материалы) для текущего контроля успеваемости, промежуточной аттестации обучающихся по дисциплине.

ПРИМЕРНЫЕ ВАРИАНТЫ КОНТРОЛЬНЫХ РАБОТ:

Контрольная работа № 1

Task 1. Read the text and translate the passages 2, 3 and 5 in writing.

SOLE PROPRIETORSHIP, PARTNERSHIP, CORPORATION

1. There are three forms of organization of your business. These forms are the sole proprietorship, the partnership and the corporation. Which of these forms of organization you choose depends on such questions as the size of your business, whether you are the only owner of your business or you have _____ partners.

2. Sole Proprietorship. A sole proprietorship is the simplest organizational form. There is one owner of the business, who usually takes the title of President. So he or she can make any decision without consulting anyone. Such kinds of business are in the service industries, such as repairing shops, restaurants, _____ etc,

3. Partnership. A partnership means that there is more than one owner to carry out business. And each partner declares his or her share of profit or loss on the personal income tax return.

There is a special type of partnership, called a limited partnership, where the limited partner is not involved _____ in _____ the _____ management _____ of _____ the _____ firm.

4. This form of organization is useful in such professional fields as law, insurance, and some industries, _____ for _____ example, _____ oil _____ prospecting.

But partnership has some disadvantages. Partnership business fails when one of the partners loses his _____ interest _____ or _____ disagrees _____ with _____ the _____ other.

5. Corporation. A corporation is a more formal way of organization. It is established for the purpose of making profit and operated by managers. Corporation involves registration with a state department of commerce. There are some advantages, such as being able to attract financial resources, _____ and _____ to~

attract talented specialists and managers due to high salaries. In general, this form is economically better for business when its profit reaches a great sum of money.

Task 2. Find the corresponding answers from the text .

1. What forms of business organization do you know?

2. What is a sole proprietorship?

3. What is a limited Partnership.?

4. What is a corporation?

5. What are the advantages of a corporations?

- a. управление
- b. доля потерь
- c. Партнерство с ограниченной юридической ответственностью
- d. страхование жизни
- e. партнерство
- f. недостатки
- g. налог на доходы
- h. льготы по налогообложению
- i. доля прибыли
- j. единоличное владение
- к. преимущества
- 1. корпорация

Task 3. Give the corresponding Russian –English equivalents .

1. sole proprietorship

2. partnership

3. share of profit

4. income tax

5. management
6. corporation
7. advantages
8. tax advantages (benefits)
9. disadvantages
10. share of loss
11. life insurance
12. limited partnership

Контрольная работа № 2

Task 1. Read and translate it into Russian in writing

Business Loans

Business loans are generally classified as either short-term or long-term loans. For short-term loans, the principal (the amount borrowed) must be repaid within one year. Long-term loans mature (come due) in more than a year. Creditors, people which make loans, expect to receive interest, payments for the use of their money, and the return of the principal (the amount loaned) at the end of a specific period of time. Interest is expressed as a percentage of the principal. Short-term loans are used to finance the everyday costs of doing business, such as payrolls, raw materials and merchandise. Long-term loans are more likely to be used to purchase equipment, buildings and other high-cost items. The most common types of short-term financing are trade credit, loans from financial institutions, and loans from investors. Long term financing is money that will be used for a year or more. Building a factory, purchasing equipment, launching a major research effort are the kinds of projects that require long-term financing. The most common sources of long-term financing are retained earnings, long term loans and the sale of stocks. Long-term loans are repaid over more than 1 year. The most common form of long-term loan is the mortgage, a loan secured by real estate (land or buildings). If the borrower fails to make payment on the mortgage, the lender may take the property.

Lexical Items

funds – фонды
 internal funds – внутренние фонды
 external funds – внешние фонды
 depreciation - амортизационные отчисления, износ
 assets – активы
 to wear out – изнашиваться
 earnings – прибыль
 to pay bills - оплатить счета
 operating costs - операционные издержки
 to cover operating costs - покрывать операционные издержки
 stock – акция
 to reduce spending - сократить расходы
 loan – заём
 short-term loan - краткосрочный заем
 long-term loan - долгосрочный заем
 to make a loan- давать займы
 to secure a loan by- обеспечить заем
 principal - сумма займа
 mature - срок платежа
 interest- процент
 payroll - платежная ведомость
 raw materials - сырье

merchandise - торговать, товар
trade credit - кредит
to repay- выплачивать
mortgage -закладная
real estate – недвижимость
to borrow- брать займы
to lend - давать займы
to make payments - осуществить выплаты
property- собственность

Task 2. Answer the questions in writing:

1. What are the two types of funds?
2. What funds come from the sale of product and services?
3. What is depreciation?
4. What can the firm do if it doesn't have enough money to cover operating costs?
5. How are business loans classified?
6. When does each type of loan mature?
7. What do we call a principle?
8. How is interest expressed?
9. What are short-term loans used for?
10. What is the most common type of long-term loan?

ЗАДАНИЯ К ЗАЧЕТУ:

1. Перевод специальных текстов

Вариант 1

Economics is the social science that analyzes the production, distribution, and consumption of goods and services. Current economic models emerged from the broader field of political economy in the late 19th century. A primary stimulus for the development of modern economics was the desire to use an empirical approach more akin to the physical sciences.

Economics aims to explain how economies work and how economic agents interact. Economic analysis is applied throughout society, in business, finance and government, but also in crime, education, the family, health, law, politics, religion, social institutions, war, and science. The expanding domain of economics in the social sciences has been described as economic imperialism.

Common distinctions are drawn between various dimensions of economics. The primary textbook distinction is between microeconomics, which examines the behavior of basic elements in the economy, including individual markets and agents (such as consumers and firms, buyers and sellers), and macroeconomics, which addresses issues affecting an entire economy, including unemployment, inflation, economic growth, and monetary and fiscal policy. Other distinctions include: between positive economics and normative economics (advocating "what ought to be"); between economic theory and applied economics; between mainstream economics (more "orthodox" dealing with the "rationality-individualism", more "radical" dealing with the "institutions-history-social structure"); and between rational and behavioral economics.

Вариант 2

In microeconomics, production is the conversion of inputs into outputs. It is an economic process that uses inputs to create a commodity for exchange or direct use. Production is a flow and thus a rate of output per period of time. Distinctions include such production alternatives as for consumption (food, haircuts, etc.) vs. investment goods (new tractors, buildings, roads, etc.), public goods (national defense, small-pox vaccinations, etc.) or private goods (new computers, bananas, etc.), and "guns" vs. "butter".

Opportunity cost refers to the economic cost of production: the value of the next best opportunity foregone. Choices must be made between desirable yet mutually exclusive actions. It has been described as expressing "the basic relationship between scarcity and choice.". The

opportunity cost of an activity is an element in ensuring that scarce resources are used efficiently, such that the cost is weighed against the value of that activity in deciding on more or less of it. Opportunity costs are not restricted to monetary or financial costs but could be measured by the real cost of output forgone, leisure, or anything else that provides the alternative benefit (utility).

Inputs used in the production process include such primary factors of production as labour services, capital (durable produced goods used in production, such as an existing factory), and land (including natural resources). Other inputs may include intermediate goods used in production of final goods, such as the steel in a new car.

Вариант 3

Specialization is considered key to economic efficiency based on theoretical and empirical considerations. Different individuals or nations may have different real opportunity costs of production, say from differences in stocks of human capital per worker or capital/labour ratios. According to theory, this may give a comparative advantage in production of goods that make more intensive use of the relatively more abundant, thus relatively cheaper, input. Even if one region has an absolute advantage as to the ratio of its outputs to inputs in every type of output, it may still specialize in the output in which it has a comparative advantage and thereby gain from trading with a region that lacks any absolute advantage but has a comparative advantage in producing something else.

It has been observed that a high volume of trade occurs among regions even with access to a similar technology and mix of factor inputs, including high-income countries. This has led to investigation of economies of scale and agglomeration to explain specialization in similar but differentiated product lines, to the overall benefit of respective trading parties or regions.

The general theory of specialization applies to trade among individuals, farms, manufacturers, service providers, and economies. Among each of these production systems, there may be a corresponding division of labour with different work groups specializing, or correspondingly different types of capital equipment and differentiated land uses.

Вариант 4

Prices and quantities have been described as the most directly observable attributes of goods produced and exchanged in a market economy. The theory of supply and demand is an organizing principle for explaining how prices coordinate the amounts produced and consumed. In microeconomics, it applies to price and output determination for a market with perfect competition, which includes the condition of no buyers or sellers large enough to have price-setting power.

For a given market of a commodity, demand is the relation of the quantity that all buyers would be prepared to purchase at each unit price of the good. Demand is often represented by a table or a graph showing price and quantity demanded (as in the figure). Demand theory describes individual consumers as rationally choosing the most preferred quantity of each good, given income, prices, tastes, etc. Here, utility refers to the hypothesized relation of each individual consumer for ranking different commodity bundles as more or less preferred.

The law of demand states that, in general, price and quantity demanded in a given market are inversely related. That is, the higher the price of a product, the less of it people would be prepared to buy of it (other things unchanged). As the price of a commodity falls, consumers move toward it from relatively more expensive goods. Purchasing power from the price decline increases ability to buy. Other factors can change demand; for example an increase in income will shift the demand curve for a normal good outward relative to the origin, as in the figure.

SACRILEGE

1. Is Volkswagen bold or stupid? Across France, workmen have 5 been busy scraping off 10,000 billboard advertisements for its new Golf following furious complaints from the Catholic Church. In a series of posters, the German carmaker's model was likened to a religious revelation; one that showed Jesus at the last supper recommending the car to his disciples.
2. VW's agency DDB Needham doubtless thought its advertising was ironic and extremely up-to-date. After all, the admen presumably figured, if outrageous* advertising worked for the likes of

Benetton, it could work to revive the image of the Golf, which is frankly rather old-fashioned.

3. After the Catholic Church threatened to sue* for Ffr 3.3 m (\$550,000) to obtain reparation for the damage suffered by Christians, the agency and the carmaker confessed to their sins and agreed to remove the ads. 'We have no disrespect for the fundamental values of society nor for the beliefs of the faithful,' said a spokesperson for DDB Needham. 'We decided to retract the posters immediately in order to show our respect for the faith and the feelings expressed by certain believers.' The agency's penance* has included making a substantial donation to a Catholic charity.

4. European consumers are exposed to hundreds of commercial messages a day, but the vast majority of these are ignored, so ads which shock have become more popular with advertisers. It is believed that these ads force consumers to listen to their message. But some adland thinkers argue that it's a little more complicated than that.

5. Virginia Valentine, director of advertising's foremost cultural analysis company, Semiotic Solutions, argues that brands can no longer expect consumers to take sales messages at face value*. Consumers challenge everything they are told, she believes, and will prefer brands that give them something back, rather than the old-style 'here's our product ain't it great!' philosophy which has dominated advertising since its inception. Thus ads can deal with social issues and refer to the news agenda these days. Inevitably, though, it can go horribly wrong. 'The risk is, and I think this is true in the case of Volkswagen, that if you use images of faith and prostitute them, people will take offence. It's all very well if you give them something back, but it is clear that Jesus could not have benefited from that poster campaign.'

6. The ad agency, however, may well have done. The VW campaign might look like a marketing disaster, but increasingly ad agencies are selling to clients not simply their ability to write ads but their ability to write ads that generate PR. Some clients ask all agencies pitching for their business to demonstrate their ability to garner* extra publicity.

7. A deliberately shocking ad is the simplest way to get additional media coverage, and even if the media coverage is negative, it can still help to sell the product as advertisers like Benetton have already proved.

8. One supporter of Benetton's work is Leon Jaume, Deputy Creative Director of ad agency Ogilvy & Mather, who believes its success lies in knowing its target. 'In marketing terms the only real taboo is upsetting the people you want to buy your product,' he says. 'As long as it's legal and the client is OK with it, you can offend anyone else and in many ways you should. I'd normally see outrageous advertising as a youth proposition though, and I think VW's mistake may have been in selling a product that isn't a youth product with this kind of style. Young people are receptive to taboo-breaking as they are more open-minded than older people. I think they positively welcome advertising that annoys their parents.' Some agency creatives argue that young people today are fundamentally different from previous generations in their internationalism, and young consumers in Tel Aviv are closer to their counterparts* in Paris, New York and Sydney than they are to their parents.

9. As this generation grows up, the argument goes, they will continue to be more broad-minded than their parents and will see the shattering of taboos as the norm. So outrageous advertising will no longer be limited to those products which target youth.

10. Perhaps Volkswagen was just ahead of its time, advertising to a market that wasn't broad-minded enough in a country that still gets nervous when Church and State are challenged. Or perhaps VW's collision with Catholics shows that for all their claimed acumen*, ad agencies are less in touch* with the public mood than they claim.

PERSONAL BANKING

A current account is an account which allows customers to take out or withdraw money, with no restrictions. Money in the account does not usually earn a high rate of interest: the bank does not pay much for 'borrowing' your money. However, many people also have a savings account or deposit account which pays more interest but has restrictions on when you can withdraw your money. Banks have monthly statements listing recent sums of money going out, called debits, and sums of money coming in, called credits. Nearly all customers have a debit card allowing them

to make withdrawals and do other transactions at cash dispensers. Most customers have a credit card which can be used for buying goods and services as well as for borrowing money. In some countries, people pay bills with cheques. In other countries, banks don't issue chequebooks and people pay bills by bank transfer. These include standing orders, which are used to pay regular fixed sums of money, and direct debits, which are used when the amount and payment date varies. Commercial banks offer loans – fixed sums of money that are lent for a fixed period (e.g. two years). They also offer overdrafts, which allow customers to overdraw an account, i.e. customers can have a debt which gives the account a negative balance and the account provider is providing credit. If there is a prior agreement with the account provider for an overdraft facility, and the amount overdrawn is within this authorised overdraft, then interest is normally charged at the agreed rate. If the balance exceeds the agreed facility then fees may be charged and higher interest rate might apply. Interest on a debt is calculated daily. This is cheaper than a loan if, for example, you only need to overdraw for a short period. If your account is overdrawn, you can be said to be in the red (as opposed to in the black or in credit). Banks also offer mortgages to people who want to buy a place to live. These are long-term loans on which the property acts as collateral or a guarantee for the bank. If the borrower doesn't repay the mortgage, the bank can repossess the house or flat – the bank takes it back from the buyer, and sells it. Banks exchange foreign currency for people going abroad, and sell traveller's cheques which are protected against loss or theft. They also offer advice about investments and private pension plans – saving money for when you retire from work. Increasingly, banks also try to sell insurance products to their customers. In the 1990s, many commercial banks thought the future would be in Internet banking or online banking. Most retail banking institutions started to offer access to current accounts via online banking. Internet banking describes the use of a bank's secure website to view balances and statements, perform transactions and payments, and various other facilities. This can be very useful, especially for banking outside bank hours and banking from anywhere where internet access is available. But commercial banks discovered that most of their customers preferred to go to branches, especially ones that had longer opening hours, and which were conveniently situated in shopping centres. Customers can receive a wide array of banking and financial services there. Branches may provide access to cash machines, counter services and financial advice. Cash machines allow bank customers to make cash withdrawals and check their account balances without the need for a human teller. Many also allow people to transfer money between their bank accounts and top up their mobile phones' pre-paid accounts.

PERSPECTIVE: THE MYTH OF THE GLOBAL EXECUTIVE

The key to success is to combine corporate culture with local knowledge and include, not reject national characteristics, writes Tony Jackson. Multinationals running their various businesses the same way all over the world may have been perfectly acceptable 30 years ago, but it is not the way today. Nevertheless, the vast majority of even the biggest companies still have a culture rooted in their country of origin. Changing that is one of the biggest challenges to becoming genuinely global. Richard Greenhalgh, head of management development and training at the Anglo-Dutch consumer group Unilever, says that in a few areas, such as integrity and the Unilever code of conduct, corporate culture takes precedence. 'But you need a balance between having a very international cadre and having a national presence,' he says. 'A few years ago, we were concerned that we had too many expatriates. Five years ago, three of our four business heads in Italy were expatriates. Now they're all Italian. In a consumer business like ours, that's important.' The global executive, in fact, may be something of a myth. According to Mr Greenhalgh the use of expatriates goes against the policy of providing career ladder for local managers. In fact, however global the company may be, it remains necessary to manage people differently in different countries. Within Europe, Mr Greenhalgh says, Unilever has traditionally been much more open with managers in northern than southern countries, on matters such as where they stand in the salary scale or what their prospects are. But that is changing, he adds. A younger generation of managers is more likely to have travelled when young, and many have taken an MBA in the US. Behind this lies the most fundamental problem of all: the fact that apart from a handful of companies, even the biggest

corporations are dominated by the culture of the home country. ‘Outside that handful,’ says Lowell Bryan, a senior partner with McKinsey in New York, ‘companies are very German, or very British, or very American. And in the case of US companies they assume globalization means Americanising the world. At least others don’t have that arrogance.’ But if the members of top management are all nationals of the home country, it makes it much more difficult to attract and keep talented and ambitious managers from other countries. In fact, the problem lies not in attracting people – a talented Indian or Korean manager will typically want early experience with a multinational -but in keeping them. ‘People will join the company to learn,’ Mr Bryan says, ‘but unless they feel they’re part of the core company, they’re going to leave, and exploit the brand status of the company in their next job.’ So given the importance of local cultures within the global company, an obvious question is how to appraise and identify talent around the world on a consistent basis. Unilever, Mr Greenhalgh says, has been working on this for the past four years. ‘We’ve been developing a set of eleven management competencies we can use worldwide’, he says. The aim is to have a clear objective measure of potential. We measure such things as entrepreneurial drive, the ability to lead and develop others, and integrity. That makes up a common core of behaviours. We’ve tested it, and so far it seems to be culturally transferable.

Text 1

At a price below equilibrium, there is a shortage of quantity supplied compared to quantity demanded. At a price above equilibrium, there is a surplus of quantity supplied compared to quantity demanded. This pushes the price down. The model of supply and demand predicts that for given supply and demand curves, price and quantity will stabilize at the price that makes quantity supplied equal to quantity demanded. Similarly, demand-and-supply theory predicts a new price-quantity combination from a shift in demand (as to the figure), or in supply. For a given quantity of a consumer good, the point on the demand curve indicates the value, or marginal utility, to consumers for that unit. It measures what the consumer would be prepared to pay for that unit. The corresponding point on the supply curve measures marginal cost, the increase in total cost to the supplier for the corresponding unit of the good. The price in equilibrium is determined by supply and demand.

Text 2

What is economics?

One of the things that people discover every day is that you can’t have everything. You are reminded of it every time you shop. Although you may see twenty or thirty items that you would really like to buy, you know that you will have to limit your selection to one or two. Everyone goes through life having to make choices.

Every business, even sports teams, must choose from among the things they would like to have because they cannot have everything. Governments cannot have everything. Every year the most important political debates concern questions about spending taxpayers’ money.

Neither individuals nor societies can have all the things they would like to have. There simply is not enough of everything. Economists note that there is no limit to the amount or kinds of things that people want. There is a limit to the resources, things used to produce goods and services, available to satisfy those wants.

Text 3

Every society is faced with the problem of scarcity. Since there is not enough of everything, everyone – individuals, business firms, and government needs to make choices from among the things they want. In the process they will try to economize, to get the most from what they have. We can define economics as the social science that describes and analyzes how society chooses from among scarce resources to satisfy its wants.

The need to choose is imposed on us all by our income, wealth and ability to borrow. Individuals and families are limited by the size of their personal income, savings and ability to borrow. Business firms are limited by their profits, savings and borrowing power, and

governments by their ability to tax and borrow.

Income, savings, profits and taxes enable people, institutions and government to purchase goods, products you can see or touch, and services, work performed for pay that benefits others.

Text 4

Anyone who wishes to begin selling manufactured goods in a foreign country must first do a lot of market research. The intending exporter must decide exactly how he will market his product. He must get the answers about a demand, price and competitiveness. There are many ways of selling manufactured goods to foreign buyers. A manufacturer may sell direct to wholesalers and have his own travelling representatives, or set up his own offices or companies abroad. Alternatively he may sell to an export merchanting house; in this case there is little financial risk for the producer. A third possibility is for the manufacturer to appoint foreign agents, who will work on commission. There is also the question of promotion of the new line, and whether advertising expenses should be paid by the selling agent or by the manufacturer. The media chosen for the advertising will vary according to local preferences and habits.

Text 5

The term "market failure" encompasses several problems which may undermine standard economic assumptions. Although economists categorise market failures differently, the following categories emerge in the main texts.

Information asymmetries and incomplete markets may result in economic inefficiency but also a possibility of improving efficiency through market, legal, and regulatory remedies, as discussed above.

Natural monopoly, or the overlapping concepts of "practical" and "technical" monopoly, is an extreme case of failure of competition as a restraint on producers. The problem is described as one where the more of a product is made, the greater the unit costs are. This means it only makes economic sense to have one producer.

Public goods are goods which are undersupplied in a typical market. The defining features are that people can consume public goods without having to pay for them and that more than one person can consume the good at the same time.

Text 6

Externalities occur where there are significant social costs or benefits from production or consumption that are not reflected in market prices. For example, air pollution may generate a negative externality, and education may generate a positive externality (less crime, etc.). Governments often tax and otherwise restrict the sale of goods that have negative externalities and subsidize or otherwise promote the purchase of goods that have positive externalities in an effort to correct the price distortions caused by these externalities. Elementary demand-and-supply theory predicts equilibrium but not the speed of adjustment for changes of equilibrium due to a shift in demand or supply.

Macroeconomic instability, addressed below, is a prime source of market failure, whereby a general loss of business confidence or external shock can grind production and distribution to a halt, undermining ordinary markets that are otherwise sound.

Text 7

Public finance is the field of economics that deals with budgeting the revenues and expenditures of a public sector entity, usually government. The subject addresses such matters as tax incidence (who really pays a particular tax), cost-benefit analysis of government programs, effects on economic efficiency and income distribution of different kinds of spending and taxes, and fiscal politics. The latter, an aspect of public choice theory, models public-sector behavior analogously to microeconomics, involving interactions of self-interested voters, politicians, and bureaucrats.

Welfare economics is a normative branch of economics that uses microeconomic techniques to simultaneously determine the allocative efficiency within an economy and the income distribution associated with it. It attempts to measure social welfare by examining the economic activities of the individuals that comprise society.

Text 8

Macroeconomics examines the economy as a whole to explain broad aggregates and their interactions "top down," that is, using a simplified form of general-equilibrium theory. Such aggregates include national income and output, the unemployment rate, and price inflation and sub aggregates like total consumption and investment spending and their components. It also studies effects of monetary policy and fiscal policy.

Since at least the 1960s, macroeconomics has been characterized by further integration as to micro-based modeling of sectors, including rationality of players, efficient use of market information, and imperfect competition. This has addressed a long-standing concern about inconsistent developments of the same subject.

Macroeconomic analysis also considers factors affecting the long-term level and growth of national income. Such factors include capital accumulation, technological change and labor force growth.

Text 9

Money is a means of final payment for goods in most price system economies and the unit of account in which prices are typically stated. It includes currency held by the nonbank public and checkable deposits. It has been described as a social convention, like language, useful to one largely because it is useful to others.

As a medium of exchange, money facilitates trade. Its economic function can be contrasted with barter (non-monetary exchange). Given a diverse array of produced goods and specialized producers, barter may entail a hard-to-locate double coincidence of wants as to what is exchanged, say apples and a book. Money can reduce the transaction cost of exchange because of its ready acceptability.

At the level of an economy, theory and evidence are consistent with a positive relationship running from the total money supply to the nominal value of total output and to the general price level.

Text 10

Economist have two ways of looking at economics and the economy. Macroeconomics is the study of the economy as a whole; microeconomics is the study of individual consumers and the business firm.

Macroeconomics examines questions such as how fast the economy is running; how much overall is being generated. It also seeks solutions to macro-economic problems such as how employment can be increased, and what can be done to increase the output of goods and service. Microeconomics examines cause-and-effect relationships that influence choices of individuals, business firms and society.

It is concerned with things such as scarcity, choice and opportunity costs, and with production and consumption. Principal emphasis is given by macroeconomics to the study of prices and their relationship to units in the economy.

There are a number of ways in which a government can organize its economy and the type of system chosen is critical in shaping environment, in which businesses operate.

Text 11

A middle manager is a manager who implements the strategy and major policies handed down from the level of the organization. Middle managers develop tactical plans, policies, and standard operating procedures, and they coordinate and supervise the activities of first-line managers. Titles at the middle-management level include division manager, department head, plant manager, and operations manager.

A first-line manager is a manager who coordinates and supervises of operating employees. First-line manager spend most of their time working with employees, answering questions, and solving day-to-day problems. Most first-line managers are former operating employees who, owing to their hard work and potential, were promoted into management. Many of today's middle and top managers began their careers on this first management level. Common titles for first-line managers include office manager, supervisor, foreman and project manager.

Operating employees are not managers. They are qualified and non-qualified persons working for the organization. For their labour or services they get salaries or wages. They represent the work force of the organization .

Text 12

Each organization can be represented as a three-story structure or a pyramid. Each story corresponds to one of the three general levels of managers: top managers, middle managers and first-line managers. At the basic level of this pyramid there are operating employees.

A top manager is an upper-level executive who guides and controls the overall activities of the organization. Top managers constitute a small group. They are generally responsible for the organisation's planning and developing mission. They also determine the firm's strategy and its major policies. It takes years of hard work as well as talent and good luck to reach the rank of top managers. They are president, vice president, chief executive officer and member of the Board.

A middle manager is a manager who implements the strategy and major policies handed down from the top level of the organization. Middle managers develop tactical plans, policies and standard operating procedures, and they coordinate and supervise the activities of first-line managers. Titles at the middle management level include division manager, department head, plant manager and operations manager .

Text 13

The most important resources of any organization are its human resources- people. Some firms believe that their employees are their most important assets. To keep employees content, a variety of incentives are used, including higher-than-average pay, flexible working hours, recreational facilities, lengthy paid vacations, cafeterias, offering inexpensive meals, etc.

Many organizations increasingly find they cannot ignore information. External environment – including the economy, consumer markets, technology, politics, adapt will probably not survive. And, to adapt to change the organization must know what is changing and how it is changing. Companies are finding it increasingly important to gather information about their competitors in today's business environment.

It is important to realize that these are only general categories of resources. Within each category are hundreds of thousands of more specific resources from which management must choose those that best accomplish its goals. Managers must coordinate this complex group of specific resources to produce goods and services.

Text 14

Effectiveness of a manager's activity depends on certain important skills. These skills can be divided into seven different categories: conceptual, decision making, analytic, administrative, communicational, interpersonal and technical.

A conceptual skill is the ability of a manager to see the "the general picture" of an organisation. Managers must understand how their duties and the duties of other managers fit together to plan their activity in a proper way and get their required results. This skill is very important for top managers because it helps them plan "super goals" and develops proper strategies for the whole organisation.

A decision making skill is the ability of manager to choose the best course of actions of two or more alternatives. A manager must decide the following:

- what objectives and goals must be reached?
- what strategy must be implemented?
- what resources must be used and how they must be distributed?
- what kind of control is needed?

In short, managers are responsible for the most important decisions which are required to carry out any organisation activity.

Text 15

Material resources are physical materials and equipment used by an organisation to make a product. For example, cars are made on assembly lines. These assembly lines and the building that

house them are material resources.

The most important resources of any organization are its human resources- people. Some firms believe that their employees are their most important assets. To keep employees content, a variety of incentives are used, including higher-than-average pay, flexible working hours, recreational facilities, lengthy paid vacations, cafeterias, offering inexpensive meals, etc.

Financial resources are the funds the organisation used to meet its obligation to the various creditors. A grocery store obtains money from customers and uses a portion of that money to pay the wholesalers from which it buys food. A large bank borrows and lends money. A college obtains money in the form of tuition, income endowments, and federal grants. It uses the money to pay utility bills, insurance premiums, and professors' salaries. Each of these transactions involves financial resources.

Text 16

Management is based on a scientific theories and today we can say that it is a developing science.

But knowledge of theories and principles doesn't provide practical results. It is necessary to know how to apply this knowledge. Practical application of knowledge in the management area requires certain abilities or skills/

An organisation may employ a number of managers who are responsible for particular areas of management. A very large organisation may employ many managers, each responsible for activities of one management area. In contrast, the owner of sole proprietorship may be the only manager in the organisation. She or he is responsible for all levels and areas of management.

It is important the ability of these managers to achieve the organisation's goals. This ability requires a great skill.

In other words, management is the process of coordinating the resources of an organisation to achieve the primary organisational goals.

Text 17

An analytic skill is the ability to determine the most important problem of many other problems and identify the causes of each problem before implementing a proper action plan. This ability is especially important for top managers because they have to solve complex problems.

An administrative skill is the ability of a manager to keep to the organisational rules specified for the production process, within a limited budget, and coordinate the flow of information and paper work in his group and in other groups.

A communicational skill is the ability of manager to share his ideas and opinions with other people both orally and in writing. This skill is a decisive factor of a manager's success. Some investigations show that top and middle managers spend approximately 80% (per cent) of their work time in communicating with each other.

Thus, a communication skill enables managers to hold meetings, write clear letters and explanatory notes, make reports, etc.

Text 18

An organisational structure can also be divided more or less horizontally into areas of management. The most common areas are finance operations, marketing, human resources and administration. Depending on its purpose and mission, an organisation may include other areas as well – research and development, for example, or risk management.

A financial manager is primarily responsible for the organisation's financial resources. Accounting and investment are specialised areas within financial management. Because financing affects the operation of the entire firm, many of the presidents of the largest companies are people who got their "basic training" as financial managers/

A human resources manager is in charge of the organisation's human resources programs. He or she engages in human resources planning, design system for hiring, training and appraising the performance of employees, and ensures that the organisation follows government regulations concerning employment practices.

Text 19

Microeconomics, like macroeconomics, is a fundamental method for analyzing the

- b) to work d) any work
6. I can't stand _____ in the rush hour.
a) drive c) to drive
b) driving d) driven
7. Maria has been living on the farm _____ 1999.
a) since c) in
b) for d) during
8. Can you _____ the table for me?
a) to lay b) lain
c) lay d) laying
9. It's got nothing to do with you. Mind your own _____.
a) business c) interest
b) company d) affairs
10. He spent the _____ day looking for a flat.
a) all c) every
b) total d) whole
11. If you do your homework _____ you'll fail the course.
a) care c) careless
b) carefully d) carelessly
12. _____ cigarettes aren't as popular as they used to be.
a) the c) some
b) - d) no
13. You're travelling with much less _____ than usual.
a) suitcases c) handbag
b) luggage d) packages
14. The landlady is always _____ at them about the rent.
a) complaining c) asking
b) shouting d) arguing
15. You _____ to him like that. It was very rude of you.
a) should speak c) should have spoken
b) didn't have to speak d) shouldn't have spoken
16. If I were you I _____ this lie.
a) wouldn't have told c) told
b) won't tell d) am telling
17. My doctor has advised _____ more exercise.
a) to make c) do
b) to do d) doing
18. He insisted _____ calling the police.
a) for c) on
b) of d) with
19. He had no difficulty _____ a job.
a) of finding c) to find
b) finding d) find
20. It's time you _____ to the dentist.
a) to go c) went
b) go d) in

Grammar test 2

Выберите правильный вариант.

1. _____ mass media can take _____ active role during _____ election campaigns.
a) -, a, the c) the, a, -
b) the, an, - d) -, -, -
2. _____ Urals are in _____ Russia.
a) -, - c) the, -

- b) the, the d) -, the
3. The home-made food always tastes _____.
- a) well c) very well
- b) good d) quite well
4. He is a brilliant student. He works really _____.
- a) good c) hard
- b) fastly d) hardly
5. I am not very good _____ in public.
- a) at speaking c) speak
- b) speaking d) to speak
6. It's no use _____ over spilt milk.
- a) to cry c) cry
- b) crying d) have cried
7. By the time the police _____, the jewels _____.
- a) arrived, had been stolen c) will arrive, have been stolen
- b) arrived, had stolen d) arrives, were stolen
8. If you know the answer to the question _____ your hand.
- a) rise c) rose
- b) raise d) risen
9. The magazine comes out four times _____ year.
- a) the c) a
- b) one d) in
10. I'm going to retire when I _____ 60.
- a) will be c) have been
- b) would be d) am
11. It began to rain just after the party _____.
- a) had started c) started
- b) has started d) starts
12. I'm afraid we can't serve _____ before six o'clock.
- a) beer c) some beer
- b) the beer d) no beer
13. _____ boy will admit that he caused all the damage.
- a) neither c) none
- b) both d) several
14. It was difficult at first to be used _____ every day.
- a) at working c) to work
- b) to working d) in working
15. He is supposed _____ but I don't think he will.
- a) come c) to come
- b) coming d) '11 come
16. If we had had a map we _____ lost.
- a) wouldn't get d) didn't get
- b) would get d) got
17. You don't fancy _____ out when it is raining.
- a) come c) to come
- b) came d) coming
18. Finally we succeeded _____ finding a good flat at a reasonable price.
- a) on b) in
- c) for d) of
19. When he came to America he _____ getting up early because of the jet lag.
- a) wasn't used to c) used
- b) didn't use to d) used to

Grammar test 3

Выберите правильный вариант.

1. While John _____ a car, his wife was doing the laundry.
a) was repairing c) has been repairing
b) repaired d) had repaired
2. _____ pupils spend _____ their free time doing hometasks.
a) most, most of c) most of, most of
b) most, most d) most of, most
3. She risked _____ everything.
a) to lose c) losing
b) loss d) loose
4. I couldn't help _____ when she dropped the ice - cream on her dress.
a) laugh c) laughing
b) to laugh d) laughed
5. I've got _____ high temperature and a runny nose.
a) an c) the
b) a d) -
6. There is terrible inflation and prices _____ all the time.
a) are rising c) rose
b) are raising d) raised
7. After five hours of negotiations they agreed _____ price.
a) for c) of
b) in d) on
8. When the factory closed most of the staff _____ redundant.
a) were made c) making
b) make d) are made
9. I _____ the paper before the train compartment filled up.
a) was reading c) read
b) had been reading d) have been reading
10. Our manager has found an excellent _____ abroad.
a) employment c) post
b) work d) staffing
11. The players were not so well prepared _____ the match as they should have been.
a) for c) with
b) about d) on
12. This time next week I _____ in the sun in Greece.
a) lie c) 'll be lying
b) am lying d) 'll lay
13. If I _____ where she lived I wouldn't have phoned you.
a) know c) knew
b) 'll know d) had known
14. I really can't imagine _____ tonight.
a) coming c) came
b) come d) to be coming
15. My parents never approved _____ playing cards.
a) against c) of
b) for d) -
16. I prefer _____ to _____ by train.
a) to drive, travel c) driving, travelling
b) driving, travel d) to drive, to travel
17. There is _____ beautiful garden behind _____ house _____ roof of _____ house is leaking.
a) a, the, the, the c) a, the, a, the

- b) a, a, the, the d) a, a, a, a
 18. I haven't read _____ of these books but Pete has read _____ of them.
 a) no, any c) some, some
 b) no, some d) any, some
 19. I don't read _____ I used to.
 a) not much c) so much as
 b) as much as d) so much
 20. Do you think I could offer you _____?
 a) an advice c) advise
 b) advises d) some advice

Grammar test 4

Выберите правильный вариант.

1. He failed the exams only _____ times.
 a) plenty c) little
 b) few d) a few
2. The train _____ in two minutes.
 a) arrives c) is arriving
 b) will arrive d) to arrive
3. I _____ you a message as soon as I _____ money.
 a) will fax, get c) will fax, will get
 b) fax, get d) fax, will get
4. We are late. I expect the play _____ by the time we _____ to the theatre.
 a) will have started, will get c) will start, get
 b) will be starting, will get d) will have started, get
5. The traffic was so heavy that we _____ the train.
 a) are missing c) miss
 b) 'll miss d) missed
6. They denied _____ the jewels.
 a) stealing c) stole
 b) to steal d) stealing of
7. That film is awful. It's not worth _____.
 a) to see c) saw
 b) seeing d) seen
8. If you are feeling unwell you _____ better go to bed.
 a) will c) had
 b) would d) might
9. You'll be staying at home until you _____ better.
 a) will feel c) feel
 b) won't feel d) felt
10. You're driving _____ fast. Please slow down.
 a) too many c) too much
 b) above d) enough
11. I'm really exhausted! I'm not used to _____ so hard.
 a) work c) worked
 b) working d) have worked
12. I _____ doctors for several years before my illness was diagnosed.
 a) was visiting c) visited
 b) had been visiting d) have been visiting
13. The forecast says we can expect _____ nasty weather.
 a) several c) a few
 b) a d) some
14. We've _____ you about being absent from school, haven't we?
 a) warned c) warn

- b) been warned d) warning
15. Today's news means thousands are likely _____ their jobs.
a) lose c) will lose
b) to lose d) have lost
16. If you invited me to the party tomorrow I _____.
a) will come c) would come
b) am coming d) have come
17. Some people just can't help _____ fools of themselves.
a) making c) made
b) make d) to be made
18. Are you thinking _____ buying a new car?
a) about c) against
b) in d) on
19. You'll have to get used _____ less.
a) to eat c) eat
b) to eating d) eating
20. When we were on _____ holiday we stayed at _____ hotel.
a) -, a c) a, a
b) the, a d) a, the

Grammar test 5

Выберите правильный вариант.

1. Black Americans didn't enjoy full voting rights in _____ Southern United States until the civil rights movement of _____ 1960s.
a) the, the c) the, -
b) -, the d) --
2. His car is _____ than his friend's.
a) as expensive c) most expensive
b) less expensive d) the most expensive
3. Listen! Ann _____ the piano in the next room. She _____ for two hours.
a) plays, has been playing c) is playing, has been playing
b) is playing, plays d) played, has been playing
4. _____ 200 people applied for the job.
a) nearly c) besides
b) beside d) edge
5. I don't mind _____ at the weekend.
a) work c) working
b) to work d) any work
6. I can't stand _____ in the rush hour.
a) drive c) to drive
b) driving d) driven
7. Maria has been living on the farm _____ 1999.
a) since c) in
b) for d) during
8. Can you _____ the table for me?
a) to lay b) lain
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17. My doctor has advised _____ more exercise.
 a) to make c) do
 b) to do d) doing
18. He insisted _____ calling the police.
 a) for c) on
 b) of d) with
19. He had no difficulty _____ a job.
 a) of finding c) to find
 b) finding d) find
20. It's time you _____ to the dentist.
 a) to go c) went
 b) go d) 80inS

Grammar test 6

Выберите правильный вариант.

1. _____ mass media can take _____ active role during _____ election campaigns.
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 b) the, an, - d) -, -, -
2. _____ Urals are in _____ Russia.
 a) -, - c) the, -
 b) the, the d) -, the
3. The home-made food always tastes _____.
 a) well c) very well
 b) good d) quite well
4. He is a brilliant student. He works really _____.
 a) good c) hard
 b) fastly d) hardly
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 a) at speaking c) speak
 b) speaking d) to speak
6. It's no use _____ over spilt milk.
 a) to cry c) cry
 b) crying d) have cried
7. By the time the police _____, the jewels _____.
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 b) raise d) risen
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 b) came d) coming
18. Finally we succeeded _____ finding a good flat at a reasonable price.
 a) on b) in
 c) for d) of
19. When he came to America he _____ getting up early because of the jet lag.
 a) wasn't used to c) used
 b) didn't use to d) used to

Grammar test 7

Выберите правильный вариант.

1. While John _____ a car, his wife was doing the laundry.
 a) was repairing c) has been repairing
 b) repaired d) had repaired
2. _____ pupils spend _____ their free time doing hometasks.
 a) most, most of c) most of, most of
 b) most, most d) most of, most
3. She risked _____ everything.
 a) to lose c) losing
 b) loss d) loose
4. I couldn't help _____ when she dropped the ice - cream on her dress.
 a) laugh c) laughing
 b) to laugh d) laughed
5. I've got _____ high temperature and a runny nose.
 a) an c) the

- b)a d)-
6. There is terrible inflation and prices _____ all the time.
 a) are rising c) rose
 b) are raising d) raised
7. After five hours of negotiations they agreed _____ price.
 a) for c) of
 b) in d) on
8. When the factory closed most of the staff _____ redundant.
 a) were made c) making
 b) make d) are made
9. I _____ the paper before the train compartment filled up.
 a) was reading c) read
 b) had been reading d) have been reading
10. Our manager has found an excellent _____ abroad.
 a) employment c) post
 b) work d) staffing
11. The players were not so well prepared _____ the match as they should have been.
 a) for c) with
 b) about d) on
12. This time next week I _____ in the sun in Greece.
 a) lie c) 'll be lying
 b) am lying d) 'll lay
13. If I _____ where she lived I wouldn't have phoned you.
 a) know c) knew
 b) 'll know d) had known
14. I really can't imagine _____ tonight.
 a) coming c) came
 b) come d) to be coming
15. My parents never approved _____ playing cards.
 a) against c) of
 b) for d) -
16. I prefer _____ to _____ by train.
 a) to drive, travel c) driving, travelling
 b) driving, travel d) to drive, to travel
17. There is _____ beautiful garden behind _____ house _____ roof of _____ house is leaking.
 a) a, the, the, the c) a, the, a, the
 b) a, a, the, the d) a, a, a, a
18. I haven't read _____ of these books but Pete has read _____ of them.
 a) no, any c) some, some
 b) no, some d) any, some
19. I don't read _____ I used to.
 a) not much c) so much as
 b) as much as d) so much
20. Do you think I could offer you _____?
 a) an advice c) advise
 b) advises d) some advice

Grammar test 8

Выберите правильный вариант.

1. He failed the exams only _____ times.
 a) plenty c) little
 b) few d) a few
2. The train _____ in two minutes.

- a) arrives c) is arriving
b) will arrive d) to arrive
3. I _____ you a message as soon as I _____ money.
a) will fax, get c) will fax, will get
b) fax, get d) fax, will get
4. We are late. I expect the play _____ by the time we _____ to the theatre.
a) will have started, will get c) will start, get
b) will be starting, will get d) will have started, get
5. The traffic was so heavy that we _____ the train.
a) are missing c) miss
b) 'll miss d) missed
6. They denied _____ the jewels.
a) stealing c) stole
b) to steal d) stealing of
7. That film is awful. It's not worth _____.
a) to see c) saw
b) seeing d) seen
8. If you are feeling unwell you _____ better go to bed.
a) will c) had
b) would d) might
9. You'll be staying at home until you _____ better.
a) will feel c) feel
b) won't feel d) felt
10. You're driving _____ fast. Please slow down.
a) too many c) too much
b) above d) enough
11. I'm really exhausted! I'm not used to _____ so hard.
a) work c) worked
b) working d) have worked
12. I _____ doctors for several years before my illness was diagnosed.
a) was visiting c) visited
b) had been visiting d) have been visiting
13. The forecast says we can expect _____ nasty weather.
a) several c) a few
b) a d) some
14. We've _____ you about being absent from school, haven't we?
a) warned c) warn
b) been warned d) warning
15. Today's news means thousands are likely _____ their jobs.
a) lose c) will lose
b) to lose d) have lost
16. If you invited me to the party tomorrow I _____.
a) will come c) would come
b) am coming d) have come
17. Some people just can't help _____ fools of themselves.
a) making c) made
b) make d) to be made
18. Are you thinking _____ buying a new car?
a) about c) against
b) in d) on
19. You'll have to get used _____ less.
a) to eat c) eat
b) to eating d) eating

20. When we were on _____ holiday we stayed at _____ hotel.

- a) -, a c) a, a
b) the, a d) a, the

Grammar test 9

Выберите правильный вариант.

1. Black Americans didn't enjoy full voting rights in _____ Southern United States until the civil rights movement of _____ 1960s.

- a) the, the c) the, -
b) -,the d)--

2. His car is _____ than his friend's.

- a) as expensive c) most expensive
b) less expensive d) the most expensive

3. Listen! Ann _____ the piano in the next room. She _____ for two hours.

- a) plays, has been playing c) is playing, has been playing
b) is playing, plays d) played, has been playing

4. _____ 200 people applied for the job.

- a) nearly c) besides
b) beside d) edge

5. I don't mind _____ at the weekend.

- a) work c) working
b) to work d) any work

6. I can't stand _____ in the rush hour.

- a) drive c) to drive
b) driving d) driven

7. Maria has been living on the farm _____ 1999.

- a) since c) in
b) for d) during

8. Can you _____ the table for me?

- a) to lay b) lain
c) lay d) laying

9. It's got nothing to do with you. Mind your own _____.

- a) business c) interest
b) company d) affairs

10. He spent the _____ day looking for a flat.

- a) all c) every
b) total d) whole

11. If you do your homework _____ you'll fail the course.

- a) care c) careless
b) carefully d) carelessly

12. _____ cigarettes aren't as popular as they used to be.

- a) the c) some
b) - d) no

13. You're travelling with much less _____ than usual.

- a) suitcases c) handbag
b) luggage d) packages

14. The landlady is always _____ at them about the rent.

- a) complaining c) asking
b) shouting d) arguing

15. You _____ to him that. It was very rude of you.

- a) should speak c) should have spoken
b) didn't have to speak d) shouldn't have spoken

16. If I were you I _____ this lie.

- a) wouldn't have told c) told
 b) won't tell d) am telling
17. My doctor has advised _____ more exercise.
 a) to make c) do
 b) to do d) doing
18. He insisted _____ calling the police.
 a) for c) on
 b) of d) with
19. He had no difficulty _____ a job.
 a) of finding c) to find
 b) finding d) find
20. It's time you _____ to the dentist.
 a) to go c) went
 b) go d) in

Grammar test 10

Выберите правильный вариант.

1. _____ mass media can take _____ active role during _____ election campaigns.
 a) -, a, the c) the, a, -
 b) the, an, - d) -, -, -
2. _____ Urals are in _____ Russia.
 a) -, - c) the, -
 b) the, the d) -, the
3. The home-made food always tastes _____.
 a) well c) very well
 b) good d) quite well
4. He is a brilliant student. He works really _____.
 a) good c) hard
 b) fastly d) hardly
5. I am not very good _____ in public.
 a) at speaking c) speak
 b) speaking d) to speak
6. It's no use _____ over spilt milk.
 a) to cry c) cry
 b) crying d) have cried
7. By the time the police _____, the jewels _____.
 a) arrived, had been stolen c) will arrive, have been stolen
 b) arrived, had stolen d) arrives, were stolen
8. If you know the answer to the question _____ your hand.
 a) rise c) rose
 b) raise d) risen
9. The magazine comes out four times _____ year.
 a) the c) a
 b) one d) in
10. I'm going to retire when I _____ 60.
 a) will be c) have been
 b) would be d) am
11. It began to rain just after the party _____.
 a) had started c) started
 b) has started d) starts
12. I'm afraid we can't serve _____ before six o'clock.
 a) beer c) some beer
 b) the beer d) no beer
13. _____ boy will admit that he caused all the damage.

- a) neither c) none
 b) both d) several
14. It was difficult at first to be used _____ every day.
 a) at working c) to work
 b) to working d) in working
15. He is supposed _____ but I don't think he will.
 a) come c) to come
 b) coming d) '11 come
16. If we had had a map we _____ lost.
 a) wouldn't get d) didn't get
 b) would get d) got
17. You don't fancy _____ out when it is raining.
 a) come c) to come
 b) came d) coming
18. Finally we succeeded _____ finding a good flat at a reasonable price.
 a) on b) in
 c) for d) of
19. When he came to America he _____ getting up early because of the jet lag.
 a) wasn't used to c) used
 b) didn't use to d) used to

Grammar test 11

Выберите правильный вариант.

1. While John _____ a car, his wife was doing the laundry.
 a) was repairing c) has been repairing
 b) repaired d) had repaired
2. _____ pupils spend _____ their free time doing hometasks.
 a) most, most of c) most of, most of
 b) most, most d) most of, most
3. She risked _____ everything.
 a) to lose c) losing
 b) loss d) loose
4. I couldn't help _____ when she dropped the ice - cream on her dress.
 a) laugh c) laughing
 b) to laugh d) laughed
5. I've got _____ high temperature and a runny nose.
 a) an c) the
 b) a d) -
6. There is terrible inflation and prices _____ all the time.
 a) are rising c) rose
 b) are raising d) raised
7. After five hours of negotiations they agreed _____ price.
 a) for c) of
 b) in d) on
8. When the factory closed most of the staff _____ redundant.
 a) were made c) making
 b) make d) are made
9. I _____ the paper before the train compartment filled up.
 a) was reading c) read
 b) had been reading d) have been reading
10. Our manager has found an excellent _____ abroad.
 a) employment c) post
 b) work d) staffing

11. The players were not so well prepared _____ the match as they should have been.
 a) for c) with
 b) about d) on
12. This time next week I _____ in the sun in Greece.
 a) lie c) '11 be lying
 b) am lying d) '11 lay
13. If I _____ where she lived I wouldn't have phoned you.
 a) know c) knew
 b) '11 know d) had known
14. I really can't imagine _____ tonight.
 a) coming c) came
 b) come d) to be coming
15. My parents never approved _____ playing cards.
 a) against c) of
 b) for d) -
16. I prefer _____ to _____ by train.
 a) to drive, travel c) driving, travelling
 b) driving, travel d) to drive, to travel
17. There is _____ beautiful garden behind _____ house _____ roof of _____ house is leaking.
 a) a, the, the, the c) a, the, a, the
 b) a, a, the, the d) a, a, a, a
18. I haven't read _____ of these books but Pete has read _____ of them.
 a) no, any c) some, some
 b) no, some d) any, some
19. I don't read _____ I used to.
 a) not much c) so much as
 b) as much as d) so much
20. Do you think I could offer you _____?
 a) an advice c) advise
 b) advises d) some advice

Grammar test 12

Выберите правильный вариант.

1. He failed the exams only _____ times.
 a) plenty c) little
 b) few d) a few
2. The train _____ in two minutes.
 a) arrives c) is arriving
 b) will arrive d) to arrive
3. I _____ you a message as soon as I _____ money.
 a) will fax, get c) will fax, will get
 b) fax, get d) fax, will get
4. We are late. I expect the play _____ by the time we _____ to the theatre.
 a) will have started, will get c) will start, get
 b) will be starting, will get d) will have started, get
5. The traffic was so heavy that we _____ the train.
 a) are missing c) miss
 b) '11 miss d) missed
6. They denied _____ the jewels.
 a) stealing c) stole
 b) to steal d) stealing of
7. That film is awful. It's not worth _____.
 a) to see c) saw

- b) seeing d) seen
8. If you are feeling unwell you _____ better go to bed.
a) will c) had
b) would d) might
9. You'll be staying at home until you _____ better.
a) will feel c) feel
b) won't feel d) felt
10. You're driving _____ fast. Please slow down.
a) too many c) too much
b) above d) enough
11. I'm really exhausted! I'm not used to _____ so hard.
a) work c) worked
b) working d) have worked
12. I _____ doctors for several years before my illness was diagnosed.
a) was visiting c) visited
b) had been visiting d) have been visiting
13. The forecast says we can expect _____ nasty weather.
a) several c) a few
b) a d) some
14. We've _____ you about being absent from school, haven't we?
a) warned c) warn
b) been warned d) warning
15. Today's news means thousands are likely _____ their jobs.
a) lose c) will lose
b) to lose d) have lost
16. If you invited me to the party tomorrow I _____.
a) will come c) would come
b) am coming d) have come
17. Some people just can't help _____ fools of themselves.
a) making c) made
b) make d) to be made
18. Are you thinking _____ buying a new car?
a) about c) against
b) in d) on
19. You'll have to get used _____ less.
a) to eat c) eat
b) to eating d) eating
20. When we were on _____ holiday we stayed at _____ hotel.
a) -, a c) a, a
b) the, a d) a, the

Grammar test 13

Выберите правильный вариант.

1. Black Americans didn't enjoy full voting rights in _____ Southern United States until the civil rights movement of _____ 1960s.
a) the, the c) the, -
b) -, the d) --
2. His car is _____ than his friend's.
a) as expensive c) most expensive
b) less expensive d) the most expensive
3. Listen! Ann _____ the piano in the next room. She _____ for two hours.
a) plays, has been playing c) is playing, has been playing
b) is playing, plays d) played, has been playing

4. _____ 200 people applied for the job.
 a) nearly c) besides
 b) beside d) edge
5. I don't mind _____ at the weekend.
 a) work c) working
 b) to work d) any work
6. I can't stand _____ in the rush hour.
 a) drive c) to drive
 b) driving d) driven
7. Maria has been living on the farm _____ 1999.
 a) since c) in
 b) for d) during
8. Can you _____ the table for me?
 a) to lay b) lain
 c) lay d) laying
9. It's got nothing to do with you. Mind your own _____.
 a) business c) interest
 b) company d) affairs
10. He spent the _____ day looking for a flat.
 a) all c) every
 b) total d) whole
11. If you do your homework _____ you'll fail the course.
 a) care c) careless
 b) carefully d) carelessly
12. _____ cigarettes aren't as popular as they used to be.
 a) the c) some
 b) - d) no
13. You're travelling with much less _____ than usual.
 a) suitcases c) handbag
 b) luggage d) packages
14. The landlady is always _____ at them about the rent.
 a) complaining c) asking
 b) shouting d) arguing
15. You _____ to him IIIee that. It was very rude of you.
 a) should speak c) should have spoken
 b) didn't have to speak d) shouldn't have spoken
16. If I were you I _____ this lie.
 a) wouldn't have told c) told
 b) won't tell d) am telling
17. My doctor has advised _____ more exercise.
 a) to make c) do
 b) to do d) doing
18. He insisted _____ calling the police.
 a) for c) on
 b) of d) with
19. He had no difficulty _____ a job.
 a) of finding c) to find
 b) finding d) find
20. It's time you _____ to the dentist.
 a) to go c) went
 b) go d) 80inS

Grammar test 14

Выберите правильный вариант.

1. _____ mass media can take _____ active role during _____ election campaigns.
 - a) -, a, the
 - b) the, an, -
 - c) the, a, -
 - d) -, -, -
2. _____ Urals are in _____ Russia.
 - a) -, -
 - b) the, the
 - c) the, -
 - d) -, the
3. The home-made food always tastes _____.
 - a) well
 - b) good
 - c) very well
 - d) quite well
4. He is a brilliant student. He works really _____.
 - a) good
 - b) fastly
 - c) hard
 - d) hardly
5. I am not very good _____ in public.
 - a) at speaking
 - b) speaking
 - c) speak
 - d) to speak
6. It's no use _____ over spilt milk.
 - a) to cry
 - b) crying
 - c) cry
 - d) have cried
7. By the time the police _____, the jewels _____.
 - a) arrived, had been stolen
 - b) arrived, had stolen
 - c) will arrive, have been stolen
 - d) arrives, were stolen
8. If you know the answer to the question _____ your hand.
 - a) rise
 - b) raise
 - c) rose
 - d) risen
9. The magazine comes out four times _____ year.
 - a) the
 - b) one
 - c) a
 - d) in
10. I'm going to retire when I _____ 60.
 - a) will be
 - b) would be
 - c) have been
 - d) am
11. It began to rain just after the party _____.
 - a) had started
 - b) has started
 - c) started
 - d) starts
12. I'm afraid we can't serve _____ before six o'clock.
 - a) beer
 - b) the beer
 - c) some beer
 - d) no beer
13. _____ boy will admit that he caused all the damage.
 - a) neither
 - b) both
 - c) none
 - d) several
14. It was difficult at first to be used _____ every day.
 - a) at working
 - b) to working
 - c) to work
 - d) in working
15. He is supposed _____ but I don't think he will.
 - a) come
 - b) coming
 - c) to come
 - d) '11 come
16. If we had had a map we _____ lost.
 - a) wouldn't get
 - b) would get
 - c) didn't get
 - d) got
17. You don't fancy _____ out when it is raining.
 - a) come
 - b) came
 - c) to come
 - d) coming
18. Finally we succeeded _____ finding a good flat at a reasonable price.
 - a) on
 - b) in

- c) for d) of
19. When he came to America he _____ getting up early because of the jet lag.
- a) wasn't used to c) used
b) didn't use to d) used to

Grammar test 15

Выберите правильный вариант.

1. While John _____ a car, his wife was doing the laundry.
a) was repairing c) has been repairing
b) repaired d) had repaired
2. _____ pupils spend _____ their free time doing hometasks.
a) most, most of c) most of, most of
b) most, most d) most of, most
3. She risked _____ everything.
a) to lose c) losing
b) loss d) loose
4. I couldn't help _____ when she dropped the ice - cream on her dress.
a) laugh c) laughing
b) to laugh d) laughed
5. I've got _____ high temperature and a runny nose.
a) an c) the
b) a d) -
6. There is terrible inflation and prices _____ all the time.
a) are rising c) rose
b) are raising d) raised
7. After five hours of negotiations they agreed _____ price.
a) for c) of
b) in d) on
8. When the factory closed most of the staff _____ redundant.
a) were made c) making
b) make d) are made
9. I _____ the paper before the train compartment filled up.
a) was reading c) read
b) had been reading d) have been reading
10. Our manager has found an excellent _____ abroad.
a) employment c) post
b) work d) staffing
11. The players were not so well prepared _____ the match as they should have been.
a) for c) with
b) about d) on
12. This time next week I _____ in the sun in Greece.
a) lie c) 'll be lying
b) am lying d) 'll lay
13. If I _____ where she lived I wouldn't have phoned you.
a) know c) knew
b) 'll know d) had known
14. I really can't imagine _____ tonight.
a) coming c) came
b) come d) to be coming
15. My parents never approved _____ playing cards.
a) against c) of
b) for d) -

16. I prefer _____ to _____ by train.
 a) to drive, travel c) driving, travelling
 b) driving, travel d) to drive, to travel
17. There is _____ beautiful garden behind _____ house _____ roof of _____ house is leaking.
 a) a, the, the, the c) a, the, a, the
 b) a, a, the, the d) a, a, a, a
18. I haven't read _____ of these books but Pete has read _____ of them.
 a) no, any c) some, some
 b) no, some d) any, some
19. I don't read _____ I used to.
 a) not much c) so much as
 b) as much as d) so much
20. Do you think I could offer you _____?
 a) an advice c) advise
 b) advises d) some advice

Grammar test 16

Выберите правильный вариант.

1. He failed the exams only _____ times.
 a) plenty c) little
 b) few d) a few
2. The train _____ in two minutes.
 a) arrives c) is arriving
 b) will arrive d) to arrive
3. I _____ you a message as soon as I _____ money.
 a) will fax, get c) will fax, will get
 b) fax, get d) fax, will get
4. We are late. I expect the play _____ by the time we _____ to the theatre.
 a) will have started, will get c) will start, get
 b) will be starting, will get d) will have started, get
5. The traffic was so heavy that we _____ the train.
 a) are missing c) miss
 b) 'll miss d) missed
6. They denied _____ the jewels.
 a) stealing c) stole
 b) to steal d) stealing of
7. That film is awful. It's not worth _____.
 a) to see c) saw
 b) seeing d) seen
8. If you are feeling unwell you _____ better go to bed.
 a) will c) had
 b) would d) might
9. You'll be staying at home until you _____ better.
 a) will feel c) feel
 b) won't feel d) felt
10. You're driving _____ fast. Please slow down.
 a) too many c) too much
 b) above d) enough
11. I'm really exhausted! I'm not used to _____ so hard.
 a) work c) worked
 b) working d) have worked
12. I _____ doctors for several years before my illness was diagnosed.
 a) was visiting c) visited
 b) had been visiting d) have been visiting

13. The forecast says we can expect _____ nasty weather.
 a) several c) a few
 b) a d) some
14. We've _____ you about being absent from school, haven't we?
 a) warned c) warn
 b) been warned d) warning
15. Today's news means thousands are likely _____ their jobs.
 a) lose c) will lose
 b) to lose d) have lost
16. If you invited me to the party tomorrow I _____.
 a) will come c) would come
 b) am coming d) have come
17. Some people just can't help _____ fools of themselves.
 a) making c) made
 b) make d) to be made
18. Are you thinking _____ buying a new car?
 a) about c) against
 b) in d) on
19. You'll have to get used _____ less.
 a) to eat c) eat
 b) to eating d) eating
20. When we were on _____ holiday we stayed at _____ hotel.
 a) -, a c) a, a
 b) the, a d) a, the

Grammar test 17

Выберите правильный вариант.

1. Black Americans didn't enjoy full voting rights in _____ Southern United States until the civil rights movement of _____ 1960s.
 a) the, the c) the, -
 b) -, the d) --
2. His car is _____ than his friend's.
 a) as expensive c) most expensive
 b) less expensive d) the most expensive
3. Listen! Ann _____ the piano in the next room. She _____ for two hours.
 a) plays, has been playing c) is playing, has been playing
 b) is playing, plays d) played, has been playing
4. _____ 200 people applied for the job.
 a) nearly c) besides
 b) beside d) edge
5. I don't mind _____ at the weekend.
 a) work c) working
 b) to work d) any work
6. I can't stand _____ in the rush hour.
 a) drive c) to drive
 b) driving d) driven
7. Maria has been living on the farm _____ 1999.
 a) since c) in
 b) for d) during
8. Can you _____ the table for me?
 a) to lay b) lain
 c) lay d) laying
9. It's got nothing to do with you. Mind your own _____.

- a) business c) interest
 b) company d) affairs
10. He spent the _____ day looking for a flat.
 a) all c) every
 b) total d) whole
11. If you do your homework _____ you'll fail the course.
 a) care c) careless
 b) carefully d) carelessly
12. _____ cigarettes aren't as popular as they used to be.
 a) the c) some
 b) - d) no
13. You're travelling with much less _____ than usual.
 a) suitcases c) handbag
 b) luggage d) packages
14. The landlady is always _____ at them about the rent.
 a) complaining c) asking
 b) shouting d) arguing
15. You _____ to him like that. It was very rude of you.
 a) should speak c) should have spoken
 b) didn't have to speak d) shouldn't have spoken
16. If I were you I _____ this lie.
 a) wouldn't have told c) told
 b) won't tell d) am telling
17. My doctor has advised _____ more exercise.
 a) to make c) do
 b) to do d) doing
18. He insisted _____ calling the police.
 a) for c) on
 b) of d) with
19. He had no difficulty _____ a job.
 a) of finding c) to find
 b) finding d) find
20. It's time you _____ to the dentist.
 a) to go c) went
 b) go d) in

Grammar test 18

Выберите правильный вариант.

1. _____ mass media can take _____ active role during _____ election campaigns.
 a) -, a, the c) the, a, -
 b) the, an, - d) -, -, -
2. _____ Urals are in _____ Russia.
 a) -, - c) the, -
 b) the, the d) -, the
3. The home-made food always tastes _____.
 a) well c) very well
 b) good d) quite well
4. He is a brilliant student. He works really _____.
 a) good c) hard
 b) fastly d) hardly
5. I am not very good _____ in public.
 a) at speaking c) speak
 b) speaking d) to speak
6. It's no use _____ over spilt milk.

- a) to cry c) cry
 b) crying d) have cried
7. By the time the police _____, the jewels _____.
 a) arrived, had been stolen c) will arrive, have been stolen
 b) arrived, had stolen d) arrives, were stolen
8. If you know the answer to the question _____ your hand.
 a) rise c) rose
 b) raise d) risen
9. The magazine comes out four times _____ year.
 a) the c) a
 b) one d) in
10. I'm going to retire when I _____ 60.
 a) will be c) have been
 b) would be d) am
11. It began to rain just after the party _____.
 a) had started c) started
 b) has started d) starts
12. I'm afraid we can't serve _____ before six o'clock.
 a) beer c) some beer
 b) the beer d) no beer
13. _____ boy will admit that he caused all the damage.
 a) neither c) none
 b) both d) several
14. It was difficult at first to be used _____ every day.
 a) at working c) to work
 b) to working d) in working
15. He is supposed _____ but I don't think he will.
 a) come c) to come
 b) coming d) '11 come
16. If we had had a map we _____ lost.
 a) wouldn't get d) didn't get
 b) would get d) got
17. You don't fancy _____ out when it is raining.
 a) come c) to come
 b) came d) coming
18. Finally we succeeded _____ finding a good flat at a reasonable price.
 a) on b) in
 c) for d) of
19. When he came to America he _____ getting up early because of the jet lag.
 a) wasn't used to c) used
 b) didn't use to d) used to

Grammar test 19

Выберите правильный вариант.

1. While John _____ a car, his wife was doing the laundry.
 a) was repairing c) has been repairing
 b) repaired d) had repaired
2. _____ pupils spend _____ their free time doing hometasks.
 a) most, most of c) most of, most of
 b) most, most d) most of, most
3. She risked _____ everything.
 a) to lose c) losing
 b) loss d) loose

4. I couldn't help _____ when she dropped the ice - cream on her dress.
a) laugh c) laughing
b) to laugh d) laughed
5. I've got _____ high temperature and a runny nose.
a) an c) the
b) a d) -
6. There is terrible inflation and prices _____ all the time.
a) are rising c) rose
b) are raising d) raised
7. After five hours of negotiations they agreed _____ price.
a) for c) of
b) in d) on
8. When the factory closed most of the staff _____ redundant.
a) were made c) making
b) make d) are made
9. I _____ the paper before the train compartment filled up.
a) was reading c) read
b) had been reading d) have been reading
10. Our manager has found an excellent _____ abroad.
a) employment c) post
b) work d) staffing
11. The players were not so well prepared _____ the match as they should have been.
a) for c) with
b) about d) on
12. This time next week I _____ in the sun in Greece.
a) lie c) 'll be lying
b) am lying d) 'll lay
13. If I _____ where she lived I wouldn't have phoned you.
a) know c) knew
b) 'll know d) had known
14. I really can't imagine _____ tonight.
a) coming c) came
b) come d) to be coming
15. My parents never approved _____ playing cards.
a) against c) of
b) for d) -
16. I prefer _____ to _____ by train.
a) to drive, travel c) driving, travelling
b) driving, travel d) to drive, to travel
17. There is _____ beautiful garden behind _____ house _____ roof of _____ house is leaking.
a) a, the, the, the c) a, the, a, the
b) a, a, the, the d) a, a, a, a
18. I haven't read _____ of these books but Pete has read _____ of them.
a) no, any c) some, some
b) no, some d) any, some
19. I don't read _____ I used to.
a) not much c) so much as
b) as much as d) so much
20. Do you think I could offer you _____ ?
a) an advice c) advise
b) advises d) some advice

Grammar test 20

Выберите правильный вариант.

1. He failed the exams only _____ times.
a) plenty c) little
b) few d) a few
2. The train _____ in two minutes.
a) arrives c) is arriving
b) will arrive d) to arrive
3. I _____ you a message as soon as I _____ money.
a) will fax, get c) will fax, will get
b) fax, get d) fax, will get
4. We are late. I expect the play _____ by the time we _____ to the theatre.
a) will have started, will get c) will start, get
b) will be starting, will get d) will have started, get
5. The traffic was so heavy that we _____ the train.
a) are missing c) miss
b) 'll miss d) missed
6. They denied _____ the jewels.
a) stealing c) stole
b) to steal d) stealing of
7. That film is awful. It's not worth _____.
a) to see c) saw
b) seeing d) seen
8. If you are feeling unwell you _____ better go to bed.
a) will c) had
b) would d) might
9. You'll be staying at home until you _____ better.
a) will feel c) feel
b) won't feel d) felt
10. You're driving _____ fast. Please slow down.
a) too many c) too much
b) above d) enough
11. I'm really exhausted! I'm not used to _____ so hard.
a) work c) worked
b) working d) have worked
12. I _____ doctors for several years before my illness was diagnosed.
a) was visiting c) visited
b) had been visiting d) have been visiting
13. The forecast says we can expect _____ nasty weather.
a) several c) a few
b) a d) some
14. We've _____ you about being absent from school, haven't we?
a) warned c) warn
b) been warned d) warning
15. Today's news means thousands are likely _____ their jobs.
a) lose c) will lose
b) to lose d) have lost
16. If you invited me to the party tomorrow I _____.
a) will come c) would come
b) am coming d) have come
17. Some people just can't help _____ fools of themselves.
a) making c) made
b) make d) to be made
18. Are you thinking _____ buying a new car?

- a) about c) against
 b) in d) on
 19. You'll have to get used _____ less.
 a) to eat c) eat
 b) to eating d) eating
 20. When we were on _____ holiday we stayed at _____ hotel.
 a) -, a c) a, a
 b) the, a d) a, the

ТЕМАТИКА УЧЕБНЫХ МАТЕРИАЛОВ (ДЛЯ БЕСЕД)

1. Are you ready to start a business?
2. Are you suited to being an entrepreneur?
3. On the job: product manager.
4. How can a supervisor set goals with work group without sacrificing authority?
5. Why is group participation so effective?

ТЕМЫ РЕФЕРАТОВ И ДОКЛАДОВ

1. The wide world of Marketing
2. Market researcher
3. Marketing jobs
4. An advantage of a career in Marketing
5. International Marketing

6. Учебно-методическое и информационное обеспечение дисциплины

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6.2. Перечень ресурсов информационно-телекоммуникационной сети «Интернет»

1. <http://www.eios.dom-rggu.ru/> - электронная информационно-образовательная среда (ЭИОС) филиала РГГУ в г.Домодедово
2. <http://www.znanium.com> - Электронные учебники электронно-библиотечной системы Znanium
3. <http://www.iprbookshop.ru> - Электронные учебники электронно-библиотечной системы IPR BOOKS
4. <http://www.longman-elt.com>
5. <http://www.cle-inter.com>
6. <http://www.dk.com>
7. <http://www.eleaston.com> - ресурсы для изучения английского языка
8. <http://www.natcorp.ox.ac.uk> - корпус английского языка,
9. <http://www.w-m.com> - ресурсы для изучения английского языка Тесты и упражнения по деловому английскому языку он-лайн
10. <http://www.business.com/>
11. www.prospekt.org/ электронные версии книг

7. Материально-техническое обеспечение дисциплины

Реализация учебной дисциплины требует наличия лекционного кабинета со следующим оборудованием:

1. Ноутбук с программным обеспечением Microsoft PowerPoint;
2. Проектор для демонстрации слайдов Microsoft PowerPoint;
3. Экран для демонстрации слайдов Microsoft PowerPoint.

Для преподавания дисциплины необходим доступ к электронной информационно-образовательной среде (ЭИОС) филиала, электронному каталогу библиотеки института, а также оборудование для мультимедийных презентаций.

Программное лицензионное обеспечение дисциплины: Windows 7 Pro, Windows 8,1, Windows 10 Pro, Microsoft office 2010/2013

Освоение дисциплины предполагает использование академической аудитории для проведения лекционных и практических занятий с необходимыми техническими средствами (оборудование для мультимедийных презентаций).

Состав программного обеспечения (ПО) (2021 г.)

№п /п	Наименование ПО	Производитель	Способ распространения (лицензионное или свободно распространяемое)
1	Операционная система тонких клиентов WТware	WTware	Лицензионное
2	Windows server 2008	Microsoft	Лицензионное
3	Microsoft office 2010/2013	Microsoft	Лицензионное
4	Windows 7 Pro	Microsoft	Лицензионное
5	MyTestXPro	MyTestX	Лицензионное
6	Windows server 2012	Microsoft	Лицензионное
7	Windows 8.1	Microsoft	Лицензионное
8	Windows 10 Pro	Microsoft	Лицензионное
9	Dr. Web	Dr. Web	Лицензионное
10	Касперский	Лаборатория Касперского	Свободно распространяемое
11	AutoCAD 2010 Student	Autodesk	Свободно распространяемое
12	Archicad 21 Rus Student	Graphisoft	Свободно распространяемое
13	Adobe Acrobat Reader 9	Adobe Systems	Лицензионное
14	Zoom	Zoom	Лицензионное

8. Обеспечение образовательного процесса для лиц с ограниченными возможностями здоровья

В ходе реализации дисциплины используются следующие дополнительные методы обучения, текущего контроля успеваемости и промежуточной аттестации обучающихся в зависимости от их индивидуальных особенностей:

- для слепых и слабовидящих:
 - лекции оформляются в виде электронного документа, доступного с помощью компьютера со специализированным программным обеспечением;
 - письменные задания выполняются на компьютере со специализированным программным обеспечением, или могут быть заменены устным ответом;
 - обеспечивается индивидуальное равномерное освещение не менее 300 люкс;
 - для выполнения задания при необходимости предоставляется увеличивающее устройство; возможно также использование собственных увеличивающих устройств;
 - письменные задания оформляются увеличенным шрифтом;
 - экзамен и зачёт проводятся в устной форме или выполняются в письменной форме на компьютере.
- для глухих и слабослышащих:
 - лекции оформляются в виде электронного документа, либо предоставляется звукоусиливающая аппаратура индивидуального пользования;
 - письменные задания выполняются на компьютере в письменной форме;
 - экзамен и зачёт проводятся в письменной форме на компьютере; возможно проведение в форме тестирования.
- для лиц с нарушениями опорно-двигательного аппарата:
 - лекции оформляются в виде электронного документа, доступного с помощью компьютера со специализированным программным обеспечением;
 - письменные задания выполняются на компьютере со специализированным программным обеспечением;
 - экзамен и зачёт проводятся в устной форме или выполняются в письменной форме на компьютере.

При необходимости предусматривается увеличение времени для подготовки ответа.

Процедура проведения промежуточной аттестации для обучающихся устанавливается с учётом их индивидуальных психофизических особенностей. Промежуточная аттестация может проводиться в несколько этапов.

При проведении процедуры оценивания результатов обучения предусматривается использование технических средств, необходимых в связи с индивидуальными особенностями обучающихся. Эти средства могут быть предоставлены университетом, или могут использоваться собственные технические средства.

Проведение процедуры оценивания результатов обучения допускается с использованием дистанционных образовательных технологий.

Обеспечивается доступ к информационным и библиографическим ресурсам в сети Интернет для каждого обучающегося в формах, адаптированных к ограничениям их здоровья и восприятия информации:

- для слепых и слабовидящих:
 - в печатной форме увеличенным шрифтом;
 - в форме электронного документа;
 - в форме аудиофайла.
- для глухих и слабослышащих:
 - в печатной форме;
 - в форме электронного документа.
- для обучающихся с нарушениями опорно-двигательного аппарата:
 - в печатной форме;
 - в форме электронного документа;
 - в форме аудиофайла.

Учебные аудитории для всех видов контактной и самостоятельной работы, научная библиотека и иные помещения для обучения оснащены специальным оборудованием и учебными местами с техническими средствами обучения:

- для слепых и слабовидящих:
 - устройством для сканирования и чтения с камерой SARA CE;
 - дисплеем Брайля PAC Mate 20;
 - принтером Брайля EmBraille ViewPlus;
- для глухих и слабослышащих:
 - автоматизированным рабочим местом для людей с нарушением слуха и слабослышащих;
 - акустический усилитель и колонки;
- для обучающихся с нарушениями опорно-двигательного аппарата:
 - передвижными, регулируемые эргономическими партами СИ-1;
 - компьютерной техникой со специальным программным обеспечением.

9. Методические материалы

9.1. Планы практических занятий

Тема 1: «Economics and its concepts». В рамках практического занятия предусмотрено освоение следующей компетенции: УК-4.1, УК-4.2, УК-4.3.

Лексико – грамматические единицы: World – building; International Words

Вопросы для обсуждения: Economics as an Academic Discipline

Контрольные задания: Text “Supply and Demand”, “Microeconomics and Macroeconomics”, упр. 6, стр. 19; Part II. упр. 1, стр. 22. **Литература.** Вдовичев, А.В. Перевод экономических текстов: учеб. пособие / А.В. Вдовичев, Н.П. Науменко. — 3-е изд., стер. — Москва: ФЛИНТА, 2017. — 228 с. - ISBN 978-5-9765-1338-9. - Текст: электронный. - URL: <https://new.znaniium.com>

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Лексико – грамматические единицы: Degrees of Comparison of Adjectives and adverbs

Вопросы для обсуждения: Advantages and Disadvantages of Various Business Forms

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Лексико – грамматические единицы: Basic forms of the verb, Present Indefinite Active

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Лексико – грамматические единицы: Past Indefinite Active

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9.2. Методические рекомендации по выполнению проверочных работ

1. Суть и значение проверочной работы.

Контрольная работа является документом, свидетельствующими об уровне самостоятельной работы и степени овладения студентами программного материала и его умением кратко и доходчиво проанализировать и изложить в письменной форме выбранную тему.

Выполнение работ существенно влияет на самообразование студентов как специалистов в области мировой экономики, так как это является важным видом самостоятельной интеллектуальной деятельности.

2. Цели проверочной работы:

Целью работы являются: развитие интереса студента(ки) к проблемам мировой экономики; умение работать с различными источниками информации; делать правильные выводы и эффективные предложения.

3. Порядок подготовки проверочной работы.

Тема проверочной работы выбирается студентами самостоятельно.

После выбора темы слушателям необходимо составить предварительный список литературы. Весьма полезно использование оперативных материалов конкретных предприятий и организаций, а также иностранных источников.

Готовая работа в напечатанной форме сдается ведущему курс преподавателю.

4. Требования к контрольной работе.

Главный критерий качества работы – полнота и комплексность освещения темы. Каждый раздел работы должен начинаться с соответствующего заголовка по оглавлению с нумерацией каждой страницы. Работа, не отвечающая определенным нормам, к защите не допускается. Небрежно выполненная работа также к защите не допускается.

Работа должна состоять из: оглавления, введения, основных разделов работы, расчетной части (если это курсовая работа), заключения и списка литературных источников.

5. Примерная схема структуры проверочной работы.

Титульный лист

Оглавление - содержание работы с нумерацией страниц.

Введение. Здесь формируются цели и задачи работы, обосновываются актуальность и практическая значимость темы, мотивы выбора. Можно отметить также трудности, встретившиеся при написании работы, характер использованных источников.

Основные разделы работы. Два, три и более разделов, для полноты освещения темы по основным постановочным вопросам. Постановочные вопросы – это вопросы, раскрывающие суть проблемы или темы. Каждый раздел начинается с заголовка, указанного в оглавлении или содержании с порядковым номером раздела.

Заключение. В нем формируются выводы, предложения или рекомендации по совершенствованию мероприятий, касающихся выбранной вами темы.

Список использованных источников и литературы. Здесь перечисляются источники, нормативные акты, официальные статистические сборники и публикации, монографии, статьи, периодические издания и так далее, которые были использованы при выполнении курсовой или проверочной работы (обязательно указывать год и место издания).

Приложение включает таблицы, схемы, графики, копии контрактов, соглашений, писем, расчеты и т.д. . Причем их наличие значительно повышает ценность работы.

АННОТАЦИЯ ДИСЦИПЛИНЫ

Дисциплина «Теория и практика перевода (английский язык)» реализуется кафедрой гуманитарных и социально-экономических дисциплин филиала РГГУ в г. Домодедово.

Целью данной программы является обеспечение развития профессиональных переводческих компетенций, которые позволят осуществлять следующие виды перевода: полный письменный перевод с иностранного языка (ИЯ) на родной язык (РЯ), устный последовательный перевод с иностранного языка, перевод с листа с иностранного языка.

Задачи дисциплины:

- научить студентов извлекать необходимую информацию о семантической структуре слова с помощью переводного англо-русского и русско-английского словаря, толкового англо-английского словаря и толкового словаря русского языка;
- научить студентов выбирать варианты соответствия для единиц языка оригинала с учетом контекстуального значения и обосновывать данный выбор;
- воспринимать текст как логико-смысловое единство и адекватно передавать его на языке перевода;
- переводить устно и письменно различные типы текста, применяя адекватные и эквивалентные приёмы перевода с учетом прагматических задач, стоящих перед переводчиком в каждом конкретном случае.

Формируемые компетенции, соотнесенные с планируемыми результатами обучения по дисциплине

Компетенция (код и наименование)	Индикаторы компетенций (код и наименование)	Результаты обучения
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<p>УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p>	<p>УК-4.1 Владеет системой норм русского литературного языка и нормами иностранного (-ых) языка (-ов); способен логически и грамматически верно строить коммуникацию, используя вербальные и невербальные средства взаимодействия</p> <p>УК-4.2 Свободно воспринимает, анализирует и критически оценивает устную и письменную общепрофессиональную информацию на русском и иностранном (-ых) языке (-ах); демонстрирует навыки перевода с иностранного (-ых) на государственный язык, а также с государственного на иностранный (-ые) язык (-и)</p> <p>УК-4.3 Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач для достижения профессиональных целей на государственном и иностранном (-ых) языках</p>	<p>Знать:</p> <ul style="list-style-type: none"> - основные вопросы и положения теории перевода, способствующие глубокому, правильному пониманию метода трансформаций, взаимодействие всех средств выразительности внутри текста; - основные положения функциональной стилистики (классификации, особенности и функции различных функциональных стилей английского языка); - основные способы достижения эквивалентности в переводе; - основные правила языкового оформления высказывания при выполнении переводов текстов экономической тематики - грамматические правила английского языка и профессионально ориентированные лексические единицы; - современные социокультурные реалии англоязычного пространства, в том числе относящиеся к сфере профессиональных интересов; - основы межкультурной коммуникации на изучаемом иностранном языке в различных сферах; <p>Уметь:</p> <ul style="list-style-type: none"> - продуцировать связные высказывания по темам программы; - логически верно выражать свои мысли в письменной форме на иностранном языке; - использовать различные формы, виды устной и письменной коммуникации на иностранном языке в учебной и профессиональной деятельности; - работать с зарубежными источниками информации в профессиональной сфере; - применять основные приемы перевода и необходимые трансформации при передаче
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		<p>информации с русского языка на английский и с английского на русский.</p> <p>Владеть:</p> <ul style="list-style-type: none"> - различными способами вербальной и невербальной коммуникации; - навыками устной и письменной коммуникации в родной и иноязычной среде; - методикой перевода и анализа текста, способствующего точному восприятию исходного высказывания; - методикой подготовки к выполнению перевода иноязычного текста из сферы профессиональной деятельности, включая поиск информации в справочной, специальной литературе и компьютерных сетях; - основными приемами перевода профессиональных текстов
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По дисциплине предусмотрена промежуточная аттестация в форме зачета.
 Общая трудоемкость дисциплины составляет 2 зачетные единицы.

ЛИСТ ИЗМЕНЕНИЙ

№	Текст актуализации или прилагаемый к РПД документ, содержащий изменения	Дата	№ протокола