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имени адмирала С.О. Макарова»**

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«Государственный университет морского и речного флота  
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**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ  
ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ  
АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ  
Б1.Б.3.Иностранный язык (английский)  
(Приложение к рабочей программе дисциплины)**

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## 1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

### 1.1 Перечень компетенций и этапы их формирования в процессе освоения дисциплины

В результате освоения ОПОП бакалавриата обучающийся должен овладеть следующими результатами обучения по дисциплине:

Код компетенции	Содержание компетенции	Планируемые результаты освоения дисциплины (модуля)
ОК-4	способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	<p><b>Знать:</b> Основные грамматические явления английского языка, базовую лексику.</p> <p><b>Уметь:</b></p> <ul style="list-style-type: none"> <li>- относительно полно и точно понимать высказывания собеседника в распространенных стандартных ситуациях повседневного общения, понимать основное содержание и извлекать необходимую информацию из различных аудио- и видеотекстов: прагматических (объявления, прогноз погоды), публицистических (интервью, репортаж), соответствующих тематике данной ступени обучения</li> <li>- вести диалог в ситуациях формального и неформального общения;</li> <li>- читать аутентичные тексты различных стилей: публицистические, художественные, научно-популярные, прагматические, - используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи; общеупотребительные выражения.</li> </ul> <p><b>Владеть:</b></p> <ul style="list-style-type: none"> <li>- навыками работы с оригинальной литературой;</li> <li>- навыками библиографического поиска с использованием современных информационных технологий.</li> </ul>

### 1.2 Паспорт фонда оценочных средств для проведения текущей и промежуточной аттестации обучающихся

№ п/п	Контролируемые темы дисциплины (модуля)	Код контролируемой компетенции	Наименование оценочного средства
1	Тема 1. Основы фонетики английского языка.	ОК-4	чтение диалога, чтение текста с пропусками, зачет, экзамен
2	Тема 2. Порядок слов	ОК-4	лексико-грамматические упражнения,

	в простом предложении английского языка.		чтение текста и выполнение лексико-грамматических заданий к нему, зачет, экзамен.
3	Тема 3. Learning foreign language	OK-4	чтение текста и выполнение лексико-грамматических задания к нему, перевод с русского на английский, лексико-грамматические упражнения, зачет, экзамен
4	Тема 4. «Lifelong learning»	OK-4	чтение текста «по ролям», групповой проект, тестирование, зачет, экзамен.
5	Тема 5. Education in Great Britain	OK-4	лексический диктант, лексико-грамматические упражнения, перевод с русского на английский, лексико-грамматический тест, чтение текста «по ролям», проект на основе работы с литературой, зачет, экзамен.
6	Тема 6. Some aspects of the English history and language	OK-4	подробный пересказ текста, лексический диктант, перевод с русского на английский, лексико-грамматические упражнения, чтение текста с пропусками, чтение текста с заполнением пропусков, чтение текста «по ролям», краткий пересказ текста, лексико-грамматический тест, зачет, экзамен.
7	Тема 7. Economy and economics	OK-4	подробный пересказ текста, перевод с русского на английский, лексико-грамматические упражнения, краткий пересказ текста, чтение текста и выполнение лексико-грамматических заданий к нему, лексический диктант, чтение текста «по ролям», лексико-грамматический тест, чтение текста с заполнением пропусков, зачет, экзамен.
8.	Тема 8. Economic activity	OK-4	подробный пересказ текста, перевод с английского на русский, лексико-грамматические упражнения, чтение текста «по ролям», лексический диктант, зачет, экзамен.
9.	Тема 9. Getting the job	OK-4	краткий пересказ текста, перевод с русского на английский, лексико-грамматические упражнения, лексический диктант, лексико-грамматический диктант, написание резюме, чтение текста с пропусками, зачет, экзамен
10	Тема 10. Money and trade	OK-4	подробный пересказ текста, реферирование текста, перевод с русского на английский, «чтение по ролям», чтение текста и выполнение лексико-грамматических заданий к нему, индивидуальный проект, зачет, экзамен

11.	Тема 11. Companies	ОК-4	реферирование текста, перевод с русского на английский, лексический диктант, чтение текста и выполнение лексико-грамматических заданий к нему, лексико-грамматические упражнения, групповой проект, зачет, экзамен
12.	Тема 12. Company structure	ОК-4	реферирование текста, перевод с русского на английский, лексико-грамматические упражнения, чтение текста «по ролям», зачет, экзамен
13	Тема 13. International business	ОК-4	реферирование текста, перевод с русского на английский, лексический диктант, чтение текста с пропусками, лексико-грамматические упражнения, лексико-грамматический тест, проект с поиском информации, зачет, экзамен
14	Тема 14. Marketing and brands	ОК-4	реферирование текста, перевод с русского на английский, чтение текста и выполнение лексико-грамматических заданий к нему, лексико-грамматические упражнения, краткий пересказ текста, зачет, экзамен
15	Тема 15. Internet	ОК-4	реферирование текста, перевод с русского на английский, чтение текста и выполнение лексико-грамматических заданий к нему, лексико-грамматические упражнения, зачет, экзамен
16	Тема 16. Business writing	ОК-4	перевод с русского на английский, лексический диктант, чтение текста и выполнение лексико-грамматических заданий к нему, лексико-грамматические упражнения, написание письма-запроса, чтение текста с заполнением пропусков, чтение текста «по ролям», зачет, экзамен
17	Тема 17. Retail bankin	ОК-4	реферирование текста, чтение текста и выполнение лексико-грамматических заданий к нему, краткие пересказ текста, лексико-грамматические упражнения, зачет, экзамен

### 1.3 Критерии оценивания результата обучения по дисциплине и шкала оценивания

Уровни сформированности компетенции	Основные признаки уровня
<b>Пороговый (базовый) уровень (Оценка «3», Зачтено)</b> (обязательный по отношению ко	- Неполное представление о грамматических формах и конструкциях английского языка; недостаточное знание лексики в рамках обозначенной тематики и

<p>всем выпускникам к моменту завершения ими обучения по ОПОП)</p>	<p>проблематики.</p> <ul style="list-style-type: none"> <li>- Недостаточно сформированные коммуникативные умения в области рецептивных (аудирование и чтение) и продуктивных (говорение и письмо) видов речевой деятельности.</li> <li>- Недостаточно сформированное владение языковыми и речевыми умениями и навыками, необходимыми в бытовой, социально-культурной, учебно-познавательной и профессиональной сферах общения.</li> </ul>
<p><b>Повышенный (продвинутый) уровень (Оценка «4», Зачтено)</b> (превосходит пороговый (базовый) уровень по одному или нескольким существенным признакам)</p>	<ul style="list-style-type: none"> <li>- Сформированные, но содержащие отдельные пробелы знания грамматических форм и конструкций английского языка; лексики в рамках обозначенной тематики и проблематики общения.</li> <li>- Сформированные, но имеющие отдельные недостатки коммуникативные умения в области рецептивных (аудирование и чтение) и продуктивных (говорение и письмо) видов речевой деятельности.</li> <li>- Сформированное, но имеющее отдельные недостатки владение языковыми и речевыми умениями и навыками, необходимыми в бытовой, социально-культурной, учебно-познавательной и профессиональной сферах общения.</li> </ul>
<p><b>Высокий (превосходный) уровень (Оценка «5», Зачтено)</b> (превосходит пороговый (базовый) уровень по всем существенным признакам, предполагает максимально возможную выраженность компетенции)</p>	<ul style="list-style-type: none"> <li>- Сформированные знания грамматических форм и конструкций английского языка; лексики в рамках обозначенной тематики и проблематики общения.</li> <li>- Сформированное владение языковыми и речевыми умениями и навыками, необходимыми в бытовой, социально-культурной, учебно-познавательной и профессиональной сферах общения.</li> <li>- Сформированные коммуникативные умения в области рецептивных (аудирование и чтение) и продуктивных (говорение и письмо) видов речевой деятельности</li> </ul>

## 2. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ

### 2.1 Задания для самостоятельной работы и средства текущего контроля

#### Тема 1. Основы фонетики английского языка.

##### 1) Чтение диалога.

\ Hello, John! / Hello! `How` are you? Thank / you, I`m all \ right; \ Thank / you, very \ well; \ Thank you, `not so \ well. `How are you \ doing? `How is \ business? `Not \ bad. `How`s \ life? \ Fine, `thanks. `How do you / do? `Good \ morning! \ Morning!` Good after\noon! Good \ evening! \ Evening! Glad to \ meet you! `Haven`t `seen you for \ ages! It`s `good to `see you a \gain! How `nice to see you a \gain!

##### 2) Чтение текста с пропусками.

Текст А

## William Shakespeare

\_\_ April 23, 1564 William Shakespeare was born \_\_ Stratford - upon - Avon. \_\_ mother was \_\_ daughter of a \_\_. His \_\_ was a glove - maker. \_\_ attended a \_\_ school \_\_ Stratford and had quite a good \_\_. There \_\_ learned to \_\_ reading.

\_\_ he was a \_\_, he married a \_\_ some years older \_\_ himself. \_\_ had \_\_ children: the \_\_ is the \_\_ and \_\_ twins – a son and another \_\_. \_\_ 1587 William \_\_ to work in London leaving \_\_ family at home. \_\_ people say that the reason was his love of \_\_ and \_\_.

\_\_ London Shakespeare began \_\_ write plays and become an important \_\_ of a well - known acting company. \_\_ of his plays were \_\_ in the new Globe Theatre built \_\_ the bank \_\_ the river Thames. In 1613 he stopped writing \_\_ went to live in Stratford when he \_\_ in 1616. \_\_ plays are well - known \_\_ still acted not only \_\_ England but in the \_\_ world.

### Текст В

## William Shakespeare

On April 23, 1564 \_\_ was born in Stratford - upon - Avon. His \_\_ was the \_\_ of a farmer. \_\_ father was a \_\_. William \_\_ a grammar school in \_\_ and had quite a \_\_ education. There he \_\_ to love \_\_.

While he \_\_ a teenager, \_\_ married a woman some years \_\_ than himself. He \_\_ three \_\_: \_\_ eldest is \_\_ daughter and then \_\_ – a son and \_\_ girl. In 1587 William went \_\_ in London leaving his family \_\_ home. Some people \_\_ that the reason was his love \_\_ poetry \_\_ theatre.

In London \_\_ began to \_\_ plays and become an \_\_ member of a well - known acting company. Most \_\_ his plays \_\_ performed in \_\_ new Globe Theatre built on the bank of \_\_ river Thames. \_\_ 1613 he stopped writing and went to live in Stratford when he died \_\_ 1616. His plays \_\_ well - known and still acted \_\_ only in England \_\_ in the whole world.

## Тема 2. Порядок слов в простом предложении английского языка.

### 1) Лексико-грамматические упражнения

1. Составьте из указанных слов предложение.

Пример: *a bargain / really / going / I / enjoy / markets / the shops / looking / and / for / round. – I really enjoy going round the shops and markets looking for a bargain.*

1. common / gardening / house / have / is / a very / hobby / for / their / who / people / own.

2. day / should / you / a couple / eat / per / of / vegetables.

3. life / and / would / our / without / rest / difficult / be / recreation.

4. on / spend / you / money / clothes / a lot of / music / and.

5. free / have / to / different / people / how / their / of / ideas / time / spend.

2. Ниже приведены ответы на вопросы. Восстановите первоначальные вопросы, используя слова, указанные в скобках

1. My friends and I like going to the cinema and do it every weekend. (often)

2. Ice-cream tastes very sweet, it is smooth, creamy and very cold. (taste like)

3. A nice cup of green tea with some biscuits is the best way to start a new day. (for breakfast)

4. I don't spend a lot of time in the shops and I choose things very fast. (clothes shops)
5. I always look for the lowest price. (different shops)
6. I like to see what's new, and there's a really good atmosphere there. ( mall)
7. You can play games in the arcade at the mall. (coin-operated machines)
8. Yes, I always check prices in different shops. (careful)
9. Well, I get the weekly groceries. (regularly)
10. Farmers sell their products directly to the customers and provide them with "real" food. (profits)

## 2) Чтение текста и выполнение лексико-грамматических заданий к нему

### THE STORY OF MY TROUBLES

From my childhood I was an easily taught and obedient boy. My kindness was so noticeable that my friends made fun of me. I was especially fond of animals and had a great number of pets. With these I spent most of my time, and never was so happy as when feeding and playing with them. My character did not change much when I grew up.

I married early, and was happy to find in my wife a character very much like my own. Seeing my love for pets she never lost a chance of getting the most pleasant animals. We had birds, gold-fish, a fine dog, rabbits, a small monkey, and a cat.

This cat was a remarkably large and beautiful animal, quite black and surprisingly clever. In speaking of his cleverness, my wife, who was a superstitious woman, often mentioned the old popular belief, which considered all black cats to be in disguise.

Pluto - this was the cat's name was my favourite pet and playmate. I alone fed him, and he followed me everywhere about the house. It was even with difficulty that I could prevent him following me through the streets.

Our friendship lasted for several years, during which my character (I blush to confess it) had changed for the worse. I became day by day more moody and irritable. It often happened that I hurt the feelings of others; I suffered myself as I was rude to my wife. At last I even hit her.

My pets, of course, could feel the change in my character. In fact, I began to treat them cruelly. As for Pluto, I held back from cruelty as I did treat cruelly the rabbits, the monkey, or even the dog when they came in my way. But my illness took hold of me for what other illness is like alcohol!- and at last even Pluto, who was now becoming old, even Pluto began to feel the effects of my temper.

1. Прочитайте текст.
2. Ответьте на вопросы к тексту:
  - a. What kind of pets do they have?
  - b. What was the cat's name?
  - c. What illness had the author?
  - d. Was he a kind man?
  - e. How long did their friendship last?
3. Составьте к тексту по два вопроса каждого вида.
4. Переведите с английского на русский:
  - a. I married early, and was happy to find in my wife a character very much like my own.
  - b. Our friendship lasted for several years, during which my character (I blush to confess it) had changed for the worse.



- c. In speaking of his cleverness, my wife, who was a superstitious woman, often mentioned the old popular belief, which considered all black cats to be in disguise.

5. Подберите противоположности к следующим словам из текста:

happy

beautiful

kind

black

begin.

### **Тема 3. Learning foreign language.**

#### **1) Чтение текста и выполнение лексико-грамматических заданий к нему.**

1. Прочитайте текст.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and effort. Nowadays it is especially important to know foreign languages.

English is one of the most speaking languages in the world. Over 300 million people speak English as a mother tongue. It is the national language of Great Britain, the United States of America, Australia and New Zealand. It is also one of the official languages in Canada, the Irish Republic and the Republic of South Africa. As a second language it is spoken in India, Singapore, Pakistan and many other former British and US colonies in Africa and Asia.

Millions of people speak English as a foreign language. It is the major international language of communication in politics, science, business, education, mass entertainment and international tourism. Half of the world's scientific literature is in English. It is also the language of computer technology. English is one of the official languages of the United Nations Organization.

English is a wonderful language. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, Charles Dickens. The great German poet Goethe said, "He, who knows no foreign language, does not know his own one".

To know English today is absolutely necessary for every educated man, for every good specialist.

2. Составьте и запишите 5 вопросов, раскрывающих общий смысл содержания текста.  
3. Выпишите из текста предложение с глаголом-сказуемым в форме Past Simple.  
4. Выпишите из текста предложение с глаголом to be.  
5. Найдите в тексте и выпишите эквиваленты следующих слов и словосочетаний: государственный язык

родной язык  
наука  
научный  
важный  
необходимый

6. Ответьте на вопросы к тексту:

1. Is it easy for you to learn a foreign language ?
2. Why do people learn foreign languages ?
3. Why do you learn exactly English ?
4. Do many people in the world speak English as a mother tongue ?
5. What language is used by scientists ?

6. Do you like English? ( Are you fond of English?)

**2) Переведите с русского на английский, употребляя глаголы to be и to have.**

1. Я голоден. Ты голоден. Он голоден. Она голодна. Мы голодны. Вы голодны. Они голодны.
2. Я счастливый? Ты счастливый? Он счастливый? Она счастливая? Мы счастливые? Вы счастливые? Они счастливые?
3. Мне не холодно. Тебе не холодно? Ему не холодно. Ей не холодно? Нам не холодно. Вам не холодно? Им не холодно.
4. Он редко опаздывает на работу.
5. Я интересуюсь биологией и химией.
6. Ты увлекаешься музыкой?
7. У него хорошие способности к математике.
8. Вы гордитесь вашими родителями?
9. Ты иногда сомневаешься?
10. Каждый вечер после спортзала я испытываю сильную жажду.

**3) Лексико-грамматические упражнения.**

*1. Перефразируйте следующие утвердительные предложения в отрицательные и вопросительные. Дайте краткие ответы на вопросы.*

Образец: I was ill last week. / I was not ill last week.  
Were you ill last week ? – Yes, I was. / No, I wasn't.

1. Pete is at work now. 2. My friend is good at geography. 3. It was wonderful at the party. 4. They were at the cinema yesterday. 5. The temperature will be above zero tomorrow. 6. I'm sure they will be late for the meeting. 7. They will be back tomorrow. 8. The teacher was pleased with the student's answer. 9. We'll be busy next Sunday. 10. The sportsmen are ready for the competition. 11. Bob is a famous football player. 12. Relationships within the family are different now. 13. Christmas is the traditional time for presents.

*2. Переведите предложения. Обратите внимание на устойчивые сочетания с глаголом to be.*

1. I'm afraid of dogs. 2. What are you particularly interested in ? 3. I'm not hungry, I'm thirsty. 4. Are you ready for the lesson ? 5. A new film is on. Are you going to see it ? 6. He was about to leave London. 7. Is she in ? – No, she is out. 8. I'm afraid you are wrong. 9. Are you through with your work?

*3. Употребите глагол to have в нужном времени.*

1. Yesterday we .... a lecture on history and group 1074 .... a lecture on mathematics. 2. Tomorrow I .... an English lesson, my friend .... an English lesson too. 3. Now our University .... 13 faculties. 4. At the end of each term students .... four or five exams. Last January we .... five exams. This summer our group .... five exams too. 5. My mother always .... much work to do. 6. My parents usually .... little free time. 7. Each faculty of our University .... scientific laboratory. These laboratories .... modern equipment. 8. I hope all our graduates .... interesting work in the future.

*4. Составьте вопросы, используя глаголы to be, to have в нужной форме.*

*Образец:* Your brother/young.  
Is your brother young ?

- 1) Jane/brothers.
- 2) George/nine years old.
- 3) Mrs. Brown/a large family.
- 4) Your sister/pretty.
- 5) Why/they/absent.
- 6) Where/Betty/now.
- 7) They/relatives/here.
- 8) It / the right answer.
- 9) Your neighbour / any pets.
- 10) You / any problems / with your parents.
- 11) Why / it / great / to have a brother or a sister.
- 12) You / an only child / in the family.

5. Вставьте глагол **to have** в нужной форме.

1. My friend .... not many children. He .... two sons. 2. I .... no paper to write a letter. 3. Jack .... not got that Spanish magazine. 4. We .... got an interesting article about Moscow. 5. .... you got enough time to discuss this question with me ? 6. How many English lessons .... you .... last week ? – We .... three lessons. 7. We .... much work to do at the office yesterday. 8. What time .... you usually .... breakfast ? – I usually .... breakfast at 9 o'clock in the morning. 9. I .... little money, but now I .... much. 10. The girl .... no cat, but soon she .... a black kitten. 11. They .... a house in the suburbs. 12. .... you got anything new to tell me? 13. We .... a good time next weekend. 14. .... we .... a lecture tomorrow? – No, we ..... We .... no lectures tomorrow.

**4) Переведите с русского языка на английский, употребляя глаголы to be и to have.**

1. Его рабочий день очень длинный. Он всегда занят.
2. У меня два брата, один – студент, другой – школьник.
3. Она хорошо разбирается в математике.
4. Нам очень нравится современная музыка.
5. Мы гордимся своими родителями.
6. Вы боитесь собак ? - Нет.
7. Никто не был готов к уроку.
8. Братья были очень похожи друг на друга.
9. У меня болит голова.
10. Не беспокойтесь, я сделаю это сама.
11. Вы нервничаете? Вы чувствуете себя хорошо ?
12. Сам фильм не был интересным, но музыка была замечательная.
13. В следующем месяце ей будет 18 лет.
14. Кто самый старший в вашей семье ?
15. Что у вас обычно на завтрак?
16. Он очень приятный человек. Как его зовут?

#### **Тема 4. «Lifelong learning»**

##### **1) Чтение текста «по ролям»**

**Часть 1.** Lifelong learning is the concept that it's never too soon or too late for learning, a way of thinking that many different organizations now believe in. Albert Einstein, the famous scientist, summed up this way of thinking when he said, 'Learning is not a product of schooling, but the lifelong attempt to acquire it.'

**Часть 2.** Lifelong learning provides adults with learning opportunities at all ages and in various contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education. In recent years, participation in adult education has increased in most European countries. In Britain, for example, 44 percent of adults participated in adult education programmes in 2004, compared with 40 percent in the year 2000. Lifelong education is a form of teaching often carried out through distance learning or e-learning, continuing education, home schooling or correspondence courses. It includes postgraduate programmes for those who want to improve their qualifications, bring their skills up to date or retrain for a new line of work. Internal corporate training has similar goals.

**Часть 3.** One of the reasons why lifelong education has become important is the acceleration in the progress of science and technology. Despite the increased length of primary, secondary and higher education, the knowledge and skills gained there are usually not sufficient for a professional career over three or four decades. As an American educator has said, 'Learning prepares us for change.' More importantly, lifelong learning is about an attitude - that you can and should be open to new ideas, decisions, skills or behaviours. Lifelong learning does not accept the saying 'You can't teach an old dog new tricks.'

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски

№3. кратко изложите содержание и основную мысль прочитанной части текста.

## **2) Групповой проект на тему «Lifelong learning»**

- 1) What opportunities are there for lifelong education in your country?
- 2) What are the advantages and disadvantages of distance learning?
- 3) What do you think the saying 'you can't teach an old dog new tricks' means? Do you agree?

## **Тема 5. Education in Great Britain**

### **1) Лексический диктант**

1. grant
2. scholarship
3. award
4. fee
5. college of education
6. secondary school
7. new entrants
8. first-year students
9. graduates
10. university

### **2) Лексико-грамматические упражнения.**

1. Поставьте артикль там, где это необходимо.

1. This is ... tree. ... tree is green. 2. I can see three ... boys. ... boys are playing. 3. I have ... bicycle. ... bicycle is black. My ... friend has no ... bicycle. 4. Our ... room is large. 5. We wrote ... dictation yesterday. ... dictation was long. 6. She has two ... daughters and one ... son. Her ... son is ... pupil. 7. My ... brother's ... friend has no ... dog. 8. This ... pencil is broken. Give me that ... pencil, please. 9. She has ... ball. ... ball is ... big. 10. I got ... letter from my ... friend yesterday. ... letter was interesting.

2) *Поставьте артикль там, где это необходимо.*

1. This is ... pen. ... pen is red. 2. These are pencils. ... pencils are black. 3. This is ... soup. ... soup is tasty. 4. In the morning I eat ... sandwich and drink ... tea. 5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was tasty. 6. Do you like ... ice-cream? 7. I see ... book in your ... hand. Is ... book interesting? 8. She bought... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was very ... tasty. We ate ... cake with ... tea. 9. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper. 10. This is ... bag. ... bag is brown. It is my sis-ter's ... bag. And this is my ... bag. It is ... yellow.

3) *Выберите правильный вариант ответа*

I could tell by (a/the ) town hall clock that I was late, so I decided to catch (a/the ) bus. It was (a/the ) beautiful day; (a/the ) sun was shining and there was ( a/the) very little wind. I turned (a/the) corner, and walked down (a/the) main street. (A/the) couple of minutes later, I heard (a/the) noise, and (a/the) man wearing (a/the) grey leather jacket ran past me. At first, I thought he was trying to catch (a/the) bus which was waiting at (a/the) bus stop, but then (a/the) policeman appeared, running at (a/the) some speed. He was obviously chasing (a/the ) man in (a/the ) leather jacket, and he was joined by another policeman, who was talking rapidly into (a/the) hand-held radio. All three disappeared into (a/the) crowd of people, my bus arrived, and I got on. As (a/the ) bus drove down (a/the) road, I saw (a/the) man again. Walking casually through (a/the) crowd with his (a/the) coat over his Shoulder. I could also see (a/the) second policeman, still talking into his radio. He was describing (a/the) man who no longer existed, (a/the) man wearing a jacket and running furiously: while (a/the) real criminal (if he was (a/the) criminal) walked slowly and casually into the Station.

**3) Переведите на английский язык, обращая внимание на употребление определенных и неопределённых артиклей.**

1. Я очень умная девочка. У меня большая умная книжка
2. Мы очень сильные сыновья. У нас счастливые отцы.
3. Ты очень старательный студент. У тебя большая тетрадь.
4. У меня есть собака
5. Два кофе и апельсиновый сок, пожалуйста.
6. У неё есть писанино.
7. У него есть информация.
8. Это мальнькое. Это кошка. Эта маленькая кошка.
9. Это быстрое. Это поезд. Это быстрый поезд.
10. Это медленное. Это автобус. Это медченный автобус.
11. Это холодное. Это окно. Это холодное окно.
12. Это горячее. Это суп. Это горячий суп.
13. О старый. Он друг. Он старый друг.
14. Какой чудесный день! Какая чудесная погода!
15. На столе сахар, апельсины, чашка с черным кофе и кусок сыра.
16. Новости – интересные, но я не знаю, как их интерпретировать.

17. В комнате Анны, на стене, её фотография.
18. Ивановы и Брауны не едят мясо.
19. Я прочитала сегодня в газете, что десятиминутный перерыв между парами в университете не даёт студентам как следует отдохнуть.
20. Я не большой любитель фильмов, но музыка из фильма об истории «Битлз» мне понравилась.

#### **4) Лексический диктант.**

1. chapel
2. medieval
3. a delight
4. undergraduates
5. open greens
6. sundials
7. glimpses
8. is very much a part
9. residents
10. the key to mystery

#### **5) Переведите с английского на русский, используя Present Simple.**

1. Я всегда читаю газеты по утрам.
2. Летом ты играешь в теннис.
3. Она иногда готовит обед.
4. Осенью обычно идут дожди.
5. Я каждый день хожу на работу.
6. Ты часто мешаешь мне по ночам.
7. Я больше не играю в хоккей.
8. Ты больше не учишь испанский?
9. Я больше не пью кофе по утрам.

#### **6) Лексико-грамматические упражнения.**

##### *1. Переведите с английского на русский.*

1. She dislikes it when the music is too loud.
2. I start every day with washing my face and brushing my teeth.
3. He longs to be accepted into that group, but the guys do not trust him enough.
4. My friend sings beautifully.
5. I like reading science fiction.
6. Who sends me e-mails every evening? I doubt that I know this nickname.
7. Nick lives next door.
8. Brian hums absent-mindedly every time the teacher explains boring things.
9. She often writes letters to her friends in Romania.

##### *2. Поставьте глагол в правильной форме в Present Simple.*

1. Kate (to drink) tea every morning.
2. We (to play) football every day.
3. He (to be) a pupil.

4. My sister (to get up) at 7 o'clock.
5. They (to leave) home at 8.30 every morning.
6. My mother (to be) busy on Sunday.

### 7) Переведите с русского на английский, используя **Past Simple**.

1. Ты не интересовалась модой два года назад.
2. Он не опоздал на занятия вчера.
3. В тот день вас не было на работе.
4. Я пошел вчера в кино.
5. Она вернулась домой 10 минут назад.

### 8) Лексико-грамматические упражнения.

#### 1. Раскройте скобки, употребляя глаголы в **Past Simple**.

Two people (to die) in a fire in Ellis Street, Oldport yesterday morning. They (to be) Herbert and Molly Paynter, a couple in their seventies. The fire (to start) at 3.20 a.m. A neighbour, Mr Aziz, (to see) the flames and (to call) the fire brigade. He also (to try) to get into the house and rescue his neighbours, but the heat (to be) too great. The fire brigade (to arrive) in five minutes. Twenty fire-fighters (to fight) the fire and finally (to bring) it under control. Two fire-fighters (to enter) the burning building but (to find) the couple dead.

#### 2. Ответьте на вопросы в **Past Simple**, используя «last» или «ago» и слова, указанные в скобках.

1. When did you speak to Peter? (week)
2. When did they buy that car? (two years)
3. When did we clean the windows? (six months)
4. When did the film start? (five minutes)
5. When did you see your cousin? (three years)
6. When did she stop smoking? (month)
7. When did it stop raining? (two hours)
8. When did they go to Australia? (year)
9. When did Max phone? (night)
10. When did you find your wallet? (half an hour)

#### 3. Выберите верный вариант ответа.

1. We (not/have) a holiday last year.  
a) didn't have b) haven't had
2. I (buy) a new dress last week, but I (not/wear) it yet.  
a) have bought/didn't wear b) bought/haven't worn
3. Don't worry about your letter. I (send) it the day before yesterday.  
a) sended b) sent
4. I (lose) my glasses. I (have) them when I came to the college this morning.  
a) have lost/have had b) lost/had
5. When Jill (finish) school?  
a) When has Jill finished b) When did Jill finish
6. When I was a child, I (always/be) late for school.  
a) have always been b) was always
7. We (not/see) Peter this week, but we (see) him a couple of weeks ago.

- a) didn't see/saw b) haven't seen/have seen
- 8. My husband (work) in the bank for three years since 1990 to 1993.  
a) has worked b) worked
- 9. One of the passengers (die) in that accident.  
a) has died b) died
- 10. Now my brother smokes a lot, but he (not/smoke) before.  
a) hasn't smoked b) didn't smoke

### **9) Переведите с русского на английский, употребляя Future Simple**

1. Я поздравляю тебя завтра с днём рождения.
2. Он заплатит за еду в следующий раз.
3. Такой стиль одежды будет в моде в следующем сезоне.
4. В походе вы не будете страдать от укусов комаров.
5. В следующем году я не буду делать домашнее задание.

### **10) Лексико-грамматические упражнения.**

1. Раскройте скобки, употребляя глаголы в *Future Simple*.

1. I (to know) the result in a day.
2. They (to remember) you well.
3. She (to recognize) his pictures anywhere.
4. He (to become) a lawyer in four years.
5. We (to play) football after the classes.
6. In 4 years I (to graduate) from the University.
7. We (to have) two seminars next week.
8. I (to be) a second-year student next year.

2. Дополните диалог.

Rachel: What ... we do today?

Vicky: It would be nice to go out somewhere. The forecast says temperatures ... rise to thirty degrees.

Jessica: ... we go for a walk?

Rachel: That sounds a bit boring. What about the seaside? We could get a bus.

Jessica: How much ... it cost? I haven't got very much money.

Vicky: It isn't far. It doesn't cost much.

Jessica: It ... be so crowded everywhere today because it's a holiday. The journey ... take ages.

Rachel: Come on, Vicky. ... we leave Jessica behind if she's going to be so miserable?

### **11) Лексико-грамматический тест.**

1. Раскройте скобки, употребляя глаголы в *Present Simple, Past Simple или Future Simple*.

1. I (to go) to bed at ten o'clock every day. I (to go) to bed at ten o'clock yesterday. I (to go) to bed at ten o'clock tomorrow.
2. You (to watch) TV every day? You (to watch) TV yesterday? You (to watch) TV tomorrow?
3. When you (to leave) home for work every day? When you (to leave) home for work yesterday? When you (to leave) home for work tomorrow?
4. My brother (to go) to work every day. He (to leave) home at eight o'clock. As his office (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock.



5. You (to have) time yesterday? — No, I ...
6. What you (to buy) at the shop yesterday? — I (to buy) a book.
7. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

2. *Выберите правильный вариант ответа.*

1. He drink/drinks milk every day.
2. I read/readed that article a week ago.
3. We will be see/will see him in 5 minutes.
4. I doesn't trust/don't trust this kind of people.
5. My son didn't go/didn't went swimming yesterday.

3. *Переведите с русского на английский.*

1. Мы фотографируем каждые 5 минут. Пару минут назад я фотографировал птиц. Я обязательно сфотографирую этих двух милых котят.
2. Я никогда не делал домашнее задание. Я не делал его в прошлом году и не буду делать его в следующем.
3. Как часто Вы ходите на занятия английского языка? У вас была лекция по английскому вчера? Ты пойдешь на лекцию завтра?
4. В Санкт-Петербурге летом часто идет дождь. В прошлом году в Москве дождь шел постоянно. Надеюсь, в следующем году в Воронеже не будет идти дождь слишком часто.

## 12) Лексико-грамматические упражнения.

1. *Поставьте глаголы в Present, Past, Future Simple Active /Passive.*

1. They (to be) in the reading room yesterday. 2. We (to have) some English magazines at the last lesson. 3. There (to be) a large reading room in our university. 4. The project (to finish) by them next week. 5. Strength of materials, mechanics, elements of machines (to study) at technological institutes. 6. That problem (to discuss) at the meeting last week. 7. The exams (to take) next January. 8. Water and air (to become) more and more polluted. 9. Measures (to take) to save Lake Baikal in our days. 10. Report (to prepare) by John all day yesterday. 11. They (to translate) a very difficult text the whole evening yesterday. 12. In June the exams were being taken by the students (for) the whole month.

2. *Выберите правильную форму.*

1. The (interesting/ interested) tennis match caused a great deal of excitement. 2. When James noticed the (burning/burnt) building, he called the fire department immediately. 3. Our representative presented the (approving/approved) plan to the public. 4. The (blowing/blown) wind damaged the trees in the garden. 5. We were going to see the movie but our friends told us it was a (boring/bored) movie.

3. *Поставьте глаголы в Present, Past, Future Simple Active / Passive.*

1. They (to be) in the reading room yesterday. 2. We (to have) some English magazines at the last lesson. 3. There (to be) a large reading room in our university. 4. The project (to finish) by them next week. 5. Strength of materials, mechanics, elements of machines (to study) at technological

institutes. 6. That problem (to discuss) at the meeting last week. 7. The exams (to take) next January.

4. *Перефразируйте предложения действительного залога в предложения страдательного залога.*

1. We export this Computer to seventy different countries.
2. We opened the factory at nine o'clock.
3. They send two million books to America every year.
4. They posted all the letters yesterday.
5. The machine wraps the bread automatically.
6. Fortunately, they didn't damage the machinery.
7. I will talk the children about the party.
8. Someone will blow a whistle if there is an emergency.

**13) Переведите с русского на английский, используя Present, Past, Future Simple Passive.**

1. Вам редко платят вовремя.
2. Пожилых людей часто обманывают в магазинах.
3. Её часто показывают по телефизору.
4. Дипломные работы обычно распечатываются.
5. Я редко покупаю мясо в супермаркете.
6. Новые правила обычно объясняют студентам в начале занятия.
7. Он часто показывал нам свою коллекцию старинных монет.
8. Меня завтра не накажут.
9. Им вчера дали много денег.
10. Им не посоветуют ничего плохого.
11. Три тысячи человек наняты на работу этой компанией.
12. В сентябре её купят новую флейту.
13. Прошлой ночью здание городской администрации было рарушено ударом молнии.
14. Я аккуратно плачу налоги.

**14) Чтение текста «по ролям».**

### **RUSSIA'S EDUCATIONAL SYSTEM**

(1) Russian education system was originally inherited from the Soviet Union without any significant changes. In the Soviet Union, education of all levels was free for anybody who could pass entrance exams; students were provided with small scholarships and free housing. It has produced nearly 100 % literacy. In the Soviet Union institutions were funded entirely from the federal and regional budgets. After the collapse of the Soviet Union, institutions found themselves unable to provide adequate teachers' salaries, students' scholarships, and to maintain their facilities. Many state institutions started to open commercial positions. The number of those positions has been growing steadily since then. Many private higher education institutions have emerged, too. In 2004, 35 % of all first-year students were paying for their own education in state institutions and 20% were enrolled in private universities.

(2) Education in Russia may be arranged into three major groups: secondary education, higher education, and postgraduate education. Secondary education in Russia usually takes eleven years to complete. After graduation from the 9th grade, which is compulsory, a pupil obtains a

Certificate of Incomplete Secondary Education. After that a pupil has can either continue education for two more years at the secondary school, or to go to a Community College. The latter variant usually takes three to four years to complete and provides a pupil with qualification sufficient for most blue-collar jobs. After obtaining a Certificate of Complete Secondary Education a student can enter a University or a Community College. Nowadays, the country has 685 governmental higher education institutions and 619 non-governmental higher education establishments (1,162 of which are state-accredited). In 2003-2004, the total number of students of higher education institutions was 5,947,500.

(3) There are three different degrees that are conferred by Russian universities: Bachelor's Degree (4 years), Specialist's Degree (5-6 years), and Master's Degree (6 years). Bachelor's degrees were introduced relatively recently and are not offered by many six-year institutions. After obtaining a Specialist's or Master's Degree, a student may pursue postgraduate education. The first level of postgraduate education is "aspirantura" that usually results in the Candidate of Sciences Degree, roughly equivalent to the Ph. D. in the United States. The second stage would result in the Doctor's Degree. A Candidate of Sciences Degree may be accompanied by honorary degree of assistant professor and a Doctor's Degree may be accompanied by honorary degree of professor.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3. кратко изложите содержание и основную мысль прочитанной части текста.

### **15) Проект на основе работы с литературой по теме: «Education in Russia»**

#### **Тема 6. Some aspects of the English history and language**

##### **1) Подробный пересказ текста «English today»**

##### **2)Лексический диктант.**

- 1.to inhabit
- 2.to invade
- 3.to survive
- 4.to develop
5. similar
6. drama
7. to conquer
8. to differ
- 9 to print
10. science

##### **3) Переведите, используя Present Continuous.**

1. Я сейчас работаю.
2. Ты спишь?
3. Он сейчас не курит.
4. Вы сейчас не смотрите телевизор.
5. Вы сейчас заняты?
6. Я обычно езжу на работу на машине, но сейчас тепло, и поэтому я иду пешком и болтаю с вами о всякой ерунде.

7. Я обычно необедаю дома, но сегодня обедаю.
8. Я обычно не читаю по вечерам, но сейчас читаю.
9. Я звоню тебе из отеля. У меня чудная комната, ялюбуюсь закатом и ужанию.
10. Хочешь попробовать этот сок? Посмотри, твой брат пробует, и, по-моему, ему очень нравится.

#### 4) Лексико-грамматические упражнения.

##### 1. Дополните диалог формами в *Present Continuous*

**Andrew:** What ... (you/do)?

**Rachel:** ... (I/write) a letter to a friend. He's a disc jockey. Vicky and I ... (try) to organize a disco.

**Andrew:** That sounds a lot of work. How ... (you/find) time for your studies?

**Rachel:** Well, as I said, Vicky ... (help) me. ... (we/get) on all right. ... (we/not/spend) too much time on it. ... (it/not/take) me away from my studies, don't worry about that. Oh, sorry, ... (you/wait) for this computer?

**Andrew:** Yes, but there's no hurry.

**Rachel:** ... (I/correct) the last bit of the letter. I've nearly finished.

##### 2. Раскройте скобки, употребляя *Present Simple* или *Present Continuous*.

Are you hungry? \_\_\_\_\_ you \_\_\_\_\_ something to eat? (you/want) 2. Jill is interested in politics but she \_\_\_\_\_ to a political party. (not/belong) 3. Don't put the dictionary away. I \_\_\_\_\_ it. (use) 4. Don't put the dictionary away. I \_\_\_\_\_ it. (need) 5. Who is that man? What \_\_\_\_\_? (he/want) 6. Who is that man? Why \_\_\_\_\_ at us? (he/look) 7. George says he's 80 years old but nobody \_\_\_\_\_ him. (believe) 8. She told me her name but I \_\_\_\_\_ it now. (not/remember) 9. I \_\_\_\_\_ of selling my car. (think) Would you be interested in buying it? 10. I \_\_\_\_\_ you should sell your car. (think) You \_\_\_\_\_ it very often. (not/use) 11. I used to drink a lot of coffee but these days I \_\_\_\_\_ tea. (prefer) 12. Air \_\_\_\_\_ mainly of nitrogen and oxygen. (consist)

##### 3. Выберите правильный вариант ответа.

1. It often (rain) in this part of the world.  
a) is often raining b) often rains
2. Take your umbrella. It (rain) cats and dogs.  
a) rains b) is raining
3. Granny is in the kitchen. She (make) a plum-cake.  
a) is making b) makes
4. My wife often (make) plum-cakes.  
a) is often making b) often makes
5. Can you phone a bit later, please? Jane (have a bath).  
a) is having a bath b) has a bath
6. Run downstairs. Your sister (wait) for you.  
a) is waiting b) waits
7. I don't know Spanish, but I (learn) it now.  
a) am learning b) learn
8. John (still/work) in the garden.  
a) is still working b) still works
9. Dad usually (work) on Saturdays.  
a) is usually working b) usually works

10. Usually I (have coffee) in the morning, but now I (drink) tea.  
a) am having coffee/drink b) have coffee/am drinking.

4. Раскройте скобки, употребив глаголы в правильной форме.

1. She ..... to me every week. (write)

2. 'Where's Kevin?'

3. 'He football with his friends.' (play)

4. My boss to New York every month. (fly)

5. Can you answer the phone? I (cook)

6. Look! That man to get into our car. (try)

7. to school every morning? (you walk)

8. The bank on Sundays. (not open)

9. Her son her very often. (not visit)

10. He his car every weekend. (wash)

11. Sorry, you can't talk to him. He a shower. (have)

12. 'What .....?' 'My homework.' (do)

## 5. Чтение текста с пропусками.

### Текст А.

#### Taking our diet more seriously

Most people \_\_\_\_\_ that health is very \_\_\_\_\_ and, because of this, many \_\_\_\_\_ trying to \_\_\_\_\_ more healthily. For example, people \_\_\_\_\_ the UK are eating \_\_\_\_\_ salt and more low fat \_\_\_\_\_ and \_\_\_\_\_; fruit is now America's \_\_\_\_\_ snack and Japan \_\_\_\_\_ currently promoting cocoa because it is \_\_\_\_\_ healthy alternative \_\_\_\_\_ soft drinks like Coca Cola. These changes \_\_\_\_\_ eating habits are also having \_\_\_\_\_ effect on the \_\_\_\_\_ market. \_\_\_\_\_ sales are increasing \_\_\_\_\_ soy drinks and drinkable yoghurts \_\_\_\_\_ than \_\_\_\_\_ other food and sales of \_\_\_\_\_, \_\_\_\_\_, and cereals are growing much more slowly. \_\_\_\_\_ are also becoming \_\_\_\_\_ interested in fresh fruit and \_\_\_\_\_ and 'farmers' markets' \_\_\_\_\_ getting more popular \_\_\_\_\_ Europe. \_\_\_\_\_ they can, people often opt \_\_\_\_\_ 'natural \_\_\_\_\_', and they're buying \_\_\_\_\_ products that are \_\_\_\_\_, like fruit, salads, and \_\_\_\_\_. They are \_\_\_\_\_ buying products that help \_\_\_\_\_ protect the environment, like organic vegetables. \_\_\_\_\_ it's clear that things in \_\_\_\_\_ food world will never \_\_\_\_\_ the same again.

### Текст В.

#### Taking our diet more seriously

\_\_\_\_\_ people believe that health \_\_\_\_\_ very important and, because \_\_\_\_\_ this, many are \_\_\_\_\_ to eat more \_\_\_\_\_. For example, people in \_\_\_\_\_ UK are eating less salt and \_\_\_\_\_ low fat margarine \_\_\_\_\_ milk; fruit \_\_\_\_\_ now America's second-favourite \_\_\_\_\_ and Japan is currently \_\_\_\_\_ cocoa because \_\_\_\_\_ is a healthy alternative to soft \_\_\_\_\_ like Coca Cola. \_\_\_\_\_ changes in eating habits \_\_\_\_\_ also having an effect \_\_\_\_\_ the food market. Global \_\_\_\_\_ are increasing for soy drinks \_\_\_\_\_ drinkable \_\_\_\_\_ more than any \_\_\_\_\_ food and \_\_\_\_\_ of bread, pasta, and cereals are growing \_\_\_\_\_ more slowly. People \_\_\_\_\_ also becoming more interested \_\_\_\_\_ fresh \_\_\_\_\_ and vegetables and 'farmers' markets' are getting \_\_\_\_\_ popular throughout Europe. When \_\_\_\_\_ can, people \_\_\_\_\_ opt for 'natural goodness', and they're \_\_\_\_\_ more products that are healthy, like fruit, salads, and nuts. \_\_\_\_\_ are also buying \_\_\_\_\_ that help to protect \_\_\_\_\_ environment, like \_\_\_\_\_ vegetables. So it's clear \_\_\_\_\_ things in the food world \_\_\_\_\_ never be the same \_\_\_\_\_.

## 6) Лексико-грамматические упражнения

1. Дополните предложения, образовав форму множественного числа от существительного в скобках

1. Would you bring the bottle and some..... please? (glass)
- 2 We cut the cake into ..... (half).
- 3 We bought some ..... to eat with our (tomato/sandwich)
- 4 They caught several ..... that afternoon. (fish)
- 5 It was a shop selling ..... and ..... (stereo/video)
- 6 Would you like some of these .....? (potato)

2. Выберите верную форму глагола (единственного или множественного числа)

1. Fortunately the news wasn't/weren't as bad as we expected.
2. Where does/do your family live?
3. Three days isn't/aren't long enough for a good holiday.
4. I can't find my binoculars. Do you know where it is / they are?
5. Do you think the people is/are happy with the government?
6. Does/Do the police know how the accident happened?
7. I don't like very hot weather. Thirty degrees is/are too warm for me.

### 7) Чтение текста с заполнением пропусков

Прочитайте текст, вставьте подходящее по смыслу слово.

#### Chess champion

Arthur was a chess champion who was so far undefeated in any tournament he'd entered. He was also someone his entire country could take great (HOPE / STRENGTH / FAITH / PRIDE) in, as he had been much talked about in the press as a chess genius.

His next tournament was unlike any other he had faced. With much reservation, he had finally decided to (AGREE / ACCEPT / ADMIT / APPROACH) a match where his opponent was a computer. Although Arthur had a reputation for beating his opponents quickly, he knew this time would be different.

Arthur wouldn't be the first chess player to do battle with a computer. There was Garry Kasparov, who competed ( AGAINST / OVER / AROUND / ASIDE ) the computer Deep Blue in 1996. He ultimately won that tournament, but lost a year later.

Arthur had not lost a single tournament yet, so to choose to battle a computer could be a big mistake. But, considering he had ( SEEN / TAKEN / WON / MADE ) off so many human competitors, Arthur imagined it was about ( TIME / HOUR / MOMENT / POINT ) he turned up the pressure.

The day of the tournament came, and Arthur suffered huge disappointment. He lost both matches that day, which upset him greatly, and he almost felt like throwing in the ( RAG / CLOTH / TOWEL / SHIRT ) and not finishing the rest of the tournament. Rather than be a (SAD / BAD / POOR / ILL ) loser, however, Arthur got back out there the next day. He lost three matches, but won the very last one. Although this victory was bittersweet, Arthur was happy that he'd won at least one match.

### 8) Переведите, используя Past Continuous.

1. Я спал вчера с 9 до 12.

2. Ты обедала, когда зазвонил телефон?
3. Я обжег руку, когда готовил обед.
4. Ты пытался найти хорошо оплачиваемую работу, когда я видел тебя в последний раз?
5. Она смотрела в другую сторону, когда я заметил её.
6. Он шел по улице, когда внезапно услышал позади себя чьи-то шаги.
7. Вчера с 5 до 9 я гладил и пылесосил.
8. Вчера мы целый день гуляли в парке и играли в прятки.
9. Вчера в 9 вечера я работал, сейчас уже 9:30, а я все ещё работаю. Уверен, что завтра в это же время я буду работать.

### 9) Лексико-грамматические упражнения.

#### 1. Перефразируйте утвердительные предложения в отрицательные.

1. They were playing tennis at 10.30. 2. Ann was cooking dinner at 6 o'clock. 3. He was sitting on the grass and reading a book. 4. Tom was having a bath when the telephone rang. 5. When Tom arrived they were having dinner. 6. Mary was writing a letter in her room. 7. Tom was making a telephone call. 8. They were waiting for the bus. 9. I was painting the wall. 10. She was wearing a really beautiful dress.

#### 2. Раскройте скобки, употребив **Past Simple** или **Past Continuous**

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday. 3. My little sister (to sleep) now. 4. My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volleyball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volleyball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your father (to do) now? 10. What your father (to do) from eight till nine yesterday?

#### 3. Раскройте скобки, употребив **Present Simple**, **Past Simple**, **Present Continuous** или **Past Continuous**.

1. Nina (to celebrate) her birthday yesterday. Her room looked beautiful, there (to be) many flowers in it. When I (to come) in, somebody (to play) the piano, two or three pairs (to dance). 2. Listen! Somebody (to play) the piano. 3. I (to like) music very much. 4. When I (to look) out of the window, it (to rain) heavily and people (to hurry) along the streets. 5. What you (to do) at seven o'clock yesterday? - I (to have) supper. 6. When I (to come) home yesterday, I (to see) that all my family (to sit) round the table. Father (to read) a letter from my uncle who (to live) in Kiev. 7. Where you (to be) yesterday? - I (to be) at home the whole day. - How strange. I (to ring) you up at two o'clock, but nobody (to answer). - Oh, I (to be) in the garden. I (to read) your book and (not to hear) the telephone.

#### 4. Выберите правильный вариант ответа.

1. I (see) a light in your window as I (pass) by.  
a) saw / was passing b) was seeing / passed
2. Yesterday as I (walk) down Cherry Lane, I (meet) Thomas, an old friend of mine.  
a) walked / was meeting b) was walking / met
3. While my son (wait) for my call, somebody (knock) at the door.  
a) waited / was knocking b) was waiting / knocked
4. We (just/talk) about him when he suddenly (come) in.  
a) just talked / was coming in b) were just talking / came in

5. Yesterday while Dad (shave), he (cut) himself slightly.

a) shaved / was cutting b) was shaving / cut

### **10) Переведите предложения, используя Future Continuous.**

1. Завтра я буду работать весь вечер.

2. Завтра днем мы будем играть в теннис с 2 до 4 часов.

3. На следующей неделе в это время я буду купаться в море.

4. Что Вы будете делать в это время в следующую пятницу? – Как всегда, буду работать в саду.

5. Мы будем переводить текст, когда ты вернешься.

6. Когда мы приедем в лабораторию, они будут показывать свои опыты.

7. Что вы будете делать завтра в 10 вечера?

### **11) Лексико-грамматические упражнения.**

1. Дополните диалог:

Danial: I'm going to go into business when I leave college. Five years from now (I/run) a big company. I expect (I/earn) lots of money.

Vicky: I don't know what (I/do). What about you, Natasha? What (you/do), do you think? Nata-

sha: I'm too lazy to do any work. I intend to marry someone very rich. (I/give) dinner parties all the time. We'll have a cook (who/do) all the work, of course. And you'll both get invitations.

Vicky: You're joking, aren't you, Natasha? I expect (you/play) in an orchestra. That's what you really want to do, isn't it?

2. Ответьте на вопросы, употребляя Future Continuous

1. What will you be doing at 3 o'clock tomorrow? (have an English class)

2. What will she be doing after supper? (do her homework)

3. What will he be doing at the University for five years? (study law)

4. What will they be doing at this time tomorrow? (fly to Kiev)

5. What will she be doing on Sunday? (make a dress)

6. What will you be doing at this time next week? (bathe in the Black Sea)

7. What will he be doing when we arrive? (work in the garden)

8. What will she be doing at the concert tonight? (sing folk songs)

9. What will he be doing at this time the day after tomorrow? (interview a foreign delegation)

10. What will she be doing next term? (deliver lectures at the Institute of Foreign Languages)

### **12) Чтение «по ролям».**

#### **Growing Trends.**

(1) What will our world be like in the next century? Scientists today are analysing statistics that show how the world has changed in previous years and using them to try to predict the future. They want to know what sort of jobs we will be doing, what technology we will be using in our daily lives, what kind of homes we will be living in and what our world will look like in the 21st century. We have sketched in outline some of the growing trends and the scientists' predictions below.

(2) **The environment** in the 21st century we will almost certainly be living in a warmer world. The world will continue to use fossil fuels which release carbon dioxide, the main cause of



global warming. Damage done to the ozone layer by man-made chemicals will mean that our children will have an increased risk of developing skin cancer. We will be living in a world with less energy available and we will be forced to reduce our energy consumption.

**(3) Technology** in the 21st century most families will be using computers in the home to do a wide variety of tasks. The vast bulk of the technology we will be using a generation from now already exists in some form. Over 3 million British households have personal computers today and a further 650,000 are expected to acquire them in the next year. In 25 years' time computers will be a million times faster than they are today and will work in a way that resembles the human brain. They will have become easier to use, but anyone who has not learnt how to use the new technology will be seriously disadvantaged, particularly in the field of employment.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3. кратко изложите содержание и основную мысль прочитанной части текста.

### **13) Краткий пересказ текста «The future of English»**

### **14) Переведите, используя Present, Past, Future Continuous Passive.**

1. Меня сейчас кормят отвратительной молочной кашей.
2. Вам будут посвящать стихи, пока я буду за Вас работать?
3. Костёр разжигали как раз в тот момент, когда лесник появился на поляне.
4. Нам сейчас не предлагают пойти в кино.
5. Наше предложение обсуждалось с раннего утра и до позднего вечера.
6. Статью как раз переводили на английский язык, когда кто-то позвонил в дверь.
7. Спортсменов будут награждать вечером, часов в 11.
8. В то время, пока вопрос о налогах рассматривался на заседании правительства, в городе начались беспорядки.
9. Мне сейчас задают каверзные вопросы?

### **15) Лексико-грамматический тест.**

*1. Трансформируйте предложения из действительного залога в страдательный.*

1. Kate is writing an essay right now
2. My father is washing the car.
3. Farmer Joe is milking the cows
4. Yesterday at 9 p.m., I was writing the letter to my.
5. He is not wearing a tie.
6. Is she watering the flowers?
7. I will be cooking dinner while will be reading the book.

*2. Заполните пропуски предложениями **with, by**.*

1. The hall was decorating ... pink balloons.
2. The roof of the church will be repairing ... local people.
3. The house was built ... money that he had borrowed from the bank.
4. When the the accident happened, the car was brought ... police.

3. Разделите следующие слова на две группы (исчисляемые и неисчисляемые), запишите их в две колонки и переведите.

Furniture, coffee, leaf, food, computer, list, blood, job, work, language, country, advice, information, money, progress, permit, permission, baggage, luggage, beach, traffic, weather, window, knowledge, air, water, holiday, damage, accommodation, scenery, scene, pigeon, bread, mountain, luck, news, accident, laugh, flour, laughter.

4. Поставьте глаголы в **Present, Past Continuous Active / Passive**.

1. Water and air (to become) more and more polluted.
2. Measures (to take) to save Lake Baikal in our days.
3. Report (to prepare) by John all day yesterday.
4. They (to translate) a very difficult text the whole evening yesterday.
5. Last June the exams (to take) by the students (for) the whole month.

5. Выберите верную форму глагола (единственного или множественного числа)

1. Gymnastics is/are my favorite sport.
2. The trousers you bought for me doesn't/don't fit me.
3. The police want/wants to interview two men about the robbery last week.
4. Physics was/were my best subject at school.
5. Can I borrow your scissors? Mine isn't/aren't sharp enough.

6. Выберите верный вариант ответа.

1. What she (do)? – She is a secretary at our college.  
a) is she doing b) does she do
2. Why you (sit) at my desk? Could you take your place, please?  
a) Why you are sitting? b) Why are you sitting?
3. We've got tickets, and tomorrow evening we (go) to the cinema.  
a) go b) are going
4. I (sit) by the window when I (hear) the noise.  
a) sat / was hearing b) was sitting / heard
5. ... you (do) anything tomorrow afternoon? – I (play) tennis with my friend.  
a) Are you doing/am playing b) Do you do/play
6. When you (ring) me yesterday, I (have) a bath.  
a) was ringing / had b) rang / was having
7. At six o'clock I (wait) for Jennie at the station.  
a) waited b) was waiting
8. Mrs. Clay (to go) shopping today if she (to finish) her work earlier than usual.  
a) goes, will finish b) will go, will finish c) will go, finishes
9. Watch the football match on TV at 11 p.m. if you (to stay) at home tonight.  
a) will stay b) stay c) would stay
10. I'm tired, but if you (to make) me strong coffee, I (to go on) working.  
a) will make, go on b) will make, will go on c) make, will go on

## Тема 7. Economy and economics

1) Подробный пересказ текста «Economic activity. Economic grow».

2) Переведите, употребляя **Present Perfect** или **Present Perfect Continuous**.

1. Вы ещё не пообедали?
2. Я ещё не накопил достаточного количества денег.
3. Я только что пришел.
4. Он уже приспособился к жизни за границей.
5. Вы уже получили письмо?
6. Я впервые в Лондоне.
7. Она видела этот фильм семь раз.
8. Я вчера ел яблоко. Я сегодня ел яблоко.
9. Дождь не прекратился.
10. Только представьте, я только что видел самого сэра Пола Маккартни!
11. Я занимаюсь английским с детства.
12. Вы рассказываете о себе с утра.
13. Как давно вы слушаете музыку?
14. Как давно вы пользуетесь интернетом?
15. Ты читаешь эту книгу с сентября?

### 3) Лексико-грамматические упражнения.

1. Раскройте скобки, употребляя **Present Perfect** или **Present Perfect Continuous**.

Judy: How long (be) \_\_\_ in Canada? Claude: I (study) \_\_\_ here for more than three years. 2. I (have) \_\_\_ the same car for more than ten years. I'm thinking about buying a new one. 3. I (love) \_\_\_ chocolate since I was a child. You might even call me a "chocoholic." 4. Matt and Sarah (have) \_\_\_ some difficulties in their relationship lately, so they (go) \_\_\_ to a marriage counselor. I hope they work everything out. 5. John (work) \_\_\_ for the government since he graduated from Harvard University. Until recently, he (enjoy) \_\_\_ his work, but now he is talking about retiring. 6. Lately, I (think) \_\_\_ about changing my career because I (become) \_\_\_ dissatisfied with the conditions at my company.

2. Выберите верный вариант ответа.

1. - What time does the train leave? - I think it ... at 2 o'clock  
a) leaves b) has been leaving c) has left
2. - Where are Tom and Pauline? - They ... to the supermarket.  
a) have just gone b) have been going c) go
3. - What is Jill doing these days? - She ... for a job for six months.  
a) is looking b) has been looking c) looks
4. - Is Mandy watching TV? - No, she ... her homework right now.  
a) is always doing b) is doing c) does
5. - Have you been for a walk? - Yes, I often ... for walks in the evenings.  
a) have gone b) am going c) go
6. - Have you seen any films lately? - Yes. Actually I ... two this week.  
a) have seen b) am seeing c) see
7. - What ... ? - It's a piece of cherry pie. Mum made it yesterday.  
a) are you eating b) do you eat c) have you eaten
8. - Are you going on holiday this summer? - Yes, I ... enough money.  
a) am saving b) have already saved c) save

3. Дополните диалог, используя формы **Present perfect** или **Present perfect continuous**

Mr. Smith: So tell me a little bit about yourself, Mr. Harris. I would like to find out a little bit more about your background.

Mr. Harris: I (work) \_\_\_\_\_ in the insurance industry for over ten years. I worked for Met Life for six years and World Insurance for four and a half. During that time, I heard many good things about Hollings Life Insurance and that's why I (apply) \_\_\_\_\_ for the new sales position.

Mr. Smith: Tell me a little about your hobbies and interests.

Mr. Harris: In my spare time, I hike in the mountains outside of town, volunteer at the Sierra Club and play tennis. In fact, I (compete) \_\_\_\_\_ in a tennis tournament this weekend.

Mr. Smith: Really, how long (you, play) \_\_\_\_\_ tennis?

Mr. Harris: I (play) \_\_\_\_\_ since high school. I love the sport.

Mr. Smith: Great! We like dedication here at Hollings Life. You mentioned you volunteer at the Sierra Club. I (work, currently) \_\_\_\_\_ with them on the sea turtle project. We (try) \_\_\_\_\_ to create a wildlife sanctuary near the bay.

Mr. Harris: Do you know Frank Harris? He's my brother. He (work, presently) \_\_\_\_\_ on the same project.

Mr. Smith: I know Frank quite well. Any brother of Frank's would be a welcome addition to Hollings Life. Just one more thing, we (look) \_\_\_\_\_ for somebody who is fluent in Spanish; many of our clients are from Mexico.

Mr. Harris: No problem. I (study) \_\_\_\_\_ Spanish since elementary school. Mr. Smith: Sounds like you are the perfect candidate

#### **4) Краткий пересказ текста «Famous economists».**

#### **5) Чтение текста и выполнение лексико-грамматических заданий к нему.**

### **It was just a holiday, but it changed my life**

Holidays can be good for your health. You lie on a beach and relax, and tensions disappear. But sometimes a holiday can change your life completely, which is what happened two years ago to Victoria Smith.

Victoria Smith, six years ago, was working as a manager at Next, a British chain store. Then she went on holiday to Borneo... 'It was a working holiday', said Victoria, 'where you could study orangutans in the wild – I have always been interested in apes, so I thought it would be fun.' The holiday was wonderful, and when Victoria came home she found it very difficult to return to her old life. 'Suddenly the problems in the store just seemed so trivial.' Although everybody told her she was mad, she decided to go back to the university and study biology. Four years later she became a chimpanzee keeper. For the last two years Victoria has been working at Monday World, a centre in south-west England which looks after apes which have been ill-treated. Many have been rescued from laboratories and circuses all over the world. She works long hours, and the pay isn't very good, but she loves it. 'Apes are like a big family, each with their own personality.' 'I'm really happy now. Since I started working here I feel that I've been doing something important, not just wasting my life.'

Ответьте на вопросы к тексту

1. What is Victoria doing now?
2. What was she doing before?
3. What made her change her life?
4. How does she feel now?

2. Найдите в тексте слова по описанию:

1. of little importance \_\_\_\_\_
2. crazy \_\_\_\_\_

3. a person who looks after animals \_\_\_\_\_
4. animals like large monkeys \_\_\_\_\_
5. not looked after well \_\_\_\_\_

3. Составьте краткий пересказ текста.

#### **6) Лексический диктант**

1. общественные науки
2. экономика
3. потребление
4. экономический рост
5. товары и услуги
6. анализ спроса и предложения
7. свободная конкуренция
8. инфляция
9. государственное учреждение
10. уровень безработицы

#### **6) Групповой проект.**

Discuss with your group the economic situation in your country.

- 1) Name its positive and negative sides.
- 2) Speak about the global crisis; suggest measures to improve the economic situation in Russia.

Use such conversational as:

- I suppose, I think, I consider ...;
- In my opinion ...;
- From my point of view ...;
- On the one hand, on the other hand ...;
- To begin with ...;
- I'd like to point out the fact that ...;

### **Тема 8. Economic activity**

#### **1) Подробный пересказ текста «Economic activity. Economic grow»**

#### **2) Переведите, употребляя *Past Perfect* или *Past Perfect Continuous*.**

1. Я приготовила потрясающее блюдо к приходу гостей.
2. Ты научился играть на слух ещё до того, как поступил в музыкальную школу.
3. Мы прочитали все рекомендованные книги к началу учебного года.
4. Этот мальчик сидел здесь до того, как мы пришли?
5. Мы не купили подарки к празднику.
6. Как только я увидела его, влюбилась без памяти.
7. Как только они покинули Москву, сразу почувствовали себя спокойнее.
8. Не успел он оправиться от простуды, как снова заболел.
9. Дождь шел несколько дней до того, как наступила жара.
10. Она два года проработала медсестрой до того, как окончательно решила стать врачом.
11. Врач осматривал мою собаку целый час, прежде чем выписал лекарство.

#### **3) Лексико-грамматические упражнения**

1. Раскройте скобки, употребляя глаголы в форме **Past Perfect**

Образец: *When she left, she remembered that she (not to lock the kitchen window).*  
*When she left, she remembered that she hadn't locked the kitchen window.*

1. I was very sorry to hear that he (to leave).
2. When we got to the University, the lecture (to start already)
3. When he came home after work, the family (to start watching TV)
4. He didn't return to his work until he (to spend all his money).
5. When I met her I understood why David (to refuse to marry her).
6. I didn't know what to do when I understood that I (to leave my purse at home).
7. He didn't start watching TV until he (to walk his dog).
8. She managed to grasp the main idea of the article only after she (to read it twice).
9. She was tired because she (to walk too much).
10. They never started eating until they (to wash their hands).

2. Раскройте скобки, употребляя глаголы в **Past Perfect** или в форме **Past Simple**.

1. They had locked the gates before I got there. (to lock / to get)
2. By the time we ....., the party ..... (to arrive / to finish)
3. I .....the shop as soon as I .....the contents of the box. (to ring / to check)
4. After we .....it on the phone, I .....him a letter about it. (to discuss / to write)
5. We .....a good rest when our guests .....(to have / all leave)
6. When she .....the office this morning, Jim.....(to ring / already / to go out)
7. Before we .....Tim to the theater, he .....a stage play before. (to take / never / to see)

3. Поставьте заключенные в скобках глаголы в формах **Past Simple**, **Past Continuous** или **Past Perfect**.

1. Gerry (to be) at home when you arrived? – No, he (to go) on a date.
2. By 8 p.m. the boss (to sign) the documents and by 8 p.m. the secretary (to make) a report.
3. When he (to see) me, I (to read) the newspaper which I (to buy) in the street.
4. Beth just (to go home) when I (to phone) her.
5. When Alison (to enter) the house she (to see) that her son (to play) with a ball she (to buy) in the shop.
6. They (to arrive) to the theater late. The play already (to begin).
7. When I (to come) in the hall, they (to unpack) the clothes they (to receive) from their foreign friends.
8. Her brother (to be) taken to hospital because he (to have) a car accident.

4. Дополните диалог, употребив глаголы в форме **Past Perfect Continuous**.

Rachel: How was your job interview?

Vicky: Awful. I felt terribly nervous. ... (I/worry) about it all week. And I was tired because ... (I/work) on my project the night before. ... (I/not look) forward to the interview at all.

Rachel: So what happened?

Vicky: The woman interviewing me was half an hour late because ... (she/deal) with an unexpected problem, she said. ... (I/wait) ages, and I'd got even more nervous.

Rachel: How did the interview go? Vicky: Well, I tried to sound confident. ... (I/read) a book that said that's what you have to do in job interviews. But I don't know if I gave the right answers.

#### **4) Чтение текста «по ролям»**

##### **Mallory and Irvine: did they make it to the top?**

(1) On June 8 1924 George Mallory and Andrew Irvine began the final stage of their attempt to be the first to conquer Everest. But when they were only 267 m from the top, they vanished into the mists, never to be seen again.

For almost a decade after they were last seen, no one had a clue what had happened to them. Had they reached the top and then died on the way down, thus being the first men to climb Everest? Or did they die before getting there?

(2) In 1933 during the next British Everest expedition a climber found an ice axe high on the Northeast Ridge at 9000 m. The axe had a characteristic identification mark but at that time nobody recognized it. Thirty years later in 1962 one of Irvine's brothers found an old walking stick belonging to Irvine. It had identical markings, so the ice axe must have been Irvine's. However, his body could not be found.

In April 1999 Jochen Hemmleb, a world expert on the history of Everest expeditions, set out with a team of men to try to find out the truth about what had happened to them. Hemmleb already knew that a Chinese climber had found the body of an Englishman in 1975 but he had died in an avalanche in 1979 before he could give accurate details.

(3) Hemmleb and his team decided to climb the North Face of Everest. After about five hours, they decided to go in different directions. Some members of the group found a cemetery of frozen bodies. Another, Conrad Anker, looked in an area lower down and saw a patch of white which was whiter than the rock around it and the snow. When he got close, he saw that it was a body that had clearly been there for a long time. Most of the clothing had gone and the skin was white. The group carefully examined the few clothes left on the body and found the remains of a label which said, 'G. Mallory.' Unexpectedly, the climbers had found the body of Irvine's companion George Mallory the greatest mountain climber of his generation.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3 кратко изложите содержание и основную мысль прочитанной части текста.

#### **5) Лексический диктант.**

1. экономическая деятельность
2. влиять
3. определять
4. ожидать
5. различать
6. полная занятость
7. взаимосвязь
8. рыночная стоимость с прибавкой на инфляцию
9. иметь преимущество
10. частичная занятость

#### **6) Переведите на английский язык, обращая внимание на прилагательные.**

1. Я знаю интересную историю.

2. Он рассказал нам о самом счастливом человеке.
3. Это были самые счастливые дни в ее жизни.
4. Это очень легкая задача. Дайте мне более трудную задачу.
5. Летом дни длинные, а ночи короткие.
6. 22 июня -- самый длинный день
7. В июле дни короче.
8. В декабре дни сами короткие.
9. «Четверка» — хорошая отметка но «пятерка» лучше.
10. «Пятерка» — самая лучшая отметка.
11. Самая плохая отметка — «двойка».
12. Твое платье, конечно, очень красивое, но мое платье красивее.
13. Мой папа высокий мужчина.
14. Это более теплое пальто.

### **7) Лексико-грамматические упражнения.**

*1. Переведите следующие прилагательные. Образуйте от каждого и запишите сравнительную и превосходные степени сравнения*

hot  
long  
short  
simple  
important  
great  
bad  
interesting  
much  
green  
difficult  
comfortable  
yellow  
many  
good  
deep  
light  
serious.

*2. Выберите правильную форму прилагательного.*

1. Jane is the (tallest - taller) of the two girls.
2. Father was the (eldest - elder) of seven sons.
3. This pencil is the (sharpest - sharper) of the two.
4. I think your plan is the (best - better) of the two.
5. This is the (heaviest - heavier) of the five books.
6. A (worse - worst) habit could not be found.
7. This was the (most large - largest) power station I ever saw.
8. That is of the (less - least) importance of all.
9. I like your plan the (better-best) of the two.

*3. Дополните предложения, употребляя as...as or so...as.*



1. Mike is ... tall ... Pete.
2. Kate is not ... nice ... Ann.
3. My room is ... light ... this one.
4. This book is not ... thin ... that one.
5. Sergei is ... old ... Michael.
6. She is ... young ... Tom's brother.
7. This woman is ... good ... that one.
8. Nick's English is not ... good ... his friend's.
9. I am not ... tall ... Pete.
10. This woman is ... young ... that one.
11. I am ... thin ... you.
12. Kate is ... lazy ... her brother.
13. This child is not ... small ... that one.

**4. Составьте предложения. Используя прилагательное в сравнительной степени.**

1. Canada / Brazil (big)
2. Tessa / Deborah (pretty)
3. Driving / flying (dangerous)
4. My English / your English (bad)
5. This chair / that chair (comfortable)
6. Her husband / her brother (young)
7. Buses / trains (cheap)
8. French wine / English wine (good)

## **Тема 9. Getting the job.**

**1) Краткий пересказ текста «Recruitment. Job Ads: Reading Between the Lines».**

**2) Переведите, употребляя глаголы в Future Perfect или Future Perfect Continuous.**

1. К завтрашнему дню я закончу этот отчет.
2. Мы сделаем эту работу к 3 часам дня, а потом пойдем в парк.
3. К 20 июня мы сдадим все экзамены.
4. Строители построят эту школу к 1 сентября.
5. Я напишу это письмо к тому времени, как придет секретарь.
6. Поезд уже уйдет к тому времени, когда мы придем на станцию.
7. Я переведу эту статью к понедельнику.
8. Мой сын еще школьник, но на будущий год к этому времени он уже закончит школу.
9. Я проживу там уже месяц, когда вы приедете.
10. На будущий год к этому времени она будет изучать французский уже два года.
11. Я буду писать доклад уже час, когда ты придешь.
12. Мы будем рекламировать эти товары несколько месяцев к тому времени, как они появятся на рынке.
13. В среду будет две недели, как он ремонтирует свою машину.

**3) Лексико-грамматические упражнения.**

*1. Раскройте скобки, употребляя глаголы в форме Future Continuous or the Future Perfect*

1. A: I can't come go shopping on Saturday morning because I ... (work).  
B: That's a pity.
2. A: Don't phone me later than midnight because I ... (sleep) then.  
B: Shall I give you a call at about 10.30, then?
3. A: Come to my house at six o'clock.  
B: ... (you/finish) your homework by then?
4. A: Have you made the preparations for the party?  
B: Not yet, but I ... (finish) them by this evening.
5. A: ... (you/go) to James' party on Saturday night?  
B: Yes. A: Would you mind giving me a lift?

2. Дополните диалог, раскрывая скобки. Используйте глаголы в форме **Future Simple** или **Future Perfect**.

Margaret: Do you think everything will be finished when I get back from the store?  
Jerry: Don't worry. By the time you get back, I ..... (to pick) up the living room and ..... (to finish) washing the dishes. Everything will be perfect when your parents arrive.  
Margaret: I hope so. They ..... (to arrive) around 6 o'clock.  
Jerry: Everything ..... (to be) spotless by the time they get here.

3. Раскройте скобки, употребляя **Future Perfect** или **Future Perfect Continuous**.

1. The customer service department will have been operating for 2 years by then. (operate)
2. By the time I start my shift, Dr. Frazier \_\_\_\_\_ for 18 hours straight. (work)
3. Sheila \_\_\_\_\_ the scholarship by the time she starts school in September. (get)
4. By this time next month, I hope they \_\_\_\_\_ building the community center. (finish)
5. Professor Adams \_\_\_\_\_ at this university for 25 years by the time he retires in June. (teach)
6. By this time tomorrow night we \_\_\_\_\_ in Australia. (arrive) \_\_\_\_\_ he \_\_\_\_\_ the message by the time your flight takes off? (receive)
7. Dana \_\_\_\_\_ the night shift by the time you get up in the morning. (not finish)
8. The team \_\_\_\_\_ at the exhibition for five hours by the time I arrive there. (work)
9. By the time we get on the plane, they \_\_\_\_\_ already \_\_\_\_\_ the luggage. (load)
10. By 2025, I hope researchers \_\_\_\_\_ a cure for cancer. (find)

#### 4) Лексический диктант

1. новичок
2. объявление о работе
3. руководящая должность
4. налоговые льготы
5. личностно-ориентированный
6. упоминать
7. совет директоров
8. образовательные стандарты
9. аналитические способности
10. независимый

#### 5) Лексико-грамматический тест.

Выберите верный вариант ответа

1. - Is Todd reading the newspaper? - No. He ... dinner at the moment.

- a) has been making b) makes c) is making
2. The Browns won't be living in the same house a year from now. They \_\_\_\_\_ by then.
- a) will have leave b) will have left c) will have leaved
3. - Have you bought any CDs recently? - Yes. Actually, I ... two this week.
- a) have bought b) have been buying c) am buying
4. I needed to know what \_\_\_\_\_ to my dog.
- a) has happened b) had happened c) happened
5. - What time does the play start? - I think it ... at 8 o'clock.
- a) has been starting b) starts c) has started
6. I was sure that I \_\_\_\_\_ her before.
- a) had saw b) seen c) had seen
7. - Where is Mark? - He ... to the library to return some books.
- a) has gone b) has been c) is going
8. - What ... ? - It's a letter to my pen-friend. I'm telling her my news.
- a) have you written b) do you write c) are you writing
9. The film \_\_\_\_\_ by the time we got to the cinema.
- a) had start b) had started c) has started
10. Gloria won't be working at six o'clock. She \_\_\_\_\_ by then.
- a) will have went home b) will have gone home c) will have go home
11. You've been working hard all day. - Yes, at 3 o'clock I ... for six hours.
- a) will be studying b) will have been studying c) will have studied
12. Sarah has gone to the cinema to see that film again. - I know. After this time, she ... it five times!
- a) will have seen b) will have been seeing c) will be seeing

2. Дополните предложения, раскрывая скобки, употребив глаглы в формах Past Simple, Present Perfect или Past Perfect.

When I (arrive) home last night, I discovered that Jane (prepare) a beautiful candlelight dinner. 2. Since I began acting, I (perform) in two plays, a television commercial and a TV drama. However, I (speak, never even) publicly before I came to Hollywood in 1985. 3. By the time I got to the office, the meeting (begin, already) without me. My boss (be) furious with me and I (be) fired. 4. When I (turn) the radio on yesterday, I (hear) a song that was popular when I was in high school. I (hear, not) the song in years, and it (bring) back some great memories. 5. Last week, I (run) into an ex-girlfriend of mine. We (see, not) each other in years, and both of us (change) a great deal. I (enjoy) talking to her so much that I (ask) her out on a date. We are getting together tonight for dinner. 6. When Jack (enter) the room, I (recognize, not) him because he (lose) so much weight and (grow) a beard. He looked totally different! 7. The Maya established a very advanced civilization in the jungles of the Yucatan; however, their culture (disappear, virtually) by the time Europeans first (arrive) in the New World. 8. I (visit) so many beautiful places since I (come) to Utah. Before moving here, I (hear, never) of Bryce Canyon, Zion, Arches or Canyon lands

## 6) Написание резюме.

## 7) Чтение текста с заполнением пропусков

Прочитайте текст, заполняя пропуски, выбрав подходящее по смыслу слово.

### Old photos

Carrie and her mum were looking at old photos of her mum as a university student. Her mums style was so different then, Carrie almost didn't ( REMIND / RECALL / RECOGNISE / REMEMBER ) her in the photos.

'I can't believe how long your hair is in the picture, Mum!' Carrie remarked, having never seen her mum with that length of hair before. 'It must have been difficult to look ( THROUGH / ROUND / OVER / AFTER ) it every day.'

Carrie's mum smiled at her remarks. 'It was definitely a chore, but that was the style back then, to have really long, straight hair ( SPLIT / PARTED / DIVIDED / HALVED ) down the middle. If you didn't wear your hair like that, you weren't considered to be cool, know what I mean?'

'Oh yeah, like, groovy, Mum,' Carrie said, lightly poking fun ( AT / OF / IN / WITH ) her. Joking aside, Carrie really appreciated seeing her mum with such a youthful style.

They found some photos of Carrie's dad, who looked quite different as well, dressed in green trousers that got wider as they got longer. He was sporting a full head of hair, rather than having the ( BALD / THIN / BARE / FLAT ) head that Carrie knew.

'Dad was so handsome back then!' Carrie exclaimed. Despite the odd styles, Carrie thought her parents looked amazing and she was inspired ( FROM / BY / TO / INTO ) this to be more daring with her own style.

After viewing the photos, Carrie thought she'd ( FUND / FINANCE / PAY / INVEST ) some time in picking out a new wardrobe. She wasn't going to let her conservative ways stop her.

## Тема 10. Money and trade

### 1) Подробный пересказ текста «Money».

### 2) Реферирование текста «Money»

### 3) Переведите, употребляя глаголы в формах Present Perfect Passive, Past Perfect Passive, Future Perfect Passive

1. Меня сегодня только заметили.
2. Ему поднимут зарплату к началу учебного года?
3. Их не помирят до приезда родителей.
4. Мне уже рассказали, что случилось вчера.
5. Кто разбил вазу? – Не знаю, когда я пришел, она уже была разбита.
6. Меня еще ни разу не спрашивали, сколько мне лет.
7. О пострадавших во время урагана ещё не позаботились.
8. Нас разбудили до рассвета.
9. Комнату уберут до прихода гостей?
10. Это новейшее оборудование используют впервые

### 6) Чтение текста с пропусками

Текст А

#### United Talks Break off

*Chiis Isidore*

**Airline \_\_\_\_\_ seek mediation halt; \_\_\_\_\_ -day strike countdown could \_\_\_\_\_.** New York-United Airlines and \_\_\_\_\_ union representing its 15,000 \_\_\_\_\_ are both \_\_\_\_\_ to ask federal \_\_\_\_\_ to declare an impasse in negotiations between \_\_\_\_\_ two sides, a \_\_\_\_\_ that could \_\_\_\_\_ the clock ticking towards a strike, \_\_\_\_\_ the airline said it is \_\_\_\_\_ there won't be \_\_\_\_\_ disruption of service \_\_\_\_\_ account of the move.

The airline \_\_\_\_\_ the International Association of Machinists \_\_\_\_\_ four days of \_\_\_\_\_ Friday mediated by \_\_\_\_\_ National Mediation Board, which oversees labor relations in the airline \_\_\_\_\_ without a new labor agreement.

United, the main unit of UAL Corp., issued a \_\_\_\_\_ Friday saying it \_\_\_\_\_ asking the NMB \_\_\_\_\_ release the two sides from mediation. The union \_\_\_\_\_ already \_\_\_\_\_ that the NMB declare a 30-day \_\_\_\_\_ off period \_\_\_\_\_ under airline labor law must precede a strike.

\_\_\_\_\_ of UAL, the world's second largest airline holding company, \_\_\_\_\_ \$ 37 to \$ 34.49 in trading \_\_\_\_\_. The NMB issued a statement Friday saying that it would \_\_\_\_\_ with the two sides \_\_\_\_\_ during the week about a possible \_\_\_\_\_ of binding arbitration, the \_\_\_\_\_ that must be taken before declaring a 30-day cooling off period. \_\_\_\_\_ unless both sides agree to binding arbitration, \_\_\_\_\_ rarely happens, the clock \_\_\_\_\_ starts ticking towards a \_\_\_\_\_ strike a month later.

## Текст B

### **Airline mechanics \_\_\_\_\_ mediation halt; 30-day \_\_\_\_\_ countdown \_\_\_\_\_ start.**

\_\_\_\_\_ and the union \_\_\_\_\_ its 15,000 mechanics \_\_\_\_\_ both poised to ask federal officials to declare \_\_\_\_\_ impasse \_\_\_\_\_ negotiations between the \_\_\_\_\_ sides, a move that could start the clock ticking towards a strike, although the \_\_\_\_\_ said it \_\_\_\_\_ confident there \_\_\_\_\_ be any disruption of \_\_\_\_\_ on account of the move.

\_\_\_\_\_ airline and the International Association of Machinists concluded \_\_\_\_\_ days of talks Friday mediated \_\_\_\_\_ the National Mediation Board, \_\_\_\_\_ oversees labor relations in the airline industry without a new \_\_\_\_\_ agreement.

United, the main unit of UAL Corp., issued \_\_\_\_\_ statement Friday \_\_\_\_\_ it was asking the NMB to release the \_\_\_\_\_ sides from mediation. The \_\_\_\_\_ had already requested that the NMB \_\_\_\_\_ a 30-day cooling \_\_\_\_\_ period which under airline labor \_\_\_\_\_ must precede a strike.

Shares of UAL, \_\_\_\_\_ world's second \_\_\_\_\_ airline holding company, gained \$ 37 to \$ 34.49 in trading Friday. The NMB \_\_\_\_\_ a statement Friday saying that \_\_\_\_\_ would meet with the two sides separately during the \_\_\_\_\_ about a possible offer of binding arbitration, the step that must be \_\_\_\_\_ before declaring a 30-day cooling off \_\_\_\_\_. But unless both sides agree \_\_\_\_\_ binding arbitration, which rarely happens, \_\_\_\_\_ clock then starts ticking towards a possible strike a month \_\_\_\_\_.

## **7) Чтение текста, выполнение лексико-грамматических заданий к нему.**

### **What is international trade?**

The basic idea of international trade and investment is simple: each country produces goods or services that can be either consumed at home or exported to other countries.

The main difference between domestic trade and international trade is the use of foreign currencies to pay for the goods and services crossing international borders. Although global trade is often added up in U.S. dollars, the trading itself involves a myriad of currencies. A Japanese videocassette recorder is paid for in French francs in Paris, and French designer sunglasses are paid for in U.S. dollars in Seattle. Brazilian coffee, American films, and German cars are sold around the world in currencies as diverse as Danish kroner and Malaysian ringgits.

Whenever a country imports or exports goods and services, there is a resulting flow of funds: money returns to the exporting nation, and money flows out of the importing nation. Trade and investment is a two-way street, and with a minimum of trade barriers, international trade and investment usually makes everyone better off.

In an interlinked global economy, consumers are given the opportunity to buy the best products at the best prices. By opening up markets, a government allows its citizens to produce and export those things they are best at and to import the rest, choosing from whatever the world. Some trade barriers will always exist as long as any two countries have different sets of laws. However, when a country decides to protect its economy by erecting artificial trade barrier. Some trade barriers will always exist as long as any two countries have different sets of laws. However, when a

country decides to protect its economy by erecting artificial trade barriers, the result is often damaging to everyone, including those people the barriers were meant to protect.

The Great Depression of the 1930s, for example, spread around the world when the United States decided to erect trade barriers to protect local producers. As other countries retaliated, trade plummeted, jobs were lost, and the world entered into a long period of economic decline.

1. *Опираясь на текст, выберите наиболее подходящее по смыслу предложения слово.*

1. The main ... between domestic trade and international trade is the use of foreign currencies to pay for the goods and services crossing international borders.

- a) idea
- b) difference
- c) goal

2. *In the ... global economy, consumers are given the opportunity to buy the best products at the best prices.*

- a) domestic
- b) interlinked
- c) foreign

3. *Some ... barriers will always exist as long as two countries have different sets of laws.*

- a) trade
- b) import
- c) export

4. *By ... markets, a government allows its citizens to produce and export things they are best at.*

- a) closing up
- b) expending
- c) opening up

#### **6) Индивидуальный проект.**

Speak about international trade according to the scheme:

- International trade. Definition, history
- WTO, its history and functions
- Trade sanctions
- Recent trade sanctions applied to Russia –
- Fair trade

### **Тема 11. Companies.**

#### **1) Реферирование текста «A matter of choice».**

#### **2) Лексический диктант.**

- 1. трудоустройство
- 2. продвигаться по служебной лестнице
- 3. предприниматель
- 4. слияние (компаний)
- 5. предсказуемая регулярность
- 6. потребитель
- 7. предприниматель

8. акционер
9. быть вовлеченным
10. конкуренция

### 3) Переведите на английский язык, используя конструкции *there is/there are*

1. В нашей библиотеке много хороших книг.
2. Завтра будет чудесный день.
3. На столе две книги и ручка.
4. Жил был человек, у которого не было семьи.
5. Под столом кот?
6. Книги не было на столе.
7. В прошлом году не было памятных моментов.
8. Были ли значительные улучшения с тех пор?
9. На столе два карандаша и книга.
10. Если мы не закончим вовремя, будет много проблем.

### 4) Лексико-грамматические упражнения.

1) Найдите русский эквивалент английского термина.

- |                |                   |
|----------------|-------------------|
| 1. commodities | a. Товары, услуги |
| 2. origin      | b. Происхождение  |
| 3. value       | c. Фон            |
| 4. background  | d. Событие        |
| 5. event       | e. Цена           |
| 6. profit      | f. Обмен          |
| 7. turmoil     | g. Прибыль        |
|                | h. бедствие       |
|                | i. подвергать     |

2) Составьте предложение из следующих слов.

1. five, there, in the park, children, are
2. on the, there, a cat, is sofa
3. little, balls, there, three, are, floor, on , the
4. big, a dog, in the, there, hall, is
5. a cake, in the, there, picture, is.

3) Вставьте конструкции *there is/there are* в правильной форме.

1. Look! \_\_\_\_\_ their telephone number in the letter.
2. Chester is a very old town. \_\_\_\_\_ many old buildings there.
3. Excuse me, \_\_\_\_\_ a restaurant near here?
4. How many students \_\_\_\_\_ in your group?
5. I was hungry but \_\_\_\_\_ anything to eat.
6. \_\_\_\_\_ a football match on TV last night.
7. \_\_\_\_\_ many people at the meeting?
8. Look! \_\_\_\_\_ an accident. Call the ambulance!
9. \_\_\_\_\_ 24 hours in a day.
10. This box is empty. \_\_\_\_\_ nothing in it.
11. \_\_\_\_\_ somebody at the airport to meet you when you arrive tomorrow.
12. When we arrived at the cinema \_\_\_\_\_ a lot of people outside.

## 5) Чтение текста и выполнение лексико-грамматических заданий к нему:

- 1) *просмотрите текст.*
- 2) *прочитайте текст второй раз и ответьте, верны ли следующие утверждения.*

1. What is a national retailing corporation?
2. What ethical problems can arise in business? What are their reasons?
3. What is the meaning of ethics? What is the difference between ethics and business ethics?
4. Is it necessary to encourage business firms to act ethically? Give your reasons.

### **Business Ethics**

*W. C. Fredefick, K. Davis, J. E. Post*

TG&Y Stores, a national retailing corporation with headquarters in Oklahoma City, sued seven of its buyers, charging them with accepting \$ 735,000 in cash and other gifts from the company's vendors. One of the buyers who purchased shoes for the retailing chain allegedly built a nest egg of \$ 525,000 from these kickbacks. TG&Y also sued twelve of the stores that allegedly had paid these bribes to TG&Y's buyers.

"Money laundering" provides another example. The Bank of Boston Corporation shipped over \$ 1 billion in cash to banks in Switzerland and other European nations without reporting these transactions to United States bank regulators. Twenty-one other banks also failed to file the required forms for big cash transactions. Drug-enforcement officials fear that such large cash flows may possibly cloak secret drug sales, gambling earnings, or other illicit chains that are hidden in banks and "cleaned up" or "laundered" so as to appear they were made honestly.

Ethical problems in business can arise also in a very personal, human way. When orders dropped in one-small manufacturing company, the supervisor knew she would have to lay off a loyal, hard-working employee in two months.

Company rules did not allow her to tell the employee in advance, for fear he would quit while still needed or not work as hard as he usually did after being told. The supervisor believed that it was unfair to the employee, but she had to enforce all company rules and policies. For her, the ethical dilemma had both personal and professional dimensions.

Episodes like these raise ethical questions for a number of reasons. Sometimes, society is harmed. At other times, an individual profits unfairly at the expense of others. Frequently, a business firm suffers higher costs when money is embezzled or when the firm has to pay hidden costs for its supplies. Money laundering cloaks illegal activities and protects lawbreakers. However, business frequently demonstrates a high level of ethical performance. Twice within a five-year period, Johnson & Johnson protected its customers by recalling stocks of Tylenol capsules when poison was found in some Tylenol bottles on store shelves. In a similar case, Parker brothers voluntarily withdrew its all-time best-selling toy when two children choked to death after swallowing some of its parts. Both companies spent millions of dollars on the recalls.

One of the major social challenges faced by business is to balance ethics and economics. Society wants business to be ethical and economically profitable at the same time.

### **The Meaning of Ethics**

When one is dealing with ethics, clear thinking is extremely important, because most ethical issues and problems are controversial, involving emotional questions of right and wrong behavior. A good first step is to have a clear definition of ethics.

### **What Is Ethics?**



Ethics is a set of rules that define right and wrong conduct. These ethical rules tell us when our behavior is acceptable and when it is disapproved and considered to be wrong. Ethics deals with fundamental human relationships.

Ethical rules are guides to moral behavior. For example, all societies have ethical rules forbidding lying, stealing, deceiving, and harming others, just as they also have ethical rules that approve of honesty, keeping promises, helping others, and respecting the rights of others. Such basic rules of behavior are thought to be essential for the preservation and continuation of organized life.

For many people, religious beliefs and organizations are a major source of ethical guidance and moral meaning. The family institution also imparts a sense of right and wrong to children as they grow up, as do schools and other similar influences such as television. The totality of these learning experiences creates in each person a concept of ethics, morality, and socially desirable behavior.

Ethical rules are present in all societies, all organizations, and all individual persons, although they may vary greatly from one to another. Your ethics may not be the same as your neighbor's; or one particular religion's notion of morality may not be identical to another's; or what is considered ethical in one society may be forbidden in another society. In spite of this diversity, ethics is a universal human trait. All people everywhere need rules to govern their conduct, rules that tell them whether their actions are right or wrong, moral or immoral, approved or disapproved. What is Business Ethics?

Business ethics is not a special set of ethical rules different from ethics in general and applicable only to business. Business ethics is the application of general ethical rules to business behavior. If a society's ethical rules

say that dishonesty is unethical and immoral, then anyone in business who is dishonest with employees, customers, creditors, stockholders, or competitors is acting unethically and immorally. If protecting others from harm is considered to be ethical, then a business firm that recalls a defective and dangerous product is acting in an ethical way.

In the TG&Y episode, both the buyers who took the bribes and the bribers acted unethically because they deceived others, took unfair advantage of them, and then concealed their own selfish actions. They broke the rules of fair play. Likewise, the banks that allowed laundered money to flow through their accounts not only broke the law but protected criminals who harmed society and who brought tragedy into the lives of drug users and addicts. The supervisor who failed to give an employee advance notice of being fired was not breaking the law, but she felt unethical in not telling the whole truth. When business firms or people in business violate the rules that define right and wrong behavior, they are acting unethically, and they also may be acting illegally.

### **Why Is Business Ethics Important?**

Why should business pay attention at all to ethics? What prevents a business firm from piling up as many profits as it can, in any way it can, regardless of ethical rules? In most cases, the general public expects business to exhibit high levels of ethical performance and social responsibility. Parker Brothers spent \$ 10 million in recalling the toy that was involved in the death of two children because company executives knew that its customers and the general public would approve its attempts to protect children's lives, even though the likelihood of further accidents was remote.

A second factor encouraging business firms and their employees to act ethically is to prevent harm to society. One of the strongest ethical principles is stated very simply: "Do no harm." A company that is careless in disposing of toxic chemical by-products that may cause disease and death is breaking this ethical injunction. Many ethical rules operate to protect society against various types of harm, and business is expected to observe these commonsense ethical principles.

A third reason for promoting ethical behavior is to protect business firms from abuse by unethical employees or unethical competitors. Bribery and kickback schemes penalize honest business firms: "One New York apparel vendor says he lost a \$4 million account with one of the nation's largest retailers because he, unlike one competitor, didn't bribe the buyer with \$ 20,000 cars and pricey stereo systems."

High ethical performance also protects the individuals who work in business. Employees resent invasions of privacy (such as unjustified polygraph tests) or being ordered to do something against their personal convictions (such as "midnight dumping" of toxic wastes) or working under hazardous conditions (such as entering unventilated coal mines). Businesses that treat their employees with dignity and integrity reap many rewards in the form of high morale and improved productivity. People feel good about working for an ethical company because they know they are protected along with the general public.

3) *Вставьте вместо пропусков подходящие по смыслу слова, которые вы узнали из текста.*

1. She was to be included in the investigation for accepting ....
2. The new tax laws ... people who earn less than \$ 7,000 a year.
3. The manager ... \$ 1,000 from the bank where he worked.
4. He was the robbery.
5. If you do not return our property we will....
6. The country was ... by a small elite of military officers.
7. They were convicted of racketeering and were ordered to repay \$ 100 million in ... profits.
8. It was a ... occupation for him.

4. *Найдите в тексте синонимы следующих слов и выражений.*

in cash  
vendor  
transaction  
lay off  
enforcement  
lawbreakers  
to govern their conduct  
ethical performance  
abuse  
remote  
pricey  
ethical injunction.

**6) переведите на английский, используя конструкции to be going to do something, to be about to do something.**

1. Она собирается посмотреть этот фильм?
2. Я не собираюсь покупать машину.
3. Она не собирается навестить моих друзей.
4. Он собирался сдавать экзамен, но потом передумал.
5. Я себя ужасно чувствую, я думаю, что я заболею.
6. Посмотри на эти тучи! Кажется, дождь собирается!
7. Он собирается уходить.
8. Я собираюсь поступать в университет.

## **7) Лексико-грамматические упражнения.**

1. *Раскройте скобки, используя оборот be going to/ to be about to do.*

1. I (finish) it next week. 2. He (go) there tomorrow. 3. We (be) at the meeting. 4. I (return) and (ask) him. 5. The teacher (explain) the next lesson to us tomorrow. 6. We (attend) that conference in St Louis next month. 7. I (study) my English lesson with my friends tonight. 8. Mr Wilson and Mr Johnson (be) in the office all afternoon. 9. The men (repair) the roof of the house the day after tomorrow. 10. There (be) an important meeting here next Thursday evening.

### **8) Групповой проект.**

Discuss the advantages and disadvantages of working for different types of companies.

Use such conversational phrases as:

As far as I'm concerned.

I believe that...

I'd like to point out that...

If you ask me,...

Personally I think...

Do you mean to tell me that...?

Are you seriously suggesting that...?

However,...

On the other hand,...

On the contrary...

That's not (entirely) true. I hate to disagree with you, but...

All right, but don't you think...?

That's not the same thing at all.

Well? What do you think?

What's your view on the matter?

How do you see it?

Let's have your opinion.

## **Тема 12. Company structure.**

### **1) Реферирование текста «MTS Systems Corporation».**

#### **2) Переведите с русского на английский.**

1. Я говорю – Я умею говорить.
2. Ты говоришь? - Ты умеешь говорить?
3. Я иду. – Я должен идти туда.
4. Мне пора уходить.
5. Я вынужден остаться.
6. Мне надо поговорить с вами.
7. Тебе следует сказать правду.
8. Ты – доктор и тебе полагается разбираться в этом.
9. Вы можете мне помочь – Вы поможете мне?
10. Тебе надо поспать.
11. Я всегда должна готовить домашнее задание.
12. Я вынужден убирать комнату каждый день.
13. Лучше бы ты оделся теплее.
14. Всем следует одеться тепло, когда на улице мороз.
15. Этот фильм могут показать по телевизору на следующей неделе.
16. Наша квартира нуждается в ремонте.

17. Этот фокус, должно быть, покажут по телевизору.

**3) Выполнение лексико-грамматических упражнений.**

1) *Вставьте подходящий модальный глагол: can/could, may/might, must*

1. You ... keep the journal. I don't need it.
2. John said he ... swim when he was three years old.
3. ... I ask then, Mr. Morley, what are you doing here?
4. When he married her she ... not have been more than sixteen.
5. You ... change your shoes. I won't have you in here with muddy feet.
6. Jane has bought a car, but she ... not drive yet. She is taking driving lessons at the moment.
7. She looked unusually pale and gloomy. I wondered what ... have up-set her.
8. The man danced very well. He ... have spent hours taking lessons, Jack thought.
9. They ... have gone for their honeymoon. They've just married.
10. My father ... be angry with me. He doesn't approve of my getting married.

2. *Вставьте подходящий модальный глагол have to/had to/will have to; should, ought to*

1. I'm sorry I'm late. I ... go to the dentist's. I had a terrible toothache.
2. Sorry, I'm leaving. Tomorrow I ... get up early.
3. They ... light a fire to cook their supper.
4. He looked more than ever out of place, he ... have stayed at home.
5. She ... go to bed at eight o'clock to be up in time for the first train.
6. You ... be more attentive to your parents. They need your support.
7. I don't think you ... invite him to the party. He is such a bore!
8. I ... to wear glasses as my eyesight is very weak.
9. If you want to master a language you ... read a lot.
10. He was so rude to his father. I think he ... apologize.

3. *Выберите верный вариант ответа.*

1. The line is busy. Sally ... the telephone at the moment.  
1) might use 2) might be using 3) must use 4) must be using
2. Sue is absent. She ... ill today. Yesterday she complained of a head-ache.  
1) might be 2) might have been 3) must be 4) must have been
3. policeman told Tom that he ... be more careful when crossing the street.  
1) should 2) had to 3) must 4) ought to
4. I ... send a telegramme because it was too late to send a letter.  
1) had to 2) must 3) should 4) could
5. The streets are wet. There are water pools everywhere. It... heavily at night.  
1) might rain 2) must rain 3) might have rained 4) must have been raining
6. ... they ...? I can't believe that. They used to be good friends. 1) Could...quarrel 3) Must...quarrel 2) Could...have quarrelled 4) Must...have quarrelled.

**4) Чтение текста «по ролям».**

People organization.

(1) If there is any one characteristic of people which is universally valid and important, it is that they differ. To say that all persons are created equal is a statement of human rights under the law. It communicates nothing at all about human nature. As a matter of fact, people differ greatly in intelligence, aptitudes, physical strength, manual dexterity, knowledge, skill, interests, personal-

ity traits, motivation, and many other attributes which potentially influence behavior and productivity.

We are rational—but only to a point. We plan, set goals, think, reason, and live by creeds and values. But we also become frustrated and behave in ways that can be perceived as rational only by someone who understands all our deeply embedded, 28 sometimes conflicting needs, aspirations, and perceptions. In many situations our motivation is unconscious so that not even we understand our own actions.

The fact that one's environment strongly influences behavior is indisputable. A number of prominent psychologists have assumed that human freedom is an illusion. Human choices are thought to be totally determined. This, of course, is an assumption. Many people do not subjectively perceive themselves in this way. It is significant that behavior and expectations are strongly influenced by what a person believes to be true. Individuals feel responsible for their actions. Also, people consciously believe that their choices are real, regardless of any awareness of philosophical arguments to the contrary. Organizations cannot function optimally without these pragmatic assumptions.

(2) There are, of course, innumerable statements which one might make about human nature, but they would not all have a direct influence on how people should be dealt within the work environment. The late Douglas McGregor did an excellent job of conceptualizing some of the assumptions about human nature which are relevant to organizational behavior. He labeled these, Theory X, the classical or traditional view, and Theory Y, a progressive view upon which he believed a new model for human relations in organizations could be developed.

**Theory X.** This theory holds that the average person inherently dislikes work, is innately lazy, irresponsible, self-centered, and security oriented, and consequently is indifferent to the needs of the organization. Because of these characteristics, the average person must be threatened, coerced, and controlled. In fact, most people prefer to be directed and controlled. They seek security above all, prefer to avoid responsibility, and both want and need external control in the work situation. Because people are basically cunning and immature, management should experience little difficulty in using a highly directive and manipulative style of supervision.

(3) **Theory Y.** Experience has shown that Theory X assumptions result in a great deal of difficulty for management although they remain popular with some managers. McGregor's Theory Y makes the opposite assumptions. People do not inherently dislike work and are not inherently lazy. Rather they have learned to dislike work, to be lazy, and to be irresponsible because of the nature of their work and supervision. They have a high capacity for developing an intrinsic interest in their work, for committing themselves to organizational objectives, and for working productively with a minimum of external controls.

Two points should be made with reference to these theories. First, the Theory X characteristics are said to be inherent or innate. To be such, they would necessarily apply to everyone, which is obviously absurd. On the other hand, under Theory Y, people are said to have the potential or capacity for the responsible behavior and attitudes described. If anyone possesses these qualities, and a great many people do, then everyone has the potential for them. Second, McGregor speaks of assumptions about the average person, and one must ask, «Average on what dimensions?» Are we talking about intelligence? Education? Experience? Average is a statistical concept. The average person is nonexistent, hypothetical construct. When we make assumptions about the average person, at best we are referring to most people, and in doing so must recognize that there are exceptions.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3 кратко изложите содержание и основную мысль прочитанной части текста.

## 5) реферирование текста «People in Organisation»

### Тема 13. International business.

#### 1) Реферирование текста :«Board Ousts BMW Chief and His Heir»

#### 2) Лексический диктант

1. компания
2. закрытие
3. объявлять
4. конкурент
5. оценивать
6. неприбыльный
7. бухгалтер
8. одновременный
9. страхование
10. доходы

#### 3) переведите с русского на английский

1. Что бы вы сделали, если бы у вас была собственная фирма?
2. Если бы я умел хорошо говорить по-аглийски, мне не надо было бы посещать занятия так часто.
3. Если бы он не объяснил мне это правило, я бы не поняла, о чем идет речь.
4. На твоём месте я бы не упустил такой шанс.
5. Если бы я был на твоём месте, я бы не стал ждать.
6. Хорошо бы мы были богатыми!
7. Если бы ты вчера был со мной!
8. Я бы поболтала с вами, если бы у меня было время.
8. Я бы предпочла. Чтобы вы остались дома.
9. Лучше бы вам остаться дома.
10. Если бы не ужасная погода, мы бы могли пойти гулять.
11. Я бы поболтала с вами вчера, если бы у меня было время.
12. Боюсь, как бы его не уволили.

#### 4) Чтение текста с пропусками.

### Why are companies reffered to as LTD., INC., GMBH, or S.A.?

#### Текст А

An individual, \_\_\_\_\_ Henry Ford, \_\_\_\_\_ want to begin a small enterprise \_\_\_\_ personally retain total \_\_\_\_\_ and \_\_\_\_\_ , but once it starts to grow, a partnership or a " \_\_\_\_\_ "—such as Ford Motor Company—\_\_\_\_\_ need to be formed. The \_\_\_\_ factor in owning \_\_\_\_ company is the guarantee called \_\_\_\_\_ liability: \_\_\_\_ owners of a \_\_\_\_\_ never have to \_\_\_\_ more than they have invested in the company. Their liabilities are \_\_\_\_\_. When a company \_\_\_\_\_ bankrupt, the \_\_\_\_\_ can never be \_\_\_\_\_ to pay its unpaid \_\_\_\_\_ .

The \_\_\_\_\_ of companies \_\_\_\_\_ the world reflect \_\_\_\_\_ guarantee of limited liability. The abbreviations " \_\_\_\_\_ " in Germany, "Inc." in \_\_\_\_ United States, or "Ltd." in most \_\_\_\_\_ English-speaking countries \_\_\_\_\_ that the \_\_\_\_\_ is a limited liability \_\_\_\_\_ and \_\_\_\_\_ have nothing \_\_\_\_\_ to lose than the money invested in their \_\_\_\_\_. The "S.A." in French- and Spanish-speaking countries \_\_\_\_\_ refers to limited liability \_\_\_\_ defining shareholders as " \_\_\_\_\_ ".

Since the \_\_\_\_\_ of shareholders \_\_\_\_\_ be kept secret, \_\_\_\_\_ creditors of a bankrupt company \_\_\_\_\_ no right to pursue them for the company's unpaid \_\_\_\_\_.

\_\_\_\_\_ countries make a clear \_\_\_\_\_ between public and private \_\_\_\_\_, with separate \_\_\_\_\_, such as AG and GmbH in \_\_\_\_\_, or Plc and Ltd. In \_\_\_\_\_. Generally, "public" \_\_\_\_\_ are those \_\_\_\_\_ enough to \_\_\_\_\_ their shares traded on \_\_\_\_\_ exchanges, while smaller unquoted companies are said 32 to be "private," even though their shares can \_\_\_\_\_ held by \_\_\_\_\_ public at large. In \_\_\_\_\_ countries, a large \_\_\_\_\_ is said to \_\_\_\_\_ privately owned \_\_\_\_\_ its shares are \_\_\_\_\_ available to the general public. \_\_\_\_\_ the United States, \_\_\_\_\_ little distinction is made \_\_\_\_\_ public and private companies, \_\_\_\_\_ companies simply bear the title "Incorporated".

## Текст В

\_\_\_\_\_ individual, like Henry Ford, might want to \_\_\_\_\_ a small enterprise and personally retain total responsibility \_\_\_\_\_ liability, but once it \_\_\_\_\_ to grow, a \_\_\_\_\_ or a "company"—such as Ford Motor Company—would need to \_\_\_\_\_ formed. The key \_\_\_\_\_ in \_\_\_\_\_ any company is the guarantee \_\_\_\_\_ limited liability: the owners \_\_\_\_\_ a company \_\_\_\_\_ have \_\_\_\_\_ pay more \_\_\_\_\_ they have invested in the \_\_\_\_\_. Their liabilities are limited. \_\_\_\_\_ a company goes bankrupt, the owners \_\_\_\_\_ never be required to \_\_\_\_\_ its unpaid bills.

The names of \_\_\_\_\_ around the \_\_\_\_\_ reflect this guarantee \_\_\_\_\_ limited \_\_\_\_\_. The \_\_\_\_\_ "GmbH" in Germany, "Inc." \_\_\_\_\_ the United States, or "Ltd." in \_\_\_\_\_ other English-speaking \_\_\_\_\_ indicate that the firm is a \_\_\_\_\_ liability company and investors \_\_\_\_\_ nothing more \_\_\_\_\_ lose than the money \_\_\_\_\_ in their shares. The "S.A." in French- and Spanish-speaking countries also \_\_\_\_\_ to limited liability by \_\_\_\_\_ shareholders as "anonymous". \_\_\_\_\_ the identity of shareholders can \_\_\_\_\_ kept secret, the \_\_\_\_\_ of a bankrupt company have no \_\_\_\_\_ to pursue them for \_\_\_\_\_ company's unpaid debts.

Many countries \_\_\_\_\_ a clear distinction between \_\_\_\_\_ and \_\_\_\_\_ companies, \_\_\_\_\_ separate designations, \_\_\_\_\_ as AG and GmbH in Germany, or Plc and Ltd. in Britain. \_\_\_\_\_, "public" companies \_\_\_\_\_ those large enough to have \_\_\_\_\_ shares \_\_\_\_\_ on stock exchanges, while \_\_\_\_\_ unquoted companies \_\_\_\_\_ said 32 to be "private," even \_\_\_\_\_ their shares can be held by the public \_\_\_\_\_ large. \_\_\_\_\_ some countries, a \_\_\_\_\_ company is said \_\_\_\_\_ be privately \_\_\_\_\_ if its shares \_\_\_\_\_ not available to \_\_\_\_\_ general \_\_\_\_\_. In the United States, where \_\_\_\_\_ distinction is \_\_\_\_\_ between \_\_\_\_\_ and \_\_\_\_\_ companies, most companies \_\_\_\_\_ bear the \_\_\_\_\_ "Incorporated".

## 5) Лексико-грамматические упражнения.

### 1. Переведите с английского.

1. If it didn't rain, we would go for a walk.
2. If we had a camera, we could take pictures of the beautiful scenery.
3. If there were any sugar left, we should not have to go to the shop.
4. If I knew him, I should ask his advice.
5. If you did not have a toothache, you would enjoy the party.
6. If you were not so absent-minded, you would not make so many mistakes.
7. If you rang me up, I should know you were in trouble.
8. If you watched the cat, it wouldn't eat the fish.
9. If it were not so late, we would go to see them.
10. If I were you, I would read the book.

### 2. Раскройте скобки, используя сослагательное наклонение (второе условие)

1. If I ... (be) you, I ... (write) to her.

2. If I ... (be) taller, I ... (play) in a basketball team.
3. If you ... (stay) longer, you ... (meet) my parents.
4. If she ... (not eat) so much, she ... (be) slimmer.
5. If he ... (not see) them, he ... (not know) the truth.
6. What ... you ... (do) if you ... (see) him?
7. What ... you ... (do) if you ... (have) million dollars?
8. If they ... (have) million dollars, they ... (travel) around the world.
9. What ... you ... (do) if you ... (lose) your key?
10. If I ... (lose) my key, I ... (call) my parents

3. *Раскройте скобки, используя сослагательное наклонение (третье условие)*

1. If he **hadn't broken** his bicycle, he **would** ... (go) to the country.
2. If I **hadn't had** a bad headache yesterday, I **could** ... (come) to see you.
3. If the ship ... (not sail) near the coast, it **would not have struck** a rock.
4. If he ... (be) in town, he **would have been** present at our meeting.
5. If the road ... (not be) so slippery, I ... (not fall) and hurt my leg.
6. If they .. (make) a fire, the wolves ... (run) away.
7. If I ... (expect) my friend to come, I ... (not go) to the cinema.
8. If I ... (have) a dictionary, I ... (translate) the article yesterday.
9. If we ... (get) a letter from him, we ... (not worry).
10. If she ... (come) home late last night, her father ... (be) angry.

**6) Лексико-грамматический тест.**

1. Please do not speak to anyone before the police \_\_\_\_\_.  
a) come b) are coming c) 'll come d) came
2. His parents will be very glad if she \_\_\_\_\_ the university.  
a) enter b) 'll enter c) enters d) entered
3. We won't discuss the matter until the headmaster \_\_\_\_\_.  
a) 'll arrive b) won't arrive c) doesn't arrive d) arrives
4. You'll understand nothing unless you \_\_\_\_\_ the book yourself.  
a) read b) won't read c) don't read d) 'll read
5. You'll understand this rule after your teacher \_\_\_\_\_ it to you.  
a) 'll explain b) explain c) explains d) don't explain
6. You \_\_\_\_\_ English fluently if you \_\_\_\_\_ hard.  
a) speak; work b) speak; 'll work c) 'll speak; work d) 'll speak; 'll work
7. We'll make a good progress in English provided we \_\_\_\_\_ hard.  
a) 'll study b) are studying c) study d) won't study
8. Would you mind if I \_\_\_\_\_ your pen?  
a) use b) had used c) have used d) am using
9. If I \_\_\_\_\_ that you were busy, I \_\_\_\_\_ interrupted you.  
a) knew; wouldn't have b) had known; wouldn't have c) know; wouldn't have d) has known; wouldn't have
10. I am going to look for another job, unless the company \_\_\_\_\_ me more money.  
a) offers b) doesn't offer c) didn't offer d) offered.

**7) Проект с поиском информации.**

Make up a presentation on one of the following topics. Consult the Internet resources

- 1) A world famous international corporation;
- 2) International trade (its history and development perspectives);



3) WTU (its history and the main objectives).

## **Тема 14. Marketing and brands**

**1) Реферирование текста «Coke and Pepsi»**

**2) Чтение текста и выполнение лексико-грамматических заданий к нему.**

### **Rebranding HealthSouth?**

*Sheni C. Goodman, "Birmingham News"*

HealthSouth Corp. founder and ousted CEO Richard Scrushy once boasted he wanted the Birmingham-based corporation to become the McDonald's of health care and he spent millions to make that happen.

From golf shirts, pens, coffee mugs and gym bags to eminent scholar chairs, flashy traveling productions, radio programs and even television shows, the name and the logo were everywhere.

Now, the moniker is seemingly everywhere once again, but for different reasons: a headline-grabbing accounting fraud investigation complete with allegations of phony profits, extravagant spending, intimidation and insider trading.

Branding experts agree the scandal has damaged the HealthSouth name, but they believe it can recover, and, apparently so does the company's new management. HealthSouth has no immediate plans to change the name, said spokesman Andy Brimmer.

Instead, the company plans to focus on preserving and rebuilding the value of the name. "The brand can survive, but several things need to be done to ensure that happens," said Clay Timon, CEO of San Francisco-based branding consultancy firm Landor Associates. "Among other things, the company needs to employ a public-relations firm with crisis management expertise and work to understand what makes HealthSouth worthwhile to its customers," Timon said.

"Brands are relatively strong. This is a relatively new brand, but in health care, a brand lives and dies on the quality of services a customer believes he gets. If quality remains high, then the brand can easily remain where it is," Timon said.

Jim Johnson, chief executive of New York-based branding consultancy firm Enterprise IG, said the perception of the care given by HealthSouth has not been compromised by the accounting scandal.

"The problems are in financial governance, not in performing health duties. That would be a fatal flaw. This is a financial governance issue and people will separate that out," he said.

One of the biggest challenges, though, will be the close association between Scrushy and HealthSouth.

"It is hard to separate Richard Scrushy, the person, from HealthSouth, the company," said Robert Holmes, the University of Alabama at Birmingham's business school dean.

"But it's been a powerful brand and it would make sense to retain the name. If you can get beyond the Richard Scrushy part of it, it will probably be fine."

Scrushy's goal when he founded HealthSouth was to build a recognizable chain of standardized rehabilitation and out-patient surgery centers. Once the company went public and was considered a success, the company's branding efforts expanded beyond advertisements, sponsorships and logos on clothing and office gear.

In 1995, the company recruited sports celebrities such as Bo Jackson, Rowdy Gaines and Tom Glavine to take part in a roadshow meant to teach children about athletic preparation and training. HealthSouth spent at least \$ 5.6 million to produce the flashy "Go for It!" show, which

included thumping music, laser lights, a boy band and a girl group. One of the company's customers. Travelers Group Inc., committed another \$ 5 million from 1996 to 2001 for the production.

In 1996, Scrushy said HealthSouth was pursuing joint ventures to put the company's name and logo on athletic footwear and sports beverages. Neither panned out. In 2001, the company created a television game show based on the roadshow. Scrushy then hired former child actor Jason Hervey to oversee the company's entertainment and marketing operations. Another television series and a joint venture with Sony followed.

Scrushy and Hervey also co-hosted a couple of radio shows one on HealthSouth related topics and one on the entertainment industry, which was recently canceled.

### **Broad or Unfocused?**

Scrushy, who canned the "Go for It!" campaign in February to save money, saw the entertainment projects as a way to broaden Health South's brand and build new business.

Current management sees it as "unfocused activity" drawing away from the core business. The company canceled the HealthSouth radio show and placed Hervey on administrative leave.

"Anything in the entertainment realm has been discontinued," Interim Chairman Joel Gordon said. As part of its effort to rebuild the brand's credibility, the new management removed all traces of Scrushy from corporate headquarters and the company Web site.

Posters promoting HealthSouth's new slogan, "The Many Faces of HealthSouth," will replace placards bearing Scrushy's corporate message, "Pulling the Wagon," in facilities throughout the system. Brimmer said.

The company has also announced plans to sell some of the aircraft, vehicles and tractor-trailers acquired while Scrushy headed the company. Meanwhile, the board of directors adopted corporate governance guidelines aimed at increasing its independence from the company. And the company pledged that payments to physicians, employees and suppliers will not be interrupted.

"Perception is very important to this company at this point," Gordon said. He added: "The future image of the company will certainly be less arrogant than in the past."

The Wall Street Journal has reported that some of the company's surgery partners are considering severing ties to HealthSouth. Timon, however, said he doubted the perception of the HealthSouth name will negatively impact centers around the country. "Customers may be more tuned in with the local doctors they're dealing with," he said.

### **Sticking Together**

At least one of HealthSouth's surgery partners gave the company a vote of confidence last week. A day after the SEC investigation was announced on March 19, the doctors at HealthSouth Outpatient Care Surgery Center in Birmingham had voted to remove HealthSouth's name from the exterior of its building, worried the association might hurt business and drag down the center. But last week, the doctors reversed their decision, opting to stick it out with HealthSouth, said ear specialist Dr. Dennis Pappas Jr.

"Originally we did not know how patients and others would perceive the events," he said. "But the public in this area at least has been sophisticated enough to realize it was individuals on the corporate side that have damaged the company severely." "The patients also recognize the level of care has not changed," he said. "We haven't seen the concern or damage we expected," Pappas said.

### *1. Ответьте на вопросы к тексту:*

1. Why did the HealthSouth need re-branding?
2. What needs to be done to keep the brand?
3. What conditions must be met so that a health care brand be a success?
4. What was Scrushy's goal when he founded HealthSouth? How did marketing help him reach this goal?
5. What does HealthSouth's news slogan imply? How did it match company's re-branding strategy?

2) Найдите подходящее определение для понятия:

1) logo	a) to act host of a party, friendly meeting, TV show, etc
2) expertise	b) a group that travels around the country giving public performances for the purpose of entertainment, advertising, etc
3) rehabilitation	c) a person who goes to a hospital for treatment while continuing to live at home
4) out-patient	d) making a person able to live a healthy, useful, or active life again, esp. after being ill, in prison, etc
5) to go public	e) special skills or knowledge in an area of work or stud
6) road show	f) a design or way of writing its name that a company or organization uses as its official sign on its products, advertising
7) to compromise	g) to become known to all or to many
8) to host	h) to put into dishonorable position, bring shame to

**3) переведите с русского на английский.**

1. Перестань смеяться.
2. Она не согласилась на то, чтобы прийти сюда.
3. Он боялся пропустить свой поезд.
4. Надежда найти подходящую работу.
5. Эту книгу стоит почитать.
6. Он бросил курить.
7. Он привык жить с родителями.
8. Вместо того, чтобы учиться, он играл в футбол.
9. Я рассердилась на тебя за то, что ты не выполнил домашнее задание.
10. Он ушел к себе, не попрощавшись.
11. Я не вижу никакой необходимости, ходить на работу каждый день.
12. Написав письмо, он отправил его по почте.
13. Убежав от грабителя, он позвонил в полицию.
14. На этот факультет не стоит поступать.
15. Я помню, что открыла окно, перед тем как начала жарить рыбу.
16. Он помнил, что покормил собаку, перед тем как пошел на работу.
17. Услышав новость, он растерялся.

**4) Лексико-грамматические упражнения.**

*1. Раскройте скобки, употребляя герундий, где это необходимо.*

1. Stop (talk).
2. When will you finish (translate) the text?
3. He gave up (play) football last year and took up (swim).
4. Continue (work).
5. Please, don't pay attention to me and keep on (write).
6. I started (play) the piano when I was four.
7. When will you begin (think) about your studies?
8. Go on (read).

*2. Образуйте герундий от глагола в скобках и переведите предложение.*

1. Start ... about pleasant things — and you'll be happy! (think)
2. Americans enjoy ... houses and ... to new places. (change/ move)
3. Would you like to go ... in the sea? (sail)
4. Most people enjoy ... in the sun. (lie)
5. I haven't had my lunch yet. Do you mind ... outside for ten minutes? (wait)
6. John likes ... at a high speed. (drive)
7. Stop ... about your troubles. (worry)
8. Jack was proud of ... the first prize for.... (get/ jump)
9. Helen was so angry that she left without... a word. (say)

3. *бразуйте герундий от соответствующих глаголов и дополните диалог.*

**cook, sleep, spend, hike, talk**

**A** What's the best way to relax?

**B** Well, I **love** ... in the country. And you?

**A** Yeah, but I **dislike** ... on a camp fire and **can't stand** ... on the ground!

**A** Oh, where's your sense of adventure? And I bet you **hate** ... a week without your mobile phone.

**B** That's true. I quite **like** ... to people.

**5) Краткий пересказ текста «Money can buy you love».**

## Тема 15. Internet

### 1) Реферирование текста «Internet»

#### 2) Переведите с русского на английский.

1. Я не могу найти письмо, которое было написано вчера.
2. Она проводит время, читая книги.
3. У нас в офисе появилось место для отдыха, где в обед собирается много курящих людей.
4. Так как было холодно, мы решили пойти домой.
5. Вчера я познакомился с заикающимся мальчиком.
6. Сделав домашнее задание, Андрей пошел гулять с друзьями.
7. Друзья, подарившие мне на день рождения куртку, не ошиблись с размером.
8. Как ему всегда удается исчезнуть, избегая наказания за свои поступки?
9. Дети молчали, наблюдая за работающими художниками.
10. Разговаривая по телефону, босс прошел мимо, не обращая на меня внимания.

### 3) Лексико-грамматические упражнения.

1. *Соотнесите две части предложения.*

1. I don't mind	a. applying to smaller companies?
2. He forgot	b. can be hard work.
3. She would love	c. to tell the company he was getting married.
4. I can't afford	d. getting sacked.
5. He's afraid of	e. to get a good job as soon as you finish university.
6. It's difficult	f. travelling a lot for my work.
7. Why don't you try	g. to have more responsibility.

8. Being self-employed	h. to accept a lower salary.
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2. Выберите верный вариант ответа.

1. I really enjoy learning/to learn new skills.
2. She regrets not going/not to go to university.
3. We find it easy training/ to train new employees.
4. I can't remember sending in/to send in the application form.
5. He's going to practice being/to be interviewed.
6. Did the company promise giving/to give you a permanent contract?
7. She's not very good at typing/to type.
8. Don't forget including/to include a letter with your CV.

3. Выберите верный вариант ответа.

1. The teacher allowed us \_\_\_\_\_ reference material while writing the report.  
a) to use b) using c) use d) used
2. They expected the meeting \_\_\_\_\_ in a conference hall.  
a) to hold b) to be held c) holding d) to be holding
3. I would rather \_\_\_\_\_ her the truth.  
a) have told b) to tell c) telling d) tell
4. I don't mind \_\_\_\_\_ out. a) against eating b) eat c) eating d) to eat
5. I hope \_\_\_\_\_ Moscow State University.  
a) for entering b) to enter c) of entering d) entering
6. Could you help me \_\_\_\_\_ the work as soon as possible?  
a) finishing b) in finishing c) with finishing d) to finish
7. A passer-by asked me how \_\_\_\_\_ to the railway station.  
a) can get b) get c) getting d) to get
8. The tourists expected the hotel \_\_\_\_\_ much better.  
a) be b) being c) of being d) to be

#### 4) Чтение текста и выполнение лексико-грамматических заданий к нему.

##### TYPES AND FORMS OF BUSINESS ORGANIZATION

A business organization is frequently referred to as a business entity. A business entity is any business organization that exists as an economic unit. Business entities can be grouped according to the type of business activity they perform.

1. Service companies perform services for a fee. This group includes companies such as accounting firms, law firms, repair shops, and many others.

2. Merchandising companies purchase goods that are ready for sale and sell them to customers. They include such companies as auto dealerships, clothing stores, and supermarkets.

3. Manufacturing companies buy materials, convert them into products, and then sell the products to the companies or to the final customer. Examples are steel mills, auto manufacturers, and so on. The business entity concept applies to all forms of businesses – single proprietorship, a partnership, and a corporation.

A single (sole) proprietorship is business owned by an individual and often managed by that same individual. Single proprietors include physicians, lawyers, electricians, and other people who are 'in business for themselves'. In a single proprietorship, the owner is responsible for all debts of the business. Operating as a single proprietorship is the easiest way to get started in a busi-

ness activity. Other than the possibility of needing a local license, there are not any prerequisites to beginning operations.

A partnership is a business owned by two or more persons associated as partners. Partnerships are created by an agreement. Included in the agreement are such terms as the initial investment of each partner, the duties of each partner, the means of dividing profits or losses between the partners each year, and the settlement to be made upon the death or withdrawal of a partner. Accountants, attorneys, and other professionals frequently operate their firms as partnerships.

A corporation is a business owned by a few persons or by thousands of persons. The owners of the corporation are called shareholders or stockholders. They buy shares of stock. If the corporation fails, the owners lose only the amount they paid for their stock. The personal assets of the owner are protected from the creditors of the corporation. The stockholders do not directly manage the corporation; they elect a board of directors to represent their interests. The board of directors select the president and vice president, who manage the corporation for the stockholders.

- 1) Сформулируйте и запишите 5 вопросов разного вида к тексту.
- 2) Найдите и выпишите предложение с глаголом в форме Present Simple.
- 3) Найдите и выпишите предложение с модальным глаголом.
- 4) Найдите и выпишите предложение, в котором употребляется прилагательное в превосходной степени.
- 5) Найдите и выпишите предложение с причастием.

## **Тема 16. Business writing**

### **1) написание письма-запроса информации.**

### **2) написание письма-рекламы.**

### **3) написание письма-извинения.**

### **4) Переводите с русского на английский.**

1. Я не смотрю телевизор. Выключи, пожалуйста.
2. Не оплачивайте покупку сразу!
3. Не шумите после 10 часов вечера!
4. Прекратите это безобразие!
5. Поспешим. Мы опаздываем.
6. Пойдем!
7. Позвольте мне войти.
8. Дайте подумать
9. Разрешите мне сделать это самому.
10. Не разрешайте ему здесь курить!

### **5) Лексико-грамматические упражнения.**

#### *1. Составьте из слов предложения.*

1. Pass, please, the, me, salt
2. Switch off, the, a book, and read, TV
3. English, speak, please, in class
4. To ask, put, your hand up, a, question
5. Sweets, don't, at school, eat

2. *Поставьте глагол в отрицательную форму повелительного наклонения.*

1. Look at him.
2. Smoke in this room.
3. Close your books.
4. Open the window.
5. Read this letter.
6. Translate this text.

3. *Выберите верный вариант ответа.*

1. Don't write to (he, him).
2. I see (she, her) in the classroom
3. He speaks English to (we, us) and (we, us) speak English to (he, him).
4. Thank (they, them).
5. They write to (we, us), and we write to (they, them).
6. Answer (they, them).

## Тема 17. Money and banking.

### 1) Чтение и перевод текста «Money».

#### MONEY

Money is used for buying or selling goods, for measuring value and for storing wealth. Almost every society now has a money economy based on coins and paper notes of one kind or another. However, this has not always been true. In primitive societies a system of barter was used. Barter was a system of direct exchange of goods. Somebody could exchange a sheep, for example, for anything in the market place that they considered to be of equal value. Barter, however, was a very unsatisfactory system because people's precise needs seldom coincided. People needed a more practical system of exchange, and various money systems developed based on goods which the members of a society recognized as having value. Cattle, grain, teeth, shells, feather, salt, tobacco have been used. Precious metals gradually took over because, when made into coins, they were portable, durable, recognizable and divisible into larger and smaller units of value.

A coin is a piece of metal, usually disc-shaped, which bears lettering, designs or numbers showing its value. Until the eighteenth and nineteenth centuries coins were given monetary worth based on the exact amount of metal contained in them, but most modern coins are based on face **value**, the value that governments choose to give them, irrespective of the actual metal content. Coins have been made of gold (Au), silver (Ag), copper (Cu), aluminium (Al), nickel (Ni), plastic and in China even from pressed leaves. Gold proves to be the most popular. Since civilization began gold has been regarded as a symbol of power and wealth. In many societies gold was seen as a magic substance which could protect people against illness or evil spirits. Mankind never seems to have enough gold and the search for it has driven men mad. The need to search for gold has been compared to a disease, and is called '**gold fever**'.

An incredible variety of items have served as money at various times and places, but all can be classified as either **commodity money** or **fiat money**. Commodity money is valuable apart from what it will buy. Gold, for example, is useful in jewelry or dentistry, even when it is not used for money. But some money is useless except when treated as money. Certain pieces of paper of which you would probably like (e.g. 100 dollar bills) are example of fiat money. Use of fiat money is ultimately based on faith – faith in its purchasing power, in its general acceptability, and in the stability of the government that issues it. Most governments now issue paper money in the form of notes, which are really 'promises to pay'. Paper money is obviously easier to handle and much

more convenient in the modern world. **Cheques, bankers' cards, and credit cards** are being used increasingly and it is possible to imagine a world where 'money' in the form of coins and paper currency will no longer be used.

**2) Реферирование текста «Money».**

**3) Чтение и перевод текста.**

**THE FUNCTIONS OF MONEY**

Money serves as (1) a medium of exchange, (2) a unit of account, and (3) a store of value. We examine each of these functions, beginning with medium of exchange.

A medium of exchange, or a transactions medium, is anything generally acceptable as a means of payment in the exchange of goods and services, in repaying debts, and in the exchange of assets, such as shares of common stock.

The second function of money is to serve as a unit of account. A unit of account is a yardstick for measuring prices and values and a benchmark for comparing them. In principle, any commodity can serve as a unit of account. Having chosen the good, we can express the price of each of the rest of the goods in units of that good. Historically, 107 societies designated a single item to serve as the unit of account, say, a kilogram of wheat. In this way, each good could be priced at so many kilograms of wheat per unit. In modern times, paper money is the unit of account. For example, the dollar is the unit of account in the United States. Knowing that a pound of peaches costs two dollars and a pound of apples costs one dollar enables us to compare their value. Thus, money becomes a standard of value.

Normally, the same item serves as the unit of account and the medium of exchange: the dollar in the United States; the yen in Japan; the mark in Germany. In abnormal times, however, societies divorce the two functions of money, often unofficially. For example, although the ruble is the unit of account in Russia, some Russians use foreign currencies, such as the dollar and the mark, as the unofficial medium of exchange. Many Russians, without access to foreign currencies, resort to barter. Invariably, the reason for the divorce of the medium of exchange from the unit of account is a deterioration of the currency as a store of value, which takes us to the third function of money.

A store of value is a reservoir of future purchasing power. Money is both a temporary and a permanent store of purchasing power. The function of money as a temporary store of purchasing power is an outgrowth of its function as a medium of exchange. If an item is to serve as a medium of exchange, people must hold that item to carry out their transactions. For example, consider an individual who earns \$700 a week but plans to spend \$560 on goods and services and save \$140 every week. Usually this individual will not spend the entire \$560 on payday. Instead, he may spend \$90 on payday and hold \$470 in the form of money to be spent over the course of the week. This \$470 held in money is a temporary store of purchasing power.

People, however, hold more money than they need to carry out their transactions. Why? The answer is that money can also serve as a permanent store of purchasing power. Individuals who save forgo present consumption to have higher future consumption. The wealth of individuals is their accumulated savings. Money is one form in which individuals may keep their wealth; stocks, bonds, and real estate are other forms. Of course, when wealth is held in money, in the future it will not need to be exchanged to buy goods and services. The ability of money to serve as a store of value depends on its capacity to retain its purchasing power.

**4) Краткий пересказ текста «The function of money»**

**5) Чтение текста и выполнение лексико-грамматических заданий к нему.**



## BANKING

A banker is a man who lends you umbrella  
when the weather is fair,  
and takes it away from you when it rains.

### **Banks**

- financial institutions that offer the widest range of financial services – especially credit, savings, and payment services – and perform the widest range of financial functions of any business firm in the economy.

**Affiliated bank** - bank whose stock has been acquired by a bank holding company.

**Bankers' banks** - groups of banks that are given a legal permit to create regional service firms in order to facilitate the delivery of certain customer services, such as rapid transfer and investment of customer funds and the execution of orders to buy or sell securities.

**Bank holding company** - a corporation chartered for the purpose of holding the stock (equity shares) of one or more banks.

**Correspondent banking** - a system of formal and informal relationships among large and small banks established to facilitate the exchange of certain services, such as clearing checks.

**Nonbank banks** - financial service firms that either offer checking account services or grant commercial loans but not both of these services.

**Unit banks** - banks that offer the full range of their services from one office, though a small number of services (such as taking deposits or cashing checks) may be offered from limited – service facilities (such as drive-in windows and automated teller machines).

### *1. Переведите следующие предложения.*

1. Don't bank on going abroad this summer, we may not have enough money.
2. The morning began fine, but now clouds are banking up.
3. I have always bank with the Royal Bank.
4. They have an access to huge banks of public data or library information.
5. The only way out is to ask your bank for a loan.
6. I am not sure if I should buy this suit. – Come on! It won't break the bank.
7. Mr. Smith had bankrolled them when they had nothing.

### *2. Соотнесите термин и определение.*

Discount house	1. A place where you keep objects of a particular type.
deposit,	2. A sum of money lent for an agreed period of time and at an agreed rate of interest.
loan	3. Demand or request for a thing considered one's due.
charter	4. A document granting rights, issued by a legislature.
lend	5. Any of several usually equal payments for something
borrow	6. Money left with an organization for safe keeping or to earn interest.
denomination	7. Class of measurement of money.
claim	8. Company or bank on the discount market that specializes in discounting bills of exchange.
installment	9. Acquire temporarily, promising or intending to return.

repository	10. Allow the use of money at interest
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3. Найдите в тексте следующие слова. Попробуйте их объяснить по-английски.

Risk; riskless; risky; desirable risk-return features; risk-taker; low-risk securities; riskexposure; riskiness; insurable risk; at risk; put at risk; run a risk; take a risk; risk capital; calculated risk; risk on.

### 6) Вставьте пропущенные предлоги, где это необходимо.

1. The growth ... output... person rather than the growth ... total output is ... greater importance ... an economy.
2. The companies selling consumer goods recognize the importance ... consumer preferences; they spend over \$40 billion ... a year ... the US ... advertising trying to direct consumer preferences ... their own products.
3. An increase or a decrease ... total revenue may follow ... a price rise and a decrease ... the quantity produced accompanying it. The effect depends ... which change is larger - the change ... price or the change ... the quantity produced.
4. After a particular market is defined ... terms ... its product and its geographic area, the economist can study the workings ... demand and supply ... that particular market.
5. As the price ... a good increases, consumers can buy less ... all goods, including ... the good whose price has risen.
6. Opportunity costs and amounts paid ... all resources are included ... total costs.
7. The output... beer... Russia's largest beer maker, Baltika Brewery, grew... 30 percent... 1999 ... the previous year.

## 2.2 Критерии оценки качества освоения дисциплины

Качество освоения дисциплины оценивается по степени успешности ответов на практических занятиях, качества выполнения самостоятельной работы и результатов прохождения тестирования.

Критерии оценивания пересказа и реферирования текста.

Оценка **«Отлично»** ставится, если учащийся полностью понял текст, полно и точно передаёт содержание текста, высказывание логично, использованы средства логической связи, использованы разнообразные лексические и грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку. Грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи. Наличие выводов и заключения

Оценка **«Хорошо»** ставится, если учащийся полностью понял текст, полно и точно передаёт содержание текста, высказывание логично, использованы средства логической связи, использованы разнообразные лексические и грамматические конструкции в соответствии с поставленной задачей и требованиям программы обучения. Допущены незначительные грамматические или лексические ошибки, которые не препятствуют решению коммуникативной задачи. Наличие выводов и заключения.

Оценка **«Удовлетворительно»** ставится, если учащийся понял основную тему текста, содержание текста передано частично или нарушена логичность высказывания. Допущено умеренное количество лексических и грамматических ошибок. Коммуникативная задача решена, но выводы и заключение отсутствуют.

Оценка «Неудовлетворительно» ставится, если учащийся неверно понял основную тему текста. Высказывание нелогично. Допущено большое количество лексических и грамматических ошибок. Коммуникативная задача не решена.

Критерии оценивания монологического высказывания устного и письменного (презентация проекта (исследования, проект с поиском информации, групповой проект, ответа на вопрос по теме, письма)

Оценка «Отлично» ставится, если в выступлении соблюден объем высказывания. Высказывание соответствует теме; отражены все аспекты, указанные в задании, стиль речи соответствует типу задания, приведена достаточная аргументация. Проявляется речевая инициатива для решения поставленных коммуникативных задач. Лексика адекватна поставленной задаче и требованиям данного года обучения языку. Используются разные грамматические конструкции в соответствии с задачей и требованиями данного года обучения языку. Редкие грамматические или лексические ошибки не мешают коммуникации.

Оценка «Хорошо» ставится, если объем высказывания неполный. Высказывание соответствует теме, но не отражены некоторые аспекты, указанные в задании, стиль речи соответствует типу задания, неполная аргументация. Лексика адекватна поставленной задаче и требованиям данного года обучения языку. Используются разные грамматические конструкции в соответствии с задачей и требованиями данного года обучения языку. Лексические и грамматические ошибки не мешают коммуникации.

Оценка «Удовлетворительно» ставится, если объем высказывания недостаточен или не в полной мере соответствует теме. В выступлении не отражены некоторые аспекты, указанные в задании, стиль речи не соответствует типу задания, приведена недостаточная аргументация. Учащийся допускает большое количество грубых лексических и грамматических ошибок.

Оценка «Неудовлетворительно» ставится, если учащийся не понял смысла задания. Нарушены логика выступления. Допущено большое количество грубых лексических и грамматических ошибок. Коммуникативная задача не решена.

Критерии оценки тестовых заданий, лексико-грамматических упражнений, лексико-грамматических заданий к тексту, лексического диктанта, заданий по переводу, выполняемых студентами:

«Отлично»	Выполнение более 90% задания
«Хорошо»	Выполнение от 65% до 90% заданий
«Удовлетворительно»	Выполнение более 50% заданий
«Неудовлетворительно»	Выполнение менее 50% заданий

### 3. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ

#### 3.1 Теоретические вопросы и практические задания для проведения зачета и экзамена

##### Вопросы для подготовки к зачету

##### Теоретические вопросы для подготовки к зачету I

1. Порядок слов в простом повествовательном предложении.
2. Порядок слов в вопросительном предложении.
3. Виды вопросов в английском языке (краткая характеристика).
4. Особенности употребления глаголов to be и to have в английском языке.

5. Стратегии чтения иностранного текста. Просмотровое чтение и поисковое чтение.
6. Особенности употребления артикля. Определённый артикль, неопределённый артикль, нулевой артикль
7. Времена системы Simple в действительном залоге. Особенности образования и случаи употребления.
8. Времена системы Simple в страдательном залоге. Особенности образования и случаи употребления.

### **Теоретические вопросы для подготовки к зачету II**

- 1 Времена системы Continuous в действительном залоге. Особенности образования и случаи употребления.
2. Времена системы Continuous в страдательном залоге. Особенности образования и случаи употребления.
3. Имя прилагательное. Особенности употребления имени прилагательного в английском языке.
4. Степени сравнения имён прилагательных.
5. Употребление Perfect в действительном залоге. Особенности образования и случаи употребления.
6. Употребление Perfect Continuous в действительном залоге. Особенности согласования времён
7. Особенности согласования времен.
8. Времена Past Perfect и Past Perfect Continuous. Особенности образования и случаи употребления
9. Имя прилагательное. Степени сравнения имён прилагательных.
10. Времена Future Perfect и Future Perfect Continuous. Особенности образования и случаи употребления
11. Времена Present Perfect Passive, Past Perfect Passive, Future Perfect Passive . Особенности образования и случаи употребления.
12. Конструкции there is/there are особенности употребления.
13. Конструкции to be going to do something, to be about to do something. Случаи употребления.
14. Модальные глаголы. Случаи употребления модальных глаголов. Различия в значении модальных глаголов.
15. Сослагательное наклонение. Особенности образование и употребления.
16. Герундий. Герундий в роли прямого дополнения.
17. Герундий в роли обстоятельства.
18. Герундий в роли определения.
19. Герундий и инфинитив.

### **Теоретические вопросы для подготовки к экзамену.**

1. Порядок слов в простом повествовательном предложении.
2. Порядок слов в вопросительном предложении.
3. Виды вопросов в английском языке (краткая характеристика).
4. Особенности употребления глаголов to be и to have в английском языке.
5. Стратегии чтения иностранного текста. Просмотровое чтение и поисковое чтение.
6. Особенности употребления артикля. Определённый артикль, неопределённый артикль, нулевой артикль
7. Времена системы Simple в действительном залоге. Особенности образования и случаи употребления.

8. Времена системы Simple в страдательном залоге. Особенности образования и случаи употребления.
9. Имя существительное в английском языке. Исчисляемые и неисчисляемые существительные.
10. Употребление времен Present Perfect Passive, Past Perfect Passive, Future Perfect Passive. Особенности образования и случаи употребления.
11. Конструкции в английском языке: There is/there are, to be going to do something, to be about to do something. Случаи употребления.
12. Модальные глаголы. Случаи употребления модальных глаголов. Различия в значении модальных глаголов.
13. Сослагательное наклонение. Особенности образования и употребления.
14. Герундий.
15. Причастие. Виды причастий.
16. Повелительное наклонение. Образование и употребление.
17. Предлоги. Основные значения предлогов. Дополнительные значения предлогов.

### **Практические вопросы к экзамену**

#### **Задание 1 к тексту:**

1. Сформулируйте и запишите 5 вопросов разного вида к тексту.
2. Найдите в тексте и выпишите предложение с модальным глаголом.
3. Найдите в тексте и выпишите эквиваленты следующих слов:  
окружной банк, национальные финансовые проблемы, федеральный консультационный совет, регион, заём.
4. Найдите в тексте и выпишите Предложение с герундием в роли определения.
5. Найдите в тексте и выпишите предложение со сказуемым в роли Present Passive.
6. Сформулируйте основную мысль текста. (2-3 предл.)
7. Используя лексику текста, составьте и запишите 3 предложения в сослагательном наклонении (разных условий)
8. Используя лексику текста, составьте и запишите 3 предложения в повелительном наклонении.
9. Найдите в тексте и выпишите предложения с прилагательными в сравнительной и превосходной степени.
10. Ответьте на вопросы к тексту:
  - 1) What is the Fed?
  - 2) When was the Fed created?
  - 3) What is the structure of the Fed?
  - 4) What are the main functions of the Board of Governors?
  - 5) How many Reserve Districts are there in the U.S.A?

#### **Задание 2 к тексту: Criminal Procedure.**

Текст.

### **THE FEDERAL RESERVE SYSTEM**

The Federal Reserve System, or the Fed as it is often called, was created by an act of Congress in 1913. The Fed, the nation's central bank, is made up of a Board of Governors, 12 district banks, and two committees: the Open Market Committee and the Federal Advisory Council.

Board of Governors. The Board of Governors establishes policies for the system. It consists of seven persons appointed by the President for 14-year terms.

Twelve District Banks. The Federal Reserve System is built around 12 geographic districts. District Federal Reserve banks supervise banking in each of these areas.

Open Market Committee. The Open Market Committee is made up of the seven members

of the Board of Governors and presidents of five of the district banks. Its primary responsibility is to regulate the nation's money supply.

Federal Advisory Council. The Federal Advisory Council does just that: it offers advice on the nation's financial problems. It is comprised of 12 prominent commercial bankers, one selected from each district.

As the nation's central bank, the Federal Reserve System has four separate and distinct roles that profoundly affect the economy:

- Provides banking services for financial institutions;
- Serves as federal government's bank;
- Supervises member banks;
- Manages the nation's supply of money and credit.

Provides banking services for financial institutions. The Fed provides the kinds of services for banks that banks provide for public. The Federal Reserve Banks hold the reserves of the member banks, i.e. the commercial banks which are members of the Federal Reserve System. The FR Banks supply the member banks with currency if necessary and act to them as lenders by rediscounting bills. The Board determines the reserve requirements of the commercial banks. The Board too really determines discount rates. The Board discount rate corresponds in nature to the English Bank rate, though the Federal Reserve Banks do not always have the same discount rate.

Hold deposit accounts. Banks keep their reserves and other funds on deposit in a kind of checking account at their district bank.

Make loans. Financial institutions, like most businesses must borrow from time to time. When this happens they can go to the Fed for a loan.

Transfer funds. The Federal Reserve System's wire services and computers enable local banks to transfer funds from one to the other almost instantaneously.

Banker to the Federal Government. The Federal Reserve banks function as the federal government's banker. They maintain the Treasury Department's «checking account» and issue and redeem government bonds and other securities.

Supervises and regulates the nation's banking system. The Federal Reserve System, along with a number of other agencies, is charged with establishing the rules of behaviour for the banking system in general, and its individual institutions in particular. The purpose of these rules is to ensure the safety and soundness of the agencies that handle our funds.

Managers the supply of money and credit. One of the principal responsibilities of the Fed is to see what the nation needs. In addition to the Controller of the Currency and the FDIC (Federal Deposit Insurance Corporation), the Federal Reserve supervises nationally chartered and state-chartered banks and state banking agencies.

All national banks must be members of the Federal Reserve System. Incorporated state banks including commercial banks, mutual savings banks, trust companies, and industrial banks may also join the System.

Incorporated banks are those which have a charter from the state to act as an individual. Mutual savings banks are savings banks owned by their depositors. Industrial banks make loans for the purchase or manufacture of industrial products.

### **3.2 Показатели, критерии и шкала оценивания ответов на зачете / экзамене**

<b>Зачет</b>	
<b>Оценка «зачтено»</b>	<b>Оценка «не зачтено»</b>
Студент показывает знание основного учебного материала в объеме, необходимом для продолжения обучения.	Ответ студента обнаруживает существенные пробелы в знании основного учебного материала, ответ носит отрывочный характер.

Справляется с выполнением практических заданий, предусмотренных программой, существующие погрешности не существенны и не препятствуют решению коммуникативной задачи	вочный, поверхностный характер, студент не справляется с выполнением практических заданий, предусмотренных программой обучения, допускает существенные грамматические и лексические ошибки; коммуникативная задача не решена
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Экзамен				
Критерии / Баллы	Оценка «5»	Оценка «4»	Оценка «3»	Оценка «2»
Знание основных лексических единиц) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	учащийся полностью понимает текст, полно и точно передаёт содержание текста, высказывание логично, использованы средства логической связи, использованы разнообразные лексические и грамматические конструкции в соответствии с поставленной задачей и требованиями данного года обучения языку. Грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи. Учащийся высказывает свою точку зрения на проблему. Наличие выводов и заключения.	учащийся полностью понимает текст, полно и точно передаёт содержание текста, высказывание логично, использованы средства логической связи, использованы разнообразные лексические и грамматические конструкции в соответствии с поставленной задачей и требованиями данного года обучения языку. Допущены незначительные грамматические или лексические ошибки, которые не препятствуют решению коммуникативной задачи. Точка зрения учащегося на проблему не изложена, но сделаны выводы и заключение	учащийся понимает основную тему текста, содержание текста передано частично или нарушена логичность высказывания. Допущено умеренное количество лексических и грамматических ошибок. Коммуникативная задача решена, но выводы и заключение и описание точки зрения учащегося на проблему отсутствуют.	учащийся неверно понял основную тему текста. Высказывание нелогично. Допущено большое количество лексических и грамматических ошибок. Коммуникативная задача не решена.
общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;	Высказывание соответствует теме; отражены все аспекты, указанные в задании, стиль речи соответствует типу задания, приведена достаточная аргументация. Проявляется речевая инициатива для	Высказывание соответствует теме, но не отражены некоторые аспекты, указанные в задании, стиль речи соответствует типу задания, неполная аргументация. Лексика адекватна поставленной	объем высказывания недостаточен или не в полной мере соответствует теме. В выступлении не отражены некоторые аспекты, указанные в задании, стиль речи не соответствует типу задания,	учащийся не понял смысла задания. Нарушены логика выступления. Допущено большое количество грубых лексических и грамматических ошибок. Коммуникативная задача не решена

	<p>решения поставленных коммуникативных задач. Лексика адекватна поставленной задаче и требованиям данного года обучения языку. Используются разные грамматические конструкции в соответствии с задачей и требованиями данного года обучения языку. Редкие грамматические или лексические ошибки не мешают коммуникации</p>	<p>задаче и требованиям данного года обучения языку. Используются разные грамматические конструкции в соответствии с задачей и требованиями данного года обучения языку. Лексические и грамматические ошибки не мешают коммуникации.</p>	<p>приведена недостаточная аргументация. Учащийся допускает большое количество грубых лексических и грамматических ошибок.</p>	
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