

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ

**Федеральное государственное автономное
образовательное учреждение высшего образования
«Национальный исследовательский Нижегородский государственный
университет им. Н.И. Лобачевского»**

Институт экономики и предпринимательства

УТВЕРЖДЕНО
решением Ученого совета ННГУ
протокол от «30» ноября 2022 г. № 13

**Рабочая программа дисциплины (модуля)
«ИНОСТРАННЫЙ ЯЗЫК ДЕЛОВОГО И ПРОФЕССИОНАЛЬНОГО
ОБЩЕНИЯ»**

Уровень высшего образования
Магистратура

**Направление подготовки
09.04.03 «Прикладная информатика»**

Направленность образовательной программы
«Интернет технологии в экономике»

Квалификация (степень) выпускника
Магистр

Форма обучения
Очная, заочная

Нижний Новгород
2023 год

1. Место и цели дисциплины «Иностранный язык делового и профессионального общения» в структуре ОПОП

Дисциплина Б1.О.02 «Иностранный язык делового и профессионального общения» относится к обязательной части ООП направления подготовки 09.04.03 "Прикладная информатика».

2. Планируемые результаты обучения по дисциплине «Иностранный язык делового и профессионального общения», соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями выпускников)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине, в соответствии с индикатором достижения компетенции		Наименование оценочного средства
	Индикатор достижения компетенции* (код, содержание индикатора)	Результаты обучения по дисциплине**	
УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.1. Знать: современные коммуникативные технологии на государственном и иностранном языках; закономерности деловой устной и письменной коммуникации. УК-4.2. Уметь: применять на практике коммуникативные технологии, методы и способы делового общения. УК-4.3. Владеть методикой межличностного делового общения на государственном и иностранном языках, с применением профессиональных языковых форм и средств.	Знать: современные коммуникативные технологии на государственном и иностранном языках; закономерности деловой устной и письменной коммуникации. Уметь: применять на практике коммуникативные технологии, методы и способы делового общения. Владеть методикой межличностного делового общения на государственном и иностранном языках, с применением профессиональных языковых форм и средств.	Тестирование, рефераты, практические задания

УК-5. Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	УК-5.1. Знать: сущность, разнообразие и особенности различных культур, их соотношение и взаимосвязь; УК-5.2. Уметь: обеспечивать и поддерживать взаимопонимание между обучающимися – представителями различных культур и навыки общения в мире культурного многообразия; УК-5.3. Владеть способами анализа разногласий и конфликтов в межкультурной коммуникации и их разрешения.	Знать: сущность, разнообразие и особенности различных культур, их соотношение и взаимосвязь. Уметь: обеспечивать и поддерживать взаимопонимание между обучающимися – представителями различных культур и навыки общения в мире культурного многообразия. Владеть способами анализа разногласий и конфликтов в межкультурной коммуникации и их разрешения.	Тестирование, рефераты, практические задания
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3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная форма обучения	очно-заочная форма обучения	заочная форма обучения
Общая трудоемкость	6 ЗЕТ		6 ЗЕТ
Часов по учебному плану	216		216
в том числе			
аудиторные занятия (контактная работа):	47		27
- занятия лекционного типа			
- занятия семинарского типа	44		24
самостоятельная работа	115		176
Промежуточная аттестация:	в 1 семестре – зачет, во 2 семестре - экзамен		в 1 семестре – зачет, во 2 семестре - экзамен

Содержание дисциплины

Наименование и краткое содержание разделов и тем	Всего (часы)	В том числе	
		Контактная работа (работа во взаимодействии с преподавателем), часы из них	Самостоятельная работа обучающегося,

дисциплины (модуля), форма промежуточной аттестации по дисциплине (модулю)				Занятия лекционного типа			Занятия семинарского типа			Занятия лабораторного типа			Консультации			Всего					
	Очная	Очно-заочная	Заочная	Очная	Очно-заочная	Заочная	Очная	Очно-заочная	Заочная	Очная	Очно-заочная	Заочная	Очная	Очно-заочная	Заочная	Очная	Очно-заочная	Заочная	Очная	Очно-заочная	Заочная
Тема 1. Деловая этика.	33		44				10		8							10		8	23		36
Тема 2. Международный бизнес.	33		43				10		8							10		8	23		35
Тема 3. Консалтинг.	31		37				8		2							8		2	23		35
Тема 4. Электронный бизнес.	31		41				8		6							8		6	23		35
Тема 5. Управление проектами.	31		38				8		3							8		3	23		35
В т.ч. текущий контроль	54		13																		
Всего	216		216				44		27							44		27	115		176
Промежуточная аттестация в 1 семестре – зачет, во 2 семестре - экзамен																					

Текущий контроль успеваемости реализуется в рамках занятий семинарского типа.

Промежуточная аттестация проходит в традиционной форме – зачет и экзамен, включающий ответы на вопросы по программе дисциплины.

4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Цель самостоятельной работы - формирование навыков непрерывного самообразования и профессионального совершенствования.

Самостоятельная работа способствует формированию аналитического и творческого мышления, совершенствует способы организации исследовательской деятельности, воспитывает целеустремленность, системность и последовательность в работе студентов, развивает у них навык завершать начатую работу.

Основные виды самостоятельной работы студентов:

- работа с основной и дополнительной литературой;
- изучение категориального аппарата дисциплины;
- самостоятельное изучение тем дисциплины;
- подготовка докладов-презентаций;
- подготовка к экзамену;
- работа в библиотеке;
- изучение сайтов по темам дисциплины в сети Интернет.

Работа с основной и дополнительной литературой

Изучение рекомендованной литературы следует начинать с учебников и учебных пособий, затем переходить к научным монографиям и материалам периодических изданий. Работа с литературой предусматривает конспектирование наиболее актуальных и познавательных материалов. Это не только мобилизует внимание, но и способствует более глубокому осмыслению материала, его лучшему запоминанию, а также позволяет студентам проводить

систематизацию и сравнительный анализ изучаемой информации. Таким образом, конспектирование – одна из основных форм самостоятельного труда, которая требует от студента активно работать с учебной литературой и не ограничиваться конспектом лекций.

Студент должен уметь самостоятельно подбирать необходимую литературу для учебной и научной работы, уметь обращаться с предметными каталогами и библиографическим справочником библиотеки.

Изучение категориального аппарата дисциплины

Изучение и осмысление экономических категорий требует проработки лекционного материала, выполнения практических заданий, изучение словарей, энциклопедий, справочников.

Индивидуальная самостоятельная работа студента направлена на овладение и грамотное применение экономической терминологии в области компьютерного моделирования.

Самостоятельное изучение тем дисциплины

Особое место отводится самостоятельной проработке студентами отдельных разделов и тем изучаемой дисциплины. Такой подход вырабатывает у студентов инициативу, стремление к увеличению объема знаний, умений и навыков, всестороннего овладения способами и приемами профессиональной деятельности.

Изучение вопросов определенной темы направлено на более глубокое усвоение основных категорий экономической теории, понимание экономических процессов, происходящих в обществе, совершенствование навыка анализа теоретического и эмпирического материала.

Подготовка докладов-презентаций

Написание докладов и подготовка презентации позволяет студентам глубже изучить темы курса, самостоятельно освоить изучаемый материал, пользуясь учебными пособиями и научными работами. Тема реферата может назначаться преподавателем или инициироваться студентом.

Подготовка к экзамену

Промежуточная аттестация студентов по дисциплине проходит в виде экзамена и предусматривает оценку. Условием успешного прохождения промежуточной аттестации является систематическая работа студента в течение семестра. В этом случае подготовка к экзамену является систематизацией всех полученных знаний по данной дисциплине.

Рекомендуется внимательно изучить перечень вопросов к экзамену, а также использовать в процессе обучения программу, учебно-методический комплекс, другие методические материалы.

Желательно спланировать трехкратный просмотр материала перед экзаменом. Во-первых, внимательное чтение с осмыслением, подчеркиванием и составлением краткого плана ответа. Во-вторых, повторная проработка наиболее сложных вопросов. В-третьих, быстрый просмотр материала или планов ответов для его систематизации в памяти.

Самостоятельная работа в библиотеке

Важным аспектом самостоятельной подготовки студентов является работа с библиотечным фондом.

Эта работа предполагает различные варианты повышения профессионального уровня студентов:

- а) получение книг для подробного изучения в течение семестра на научном абонементе;
- б) изучение книг, журналов, газет - в читальном зале;
- в) возможность поиска необходимого материала посредством электронного каталога;
- г) получение необходимых сведений об источниках информации у сотрудников библиотеки.

Изучение сайтов по темам дисциплины в сети Интернет

Ресурсы Интернет являются одним из альтернативных источников быстрого поиска требуемой информации. Их использование возможно для получения основных и дополнительных сведений по изучаемым материалам. Необходимо помнить об оформлении ссылок на интернет источники.

Для повышения эффективности самостоятельной работы студентов преподавателю целесообразно использовать следующие виды деятельности:

- консультации,
- выдача заданий на самостоятельную работу,
- информационное обеспечение обучения,
- контроль качества самостоятельной работы студентов.

Контрольные вопросы и задания для проведения текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведены в п. 5.2.

№ п/п	Контролируемые разделы (темы) дисциплины*	Наименование оценочного средства
1	Тема 1. Деловая этика.	- дискуссия.
2	Тема 2. Международный бизнес.	- проблемная ситуация;
3	Тема 3. Консалтинг.	- проблемная ситуация; - тест.
4	Тема 4. Электронный бизнес.	- проблемная ситуация;
5	Тема 5. Управление проектами.	проблемная ситуация;

5. Фонд оценочных средств для промежуточной аттестации по дисциплине (модулю), включающий:

5.1. Описание шкал оценивания результатов обучения по дисциплине

Уровень сформированности компетенций (индикатора достижения компетенций)	Шкала оценивания сформированности компетенций						
	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	Не зачтено		зачтено				
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки.	Минимально допустимый уровень знаний. Допущено много негрубых ошибок.	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок	Уровень знаний в объеме, соответствующем программе подготовки, без ошибок.	Уровень знаний в объеме, превышающем программу подготовки.

<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки.	Продемонстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме.	Продемонстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания, в полном объеме, но некоторые с недочетами.	Продемонстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме, но некоторые с недочетами.	Продемонстрированы все основные умения, решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме.	Продемонстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов
<u>Навыки</u>	Отсутствие владения материалом. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки.	Имеется минимальный набор навыков для решения стандартных задач с некоторыми недочетами	Продемонстрированы базовые навыки при решении стандартных задач с некоторыми недочетами	Продемонстрированы базовые навыки при решении стандартных задач без ошибок и недочетов	Продемонстрированы навыки при решении нестандартных задач без ошибок и недочетов	Продемонстрирован творческий подход к решению нестандартных задач

Шкала оценки при промежуточной аттестации

Оценка		Уровень подготовки
зачтено	Превосходно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно»
	Отлично	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «отлично», при этом хотя бы одна компетенция сформирована на уровне «отлично»
	Очень хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «очень хорошо», при этом хотя бы одна компетенция сформирована на уровне «очень хорошо»

	Хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «хорошо», при этом хотя бы одна компетенция сформирована на уровне «хорошо»
	Удовлетворительно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно»
не зачтено	Неудовлетворительно	Хотя бы одна компетенция сформирована на уровне «неудовлетворительно», ни одна из компетенций не сформирована на уровне «плохо»
	Плохо	Хотя бы одна компетенция сформирована на уровне «плохо»

5.2. Вопросы для подготовки к промежуточной аттестации (экзамен)

Topics for writing research papers

1. The role of knowledge in modern society
2. The world known political organizations and their role in world politics
3. Motivation as a main factor in career making
4. Modern ecological situation in the world and how to solve the most serious ecological problems
5. Natural resources and how to preserve them
6. The role of networks in modern society. Their advantages and disadvantages
7. Modern ways to attract consumers
8. Measures which should be taken by governments to prevent crime
9. Technological progress. Its positive and negative sides.

5.2. Лексико-грамматический тест УК-4

Academic Grammar and Vocabulary Test

1. Fill in the missing words in these introductions to presentations.

1. Dr Anwar Musat will now _____ his research on soil erosion in Malaysian forests.
2. I'd now like to _____ on our next speaker, Eva Karlsson, to _____ (give two answers) her presentation.
3. Ladies and gentlemen, let's _____ our next speaker, Professor Prodromou from the University of Athens.
4. Thanks, everybody. So, Masanori is going to talk to us now _____ subject _____ 'Mental health issues in Japan'.
5. I'd like to _____ today's speaker, Dr Krishnan Guptar, who is going to _____ the topic of metal fatigue in rail tracks.

2. Fill in the missing prepositions.

1. I'd like to focus _____ waterborne diseases in this presentation.
2. The situation _____ regard _____ exports has been very good in recent years.
3. I'd now like to turn _____ a different problem.
4. I always find it difficult to keep _____ just 30 minutes, so please tell me when I have five minutes left.
5. I'd like to begin _____ asking you all to do a small task.

3. Match the beginning of each sentence with the most appropriate ending.

1. The article explores the origins	a) major consequences for larger families.
2. One small explosion set off a chain	b) precedents for his decision.
3. The confusion probably stemmed	c) rise to a widespread sense of disillusionment.
4. The proposed new tax could have	d) of the concept of democracy.
5. The disastrous events of 2003 gave	e) reaction, causing massive damage.
6. The judge explained that there were	f) from a lack of communication.

--	--

Подготовка презентации

1 Prepare a short presentation of about two minutes, talking about your own experience of education or work. Use guidelines 1-4 to plan your ideas.

- 1 Decide on a maximum of three points that you want to make. Note them down in order. For example: your recent experience; your present situation; your future plans, aims, and ambitions (academic / other).
- 2 Think of a way of introducing yourself and your presentation.
Today I want to talk about...
In this presentation I'd like to tell you about...
- 3 Think about the language you will use to:
 - talk about your experiences in the past
 - move from one point to the next
 - talk about your future plans, aims, and ambitions.
- 4 Think of a phrase to end your presentation. For example:
I'd like to finish my presentation by saying...
The main thing I learnt from this experience was...

2 Work in pairs and practise your presentation. Aim to speak clearly and not too fast. Give each other feedback and suggest improvements.

3 Work in groups and take turns to give your presentations.

- 1 Aim to speak for about two minutes, and respond to any questions at the end.
- 2 While you listen, note down any main points and key information, as in Task 3.1.
- 3 Think of a question to ask after each presentation.
- 4 Give feedback to the other presenters in your group using the checklist on page 195.

4 Evaluate your own presentation, using the checklist on page 195. Note down two things you would like to improve.

Дискуссии УК-5

1 Think about how knowledge is transferred and how you learn things. Put the following sources in order from 1 (most important) to 5 (least important).

the internet in lectures textbooks

the media (e.g. television, newspapers) other students

2 Work in groups and explain why you chose your particular order.

Example: The internet is very important because you can search for a wide variety of information, but you can't believe everything you read...

3 Discuss how you use the sources in 1 in your own area of study. Which are the most useful? Give reasons.

Example: I read the relevant part of the textbook, and make brief notes on the most important points. I revise from these notes later, which helps me to remember the information in the longer term.

4 Briefly present your group's ideas to the whole class.

Use the following phrases to help you.

We discussed...

Our group think that...

5.3. Примерные вопросы к зачету для оценки качества освоения дисциплины

1. MY LEARNING EXPERIENCE 2. MY RESEARCH: GOAL SETTING 3. THE FUNDAMENTALS OF MY RESEARCH FIELD 4. FINDINGS IN MY RESEARCH AREA 5. PROBLEM AREAS IN RESEARCH: STANCES, EXPERT OPINIONS AND SOLUTIONS	Устная часть зачета
6. ARTICLE ANALYSIS: KEY TERMS, MAIN IDEAS, SUPPORTING IDEAS ETC 7. WRITING AN ABSTRACT	Письменная часть зачета

Тесты

УК-5

I вариант

1) Прочитайте приведённые ниже тексты. Преобразуйте слова, напечатанные заглавными буквами в конце строк так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

Peter's mother was a very busy woman. She was out at work all day.

When she came home she had to cook dinner for Peter and his dad.

Peter always wanted a sweet alter his meal but he

1

NOT GET

one because his mother never had time to make one.

Sometimes she remembered

2 a cake home.

BRING

Other times she forgot. "You

3

HAVE

just to do without," she told Peter then.

"Vernon's mum bakes cakes and biscuits every week,

" grumbled Peter. "I don't care!" replied his mother.

"Vernon's mum doesn't have to go out to work". When Peter

visited his friend Vernon one evening,

Vernon

4 homemade apple pie.

EAT

He gave Peter a slice. It was delicious. "My mum

5

WORK

always ," complained Peter,

"so she never makes us any sweets." The next evening, after school,

Peter took Vernon to his home where a surprise was waiting for them.

"What's that chocolate smell?" said Vernon as they entered the hall.

A large chocolate cake

6..... and left on the kitchen

BAKE

table together with a note: "I

7..... shopping.

GO

Back soon. Enjoy the cake! Mum". "Wow!" said Vernon,

between mouthfuls, "This is even better than Mum's apple pie!"

2) Образуйте прошедшую форму данных глаголов

Act, happen, admit, delay, apply, boil, escape, suffer, try, stop, repair, annoy

3) Раскройте скобки, ставя глагол в Past Simple /Past Continuous

- 1) When I gave them the sandwiches, they(eat) them all
- 2) When I saw the rat, it.....(run) through the kitchen
- 3) when I walked in, I..... (not recognize) you straight away
- 4) when she was living in Tokyo, she(send) me an e-mail every week
- 5) she decided to go walk faster because she(get) cold

4) Выберите правильный ответ

1. While Tom_____a book, Marhta_____TV.
a) was reading, watched c) was reading, was watching
b) read, watched d) read, was watching
2. We called our friends in London yesterday to tell them about the reunion that we_____.
a) will plan c) plan
b) were planning d) have planned
3. I feel terrible. I think I_____to be sick.
a) will c) am going
b) go d) will be going

5) Соотнесите английские слова с русскими эквивалентами

- | | |
|--|---|
| 1. To work for a company / a person | a) Важный человек, ключевая фигура (персона) |
| 2. To meet smb | b) Страна-производитель вина |
| 3. To specialize in smth/in doing smth | c) Ездить из пригорода в город на работу |
| 4. A wine-producing country | d) Специализироваться в чём-либо |
| 5. A key person | e) Быть родом из |
| 6. A business trip | f) Возглавлять компанию (руководить проектом) |
| 7. To run a company (a project...) | g) Конкурировать с кем-либо |
| 8. To come from | h) Познакомиться с кем-либо |
| 9. To commute from...to... | i) Работать на компанию / человека |
| 10. To compete with smb | j) Командировка |

6) Переведите с русского на английский язык

1. Федеральная резервная система контролирует поступление денежных средств.
2. Самое сильное оружие системы - дополнительные резервные обязательства
3. Если банк держит на руках 30 процентов фондов, он может давать ссуду из остальных 70 процентов.
4. Когда Федеральная резервная система покупает правительственные ценные бумаги, поступление денег увеличивается.
5. Система использует эти методы для «тонкой настройки» экономики

2 вариант

1) Прочитайте приведённые ниже тексты. Преобразуйте слова, напечатанные заглавными буквами в конце строк так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

Jerry stared worriedly out of the window. He had been up studying most of the night and now his exam was about to start Even though he had revised the same things again and again, he wasn't at all sure how

1	he would be. It had been his decision to lake this	SUCCEED
2	programming course, but that didn't mean he wasn't eager to pass. In fact, he wanted to get a good mark as he had hopes of becoming a software	OPTION
3.....	. This was Jerry's golden opportunity but he felt his hand shaking as he picked up his pen to write his name on the paper. The exam was particularly	DESIGN
4.....	as he knew his future career might be at stake. He took a deep breath as he opened the exam paper that was handed to him. This was the moment of truth. Then he gave a little gasp of	FRIGHT
5.....	. He knew the answers to all the questions; all last night's revision had paid off. He was going to do just fine!	BELIEF

2) Образуйте прошедшую форму данных глаголов

Begin, fly, run, win, buy, give, spend, come, lose, take, put, feel, grow

3) Раскройте скобки, ставя глагол в правильное время

I(watch) Frank de la Selva on TV last night.

She(visit) the Prado Museum.

I(met) my best friend when I was 6.

Whenyou(see) Borja?

I(finish) my maths homework yet.

4) Выберите правильный ответ

1. Mr Smith said he will call you back _____ 4pm.

- a) until
- b) in
- c) by
- d) on

2. The new report contained _____ important information?

- a) many
- b) another
- c) an
- d) a lot of

3. His flight _____ at 9am tomorrow.

- a) is arriving
- b) arrives
- c) will be arriving
- d) will arrive

5) Соотнесите английские слова с русскими эквивалентами

- | | |
|-------------------------------------|--|
| 1.To make a phone call | a) Навещать кого-либо |
| 2. To make an arrangement | b) Увеличивать(ся) издержки |
| 3.To do activities | c) Назначить (договориться о) встрече |
| 4.To have a flexitime | d) Заниматься разными видами деятельности |
| 5.To communicate with smb | e) Опыт в чём-либо |
| 6.To make an appointment | f) Сделать звонок |
| 7.To come to visit smb | g) Уменьшать риск |
| 8.To decrease a risk | h) Договариваться |
| 9.To increase costs | i) Общаться с кем-либо |
| 10.To look forward to doing smth | j) Иметь гибкий (скользящий) график работы |
| 11.An experience in smth/doing smth | к) Ждать с нетерпением чего-либо |

6. Переведите с русского на английский язык

1.Федеральная резервная система контролирует разнообразные финансовые учреждения и является «банком банкиров».

2. Все национальные банки являются членами Федеральной резервной системы владеют ею совместно с правительством.

3. Банки - члены Федеральной резервной системы время от времени берут ссуды в местных резервных банках.

4. Федеральная резервная система предоставляет финансовую поддержку и консультирует своих членов.

5. Банки-члены Федеральной резервной системы получают дивиденды на капитал, которым владеют резервные банки

Перевод текста по специальности на английском языке.

Последовательность действий:

Task: Translate the given text from English into Russian

Step 1: Read the text with the help of the dictionary if needed

Step 2: Translate the text into Russian

The Results of Globalization

Globalization has various effects, some positive and some negative. One effect is that it promotes greater cultural homogeneity. Common demands, common consumer preferences, and large bodies of common information can lead to the blending of cultures and the erosion of cultural differences.

A second effect of globalization is that it changes the role of government. For example, as individual nations join the European Union (EU), they give up certain powers of law that previously belonged to individual national governments. As EU nations agree to a common currency (the Euro) and defer to the judgment of the European Court of Justice on matters covered by EU law, they give up certain aspects of individual sovereignty. Yet, at the same time, globalization does not eliminate the need for government. Rather it is forcing governments to redefine their role at the national level. Governments must strive to formulate and implement policies that facilitate economic activity, and they must provide citizens with education and skills needed to function in a global economy. Governments must work to prevent social instability and political backlash.

A third effect is that increased industrialization resulting from economic globalization leads to environmental pollution. These effects are illustrated by massive environment problems along the U.S./Mexican border. But such problems are found throughout the world, especially in developing nations. As a result, many environmentalists actively oppose trade agreements such as NAFTA and trade organizations such as the WTO and APEC.

A fourth effect is that globalization increases the gap between the rich and the poor. This gap is especially pronounced in Latin America. In the late 1990s, there was a severe food shortage in Argentina, and many Argentinians relied on the government for food supplies. Seventy-eight percent of Brazil's population survived on less than \$100 U.S. per month per family.

Further, globalization causes economic problems in one region of the world to be felt throughout the world. In the late 1990s, there were signs of recession in Latin America, and East Asia suffered from a severe economic downturn. Economic woes in Latin America, Asia, and the economies of other emerging markets affect the economies of nations around the world. As a result, it is said that the pronouncements of the "Group of Seven" do provide a true representation of world economic interests.

A cup of tea (by Katherine Mansfield)

Katherine Mansfield, an outstanding English short-story writer of the 20th century, was born in New Zealand in 1888 and died in 1923. She is the author of a number of excellent short stories which deal with human nature and psychology.

At the age of eighteen she decided to become a professional writer. Her first short stories appeared in Melbourne in 1907, but literary fame came to her in London after the publication of a collection of short stories called "In a German Pension".

Katherine Mansfield took a great interest in Russian literature, particularly in the works of Chekhov. In fact, she considered herself to be a pupil of the great Russian writer.

Rosemary Fell was not exactly beautiful. She was young, brilliant, extremely modern, well dressed and amazingly well read in the newest of the new books. Rosemary had been married two years, and her husband was very fond of her. They were rich, really rich, not just comfortably well-off, so if Rosemary wanted to shop, she would go to Paris as you and I would go to Bond Street.

One winter afternoon she went into a small shop to look at a little box which the shopman had been keeping for her. He had shown it to nobody as yet so that she might be the first to see it.

"Charming!" Rosemary admired the box. But how much would he charge her for it? For a moment the shopman did not seem to hear. The lady could certainly afford a high price. Then his words reached her, "Twenty-eight guineas, madam."

"Twenty-eight guineas." Rosemary gave no sign. Even if one is rich... Her voice was dreamy as she answered: "Well, keep it for me, will you? I'll..." The shopman bowed. He would be willing of course, to keep it for her forever.

Outside rain was falling, there was a cold, bitter taste in the air, and the newly lighted lamps looked sad... At that very moment a young girl, thin, dark, appeared at Rosemary's elbow and a voice, like a sigh, breathed: "Madam, may I speak to you a moment?"

"Speak to me?" Rosemary turned. She saw a little creature, no older than herself who shivered as though she had just come out of the water.

"Madam," came the voice, "would you let me have the price of a cup of tea?"

"A cup of tea?" There was something simple, sincere in that voice; it couldn't be the voice of a beggar.

"Then have you no money at all?" asked Rosemary. "None, madam", came the answer. "How unusual!"

Rosemary looked at the girl closer. And suddenly it seemed to her such an adventure. Supposing she took the girl home? Supposing she did one of those things she was always reading about or seeing on the stage? What would happen? It would be thrilling. And she heard herself saying afterwards to the amazement of her friends: "I simply took her home with me." And she stepped forward and said to the girl beside her: "Come home to tea with me."

The girl gave a start. "You're — you're not taking me to the police station?" There was pain in her voice.

"The police station!" Rosemary laughed out. "Why should I be so cruel? No, I only want to make you warm and to hear — anything you care to tell me. Come along."

Hungry people are easily led. The footman held the door of the car open, and a moment later they were riding through the dusk.

"There!" cried Rosemary, as they reached her beautiful big bedroom. "Come and sit down", she said, pulling her big chair up to the fire. "Come and get warm. You look so terribly cold."

"I daren't, madam," hesitated the girl.

"Oh, please," — Rosemary ran forward — "you mustn't be frightened, you mustn't, really." And gently she half pushed the thin figure into the chair.

There was a whisper that sounded like "Very good, madam," and the worn hat was taken off.

"And let me help you off with your coat, too," said Rosemary.

The girl stood up. But she held on to the chair with one hand and let Rosemary pull.

Then she said quickly, but so lightly and strangely: "I'm very sorry, madam, but I'm going to faint. I shall fall, madam, if I don't have something."

"Good heavens, how thoughtless I am!" Rosemary rushed to the bell.

"Tea! Tea at once! And some brandy immediately."

The maid was gone and the girl almost burst into tears. She forgot to be shy, forgot everything except that they were both women, and cried out: "I can't go on any longer like this. I can't stand it. I wish I were dead. I really can't stand it!"

"You won't have to. I'll look after you. I'll arrange something. Do stop crying. Please."

The other did stop just in time for Rosemary to get up before the tea came.

And really the effect of that slight meal was amazing. When the tea-table was carried away, a new girl, a light creature with dark lips and deep eyes lay back in the big chair.

At that moment the door-handle turned.

"Rosemary, can I come in?" It was Philip, her husband.

"Of course."

He came in. "Oh, I'm so sorry," he said, as if apologizing, and stopped and stared.

"It's quite all right," said Rosemary, smiling. "This is my friend, Miss —"

"Smith, madam," said the figure in the chair.

"Smith," said Rosemary. "We are going to have a little talk."

Philip smiled his charming smile. "As a matter of fact," he said, "I wanted you to come into the library for a moment. Will Miss Smith excuse us?"

The big eyes were raised to him, but Rosemary answered for her: "Of course she will", and they went out of the room together.

"I say," said Philip, when they were alone. "Explain, who is she? What does it all mean?"

Rosemary, laughing, leaned against the door and said: "I picked her up in the street. Really. She asked me for the price of a cup of tea and I brought her home with me."

"Congratulations!" Philip sounded as though he were joking. "But what on earth are you going to do with her?"

"Be nice to her", said Rosemary quickly, "look after her. I don't know how. We haven't talked yet. Just show her — treat her — make her feel —"

"But," said Philip slowly, and he cut the end of a cigar, "she's so extremely pretty. She can't be more than twenty."

"Pretty?" Rosemary was so surprised that she blushed. "Do you think so? I — I hadn't thought about it."

"Good Lord!" Philip took a match. "She's absolutely lovely. Look again, my child. But let me know if Miss Smith is going to dine with us!"

"You absurd creature!" said Rosemary, and she went out of the library, but not back to her bedroom.

She went to her writing-room and sat down at her desk. Pretty! Absolutely lovely! Her heart beat like a heavy bell. She opened a drawer, took out five pound notes, looked at them, put two back, and holding the three in her hand, went back to her bedroom.

Half an hour later Philip was still in the library, when Rosemary came in.

"I only wanted to tell you," said she, and she leaned against the door again, "Miss Smith won't dine with us tonight."

Philip put down the paper. "Oh, what's happened? Previous engagement?"

Rosemary came over and sat down on his knee. "She insisted on going," she said, "so I gave the poor little thing a present of money. I couldn't keep her against her will, could I?" she added softly.

There was a pause.

Then Rosemary said dreamily: "I saw a wonderful little box today. It cost twenty-eight guineas. Can I have it?"

"You can, little wasteful one," said he. "You know I can't deny you anything."

But that was not really what Rosemary wanted to say.

"Philip," she whispered, "am I pretty?"

5.4. Тематика рефератов

Тематика рефератов УК-4

Topics for writing research papers

1. The role of knowledge in modern society
2. The world known political organizations and their role in world politics
3. Motivation as a main factor in career making
4. Modern ecological situation in the world and how to solve the most serious ecological problems
5. Natural resources and how to preserve them
6. The role of networks in modern society. Their advantages and disadvantages
7. Modern ways to attract consumers
8. Measures which should be taken by governments to prevent crime
9. Technological progress. Its positive and negative sides.

5.5. Проблемные задания

Задание 1. УК-4

1) Выберите правильный вариант ответа

1. The north-east of England was famous for shipbuilding industry.
a) his b) its c) her
2. A man can leave job and look for another one that suits him.
a) his b) your c) her
3. Some farm workers get most of work in summer.
a) its b) their c) her
4. She explain how she had lostjob.
a) my b) your c) her
5. A nation's wealth depended on owning precious metals.
a) its b) my c) their
6. Merchants were people who made money through the buying and selling goods.
a) his b) your c) their
7. When you have collected the evidence, you are ready to test theory.
a) ----- b) your c) its

8. Each good has own utility value for the consumer.
 a) their b) its c) my
9. The price of goods is not always the same as real cost.
 a) their b) its c) my
10. Consumers want satisfaction from resources (time and money).
 a) her b) its c) their

2) Выберите подходящее по смыслу слово

Pleasure touch in catalogue of further
 forward
 Enclosed draw faithfullv from delight notice

Dear Mr Jacobs,

Thank you very much for your letter (1)_____ 5 March. (2)_____ answer to your request, we have (3)_____ in enclosing our latest (4)_____ and price list.

I would like to (5)_____ your attention to the special offers. These products are available at a reduced price for a limited time only. If you would like any (6)_____ information, please get in (7)_____ with me. I look (8)_____ to hearing from you.

Yours (9)_____ ,

Howard Johnson

Sales Manager

(10) _____: catalogue, price list, special offers supplement.

3) Выберите нужную форму глагола в пассивном залоге:

1. Payment yesterday.

- a) is received b) was received c) received

2. The company's annual accounts by the Chief Accountant.

- a) is prepared b) are prepared c) prepare

3. The agent by the company last week.

- a) was accredited b) were accredited c) accredited

4. The accumulated profit forward to next year today.

- a) has been carried b) have been carried c) was carried

5. Our budget already.

- a) have been cut b) has been cut c) were cut

6. Efforts to reduce the prices by 10% now.

- a) are being made b) were being made c) is being made

7. Nowadays all the clients of the bank for a financial advisory service.

- a) are provided b) were provided c) provided

8. The shares on the American Stock Exchange next week.

- a) will be floated b) were floated c) is being floated

9. Soon the financial results at the annual general meeting.

- a) will be announced b) will announce c) announce

10. The shipment may

- a) be delayed b) was delayed c) were delayed

Задание 2. УК-5

1) Выберите правильный вариант ответа

1. The tourist office has about hotel accommodation.

- a) information b) informations
2. No news good news.
- a) is b) are
3. Money the world go round.
- a) make b) makes
4. Economics my favourite subject at the Institute.
- a) is b) are
5. What the government going to do about the problem of homelessness.
- a) is b) are
6. There \$ 30 in my wallet, but now it's gone.
- a) was b) were
7. How much jeans?
- a) is this b) are these
8. Have arrived yet?
- a) businessmen b) a businessman
9. Many students get at colleges and universities.
- a) knowledge b) knowledges
10. Cash money in the form of banknotes and coins.
- a) are b) is

2) Выберите подходящее по смыслу слово

Bill: Hi, Sally. (1) changing the time of today's meeting? Some time this afternoon would be better for me.

Sally: (2) I've got to finish that report today. Perhaps we could fix something up for tomorrow?

Bill: (3) ?

Sally: (4) Bill but I think (5)

Bill: O.K. Let's get together tomorrow.

if you need any help	would you mind	would you like a hand	do you think you could
that's very kind of you	I won't be able to	I'm sorry but	I'd prefer to do it myself

Conversation 2

Jim: Dr Henderson, (6) I go home early today?

Dr H.: (7) Are you feeling O.K.?

Jim: I'm fine but I've got a lot of preparation to do for that course I'm on.

(8) take tomorrow morning off as well?

Dr H.: No, (9) The sales staff are coming in for a briefing.

Jim: Oh, yes. I'd forgotten.

Dr H. What about taking some holiday next week?

Jim: No, thanks. (10) I'll need to take some holiday later.

I'm afraid you can't	I think I can manage	Do you mind if	Sure, go ahead
I'm sorry but	Yes, please. Thanks a lot	Do you think I could	

3. Выберите нужную форму глагола to be:

1. There five people in my family.

a) are b) is

2. there much mail on the desk ?

a) are b) is

3. There no contracts on the desk.
a) are b) is
4. There much new equipment at the plant.
a) are b) is
5. There a big rise in the cost of living.
a) has been b) have been
6. there a flight to Paris this evening?
a) are b) is
7. There nobody in the office.
a) are b) is
8. There a lot of people in the shops.
a) were b) was
9. The manager of the company is leaving, so there a new manager soon.
a) will be b) is
10. There 5, 000 employees in our company.
a) are b) is

5.6. Перевод текста по специальности на английском языке УК-4 A future businessman (from "The Financier" by Theodore Dreiser)

Theodore Dreiser, the great American progressive writer, was born in a poor family in 1871. He began to work for his living when he was sixteen. He had a number of jobs, and at one time was a newspaper reporter. As a reporter he gained a wide experience of life, which was a great help to him when he took up novel-writing.

Dreiser's literary career started in 1900 when "Sister Carrie" was published. In this novel and also in his later works, the writer exposed the true nature of American "democracy"

Dreiser was deeply impressed by the Great October Socialist Revolution. In 1927—28 he visited the Soviet Union and from that time on was a true friend to our country. In 1945, at the age of 74, he joined the Communist Party of the USA.

Dreiser died in 1945.

The passage below comes from "The Financier" Frank Cowperwood at thirteen is shown as a boy who is already fully aware of the power of money. Later on he becomes a typical capitalist who stops at nothing to become rich and powerful.

Buttonwood Street, Philadelphia, where Frank Cowperwood spent the first ten years of his life, was a lovely place for a boy to live in. There were mainly red brick houses there with small marble steps leading up to the front doors. There were trees in the street — a lot of them. Behind each house there was a garden with trees and grass and sometimes flowers.

The Cowperwoods, father and mother, were happy with their children. Henry Cowperwood, the father of the family, started life as a bank clerk, but when Frank, his elder son, was ten, Henry Cowperwood became a teller at the bank.

As his position grew more responsible, his business connections increased. He already knew a number of rich businessmen who dealt with the bank where he worked. The brokers knew him as representing a well-known firm and considered him to be a most reliable person.

Young Cowperwood took an interest in his father's progress. He was quite often allowed to come to the bank on Saturdays, when he would watch with great interest the quick exchange of bills. He wanted to know where all the different kinds of money came from, and what the men did with all the money they received. His father, pleased at his interest, was glad to explain, so that even at this early age — from ten to fifteen — the boy gained a wide knowledge of the condition of the country financially. He was also interested in stocks and bonds, and he learned that some stocks and bonds were not even worth the paper they were written on, and others were worth much more than their face value showed.

At home also he listened to considerable talk of business and financial adventure.

Frank realized that his father was too honest, too careful. He often told himself that when he grew up, he was going to be a broker, or a financier, or a banker, and do some of the risky things he so often used to hear about.

Just at this time there came to the Cowperwoods an uncle, Seneca Davis, who had not appeared in the life of the family before.

Henry Cowperwood was pleased at the arrival of this rather rich relative, for before that Seneca Davis had not taken much notice of Henry Cowperwood and his family.

This time, however, he showed much more interest in the Cowperwoods, particularly in Frank.

"How would you like to come down to Cuba and be a planter, my boy?" he asked him once.

"I am not so sure that I'd like to," replied the boy.

"Well, that's frank enough. What have you against it?"

"Nothing, except that I don't know anything about it."

"What do you know?" The boy smiled, "Not very much, I guess."

"Well, what are you interested in?"

"Money."

He looked at Frank carefully now. There was something in the boy ... no doubt of it.

"A smart boy!" he said to Henry, his brother-in-law. "You have a good family."

Uncle Seneca became a frequent visitor to the house and took an increasing interest in Frank.

"Keep in touch with me," he said to his sister one day. "When that boy gets old enough to find out what he wants to do, I think I'll help him to do it." She told him she was very grateful. He talked to Frank about his studies, and found that the boy took little interest in books or most of the subjects he had to take at school.

"I like book-keeping and mathematics," he said. "I want to get out and get to work, though. That's what I want to do."

"You're very young, my son," his uncle said. "You're only how old now? Fourteen?"

"Thirteen."

"Well, you can't leave school much before sixteen. You'll do better if you stay until seventeen or eighteen. It can't do you any harm. You won't be a boy again."

"I don't want to be a boy. I want to get to work."

"Don't go too fast, son. You'll be a man soon enough. You want to be a banker, don't you?"

"Yes, sir."

"Well, when the time comes, if everything is all right and you've behaved well and you still want to, I'll help you get a start in business. If you are going to be a banker, you must work with some good company a year or so. You'll get a good training there. And, meantime, keep your health and learn all you can."

And with these words he gave the boy a ten-dollar gold piece with which to start a bank-account.

At the restaurant (from "A Thing of Beauty" by A. J. Cronin)

Archibald Joseph Cronin was born in 1896. In 1919 he graduated from Glasgow University where he took a medical course. After that he practised medicine for over ten years and gained a lot of experience of life. Though Cronin was an excellent doctor, he hoped some time to take up a literary career. The

opportunity to write came when his medical practice was interrupted by an illness. His first novel, "Hatter's Castle", came out in 1931. It was followed by a number of other novels. "A Thing of Beauty" was published in 1955.

Stephen Desmonde had returned home after several years at Oxford, where he had been taking a course of theology. Stephen himself did not want to be a parson and had only taken up the course because his father wished him to do so. He was fond of painting and wanted to devote his life to art.

Against his father's will he left England to study painting in France. On arriving in Paris he entered Professor Dupret's Art School. The extract given below is an account of his meeting with other students from England. At one o'clock a bell rang. Immediately a cry went up from everywhere and all around the students began crowding towards the door, pushing Stephen forward against his will. Suddenly he heard a pleasant voice behind him.

"You're English, aren't you? I noticed you come in. My name's Harry Chester."

Stephen turned his head and discovered a good-looking young man of about his own age smiling down at him.

"I'll wait for you downstairs," Chester called out as the crowd carried him away.

Outside Chester offered his hand. "I hope you don't mind my speaking to you." Stephen, who felt lonely in Paris, was glad to find a friend. When Stephen had introduced himself Chester paused for a moment, then exclaimed: "How about lunching with me?" They started off together along the street. The restaurant they went to was quite near, a narrow, low-ceilinged room, opening into a dark little kitchen. Already the place was crowded, mainly by students, but Chester led the way through to a little yard and, calmly removing the card marked 'Reserved' from a table at the far end, invited Stephen to be seated. Immediately a stout, red-faced woman in black ran out of the kitchen in protest.

"No, no, Harry ... this place is reserved for Monsieur Lambert."

"Do not get excited, Madame Chobert," Chester smiled. "You know Monsieur Lambert is my good friend. Besides, he is always late."

Madame Chobert was not pleased; she tried to argue, but in the end Harry Chester's pleasant manner was too much for her. She stopped arguing and offered the title-card for their inspection.

At Chester's suggestion they ordered tomato soup, steak and cheese. Beer was already on the table.

"Strange, isn't it," Chester said, "how you can always tell a University man. Philip Lambert is one too.

After Harrow" — he shot a quick glance at Stephen — "I should have gone to Cambridge myself... if I hadn't given it up for art." He went on to say, with a smile, that his father had been a well-known tea-planter in Ceylon. His mother, now a widow, lived in England and was quite rich. Naturally she spoiled him by giving him too much money. He had been in Paris eighteen months.

"It's a lot of fun," he said finally.

They had finished their coffee. People were beginning to leave.

"Your friend Lambert doesn't seem to be coming," Stephen said at last, to break the silence.

Chester laughed, "You never quite know when he'll turn up. His habits are quite irregular."

After a few more remarks about Philip Lambert, Harry Chester suddenly sat up.

"Here's Philip now."

Following Chester's look, Stephen saw a slim man of about thirty entering the restaurant.

When he came over, he began taking off a lemon-yellow glove, meanwhile looking at Chester with amusement.

"Thank you for keeping my table, dear boy. But now you must be off. I'm expecting a guest at two o'clock."

"We're just going, Philip," Chester said in reply. "Look here, I'd like you to meet⁴ Desmonde. He joined us at Dupret's today."

Lambert took a look at Stephen, then he bowed politely as if appreciating the young man's tactful silence.

"Stephen Desmonde only came down from Oxford last term," Chester added quickly.

"Indeed!" exclaimed Lambert.

Holding out a small hand to Stephen, he said, "I am happy to meet you. I myself was at the House. You needn't hurry. I can easily find another table."

"No, no," said Stephen, rising, "we've quite finished."

"Well, then" said Lambert, "come to tea at my house one of these days. We are at home most Wednesdays at five. Harry will bring you along. Then we'll be two men from Oxford and one" — with a smile towards Chester — "who so nearly went to Cambridge."

The bill, quickly produced by Madame Chobert, now lay on the table. Since Chester did not seem to see it, Stephen picked it up and, in spite of Harry's sudden and energetic protests, paid.

How the USA Constitution Began YK-5

If you read this story you'll be able to find a common language with any American. All of them are very proud of their Constitution.

The USA Constitution was written by fifty-five men who met at Philadelphia Convention in 1787. In four months they wrote the Constitution which has lasted over 200 years!

All were white men. The average age was forty-two. Many of these men had been leaders during the American Revolution. About three-fourths of them had served in Congress. Most were leaders in their states. Some were rich, but most were not. None were poor.

There were no native Americans among the delegates. There were no women. There were no black men or slaves. Poor farmers were not present either.

George Washington, James Madison, and Benjamin Franklin were the three important delegates to the Convention.

George Washington came from Virginia. He was probably the most respected man in the country. As the commander-in-chief of the American army during the Revolution, he was a great hero to most people.

Then he had retired to his plantation and would have liked to remain there. However, his friends told him he should attend the convention. They said his support was necessary to get a new constitution accepted by the people. Since Washington thought a stronger national government was necessary, he came to Philadelphia.

James Madison is often called the "Father of the Constitution". His ideas about government greatly influenced the other delegates. He had already developed a written plan for the new government which he brought to Philadelphia. It was known as the Virginia plan and it called for a strong national government. Madison took notes during the meetings. Much of what we know about the Philadelphia Convention is based on his notes.

Benjamin Franklin attended the convention as a delegate from Pennsylvania. He was 81 years old and in poor health. Like Washington, he was highly respected by the Americans. He had been a printer, inventor and writer. He had also helped the country develop good relations with other nations. At the convention, he encouraged the delegates to cooperate with each other and work hard to settle their differences. His support of the Constitution was important to the other delegates.

Once the Framers reached these agreements, it was time to get down to work and create a constitution. Delegates from states with large populations believed that a state with more people should have more votes in Congress.

During the long debates, the Framers could not reach a decision on this issue. Neither side was willing to give in. The delegates were almost ready to quit and go home. A special committee of one delegate from each state was formed to try and find a solution. The members of the committee worked hard to find a compromise a majority of the delegates would accept.

The result of the committee's work is known as the Great Compromise. The main parts of this compromise were:

- * Congress would have two parts, or houses. These houses would be the Senate and the House of Representatives.

- * Each state, large or small, would have 2 representatives in the Senate.

- * In the House, the number of representatives of each state would be based on the number of people living in that state. By May 25, 1787, the delegates from over half of the states had arrived in Philadelphia. From the start, the Framers agreed on 4 things:

1. George Washington would serve as president of the convention.

2. Each state, large or small, would have one vote at the convention.
3. They would not follow the instructions Congress had given them. They would not even try to improve the Articles of confederation. They thought the Articles had too many weaknesses. Instead, they decided to write an entirely new constitution.
4. They would keep their discussions private. They also decided that what they said at the convention would remain a secret for 30 years. There were 2 reasons for this:
 - * They believed they needed to speak freely to create the best possible constitution. If people could listen to them and tell others what they said, they would not feel as free to discuss their ideas.
 - * They wanted the new constitution to be accepted by the people. They were afraid that the people might not accept it if they knew all the disagreements the Framers had. The agreement meant that each state would have equal power in the Senate. The states with more people would have more power in the House of Representatives. However, no law could be passed unless a majority of both the Senate and the House of Representatives voted for it. Because of this compromise large and small states could check each other's power and protect their own interests.

A Custom House Incident (by Nigel Balchin) YK-5

Nigel Balchin, a modern English writer, was born in 1908. He is the author of several novels, stories and screen-scripts.

Among the passengers travelling home by train from Florence there was a certain Miss Bradley. I only noticed her when passing down the corridor, because of her really remarkable plainness. She was rather a large, awkward woman of about thirty-five with a big, red nose, and large spectacles.

Later on, when I went to the dining-car, Miss Bradley was already seated, and the attendant placed me opposite her.

I think we may have exchanged half a dozen words at dinner, when passing one another the sugar or the bread. But they were certainly all we exchanged, and after we left the dining-car, I did not see Miss Bradley again until we reached Calais Maritime.

And then our acquaintance really began, and it began entirely on my initiative. There were plenty of porters, and I called one without difficulty from the window of the train. But as I got off, I saw Miss Bradley standing on the platform with two large very old suit-cases. The porters were passing her by.

I am quite sure that had she been an even slightly attractive woman, I should not have gone up to her, but she was so ugly, and looked so helpless that I approached her, and said: "My porter has a barrow. Would you like him to put your cases on it too?" Miss Bradley turned and looked at me. "Oh — thank you. It is very kind of you."

My porter, without great enthusiasm, added her luggage to mine; and in a few minutes we found ourselves on board the Channel ferry.

Before the boat had been under way for ten minutes, I realized that Miss Bradley was a remarkable bore. Shyly and hesitantly she kept on talking about nothing, and made no remark worth taking notice of. I learned that she had been in Italy a fortnight, visiting her sister who was married to an Italian. She had never been out of England before.

I did not look forward to travelling to London with her for another four hours, so excusing myself I went along to the booking-office on board the boat and booked myself a seat on the Golden Arrow.

Miss Bradley was travelling by the ordinary boat train, so this would mean that we should part at Dover. At Dover I hired one of the crew to carry our luggage.

Normally, passengers for the Golden Arrow are dealt with by the customs first, as the train leaves twenty minutes before the ordinary boat train. When the boy asked if we were going on the Golden Arrow, I hesitated and then said "Yes".

It was too difficult to explain that one of us was and one of us wasn't, and then it would get Miss Bradley through the customs quickly.

As we went towards the Customs Hall, I explained carefully to her that my train left before hers,

but that I would see her through the customs; the boy would then take the luggage to our trains, and she could sit comfortably in hers till it left. Miss Bradley said, "Oh, thank you very much." The boy, of course, had put our suit-cases together on the counter, and Miss Bradley and I went and stood before them. In due course the customs examiner reached us, looked at the four suitcases in that human X-ray manner which customs examiners must practise night and morning, and said, "This is all yours?"

I was not quite sure whether he was speaking to me, or me and Miss Bradley. So I replied, "Well — mine and this lady's". The examiner said, "But you're together?"

"For the moment," I said rather foolishly, smiling at Miss Bradley.

"Yes," said the customs man patiently. "But are you travelling together? Is this your joint luggage?"

"Well, no. Not exactly. We're just sharing a porter " I pointed my cases out. I had nothing to declare, and declared it. Without asking me to open them, the examiner chalked the cases and then, instead of moving to my left and dealing with Miss Bradley, moved to the right, and began X-raying somebody else's luggage. The boy took my cases off the counter. I hesitated for a moment, but then decided it was no use waiting for Miss Bradley since we were about to part, so I said:

"Well, I'll say good-bye now, and go and find my train. I expect the examiner'll come back and do you next. The porter will stay and bring our luggage up to the trains when you're through. Good-bye."

Miss Bradley said, "Oh... good-bye and thank you so much." We shook hands and I left.

I found my seat in the Golden Arrow and began to read. It must have been about twenty minutes later that I suddenly realized the train was due to leave in five minutes and that the porter had not yet brought my luggage. I was just going to look for him when he appeared, breathing heavily, with my suit-cases. I asked him rather what he had been doing.

"The lady is still there," said the boy, "and will be for some time, I think. They are going through her things properly." "But why?" "Well, they'd found forty watches when I came away, and that was only the start, so I thought maybe you wouldn't want me to wait."

I have often wondered whether, when Miss Bradley stood so helplessly on the platform at Calais, she had already chosen me as the person to come to her rescue, or whether she was just sure that somebody would.

Looking back, I think, she must have chosen me. I am fairly sure of that though exactly how, I have never been clear. I am quite sure she never made the slightest effort to make my acquaintance.

5.7. Задания

УК-4

І вариант

1) Прочитайте приведённые ниже тексты. Преобразуйте слова, напечатанные заглавными буквами в конце строк так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

Peter's mother was a very busy woman. She was out at work all day.

When she came home she had to cook dinner for Peter and his dad.

Peter always wanted a sweet alter his meal but he

1

NOT GET

one because his mother never had time to make one.

Sometimes she remembered

2 a cake home.

BRING

Other times she forgot. "You

3

HAVE

just to do without," she told Peter then.

"Vernon's mum bakes cakes and biscuits every week,
 " grumbled Peter. "I don't care!" replied his mother.
 "Vernon's mum doesn't have to go out to work". When Peter
 visited his friend Vernon one evening,
 Vernon

- 4 homemade apple pie. EAT
 He gave Peter a slice. It was delicious. "My mum
 5 WORK
 always ," complained Peter,
 "so she never makes us any sweets." The next evening, after school,
 Peter took Vernon to his home where a surprise was waiting for them.
 "What's that chocolate smell?" said Vernon as they entered the hall.
 A large chocolate cake
 6..... and left on the kitchen BAKE
 table together with a note: "I
 7..... shopping. GO
 Back soon. Enjoy the cake! Mum". "Wow!" said Vernon,
 between mouthfuls, "This is even better than Mum's apple pie!"

2) Образуйте прошедшую форму данных глаголов

Act, happen, admit, delay, apply, boil, escape, suffer, try, stop, repair, annoy

3) Раскройте скобки, ставя глагол в Past Simple /Past Continuous

- 1) When I gave them the sandwiches, they(eat) them all
- 2) When I saw the rat, it.....(run) through the kitchen
- 3) when I walked in, I..... (not recognize) you straight away
- 4) when she was living in Tokyo, she(send) me an e-mail every week
- 5) she decided to go walk faster because she(get) cold

4) Выберите правильный ответ

1. While Tom_____a book, Marhta_____TV.
 a) was reading, watched c) was reading, was watching
 b) read, watched d) read, was watching
2. We called our friends in London yesterday to tell them about the reunion that we_____.
 a) will plan c) plan
 b) were planning d) have planned
- 3.I feel terrible. I think I_____to be sick.
 a) will c) am going
 b) go d) will be going

5) Соотнесите английские слова с русскими эквивалентами

- | | |
|---------------------------------------|---|
| 1.To work for a company / a person | a) Важный человек, ключевая фигура (персона) |
| 2.To meet smb | b) Страна-производитель вина |
| 3.To specialize in smth/in doing smth | c) Ездить из пригорода в город на работу |
| 4.A wine-producing country | d) Специализироваться в чём-либо |
| 5.A key person | e) Быть родом из |
| 6.A business trip | f) Возглавлять компанию (руководить проектом) |
| 7. To run a company (a project...) | g) Конкурировать с кем-либо |
| 8.To come from | h) Познакомиться с кем-либо |
| 9.To commute from...to... | i) Работать на компанию / человека |

10. To compete with smb

j) Командировка

6) Переведите с русского на английский язык

1. Федеральная резервная система контролирует поступление денежных средств.
2. Самое сильное оружие системы - дополнительные резервные обязательства
3. Если банк держит на руках 30 процентов фондов, он может давать ссуду из остальных 70 процентов.
4. Когда Федеральная резервная система покупает правительственные ценные бумаги, поступление денег увеличивается.
5. Система использует эти методы для «тонкой настройки» экономики

Вариант 2

3) Выберите правильный вариант ответа

1. The tourist office has about hotel accommodation.
a) information b) informations
2. No news good news.
a) is b) are
3. Money the world go round.
a) make b) makes
4. Economics my favourite subject at the Institute.
a) is b) are
5. What the government going to do about the problem of homelessness.
a) is b) are
6. There \$ 30 in my wallet, but now it's gone.
a) was b) were
7. How much jeans?
a) is this b) are these
8. Have arrived yet?
a) businessmen b) a businessman
9. Many students get at colleges and universities.
a) knowledge b) knowledges
10. Cash money in the form of banknotes and coins.
a) are b) is

4) Выберите подходящее по смыслу слово

Bill: Hi, Sally. (1) _____ changing the time of today's meeting? Some time this afternoon would be better for me.

Sally: (2) _____ I've got to finish that report today. Perhaps we could fix something up for tomorrow?

Bill: (3) _____ ?

Sally: (4) _____ Bill but I think (5) _____ .

Bill: O.K. Let's get together tomorrow.

if you need any help	would you mind	would you like a hand	do you think you could
that's very kind of you	I won't be able to	I'm sorry but	I'd prefer to do it myself

Conversation 2

Jim: Dr Henderson, (6) _____ I go home early today?

Dr H.: (7) _____ . Are you feeling O.K.?

Jim: I'm fine but I've got a lot of preparation to do for that course I'm on.
(8) _____ take tomorrow morning off as well?

Dr H.: No, (9) _____ . The sales staff are coming in for a briefing.

Jim: Oh, yes. I'd forgotten.

Dr H. What about taking some holiday next week?

Jim: No, thanks. (10) _____ . I'll need to take some holiday later.

I'm afraid you can't	I think I can manage	Do you mind if	Sure, go ahead
I'm sorry but	Yes, please. Thanks a lot	Do you think I could	

3. Выберите нужную форму глагола *to be*:

7. There five people in my family.
a) are b) is
8. there much mail on the desk ?
a) are b) is
9. There no contracts on the desk.
a) are b) is
10. There much new equipment at the plant.
a) are b) is
11. There a big rise in the cost of living.
a) has been b) have been
12. there a flight to Paris this evening?
a) are b) is
7. There nobody in the office.
a) are b) is
8. There a lot of people in the shops.
a) were b) was

9. The manager of the company is leaving, so there a new manager soon.
a) will be b) is

11. There 5, 000 employees in our company.
a) are b) is

Вариант 3

1) a system in which private business operates with minimal government involvement

- free enterprise
- Externality
- Demand Curve
- partnership

2) a business owned by two or more people

- partnership
- Barter
- Profit
- Broker

3) the principle that as more of one input (such as labor) is added to a fixed supply of other resources (such as capital) productivity will increase up to a point, after which the marginal product will diminish

- law of demand
- law of diminishing returns
- law of supply
- leading economic indicators

4) goods that can be used to replace the purchase of similar goods when prices rise

- Public Good
- utility
- Substitute Good
- Elastic Demand

5) a graphic representation of a demand schedule, showing the relationship between the price of an item and the quantity demanded during a given period, with all other things being equal. Pg. 54 G.W

- Command Economy
- Human Resource
- Demand Curve
- Producer

6) a situation in which the quantity supplied of an item at a given price exceeds the quantity demanded

- Surplus
- trough
- peak
- Broker

7) The items consumers require

- Profit
- Surplus
- peak
- needs

8) Any human activity - mental or physical - used in production process

- Natural Resource
- business cycle
- Human Resource
- Demand Curve

9) the principle that, all other factors being equal, consumers will purchase (demand) more of a good at lower prices and less of a good at higher pricesPg. 52 G.W

- Inelastic Demand
 - Elastic Demand
 - law of demand
 - law of supply
- 10) fluctuations in economic activity, such as employment and production
- Demand Curve
 - Price System
 - partnership
 - business cycle
- 11) an economy dominated by a single item
- Traditional Economy
 - One-Crop Economy
 - Market Economy
 - Command Economy
- 12) when all things are equal, resulting in stable, balanced, or unchanging system
- Market Equilibrium
 - equilibrium
 - utility
 - Public Good
- 13) any directing of economic activity outside the mechanisms of the market
- corporation
 - Externality
 - Central Planning
 - Natural Resource
- 14) a situation in which the quantity supplied of an item at a given price exceeds the quantity demanded
- Surplus
 - needs
 - peak
 - shortage
- 15) a nation with a high level of industrial development and technical expertise, as well as various established economic institutions such as banks and stock markets
- corporation
 - developed nation
 - inflation
 - Externality
- 16) a person, group, or business that makes goods or provides services to satisfy consumers' needs and wants
- Broker
 - Barter
 - Profit
 - Producer
- 17) the point at which the quantity supplied and quantity demanded for a product are equal at the same price.
- Capitalism
 - equilibrium
 - Market Equilibrium
 - free enterprise
- 18) a market-based economic system in which individuals own and control the factors of production
- corporation
 - Capitalism
 - utility
 - Ration

19) the annual income earned on a stock, bond, or other investment security. It is usually expressed as a percentage of its market price.

- Yield
- peak
- Profit
- needs

20) the value lost by rejecting the one use of resources in favor of another. In other words, an action's opportunity cost is the value of the next-best alternative action that is not taken

- partnership
- corporation
- utility
- opportunity cost

21) unemployment that occurs as a result of harvest schedules or vacations, or when industries slow or shut down for a season

- Seasonal Unemployment
- structural unemployment
- Real Investment
- frictional unemployment

22) in economics, any material provided by nature that can be used to produce goods or provide services

- Human Resource
- Demand Curve
- Natural Resource
- Marginal Product

23) the principle that producers will supply more of a product or service at higher prices but less of a product or service at lower prices

- law of supply
- Market Economy
- Surplus
- partnership

24) an investment that creates a new capital good

- Elastic Demand
- free enterprise
- Marginal Cost
- Real Investment

25) a situation in which the quantity demanded of a good or resource exceeds the quantity supplied.

- Barter
- Surplus
- trough
- Shortage

26) business owned by one person

- Sole proprietorship
- One-Crop Economy
- Producer
- corporation

27) the direct exchange of goods and services without the use of money

- Broker
- Want
- Barter
- Ration

28) unemployment that is caused by changes in technology or reduced demand for certain products

- structural unemployment
- Traditional Economy

- Seasonal Unemployment
 - frictional unemployment
- 29) any good or service that is consumed by all members of a group regardless of who has helped pay for it
- Public Good
 - utility
 - inflation
 - Yield
- 30) the cost of producing on additional unit of output
- partnership
 - opportunity Cost
 - Marginal Product
 - Marginal Cost
- 31) unemployment that results because it takes time for workers to search for the jobs that best suit their tastes and skills
- frictional unemployment
 - structural unemployment
 - Traditional Economy
 - Seasonal Unemployment
- 32) an effect that an economic activity has on people and businesses that are neither producers nor consumers of the good or service being produced.
- Ration
 - Capitalism
 - Externality
 - utility
- 33) Economic and political system in which the government owns almost all the means of production and controls economic planning;
- Communism
 - Authoritarian Socialism
 - democratic socialism
 - Capital Formation
- 34) A desire by the consumer
- Want
 - peak
 - Barter
 - needs
- 35) the natural decreases in the utility of a good or service as more units of it are consumed
- Diminished Marginal Utility
 - Externality
 - Marginal Product
 - Marginal Cost
- 36) a situation in which quantity demanded is greater than quantity supplied
- Ration
 - shortage
 - Barter
 - Surplus
- 37) an item that is used in the production of other goods and services
- Natural Resource
 - Capital Resource
 - Capitalism
 - Capital Formation

- 38) A set of economic factors that anticipate the expansions and contractions of the business cycle from one month up to two years before similar changes in overall economic activity occur
- Traditional Economy
 - leading economic indicators
 - law of diminishing returns
 - Command Economy
- 39) an economy in which a central government authority makes all basic economic decisions and controls the factors of production
- Command Economy
 - Traditional Economy
 - Market Economy
 - One-Crop Economy
- 40) the situation that exists when quantity demanded changes greatly in response to a change in price
- Public Good
 - law of demand
 - Elastic Demand
 - Ration
- 41) economic system that relies on habit, custom, or ritual to decide questions of production and consumption of goods and services
- Command Economy
 - Market Economy
 - One-Crop Economy
 - Traditional Economy
- 42) an economy in which the government has little say in what, how, and for whom goods are produced and in which the factors of production are owned by individuals Pg. 25 G.W
- Traditional Economy
 - Command Economy
 - Market Economy
 - Marginal Cost
- 43) monetary prices as a message system to facilitate exchanges between buyers and sellers
- Price System
 - Profit
 - partnership
 - Producer
- 44) a decrease in the overall level of prices in the economy
- corporation
 - Ration
 - utility
 - inflation
- 45) The additional output obtained by employing one more unit of input
- Market Economy
 - Producer
 - Natural Resource
 - Marginal Product
- 46) a person who carries out investors orders to buy and sell stocks and bonds
- Broker
 - trough
 - Barter
 - Producer
- 47) The accumulation of financial and capital goods that promote increased production and economic development
- Capitalism

- corporation
- Capital Resource
- Capital Formation

48) The situation that exist when quantity demanded changes only slightly or not at all in response to a change in price

- inflation
- Elastic Demand
- Inelastic Demand
- law of demand

49) the point of the business cycle during which employment, production, and wages are at their highest

- Broker
- peak
- Want
- needs

50) a business in which a group of owners called stockholders, share in the profits and losses

- Ration
- Capitalism
- Inflation
- corporation

Вариант 4

EXCERCISE 1 Choose the best word to fit the gap.

1. It's important to understand how other cultures behave so you don't cause ____.

A offence B problem C disaster D behaviour

2. In some countries it is quite ____to use the correct title when talking to business colleagues.

A offensive B likely C formal D tricky

3. Having good____may help you to make deals more easily.

A entertaining B manners C demonstrations D handshaking

4. Ian has to be very organised as his work involves meeting tight____ .

A problems B responsibilities C challenges D deadlines

5. Lesley doesn't like having to wait for other people to____work for her.

A generate B solve C resolve D tackle

6. Paul enjoys working at Small World because he finds the____stimulating.

A installation B environment C application D opportunity

7. If someone looks me straight in the eye without____ I tend to think they are honest.

A yawning B sighing C blinking D sniffing

8. Your body____ usually gives other people information about how you really feel.

A appearance B impression C language D relationship

9. Bob and Tony are business ____and have arranged to meet at the sales conference.

A delegates B customers C associates D officers

10 I've given the latest sales ____to Mr. Allen but he hasn't had a chance to look at them yet.

A systems B figures C worksheets D facts

EXERCISE 2 Fill in the gaps with the correct nationality,

1 He lives in Holland so he must be .

2 She comes from the USA so I think she's .

3 They speak French so they could be or (France/Canada).

4 He's a but he can't speak any Swedish.

5 I became a citizen when I married a woman from Hungary.

Exercise 3 Reading Put these sentences in the best order. Put a number, 1-4, in the space.

1. Very well, thanks. Let's get down to business, shall we?

a I'm fine, thanks. How are you?

b Hello again! How are you getting on?

c Yes, all right.

2. Miss Smith, I'd like you to meet Mrs. Jones.
 a Oh, please call me Liz.
 b How do you do, Mrs. Jones?
 c And I'm Claire.
3. Oh, yes. I've heard of you.
 a The name's Alex White.
 b I'd like to introduce myself.
 c Pleased to meet you.
4. I wondered if I might take Friday off?
 a Yes. Tony, of course.
 b Oh, Friday's rather difficult.
 c Mrs. Lang, could I have a word please?
5. What do you think?
 a Yes, sure, Bob.
 b Geoff, could you come over here a minute?
 c Aha, yes, you've put a lot of work into it.

Вариант 5

A. Directions: In questions 1-17 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C) and (D). *Identify the one underlined word or phrase that must be changed in order for the sentence to be correct.*

1. (A) Economics is (B) as old like the human race: it is probably (C) the first art which (D) man acquired.
2. The first major book (A) about economics "An Inquiry (B) into the Nature and Causes of the Wealth of Nations" (C) was published with great success (D) in 1776.
3. (A) After the great American economist Paul, (B) every economic society (C) has to answer three (D) fundamental questions, What, How, and For whom.
4. (A) We could define economics (B) as the human science which studies the relationship (C) among scarce resources and the various uses (D) which compete for these resources.
5. (A) Small droppings in (B) business activity (C) are called recessions, (D) while substantial declines are called depressions.
6. (A) In general, the faster (B) a country's economic growth, the faster (C) rising in (D) living standards.
7. (A) A business becomes profitable when (B) it makes more money (C) than the sum (D) of their expenses.
8. The government (A) is making (B) every effort (C) to avert (D) an economic crises.
9. (A) The focus of (B) economics (C) is (D) the production and distributing of goods and services.
10. Economics Today (A) is (B) interesting, informative, and (C) it is easy (D) to read.
11. (A) Despite of growing industrial activity, the majority (B) of the American people continued to (C) make their living from farming (D) until the beginning of the twentieth century.

12. Scarcity results from (A) disbalance (B) between (C) unlimited wants and (D) relatively limited resources.
13. Economists (A) have tried to discourage the use of the phrase “underdeveloped nation” and (B) encouraging the more accurate phrase “developing nation” (C) in order to suggest (D) an ongoing process.
14. (A) An unexpected raise in the cost of living (B) as well as a decline in employment opportunities (C) has resulted in the rapid creation (D) by Congress of new government program for the unemployed.
15. Although we are (A) concerned with the problem of energy sources, we (B) must not fail (C) recognizing the need (D) for environmental protection. 1
6. (A) But for the crisis he (B) hadn’t lost his job and (C) would be well off (D) at present.
17. In 1848, at the first women’s rights convention, delegates (A) drew up a declaration demanding equality with males (B) in education (C) and economic opportunities (D) and in vote.

B. Read the following passage. It is followed by several questions about it. *For questions 18–23 you are to choose the one best answer (A), (B), (C), or (D), to each question.*

The relationship of economics to history is rather different from that of the other social sciences. Curious as it may sound, this relationship in many respects comes close to that between history and literature. Economics, after all, is the science (in the broad meaning of the term) of something which men actually do. Even if the science did not exist, men would still make economic decisions, economic predictions, and participate in the various forms of economic organization which, in part, it is the economist’s function to describe. Similarly, the disciplined study of literature is concerned with something which men would also do anyway even if the discipline study did not exist: compose poems, act out dramas, write novels, and read them. Political science, or the discipline of politics, has, it is true, many similarities to economics, particularly when it is concerned with generalization about political structures.

18. What does the passage mainly discuss?
- (A) The similarity between economics and politics.
- (B) History’s and literature curious relationship.
- (C) A definition of economics.
- (D) Economics relationship with other sciences.
19. History is related to economics...
- (A) in many different kinds of ways.
- (B) in a different way from its relationship to literature.
- (C) in the same way as it is related to literature.
- (D) just as political science is related to economics.

20.The social science mentioned in the passage is:

- (A) economics.
- (B) history.
- (C) literature.
- (D) politics.

21.Economics looks at:

- (A) all kinds of decision making.
- (B) people's real life behavior.
- (C) broad aspects of organization over time.
- (D) the description of historical events.

22.Studying literature involves:

- (A) much hard work.
- (B) putting poems and plays to music.
- (C) looking at some normal activities of man.
- (D) reading and writing novels.

23.The word "that" in line 1 refers to:

- (A) history.
- (B) economics.
- (C) the relationship.
- (D) the other social sciences.

Although the *Wealth of Nations* by Adam Smith appeared in 1776, it includes many of the ideas that economists still consider the foundation of private enterprise. The ideas put forth by Smith compose the basis of the philosophies of the school of thought called classical economics. According to Smith's ideas, free competition and free trade are vital in fostering the growth of an economy. The role of government in the economy is to ensure the ability of companies to compete freely. Smith, who was himself a Scot, lived during the period of the Revolutions in America and in France. During this epoch, the predominant political thought was a strong belief in freedom and independence in government. Smith's economic ideas of free trade and competition are right in line with these political ideas.

24.A "school" in line 3 is:

- (A) a common belief.

- (B) a college.
- (C) a university.
- (D) an educational institution.

25. Which of the following is closest in meaning to the word “free” in line 4?

- (A) Cheap.
- (B) No cost.
- (C) Uncontrolled.
- (D) Democratic.

26. The word “line” in line 9 could best be replaced by...

- (A) straightness.
- (B) directness.
- (C) file.
- (D) agreement.

5.9. Резюмирование текста по специальности на английском языке.

Последовательность действий:

Task: Read the given text and summarise it in English

Step 1: Read the text with the help of the dictionary if needed

Step 2: Summarise it.

УК-4

Consumer electronics is a competitive business and keeping up with the latest fashion is difficult. But a Japanese family-run electronics group, Casio Computer, has shown that they can do as well as much larger companies.

Over the past decade, Casio has launched a number of innovative products. It was the first to launch a very small digital camera, the Exilim, in 2002. Casio's strong G-Shock watches also started a fashion. More recently, the company developed a range of very thin mobile phones for a large mobile-phone operator; they have become the best-selling model in Japan.

Casio's success is based on selling to young fashion-conscious people. This is surprising when one considers that its senior executives are well over the usual age of a senior manager.

Kazuo Kashio, the President, is 79. His elder brother and Chairman, Toshio, is 81, while his younger brother, Yukio, Vice-President, is 76.

The company was founded in 1957 by Mr Kashio's brother Tadao Kashio, the eldest of the four Casio brothers who have led it over the past half-century.

Other corporations in Japan have elderly executives. Chihiro Kanagawa, 80, has been Chief Executive of Shin-Etsu Chemical since 1990. Tetsuro Funai – the founder of Funai Electric, a consumer electronics manufacturer – is 79. Many other CEOs are in their 60s and 70s. This is partly because greater respect is given to old people in Japanese society, and also because the population of Japan is rapidly ageing. The average life span is 79 for men and 86 for women.

Even so, the Kashio brothers' ability to create innovative products is impressive – particularly when the Chief Executive does not use the Internet regularly and rarely visits the shops to try out the latest technology.

Normally it is young people who generate rapid changes in trends. But according to Mr Kashio, it isn't a question of being young: training and the ability to think creatively are more important

A future businessman (from "The Financier" by Theodore Dreiser) YK-5

Theodore Dreiser, the great American progressive writer, was born in a poor family in 1871. He began to work for his living when he was sixteen. He had a number of jobs, and at one time was a newspaper reporter. As a reporter he gained a wide experience of life, which was a great help to him when he took up novel-writing.

Dreiser's literary career started in 1900 when "Sister Carrie" was published. In this novel and also in his later works, the writer exposed the true nature of American "democracy"

Dreiser was deeply impressed by the Great October Socialist Revolution. In 1927—28 he visited the Soviet Union and from that time on was a true friend to our country. In 1945, at the age of 74, he joined the Communist Party of the USA.

Dreiser died in 1945.

The passage below comes from "The Financier" Frank Cowperwood at thirteen is shown as a boy who is already fully aware of the power of money. Later on he becomes a typical capitalist who stops at nothing to become rich and powerful.

Buttonwood Street, Philadelphia, where Frank Cowperwood spent the first ten years of his life, was a lovely place for a boy to live in. There were mainly red brick houses there with small marble steps leading up to the front doors. There were trees in the street — a lot of them. Behind each house there was a garden with trees and grass and sometimes flowers.

The Cowperwoods, father and mother, were happy with their children. Henry Cowperwood, the father of the family, started life as a bank clerk, but when Frank, his elder son, was ten, Henry Cowperwood became a teller at the bank.

As his position grew more responsible, his business connections increased. He already knew a number of rich businessmen who dealt with the bank where he worked. The brokers knew him as representing a well-known firm and considered him to be a most reliable person.

Young Cowperwood took an interest in his father's progress. He was quite often allowed to come to the bank on Saturdays, when he would watch with great interest the quick exchange of bills. He wanted to know where all the different kinds of money came from, and what the men did with all the money they received. His father, pleased at his interest, was glad to explain, so that even at this early age — from

ten to fifteen — the boy gained a wide knowledge of the condition of the country financially. He was also interested in stocks and bonds, and he learned that some stocks and bonds were not even worth the paper they were written on, and others were worth much more than their face value showed.

At home also he listened to considerable talk of business and financial adventure.

Frank realized that his father was too honest, too careful. He often told himself that when he grew up, he was going to be a broker, or a financier, or a banker, and do some of the risky things he so often used to hear about.

Just at this time there came to the Cowperwoods an uncle, Seneca Davis, who had not appeared in the life of the family before.

Henry Cowperwood was pleased at the arrival of this rather rich relative, for before that Seneca Davis had not taken much notice of Henry Cowperwood and his family.

This time, however, he showed much more interest in the Cowperwoods, particularly in Frank.

"How would you like to come down to Cuba and be a planter, my boy?" he asked him once.

"I am not so sure that I'd like to," replied the boy.

"Well, that's frank enough. What have you against it?"

"Nothing, except that I don't know anything about it."

"What do you know?" The boy smiled, "Not very much, I guess."

"Well, what are you interested in?"

"Money."

He looked at Frank carefully now. There was something in the boy ... no doubt of it.

"A smart boy!" he said to Henry, his brother-in-law. "You have a good family."

Uncle Seneca became a frequent visitor to the house and took an increasing interest in Frank.

"Keep in touch with me," he said to his sister one day. "When that boy gets old enough to find out what he wants to do, I think I'll help him to do it." She told him she was very grateful. He talked to Frank about his studies, and found that the boy took little interest in books or most of the subjects he had to take at school.

"I like book-keeping and mathematics," he said. "I want to get out and get to work, though. That's what I want to do."

"You're very young, my son," his uncle said. "You're only how old now? Fourteen?"

"Thirteen."

"Well, you can't leave school much before sixteen. You'll do better if you stay until seventeen or eighteen. It can't do you any harm. You won't be a boy again."

"I don't want to be a boy. I want to get to work."

"Don't go too fast, son. You'll be a man soon enough. You want to be a banker, don't you?"

"Yes, sir."

"Well, when the time comes, if everything is all right and you've behaved well and you still want to, I'll help you get a start in business. If you are going to be a banker, you must work with some good company a year or so. You'll get a good training there. And, meantime, keep your health and learn all you can."

And with these words he gave the boy a ten-dollar gold piece with which to start a bank-account.

At the restaurant (from "A Thing of Beauty" by A. J. Cronin) YK-4

Archibald Joseph Cronin was born in 1896. In 1919 he graduated from Glasgow University where he took a medical course. After that he practised medicine for over ten years and gained a lot of experience of life. Though Cronin was an excellent doctor, he hoped some time to take up a literary career. The opportunity to write came when his medical practice was interrupted by an illness. His first novel, "Hatter's Castle", came out in 1931. It was followed by a number of other novels. "A Thing of Beauty" was published in 1955.

Stephen Desmonde had returned home after several years at Oxford, where he had been taking a course of theology. Stephen himself did not want to be a parson and had only taken up the course because his father wished him to do so. He was fond of painting and wanted to devote his life to art.

Against his father's will he left England to study painting in France. On arriving in Paris he entered Professor Dupret's Art School. The extract given below is an account of his meeting with other students from England. At one o'clock a bell rang. Immediately a cry went up from everywhere and all around the students began crowding towards the door, pushing Stephen forward against his will. Suddenly he heard a pleasant voice behind him.

"You're English, aren't you? I noticed you come in. My name's Harry Chester."

Stephen turned his head and discovered a good-looking young man of about his own age smiling down at him.

"I'll wait for you downstairs," Chester called out as the crowd carried him away.

Outside Chester offered his hand. "I hope you don't mind my speaking to you." Stephen, who felt lonely in Paris, was glad to find a friend. When Stephen had introduced himself Chester paused for a moment, then exclaimed: "How about lunching with me?" They started off together along the street. The restaurant they went to was quite near, a narrow, low-ceilinged room, opening into a dark little kitchen. Already the place was crowded, mainly by students, but Chester led the way through to a little yard and, calmly removing the card marked 'Reserved' from a table at the far end, invited Stephen to be seated. Immediately a stout, red-faced woman in black ran out of the kitchen in protest.

"No, no, Harry ... this place is reserved for Monsieur Lambert."

"Do not get excited, Madame Chobert," Chester smiled. "You know Monsieur Lambert is my good friend. Besides, he is always late."

Madame Chobert was not pleased; she tried to argue, but in the end Harry Chester's pleasant manner was too much for her. She stopped arguing and offered the title-card for their inspection.

At Chester's suggestion they ordered tomato soup, steak and cheese. Beer was already on the table.

"Strange, isn't it," Chester said, "how you can always tell a University man. Philip Lambert is one too. After Harrow" — he shot a quick glance at Stephen — "I should have gone to Cambridge myself... if I hadn't given it up for art." He went on to say, with a smile, that his father had been a well-known tea-planter in Ceylon. His mother, now a widow, lived in England and was quite rich. Naturally she spoiled him by giving him too much money. He had been in Paris eighteen months.

"It's a lot of fun," he said finally.

They had finished their coffee. People were beginning to leave.

"Your friend Lambert doesn't seem to be coming," Stephen said at last, to break the silence.

Chester laughed, "You never quite know when he'll turn up. His habits are quite irregular."

After a few more remarks about Philip Lambert, Harry Chester suddenly sat up.

"Here's Philip now."

Following Chester's look, Stephen saw a slim man of about thirty entering the restaurant.

When he came over, he began taking off a lemon-yellow glove, meanwhile looking at Chester with amusement.

"Thank you for keeping my table, dear boy. But now you must be off. I'm expecting a guest at two o'clock."

"We're just going, Philip," Chester said in reply. "Look here, I'd like you to meet⁴ Desmonde. He joined us at Dupret's today."

Lambert took a look at Stephen, then he bowed politely as if appreciating the young man's tactful silence.

"Stephen Desmonde only came down from Oxford last term," Chester added quickly.

"Indeed!" exclaimed Lambert.

Holding out a small hand to Stephen, he said, "I am happy to meet you. I myself was at the House. You needn't hurry. I can easily find another table."

"No, no," said Stephen, rising, "we've quite finished."

"Well, then" said Lambert, "come to tea at my house one of these days. We are at home most Wednesdays at five. Harry will bring you along. Then we'll be two men from Oxford and one" — with a smile towards Chester — "who so nearly went to Cambridge."

The bill, quickly produced by Madame Chobert, now lay on the table. Since Chester did not seem to see it, Stephen picked it up and, in spite of Harry's sudden and energetic protests, paid.

How the USA Constitution Began YK-5

If you read this story you'll be able to find a common language with any American. All of them are very proud of their Constitution.

The USA Constitution was written by fifty-five men who met at Philadelphia Convention in 1787. In four months they wrote the Constitution which has lasted over 200 years!

All were white men. The average age was forty-two. Many of these men had been leaders during the American Revolution. About three-fourths of them had served in Congress. Most were leaders in their states. Some were rich, but most were not. None were poor.

There were no native Americans among the delegates. There were no women. There were no black men or slaves. Poor farmers were not present either.

George Washington, James Madison, and Benjamin Franklin were the three important delegates to the Convention.

George Washington came from Virginia. He was probably the most respected man in the country. As the commander-in-chief of the American army during the Revolution, he was a great hero to most people.

Then he had retired to his plantation and would have liked to remain there. However, his friends told him he should attend the convention. They said his support was necessary to get a new constitution accepted by the people. Since Washington thought a stronger national government was necessary, he came to Philadelphia.

James Madison is often called the "Father of the Constitution". His ideas about government greatly influenced the other delegates. He had already developed a written plan for the new government which he brought to Philadelphia. It was known as the Virginia plan and it called for a strong national

government. Madison took notes during the meetings. Much of what we know about the Philadelphia Convention is based on his notes.

Benjamin Franklin attended the convention as a delegate from Pennsylvania. He was 81 years old and in poor health. Like Washington, he was highly respected by the Americans. He had been a printer, inventor and writer. He had also helped the country develop good relations with other nations. At the convention, he encouraged the delegates to cooperate with each other and work hard to settle their differences. His support of the Constitution was important to the other delegates.

Once the Framers reached these agreements, it was time to get down to work and create a constitution. Delegates from states with large populations believed that a state with more people should have more votes in Congress.

During the long debates, the Framers could not reach a decision on this issue. Neither side was willing to give in. The delegates were almost ready to quit and go home. A special committee of one delegate from each state was formed to try and find a solution. The members of the committee worked hard to find a compromise a majority of the delegates would accept.

The result of the committee's work is known as the Great Compromise. The main parts of this compromise were:

- * Congress would have two parts, or houses. These houses would be the Senate and the House of Representatives.

- * Each state, large or small, would have 2 representatives in the Senate.

- * In the House, the number of representatives of each state would be based on the number of people living in that state. By May 25, 1787, the delegates from over half of the states had arrived in Philadelphia. From the start, the Framers agreed on 4 things:

1. George Washington would serve as president of the convention.
2. Each state, large or small, would have one vote at the convention.
3. They would not follow the instructions Congress had given them. They would not even try to improve the Articles of confederation. They thought the Articles had too many weaknesses. Instead, they decided to write an entirely new constitution.

4. They would keep their discussions private. They also decided that what they said at the convention would remain a secret for 30 years. There were 2 reasons for this:

- * They believed they needed to speak freely to create the best possible constitution. If people could listen to them and tell others what they said, they would not feel as free to discuss their ideas.

- * They wanted the new constitution to be accepted by the people. They were afraid that the people might not accept it if they knew all the disagreements the Framers had. The agreement meant that each state would have equal power in the Senate. The states with more people would have more power in the House of Representatives. However, no law could be passed unless a majority of both the Senate and the House of Representatives voted for it. Because of this compromise large and small states could check each other's power and protect their own interests.

КРИТЕРИИ ОЦЕНКИ ТЕСТОВ

Тестирование проводится с использованием компьютерных технологий и устройств, либо без такового. В процессе проведения тестирования преподаватель внимательно следит за тем, чтобы студенты выполняли задания самостоятельно и не мешали друг другу.

«превосходно» - 96-100% правильных ответов;

«отлично» – 86-95% правильных ответов;

«очень хорошо» - 81-85% правильных ответов;
 «хорошо» – 66-80% правильных ответов;
 «удовлетворительно» – 56-65% правильных ответов.
 «неудовлетворительно» - 46-55% правильных ответов;
 «плохо» - 45% и меньше правильных ответов.

КРИТЕРИИ ОЦЕНКИ РЕФЕРАТОВ

В ходе работы над рефератом важно уметь выделить ключевые положения ситуации, ответить на поставленные вопросы (выполнить поставленные задачи) и обосновать свой ответ, основываясь на теоретическом материале.

Оценка	Уровень подготовки
Превосходно	Обучаемый, выполнил все требования к написанию и защите реферата: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.
Отлично	Обучаемый, выполнил все требования к написанию и защите реферата: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы, но есть небольшие замечания, которые не влияют на содержание реферата.
Очень хорошо	Обучаемым выполнены требования к реферату и его защите, но при этом допущены недочёты. В частности, имеются неточности в изложении материала; не выдержан объём реферата; имеются упущения в оформлении.
Хорошо	Обучаемым выполнены требования к реферату и его защите, но при этом допущены недочёты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объём реферата; имеются упущения в оформлении; на дополнительные вопросы при защите даны неполные ответы.
Удовлетворительно	Обучаемым допущены существенные отступления от требований к реферированию. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании реферата или при ответе на дополнительные вопросы; во время защиты отсутствует вывод.
Неудовлетворительно	Обучаемым, тема реферата не раскрыта, обнаруживается существенное непонимание проблемы.
Плохо	Обучаемым, тема реферата не раскрыта, обнаруживается существенное непонимание проблемы, отсутствие выступления или в результате защиты, обучаемый не ответил ни на один вопрос.

6. Учебно-методическое и информационное обеспечение дисциплины (модуля)

а) основная литература:

1. Английский язык для менеджеров: профессиональные коммуникативные компетенции [Электронный ресурс]: учеб.-метод. пособие / И.Ю. Панкова [и др.]. — Электрон. дан. — Москва: МГИМО, 2012. — 284 с. — Режим доступа: <https://e.lanbook.com/book/46299>. — Загл. с экрана.

2. Гришаева Е. Б. Деловой иностранный язык/Гришаева Е.Б., Машукова И.А. - Краснояр.: СФУ, 2015. - 192 с. (Электронная библиотека Znanium.com. URL: <http://znanium.com/catalog.php?bookinfo=550490>).

б) дополнительная литература:

1. Десяткова Т. М. Английский язык: Managment Today: Учебное пособие / Т.М. Десяткова, Л.Е. Мазурина, М.К. Верещагина. - М.: Альфа-М: НИЦ Инфра-М, 2012. - 224 с.

2. Дмитренко, Н.А. Английский язык. Практическая грамматика для экономистов и менеджеров [Электронный ресурс]: учеб. пособие / Н.А. Дмитренко, Т.А. Грехова. — Электрон.

дан. — Санкт-Петербург: НИУ ИТМО, 2014. — 135 с. — Режим доступа: <https://e.lanbook.com/book/70806>. — Загл. с экрана.

3. Попов Е. Б. Деловой английский язык / Е.Б. Попов - М.: НИЦ ИНФРА-М, 2015. - 64 с. (Электронная библиотека Znanium.com. URL: <http://znanium.com/catalog.php?bookinfo=515334>).

4. Герасимов Б. И. Business English for students of economics = Деловой английский для студентов-экономистов: Уч. пос./Б.И. Герасимов и др., под общ. ред. М.Н. Макеевой 2 изд. - М.: Форум, НИЦ ИНФРА-М, 2016 — 184 с. (Электронная библиотека Znanium.com. URL: <http://znanium.com/catalog.php?bookinfo=515455>)

в) программное обеспечение и Интернет-ресурсы

Интернет ресурсы

1. MSWindows 7 (лицензия на ГОУ ВПО ННГУ им. Лобачевского, идентификатор 47276400),

2. MicrosoftOffice 2007 Профессиональный + (лицензия на ГОУ ВПО ННГУ им. Лобачевского, идентификатор 47729513),

3. KasperskyEndpointSecurity 10 for Windows) и др.

4. Дубинина Г. А. Английский язык: экономика и финансы (Environment): Учебник / Г.А. Дубинина, И.Ф. Драчинская и др.; Финансовая Академия при Правительстве РФ. - М.: Альфа-М: ИНФРА-М, 2011. - 208 с.

5. Евсюкова, Т. В. Английский язык [Электронный ресурс]: учебник для экономических специальностей / Т. В. Евсюкова, С. И. Локтева. - 2-е изд., стереотип. - М.: Флинта: МПСИ, 2011. - 358 с

6. Кабешева, Е.М. Гайкова, М.И. Чигринец. — Электрон. дан. — Минск: "Вышэйшая школа", 2014. — 176 с. — Режим доступа: <https://e.lanbook.com/book/65158>. — Загл. с экрана.

7. Кашаев А. А. Кашаев, А. А. Основы делового английского языка. The ABC of business English [Электронный ресурс]: учеб. пособие / А. А. Кашаев. - 2-е изд., стер. - М.: Флинта: МПСИ, 2012. - 176 с.

8. Маньковская З. В. Английский язык для делового общения: Ролевые игры по менеджменту: Учебное пособие / Маньковская З.В. - М.НИЦ ИНФРА-М, 2016. - 120 с.

9. Маньковская З. В. Грамматика для делового общения на английском языке (модульно-компетентностный подход): Учебное пособие / З.В. Маньковская. - М.: НИЦ Инфра-М, 2013. - 140 с

10. Маньковская З. В. Деловой английский язык: ускоренный курс: Учебное пособие / З.В. Маньковская. - М.: НИЦ ИНФРА-М, 2014

11. Маньковская З. В. Маньковская З.В. Английский язык в ситуациях повседневного делового общения: учеб. пособие / З.В. Маньковская. – М: ИНФРА-М, 2017. — 223.

12. Маньковская З. В. Маньковская З.В. Деловой английский язык: ускоренный курс: учеб. пособие / З.В. Маньковская. — М.: ИНФРА-М, 2017. — 160 с.

13. Новикова Е. Н. Деловой английский в контексте современных тенденций развития бизнеса: Учебное пособие / Новикова Е.Н., Пашкевич Е.Г., Петрова С.Ф. - М.: Дело АНХ, 2011. - 164 с.

14. Халилова Л. А. English for students of economics: Английский язык для студентов-экономистов: учебник / Л.А. Халилова. — 4-е изд., перераб. и доп. — М: ФОРУМ: ИНФРА-М, 2019. — 383 с

15. Шевелева С. А. Деловой английский: Учеб. пособие для вузов Учебное пособие / Шевелева С.А., - 2-е изд., перераб. и доп. - М: ЮНИТИ-ДАНА, 2015. - 382 с

16. Шевелева С. А. Шевелева, С. А. Деловой английский [Электронный ресурс]: учеб. пособие для вузов / С. А. Шевелева. - 2-е изд., перераб. и доп. - М.: ЮНИТИ-ДАНА, 2012. - 382 с.

17. IT Services 13 Banbury Road. British National Corpus [Электронный ресурс]. URL: <http://www.natcorp.ox.ac.uk/> (дата обращения: 09.09.2016).

18. Studies V.U. of W.F. of H. and S.S.S. of L. and A.L. The Academic Corpus [Электронный ресурс]. URL:

<http://www.victoria.ac.nz/lals/resources/academicwordlist/information/corpus> (дата обращения: 09.09.2016).

19. Wordle - Beautiful Word Clouds [Электронный ресурс]. URL: <http://www.wordle.net/> (дата обращения: 09.09.2016).

20. Visuwords™ online • Visual Dictionary, Visual Thesaurus [Электронный ресурс]. URL: <http://www.visuwords.com/> (дата обращения: 09.09.2016).

21. Visual Dictionary Online [Электронный ресурс]. URL: <http://visual.merriam-webster.com/> (дата обращения: 09.09.2016).

22. Tagxedo - Word Cloud with Styles [Электронный ресурс]. URL: <http://www.tagxedo.com/> (дата обращения: 09.09.2016).

23. StringNet Navigator 4.0 [Электронный ресурс]. URL: <http://nav4.stringnet.org/index.php> (дата обращения: 09.09.2016).

24. skell: English language learning – Sketch Engine [Электронный ресурс]. URL: <http://skell.sketchengine.co.uk/run.cgi/skell> (дата обращения: 09.09.2016).

25. Search corpus [Электронный ресурс]. URL: https://the.sketchengine.co.uk/bonito/run.cgi/first_form?corpname=preloaded/bawe2; (дата обращения: www.englishclub.com/business-english)

26. www.learn-english-today.com

27. www.businessenglishsite.com

28. www.business-english.com

29. www.cambridge.org/.

30. www.pearsonlongman.com.

31. www.bbclearningenglish.com

32. Электронные словари: Lingvo 12, MultiTran, MultiLex.

7. Материально-техническое обеспечение дисциплины (модуля)

Материально-технические условия для реализации данной учебной дисциплины соответствуют действующим санитарным и противопожарным нормам.

Реализация данной учебной дисциплины осуществляется с использованием учебных аудиторий для проведения занятий лекционного типа, занятий семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, а также помещения для самостоятельной работы и помещения для хранения и профилактического обслуживания учебного оборудования.

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

Для проведения занятий предлагаются наборы демонстрационного оборудования и учебно-наглядных пособий, обеспечивающие тематические иллюстрации, соответствующие рабочим учебным программам дисциплин (модулей).

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду организации.

Каждый обучающийся в течение всего периода обучения обеспечен индивидуальным неограниченным доступом к электронно-библиотечным системам (электронным библиотекам) («Консультант студента», «Лань», «Znaniyum», «Юрайт») и к электронной информационно-образовательной среде организации (portal.unn.ru). Данные электронно-библиотечные системы (электронные библиотеки) и электронная информационно-образовательная среда обеспечивают возможность доступа обучающегося из любой точки, в которой имеется доступ к информационно-телекоммуникационной сети «Интернет», как на территории организации (в библиотеке

ИЭП ННГУ), так и вне ее.

Программа составлена в соответствии с требованиями СУОС ВО ННГУ по направлению подготовки 09.04.03 «Прикладная информатика», направленность (профиль) программы магистратуры «Интернет-технологии в экономике»

Программа одобрена решением Ученого совета ННГУ им. Н.И. Лобачевского, протокол от 30 ноября 2022 г. № 13.

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