

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ**

**Федеральное государственное автономное образовательное учреждение
высшего образования**

«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ ПО
ДИСЦИПЛИНЕ**

ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ

Направление подготовки
Направленность (профиль)

27.04.01 Стандартизация и метрология
Цифровая метрология и управление
качеством

Ставрополь, 2026

ВВЕДЕНИЕ

Цель и задачи освоения дисциплины

Целями освоения дисциплины «Иностранный язык в сфере профессиональной коммуникации» является развитие и углубление магистрантами профессионально ориентированной языковой компетенции, уровень которой позволяет практически использовать иностранный язык в профессиональной деятельности в соответствии с требованиями ФГОС ВО по направлению подготовки 27.04.01 Стандартизация и метрология, направленность (профиль) «Стандартизация, метрология и сертификация»).

Данная цель определяет задачи изучения дисциплины "Иностранный язык в сфере профессиональной коммуникации " в высшей школе, а именно:

развитие магистрантами языковой и коммуникативной компетенции, необходимой для изучения зарубежного опыта в деловой сфере;

формирование практических навыков поиска работы, составления резюме и прохождения собеседования на иностранном языке;

формирование навыков выступления на научных конференциях и общения с иностранными коллегами.

Дисциплина «Деловой иностранный язык» относится к базовой части, ее освоение происходит в 1 семестре.

Данное учебно-методическое пособие подготовлено в соответствии с требованиями программы по дисциплине «Иностранный язык в сфере профессиональной коммуникации» (английский) для неязыковых вузов и направлено, прежде всего, на формирование основ знаний профессиональной терминологии, необходимых для успешной профессиональной деятельности.

Основной целью данного учебно-методического пособия является развитие навыков работы с текстом официально-делового стиля. Данный практикум призван научить студентов участвовать в обсуждении тем, связанных с бизнесом, и пользоваться специальной терминологией.

Основой пособия послужили неадаптированные тексты на английском языке из оригинальных зарубежных источников.

Учебно-методическое пособие предусматривает работу над языковым материалом, позволяющим использовать иностранный язык в сфере бизнеса. Особое внимание уделяется закреплению словаря и лексических структур официально-делового стиля.

Структура пособия включает тексты профессионально-ориентированной направленности, объединенные определенной тематикой, а также комплекс упражнений для овладения рецептивными и продуктивными видами речевой деятельности для закрепления полученных знаний, умений и навыков, что предполагает реализацию следующих целей:

- повышение уровня учебной автономии и способности к самообразованию;
- развитие когнитивных и исследовательских умений;
- развитие информационной культуры;
- расширение кругозора и повышение общей культуры студентов;
- развитие навыков чтения, понимания и перевода литературы по специальности с английского языка на русский;
- развитие навыков устной речи на английском языке;
- закрепление лексического и грамматического материала при помощи различных упражнений;
- выработка умения аннотировать и реферировать прочитанный материал;
- применение научной терминологии и основных научных категорий, формирование общих моделей анализа по соответствующим дисциплинам;
- практическое владение системой английского языка и принципами ее функционирования применительно к различным сферам речевой коммуникации, речевого воздействия;

- ведение беседы по прочитанному или прослушанному тексту, правильно используя лексический и грамматический минимум;
- краткая передача содержания текста, анализ текста, его характеристика;
- чтение про себя и понимание без перевода на русский язык оригинального текста средней трудности профессиональной направленности и публицистического жанра;
- написание орфографически правильно в пределах активного лексического минимума

Практическое занятие № 1 ДЕЛОВЫЕ КОНТАКТЫ / BUSINESS CONTACTS

Цели: формирование представлений студентов по теме «деловые контакты»; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. WHAT IS A BUSINESS CONTACT?
2. WHAT ARE THE BEST WAYS TO MAKE BUSINESS CONTACT?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

business card	визитная карточка
contact	контакт
greet	приветствовать
greeting	приветствие
introduce	представлять
introduction	представление
job title	должность
legal	юридический
law	Закон
nationality	гражданство
qualification	квалификация
qualify	обладать квалификацией
software	программное обеспечение

Задания

Задание 1. Прочитайте и переведите текст:

Working in a foreign country

There is a new type of worker in today's global business

Today, more and more people travel in their job. Carlos Ghosn is a Brazilian businessman and he travels to different countries for his work. He is the head of the French car company Renault, and he spends 40 per cent of his time in Paris. He is also the head of Nissan, and he spends 35 per cent of his time in Asia, in Tokyo. He spends 25 per cent of his time in other countries, such as the USA.

Some employees travel to different countries to work on projects. They are in a country until a project ends and then they return home. For example, many IT engineers live in India but work on projects in the UK and the USA. Other people live in a country but go to work every day in a different country. In Europe, workers regularly commute between Brussels, London and Paris. Plane tickets are not expensive and travel between the cities is easy with a European passport.

But is the increase in business travel a good thing? It is interesting for employees to meet different nationalities. It is also good for business to have contacts in different countries around the world. But there are also problems. Some employees spend a lot of time away from their

home country and it is not easy for governments to decide exactly where workers should pay tax.

Задание 2. Найдите в тексте "Working in a foreign country" следующую информацию:

- 1 Carlos Ghosn's nationality Brazilian
- 2 two companies that he works for BMW and Renault
- 3 a city in Asia Chennai
- 4 three European cities London, Paris and Frankfurt
- 5 a country in Asia India

Задание 3. Перечитайте текст "Working in a foreign country" и определите, являются ли данные ниже утверждения истинными (true) или ложными (false):

- 1 Carlos Ghosn is the head of BMW. false
- 2 He travels between Asia, Europe and the USA.
- 3 Some workers travel to different countries to work on projects.
- 4 Indian software engineers work on projects in the UK.
- 5 It's difficult to travel between European cities.
- 6 It's interesting to meet people from different countries.
- 7 Contacts in different countries are good for business.
- 8 It isn't difficult to know what country to pay tax in.

Задание 4. Вставьте нужную форму глагола to be:

- 1 Are you a student?
- 2 Ali is a student. He's an accountant.
- 3 Leo and Elena are from Russia.
- 4 I am Chinese.
- 5 Is Mr Amery the head of the company?
- 6 We are from the USA We're British.
- 7 Dominique is an engineer.
- 8 Is SMGP an Indian bank?

Задание 5. Вставьте нужную форму глагола to be. Используйте сокращенные формы там, где возможно:

- John: Are you Rob Shaw?
- Rob: Yes, I am.
- John: Hi. I am John Devlin. I'm with Karlsco.
- Rob: Hi, John. Is Karlsco an American company?
- John: No, it isn't a German company. You are with Retcorp, aren't you?
- Rob: Yes, I am. Are you an engineer?
- John: No, I am. I am a sales manager.

Задание 6. Заполните пропуски данными ниже словами. Используйте неопределенный артикль a / an там, где необходимо:

Accountant, designer, architect, teacher, mechanic, salesperson, lawyer, receptionist

- 1 Laura is a lawyer - she helps people with legal problems.
- 2 Marco is a designer - he builds offices.
- 3 Stella is a receptionist - she's good with cars.
- 4 I'm a mechanic - I work with money.
- 5 Gregor and Sam are teachers - they give lessons at the college.
- 6 Philo is a salesperson - she's good at art.
- 7 Ronaldo and I work at Walmart - we're salespeople.
- 8 Helen is a receptionist - she welcomes visitors to the company.

Задание 7. Вставьте нужную форму глагола to be или артикль a/an, the:

- 1 A man you Desmond Drake?
- 2 A man Sabine and Martine are from France.

- B That's right. Sabine _____ from Paris.
 3 A _____ you and George American?
 B No, we _____. We' _____ British.
 4 A _____ Helma _____ designer?
 B No, she _____. She's _____ engineer.
 5 A _____ Ravi and Ali accountants?
 B Yes, they _____. They work in _____ finance department.

Задание 8. Заполните пропуски названиями стран или национальностей:

- 1 Mariella is from Barcelona - she's _____.
- 2 Apple is an American company. It's based in _____.
- 3 Serona is an _____ company. It has offices in Rome and Milan.
- 4 Wei and Fang are _____. Their home is in Shanghai.
- 5 Elena is _____. She has an apartment in Moscow.
- 6 I often visit France on business, but I don't speak _____.
- 7 We have business contacts in Sao Paulo in _____.
- 8 Many _____ businesses have offices in Delhi.

Задание 9. Составьте вопросительные предложения:

- 1 you / from / are / Where ?
- 2 company / with / you / What / are ?
- 3 do / you / What / do ?
- 4 your / name / What's ?

Заполните пропуски составленными вопросами:

- 1 _____
Diego Rossini.
- 2 _____
Brazil.
- 3 _____
I'm a human resources manager.
- 4 _____
Hemingway Consultants - it's an American company.

Практическое занятие № 2 КОМАНДНАЯ РАБОТА / TEAMWORK

Цели: формирование представлений студентов по теме “работа в команде”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. ARE TEAMS IMPORTANT IN MODERN BUSINES? WHY?
2. ARE TEAMS ALWAYS FORMAL OR NOT?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

colleague

коллега

communication	коммуникация
communicate	осуществлять коммуникацию
consultant	консультант
degree	уровень образования
opinion	мнение
PhD	доктор
team	команда
team leader	лидер команды
team member	член команды
teamwork	работа в команде
technology	технология

Задания

Задание 1. Прочитайте и переведите текст:

Teams with bright ideas

Better ways of working together

Teams are important in modern business. Many companies want all their employees to be good at teamwork and they want the CEO, directors and managers to be good at organizing teamwork.

In traditional teams, people usually work for the same company. Sometimes team members are from the same department and sometimes from different departments. Today, colleagues often work on international projects, and modern technology helps members of the team to communicate. People use the internet and video conferences to talk to each other when they are in different countries.

Teams are not always formal. Employees often meet with people from other departments at work, for example over coffee. These groups are not organised teams, but they are important. They network and talk about work, and they help to communicate information between departments.

Some companies have teams that meet in unusual places. Companies build rooms for teamwork so that these special teams can meet outside their normal office. The rooms look different from normal offices, for example painted in bright colours. Some managers think this helps teams to be creative. It is also important to have regular contact with other departments in the main company - such as design, marketing, production and finance. This sometimes helps the team to decide if an idea is good or bad.

Задание 2. Перечитайте текст "Teams with bright ideas" и определите, являются ли данные ниже утверждения истинными (true) или ложными (false):

- 1 Modern companies want bosses to organize teams. true
- 2 Team members are always from the same country.
- 3 Teams are never informal.
- 4 Colleagues meet to discuss work.
- 5 Some teams meet away from the office.
- 6 It isn't important for teams to communicate with other departments.

Задание 3. Определите, какое из следующих предложений передает основную идею текста "Teams with bright ideas":

- a All managers are good at teamwork.
- b Modern teams are always formal.
- c There is more than one kind of team.

Задание 4. Укажите номер абзаца 1-4, который содержит следующую информацию:

interesting places for teams to meet	paragraph-----
groups of colleagues	paragraph-----
modern technology	paragraph -----
people who need to be good team members	paragraph-----

Задание 5. Соотнесите названия отделов с их определениями:

1	1 Design	a	a makes products
2	2 Marketing	b	b sells to customers
3	3 IT	c	c buys products or services for the company
4	4 Production	d	d deals with the company's accounts
5	5 Finance	e	e hires new employees and organizes training
6	6 Buying	f	f arranges artwork
7	7 Sales	g	g maintains the company's computer systems
8	8 Human Resources (HR)	h	h invents and develops new products
9	9 Research and Development (R&D)	i	i promotes products or services

Задание 6. Заполните пропуски названиями отделов из задания 5:

Hi Patrick

We want departments to work together to produce a new digital camera.

Please contact Philip from _____ organize the budget. It's also a good idea to speak to Maggie from the _____ department - ask her to organize a team to develop the product. She can talk to someone from _____ to buy parts. It's important to communicate with the _____ department, so that they know when to make the camera.

Finally, we need a team from _____ to promote the product, so can you contact Andrew?

Thanks Vanessa

Задание 7. Заполните пропуски данными ниже словами:

directors CEO employees staff manager colleagues boss personnel

1 A _____ makes important decisions and leads the company.

2 I enjoy my job because I like the people I work with. They are great _____.

3 We are pleased to welcome two new _____ to the board.

4 She's a good sales _____. She's in charge of sales teams in Belgium and France.

5 The _____ restaurant is open at 12:00pm for lunch.

6 My _____ is in charge of 14 people.

Задание 8. Раскройте скобки, используя правильную форму глагола в Present

Simple:

a At midnight, I (write) a report and send it to the team.

b We (have) a video conference every Monday.

c My company (be) in London but I (work) with an international team.

d She (work) in Dubai.

e The team (have) a meeting every week.

Задание 9. Заполните пропуски, используя один из данных ниже глаголов в нужной

форме:

have (x2) start (x2) work (x2) drive (x2) meet live

I _____ in a house with two people, Andrea and Rob. We _____ for the same company, but in different departments. Andrea is a design manager, and Rob _____ in HR. Andrea usually _____ to work because she _____ her job at 8:00am. Rob and I _____ work at 9:30am, so we often travel by train. On Friday, we all start at 9:00am and we _____ to the office together. Rob often goes out and _____ lunch in a restaurant, but Andrea and I usually _____ lunch at our desks because we're busy. On Thursday, we _____ colleagues from other departments after work.

Задание 10. Определите место наречий частотности в следующих предложениях:

a Colleagues work on international projects. OFTEN

b In traditional teams, people work for the same company. USUALLY

c This helps the team to decide if an idea is good or bad. SOMETIMES

d Teams are not formal. ALWAYS

Задание 11. Подчеркните правильную форму глагола в Present Simple:

1 Jacob live / lives in Manchester.

2 I work / works in the city centre.

3 We catch / catches the 7:50 train to work.

4 She eat / eats lunch in the staff restaurant.

5 You have / has eight members in your team.

6 He leave / leaves work early on Monday.

Задание 12. Найдите и исправьте ошибки в следующих предложениях. Не все предложения содержат ошибки:

1 Francis has a meeting on Friday always.

2 We usually have lunch in a cafe.

3 Kelly often is late for work.

4 I leave the office never at six o'clock.

5 The CEO is always in his office at 830.

6 They have sometimes a video conference in the morning.

7 We go to often team meetings.

8 Josh and Mia listen to other people's opinions never.

Задание 13. Соотнесите начало и конец предложений:

1 This is a a designer

2 Pleased to b art department

3 Jan is c the design team

4 She works in the d Jan Carlton

5 She's in charge of e meet you

Практическое занятие № 3 КОМПАНИИ / COMPANIES

Цели: формирование представлений студентов по теме компании; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. WHAT TYPES OF COMPANIES DO YOU KNOW?

2. WHAT IS A MANUFACTURING COMPANY?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

base

база

company

компания

employee

сотрудник

employ

принимать на работу

employer

работодатель

factory

предприятие

headquarters

штаб-квартира

manufacture	производить
manufacturing	производство
manufacturer	производитель
profit	прибыль
profitable	прибыльный
retail	розничная продажа
retail outlet	торговая точка
retailer	розничный торговец
sector	сектор
service industry	индустрия обслуживания
specialise	специализироваться
specialist	специалист

Задания

Задание 1. Прочитайте и переведите текст:

Look east

An Italian success story

Luxottica makes sunglasses. It is an Italian company and 85% of its factories are in Italy. But less than 5% of Luxottica's sales are in its home country. Most of Luxottica's shops are in the USA. The company produces glasses for Chanel, Prada, Bulgari and other companies selling luxury goods. It also owns Ray-Ban sunglasses, and about 15% of the group's sales are from Ray-Ban.

Luxottica's main competitor is Safilo, another Italian glasses manufacturer. The big difference between Luxottica and Safilo is that Safilo has 50 shops and Luxottica has nearly 5,500 shops.

Luxottica started as a manufacturing company. Today, they make more money from retail than from manufacturing. They specialise in glasses that cost £50 or more. This market is ten times more profitable than the market in cheap glasses.

The company has two big challenges in the future. The first challenge is China. At the moment, Luxottica has 250 shops there. But the company wants to double the number of shops to 500. The second challenge is the next chairperson. The company's founder is 70-year-old Mr Del Vecchio. At the moment, he is the chairperson and he owns 70% of the company. It is a family company, but Mr Del Vecchio's four children don't work for Luxottica. A new chairperson could make changes that turn Luxottica from a family company into a multinational.

Задание 2. Соотнесите цифры 1-6 с информацией, к которой они относятся a-f:

1	70	a	the number of shops that the company wants in China
2	5%	b	the minimum price of Luxottica's glasses
3	15%	c	Mr Del Vecchio's age
4	£50	d	group sales from Ray-Ban
5	500	e	Luxottica's manufacturing in its factories in Italy
6	85%	f	Luxottica's sales in Italy

Задание 3. Определите, в какой из следующих строк a-c лучше всего отражается тема статьи "Look east":

- a Designer glasses in China
- b The price of Italian sunglasses
- c A company that manufactures and retails glasses

Задание 4. Перечитайте текст "Look east" и определите, являются ли данные ниже утверждения истинными (true) или ложными (false):

- 1 Luxottica is a Chinese company. false
- 2 It doesn't sell products only in Italy.
- 3 Luxottica manufactures most of its glasses in the USA.
- 4 The company also produces glasses for other companies.
- 5 They make more profit from manufacturing than retail.

- 6 Luxottica doesn't have any competitors.
- 7 The company wants to open shops in China.
- 8 Mr Del Vecchio's children work for the company.

Задание 5. Из выделенных курсивом слов выберите подходящее по смыслу:

- 1 A multinational company is a large organiser / organisation.
- 2 Department stores sale / sell a lot of different products / producers.
- 3 Swatch is a watch maker / make.
- 4 Our office is in a builder/ building in Kowloon.
- 5 A lot of people in this country work in manufacturing / manufacturer.
- 6 Many retails / retailers buy direct from the factory.
- 7 Who is your main compete / competitor in the computer market?

Задание 6. Заполните пропуски данными ниже словами:

Manufacturer, retail outlets, competitor, produces, build, sell.

Mahindra and Mahindra (M&M) is a big tractor _____ in India. It _____ more than 68,000 tractors in its factories every year. Its main _____ is a company called TAFE, which produces 48,000 tractors. The companies _____ the tractors at home and also to the USA and Europe. M&M has 270 _____ in the USA. Now the company also plans to _____ factories in China.

Задание 7. Составьте предложения:

- 1 speaking / Sam / Hello, / Reynolds
- 2 Lorco / say / you / Sorry, / did ?
- 3 right / that's / Yes,
- 4 please / spell / you / Can / that, ?
- 5 say / again, / please / you / Could / that ?
- 6 your / help / Thanks / for

Задание 8. Сделайте следующие предложения отрицательными:

- 1 Ulla works in Lisbon.
- 2 The company has 200 employees.
- 3 We make computers.
- 4 Alice and Cheung sell mobile phones.
- 5 Kyle organises conferences.

Задание 9. Заполните пропуски, используя do, does, don't или doesn't:

- A _____ you work for Westfield Electronics?
 B No, I _____. I work for Danemart.
 A _____ Grace Davies work for Danemart?
 B Yes, she _____. She works in the marketing department.
 A _____ your company manufacture televisions?
 B No, it _____. It makes radios.

Задание 10. Заполните пропуски в вопросах 1-4, используя Who, How many, What или Where, и подберите на них ответы a-d:

- 1 _____ does the factory manufacture?
- 2 _____ does Ottwell have factories?
- 3 _____ people does the company employ?
- 4 _____ does the company sell to?

- a shoes
- b Turkey
- c 180
- d luxury shoe shops

Задание 11. Заполните пропуски, используя a, an или the:

- 1 Clive works for _____ bank in London. _____ Queen of England banks there.
- 2 Jardin Care is _____ Canadian company and _____ headquarters are

in Toronto.

3 I can meet you at _____ station or you can get _____ taxi.

4 Wavetel is _____ big IT company with three finance directors. Geraldine is _____ finance director there.

Задание 12. Соотнесите вопросы 1-6 с ответами a-f:

a The company is called/ It's called [ICI].

b It's based in [Toronto].

c It has offices / factories in [Poland].

d It's a [manufacturing] company.

e It makes / sells [cars].

f It employs [250] people.

1 What type of company is it?

2 How many employees does it have?

3 What is the company called? / Who do you work for?

4 What does it do?

5 Where is it based?

6 Where are its factories?

Задание 13. Из выделенных курсивом слов выберите подходящее по смыслу:

Franco Martinez *are* / *is* the CEO of Webplan, and it is a / the successful internet company. Webplan *employs* / *employer* 5,000 people in Asia and Europe. Mr Martinez always / does arrives in the office at 8am. He has a glass of water because he *not* / *doesn't* drink tea or coffee. Then he *read* / *reads* his emails. He has a meeting with a / the marketing department at 10am every day. He *doesn't* often *has* / *have* lunch. He has a sandwich at his desk. In the / an afternoon he meets the design team. The employees at Webplan *never don't* work / work after 6pm.

Задание 14. Сделайте следующие предложения отрицательными (-) или вопросительными (?):

1 Luxottica makes glasses. (?)

2 The CEO lives in Germany. (-)

3 They have offices in Tokyo. (?)

4 We manufacture Porsche cars in India. (-)

5 You work in the USA. (?)

6 Fiat employ 12,000 people. (-)

7 I have Hani's address. (?)

8 Mr and Mrs Sanz live in Berlin. (-)

Задание 15. Заполните пропуски в тексте данными ниже словами (первая буква слова указана):

manufacture manufacturing

products production

sales sells

staff produces

Vinway International is a m_____ and retail company. It p_____ electrical equipment and it s_____ its p_____ in shops in Europe and Asia. We m_____ digital radios. We have a good p_____ department and s_____ department. We are a small company with good managers and s_____.

Задание 16. Заполните пропуски следующими фразами:

It employs... It's a... It's based in...

It sells... The company... is called...

It has offices in...

1. ... Raven Ltd.

2. ... Bristol, in the UK.
3. ... Europe and the USA.
4. ... retail company.
5. ... clothes.
6. ... 120 people.

Литература: [1, 5].

Практическое занятие № 4 ОФИСНАЯ РАБОТА / OFFICE WORK

Цели: формирование представлений студентов по теме “работа в офисе”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. WHAT ARE TWO TYPES OF WORKER?
2. WHAT ARE THE DISADVANTAGES OF BEING A 'FILER'?
3. WHAT ARE THE ADVANTAGES OF BEING A 'PILER'?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

analysis	анализ
desk	рабочий стол
equipment	оборудование
file	папка
furniture	мебель
office	офис
organised	организованный
organisation	организация
organise	организовать
share	использовать совместно
stationery	канцелярские принадлежности
tidy	аккуратный

Задания

Задание 1. Прочитайте и переведите текст:

The paperless office

Leave my desk alone. It works

I'm writing this article at my desk. It isn't a tidy desk - there are lots of things on it (books, brochures, files, notepads and newspapers). There are six pens and some documents next to the keyboard and there's a printer under my chair. It isn't a problem, and there are a lot of desks like mine in The Economist's offices.

But in many companies it's very important to have a tidy office. Some companies say that workers can't leave documents or paper on their desk at the end of the day. Employees put all the

documents into filing cabinets or drawers. Experts say that a person who works at an untidy desk is not organised and spends about one-and-a-half hours a day looking for things. An organised worker always has a tidy workspace.

But is that true? Research shows that there are two types of worker. The first type is the 'filer'. They receive a document and immediately file it. The second type is the 'piler'. They have piles of paper on their desk. Who do you think can find things quickly? The answer may surprise you.

Workers who file everything have a tidy desk, but they file too much. There are two main problems with this. First, the files and filing cabinets take a lot of space in the office. And second, there are so many files that it takes time to remember where a particular document is.

Now let's look at 'pilers'. They often have an untidy desk, but they aren't always disorganised. Some experts say that a busy desk helps 'pilers' to think about current projects and makes it easy to find documents.

So next time you tidy your desk, stop and think. Perhaps an untidy desk makes it easier to find things!

Задание 2. Просмотрите текст "The paperless office" и ответьте на вопросы:

- 1 What things made from paper does the writer have on his desk?
- 2 What is next to the keyboard?
- 3 Where do workers usually put their documents?
- 4 How much time do people with untidy desks spend looking for things each day?
- 5 How many types of worker does the article mention?
- 6 What are the disadvantages of being a 'filer'?
- 7 What are the advantages of being a 'piler'?
- 8 What should you do next time you tidy your desk?

Задание 3. Из выделенных курсивом слов выберите подходящее по смыслу:

- 1 Use your printer / pen to write notes.
- 2 There's a problem with my computer - the monitor / shredder doesn't work.
- 3 The dictionary is in the sofa / bookcase.
- 4 Put the stationery in the keyboard / cupboard, please.
- 5 Do you want an envelope / mouse for your letter?
- 6 I need to attach a document to this letter. Do you have a file / paperclip?
- 7 Make three copies of this document on the photocopier / stapler.
- 8 Is the contract in the chair / filing cabinet?

Задание 4. Заполните пропуски предложениями:

1 There is a PC and a telephone ... the desk. The printer is ... the desk. There's a bookcase ... the filing cabinet.

2 My desk is ... the door. The monitor is ... the printer. All my files are ... the cupboard. It's ... the photocopier and the bookcase.

3 I sit ... my sofa with a laptop. The sofa is ... the door. There's a bookcase ... the sofa. There are two filing cabinets ... the bookcase.

Задание 5. Сделайте предложения побудительными, используя глаголы в скобках:

- 1 The window is closed. (open)
- 2 The printer is on. (turn off)
- 3 It isn't a good idea to press the button. (not press)
- 4 The cupboard is open. (close)
- 5 It isn't a good idea to move the PC. (not move)
- 6 The lights are off. (turn on)

Задание 6. Заполните пропуски, используя одно из данных слов а-с:

A _____ me. How do I _____ to the station, please?

B It's _____ Weston road.

A _____ is Weston road?

B _____ right after the post office. Then take the first turning

_____ the left. Go _____ on and the station is opposite the museum.

A Thanks for your _____.

- | | | | |
|---|----------|----------|------------|
| 1 | a Listen | b Excuse | c Speak |
| 2 | a get | b go | c arrive |
| 3 | a from | b at | c in |
| 4 | a Who | b What | c Where |
| 5 | a Turn | b Take | c Look |
| 6 | a at | b on | c in |
| 7 | a right | b left | c straight |
| 8 | a help | b talk | c helping |

Литература: [1, 5].

Практическое занятие № 5 КОРПОРАТИВНЫЙ ОТДЫХ / CORPORATE EVENTS

Цели: формирование представлений студентов по теме “корпоративный отдых”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. WHAT IS THE BEST WAY TO ORGANIZE CORPORATE EVENTS?

2. DO YOU THINK THAT AN OFFICE PICNIC CAN BE A DELICIOUS OPPORTUNITY TO HAVE FUN WITH YOUR COLLEAGUES'?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

client	клиент
corporate event	корпоративное мероприятие
entertain	развлекать
entertainment	развлечение
event	мероприятие
guest	гость
health and safety	охрана труда
order	заказывать
presentation	презентация
present	представлять
reception	прием
socialise	общаться
special occasion	особый случай
waiter, waitress	официант, официантка

Задания

Задание 1. Прочитайте и переведите текст:

The office picnic

An office picnic can be a delicious opportunity to have fun with your colleagues

The annual office picnic is a popular social event for many companies in the USA. Employees go to local parks with food and their families each summer. At the moment, company picnics aren't a regular event in Britain. But some British businesses think they could be a good opportunity for employees to socialise in an informal way.

Abel & Cole is a British catering company. The company has a big office picnic every year. Gary Congress organises Abel & Cole's annual picnic. 'Christmas parties are great but they are quite formal; with a picnic it's much more relaxed,' he says. Employees like picnics because they can arrive and leave when they want to. They relax, eat and play games with family and colleagues.

But are picnics more of a problem to organise than other events? Many people don't like insects, noisy children or bad weather - and these can all happen on a picnic. Food is probably the main health and safety concern because hot weather makes it difficult to keep food cool and edible. Some types of food, such as fish, meat and cheese, are dangerous if they are in the sun too long.

A catering company can deliver food to a picnic. This is useful for companies with a large staff because it helps the food stay fresh. Managers can enjoy the picnic without worrying that half the workers may be ill the next day. Gary Congress recommends picnics as a staff social event. 'We put photos from the summer picnic all over the office and it brings back great memories.'

Задание 2. Перечитайте текст "The office picnic" и определите, являются ли данные ниже утверждения истинными (true) или ложными (false):

- 1 British companies don't have regular picnics. true
- 2 Christmas parties are sometimes formal.
- 3 At picnics, people relax, eat and play music.
- 4 In hot weather, it isn't easy to keep food warm.
- 5 Organisations with a lot of employees often use a restaurant.
- 6 Managers don't want 50 per cent of their workers to be sick the day after a picnic.

Задание 3. Просмотрите текст "The office picnic" и ответьте на вопросы:

- 1 How often do many American companies have an office picnic?
- 2 Who is invited to company picnics?
- 3 Why do staff like picnics?
- 4 What problems are there with picnics?
- 5 What kinds of food can't be in the sun too long?
- 6 What do the employees of Abel & Cole put in the office?

Задание 4. Соотнесите вопросы 1-6 с ответами a-f:

- 1 Do you like football?
- 2 What can I get you to eat, sir?
- 3 Would you like a cup of coffee?
- 4 Does he like films?
- 5 When would he like to have the lunch meeting?
- 6 What do Zoe and Mark like to do at the weekend?

- a I'd like roast chicken, please.
- b Yes, he goes to the cinema three times a week.
- c They like to go for a long walk.
- d Yes, I like all sports.
- e Thursday at 12:30.

f Actually, I'd like tea if that's OK

Задание 5. Заполните пропуски, используя can and can't:

Pete: Hi, Gina this is Pete. ... you do the presentation on Friday? I have a conference in Berlin.

Gina: Hello, Pete. I'm afraid ... I have a meeting on Friday.

Pete: That's OK. I ... ask Claude to do it.

Gina: Pete, ... you finish the report before you go to the conference?

Pete: I'm sorry, I ... I leave for the airport in 20 minutes.

Gina: Well, ... you email the information? I need it for the meeting.

Pete: Yes, no problem.

Gina: Thanks. So, the conference is in Berlin. ...you speak German?

Pete: No, I ..., but that's OK - the conference is in English!

can

Задание 6. Найдите и исправьте ошибки в следующих предложениях:

1 Frank can't to drive a car.

2 Can do you finish the report today?

3 Moira cans get a taxi to the airport.

4 Can I to use your pen, please?

5 We can no go to the meeting.

6 No, I'm sorry, we cann't.

Задание 7. Из выделенных курсивом слов выберите подходящее по смыслу:

1 I would like / like fish, but I don't like *prawns*.

2 Would you like / Do you like a cup of *coffee*?

3 The CEO would like / likes to see you in his *office* now.

4 Would you like / Do you like the new *restaurant* in Park Street?

5 I'd like / I like *chicken* and rice, please.

6 I like / I'd like to book a table for six people, please.

Задание 8. Заполните пропуски, используя данные слова и фразы:

I'm afraid not could you can

I'd like would you like certainly

problem

A ... something to drink?

B Yes, ... a fruit juice, please.

A ... give me the bread, please?

B ... Here you are. ... I smoke in here?

A ... It's a non-smoking restaurant.

B No ...

Практическое занятие № 6 ДЕНЬГИ / MONEY

Цели: формирование представлений студентов по теме “деньги”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. WHAT IS MONEY?

2. WHAT IS THE ROLE OF MONEY IN OUR LIFE?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

account	счет
cost of living	стоимость жизни
currency	валюта
discount	скидка
exchange rate	курс обмена
goods	товары
invoice	счет
money	деньги
pay	платить
price	цена
supplier	поставщик
supply	поставлять

Задания

Задание 1. Прочитайте и переведите текст:

The business of giving

Charity from the rich

Today, many rich and famous people give money to charity. Technology billionaire Bill Gates recently gave \$31 billion to the Bill and Melinda Gates Foundation. Other technology leaders also give away money. Pierre Omidyar, the founder of eBay, and Jeff Skoll, eBay's first CEO, want to use their billions to help 'make the world a better place'.

Why do charities receive so much money? One reason is that there are more rich people than in the past. The world now has 691 billionaires, compared with 423 in 1996. Rich people in many different countries give millions of euros, riyals, yen and other currencies to charity.

What can the world of charity learn from the world of business? Michael Porter, a management guru at the Harvard Business School, believes that the rich need to think about how their charitable foundations spend money. In the USA, it is traditional for the rich to give money to hospitals, libraries and universities. These are very important, but some people think that this does not always help the very poor.

People with a lot of money often have useful social connections. They usually know how to market ideas and how to interest the media in a subject. So, some people think that the rich can give more than money. They can also use their time, social connections and skills to help find solutions to some of the world's problems, such as poverty and the environment.

Задание 2. Найдите в тексте "The business of giving" и укажите в цифрах следующую информацию:

- 1 Bill Gates' donation _____
- 2 number of billionaires now _____
- 3 number of billionaires in 1996 _____

Задание 3. Просмотрите текст "The business of giving" и ответьте на вопросы:

- 1 What American companies does the article talk about?
- 2 What currencies does the article mention?
- 3 What do rich people in the USA often give money to build?
- 4 What problems can rich people help find solutions to?

Задание 4. Заполните пропуски артиклем a/an или неопределенным местоимением some:

- 1 We want ... employee to work on a new project.
- 2 I have ... news about the exchange rate.
- 3 Can you send Gina ... email with our prices?
- 4 Do they have ... problem with their computers?
- 5 The bank wants ... information about your account.

Задание 5. Заполните пропуски, используя some, any, much or many:

- a Does she have ... news?
- b Would you like ... cash?
- c Do we have ... information?
- d Could I have ... coins, please?
- e How ... minutes is it until the presentation starts?
- f How ... time do you have?
- g They don't have ... documents.

Задание 6. Заполните пропуски, используя some, any, much или many:

Customer: Good morning, I'd like to change ... money. Do you have ... Australian dollars?

Sales assistant: Yes, sir. How ... dollars would you like?

Customer: 1,500. How ... is the commission?

Sales assistant: 1%. Do you need ... other currencies, sir?

Customer: Yes. Can I have ... Mexican pesos, please?

Sales assistant: How...?

Customer: 2,000, please.

Задание 7. Заполните пропуски данными ниже словами и фразами:

How many, how much, some, any, an, a

A ... time do you spend on the internet?

B Nine or ten hours ... week.

A Do you buy ... products online?

B Yes, I buy ... things, for example, books and DVDs.

A ... emails do you send every morning?

B About ten - I always send ... email to each member of my team. Then I reply to all the emails I receive.

Задание 8. Из выделенных курсивом слов выберите подходящее по смыслу:

Impact furniture

Not / Don't buy an / any office furniture until you see our prices! Our products are great and we do / can deliver to any country in the world. And we don't have sowe / any delivery charges! We have a retail outlet in / on most cities. Looking / Look at our map to find a store near / between you. Would / Do you like to see our new price list? Don't visit / Visit our website today for ап / some ideas for your office.

Задание 9. Подчеркните лишнее слово в каждой группе:

- 1 printer keyboard mouse stapler
- 2 beef salmon lamb chicken
- 3 boiled roast drink fried
- 4 notepad envelope sofa pen
- 5 COD water tea fruit juice
- 6 cupboard bookcase supplier desk
- 7 carrots lemons potatoes onions
- 8 furniture menu stationery equipment

Заполните пропуски, используя одно из данных выше слов:

- 1 I use my _____ to type information into my computer.
- 2 _____ is meat from a cow.
- 3 You cook _____ vegetables in water.
- 4 Do you want an _____ for your letter?

- 5 Would you like a hot drink? _____ or coffee?
6 Our stationery _____ isn't expensive - he gives us a 15% discount.
7 _____ are orange, not red.
8 I have a sofa and a chair, but I need more _____ for my new house.

Задание 10. Заполните пропуски, используя одно из данных ниже слов:

Discount, total, price, account, invoice, code, free

- A Hello. I have a problem with my _____.
B OK. What's your _____ number?
A It's GJT 384827.
B And what is the problem?
A The _____ of the product is wrong.
B Oh. What is the product _____ in the catalogue?
A It's 3492J.
B OK, the price is £70.
A Yes, but there is a 10 per cent _____.
B Oh, yes, sorry. So the correct _____ is £63.
A Yes, but can I check - is it necessary to pay for delivery?
B No, delivery is _____.

Задание 11. Соотнесите начало и конец предложений:

- 1 I'd like to
2 How much
3 Can I have your
4 How many
5 Is there
6 We can offer

- a account number?
b a discount?
c place an order?
d are the printers?
e a 10% discount?
f would you like?

Практическое занятие № 7 ПРОЕКТНАЯ РАБОТА / PROJECTS

Цели: формирование представлений студентов по теме “проекты”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. WHAT IS PROJECT?
2. WHAT TYPES OF PROJECTS DO YOU KNOW?
3. WHY IS IT IMPORTANT TO MANAGE PROJECT WELL?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения

специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

aim	цель
budget	бюджет
deadline	срок исполнения
labour	труд
materials	материалы
project	проект
project manager	руководитель проекта
research	исследования
schedule	график
stage	этап

Задания

Задание 1. Прочитайте и переведите текст:

Project analysis

The importance of managing projects well

George Stephenson built a railway from Liverpool to Manchester in the 1820s. It was 45 per cent over budget and there were a lot of delays. Today, it is still difficult to manage big projects. The construction of Wembley Stadium, the home of English soccer, was £750m (\$1.4 billion) over budget and the project finished late.

Smaller projects can also have problems. Research shows that IT projects often have problems with budgets and deadlines. In 2004, the cost of IT projects was usually 56 per cent more than the budget, and most projects took 84 per cent more time than planned.

Some projects fail because the work takes longer than planned. Sometimes the cost of labour or materials is more than the agreed budget. But good project management can increase a company's profits. A big German company decided to improve its project management, and the result was that it added one billion euros per year to its profits.

Project management isn't a new science. It has an international association, the Project Management Institute (PMI), based in Pennsylvania, USA. The PMI sets professional exams that thousands of people take every year. It has 150,000 members in 150 countries. All of the members are specialists in managing projects.

So, it is possible for big projects to succeed. The Saudi-Aramco Haradh gas pipeline is one example. The \$2 billion project finished six months early and 27 per cent under budget. The project manager and the client were both very happy.

Задание 2. Отметьте галочкой упомянутые в тексте проекты:

☐ retail ☐ construction ☐ electronics ☐ IT ☐ education

Задание 3. Перечитайте текст "Project analysis" и определите, являются ли данные ниже утверждения истинными (true) или ложными (false):

- 1 George Stephenson's project finished on time. false
- 2 Many big projects have problems.
- 3 IT don't have problems with deadlines.
- 4 IT projects are often more than 50 per cent over budget.
- 5 Some projects fail because they are late or have unexpected costs.
- 6 The PMI has members in different countries.
- 7 The Haradh gas project cost more than the planned budget.

Задание 4. Выпишите из текста все глаголы в Past Simple.

Задание 5. Используйте глаголы в скобках в Past Simple:

Three Canadian students (work) together on a college project last year and their idea (make) them a million dollars in ten months. IT students Carl Newman, Elizabeth New and Janet Collins (start) a website to help people with computer problems. Their teachers (say) that it (be) a good idea. More and more people from all

around the world (visit) the website. In June they (sell) the idea to an international media corporation. Their college course (finish) three months ago. Now the three friends live in Toronto and have a successful IT company.

Задание 6. Заполните пропуски, используя предлоги in, on, at там, где необходимо:

- 1 The project started ... May 2007.
- 2 Are you free ... Monday morning?
- 3 Charles visited the factory ... last February.
- 4 What do you usually do ... New Year's Day?
- 5 Ask Sunil to finish the budget ... the morning.
- 6 The client wanted to see the plans ... three thirty.

Задание 7. Заполните пропуски, используя данные ниже слова:

International, more, client, late, succeeded, failed

- 1 QLD has offices in New York, Rio and Paris. It's an ... company.
- 2 This IT project is expensive because the ... keeps changing the plans.
- 3 Grace doesn't like to be ... so she always arrives five minutes before the meeting starts.
- 4 The project ... because we had an excellent team.
- 5 Patricia never studies; she ... her engineering exams last week.
- 6 The price of materials is high, so we need ... money in the budget.

Задание 8. Подчеркните предлог, который не может использоваться с данным словом:

- 1 under behind over on budget
- 2 on ahead of in behind schedule

Задание 9. Замените следующие слова и фразы, используя один из предлогов + существительное из задания 8:

- 1 on time _____
- 2 late _____
- 3 early _____
- 4 at the money available _____
- 5 more than the money available _____
- 6 less than the money available _____

Задание 10. Заполните пропуски предлогами in, on, at там, где необходимо:

- 1 They started the meeting ____ 10am.
- 2 Francis went to Geneva ____ July.
- 3 I'm flying to Bucharest ____ this afternoon.
- 4 Did you go to the gym ____ last night?
- 5 He can see you ____ Thursday afternoon.
- 6 Give me the report ____ the morning.
- 7 I went to the cinema ____ the weekend.
- 8 Is Gerard free ____ Tuesday, 16th May?
- 9 They finished the building ____ the summer.
- 10 Mark started his job ____ Monday 2nd January 2006.

Задание 11. Заполните пропуски, используя данные ниже слова:

First, then, finally, after that, next

- 1 _____, we decided who to have as project leader.
- 2 _____ we agreed a budget.
- 3 _____ we talked to customers about what they want.
- 4 _____ we had a meeting with the design team.
- 5 _____, we built a test product and showed it to the CEO.

Практическое занятие № 8 БИЗНЕС РЕШЕНИЯ / SOLUTIONS

Цели: формирование представлений студентов по теме “бизнес решения”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. GIVE THE DEFINITION OF THE WORD “SOLUTION”?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

agriculture	сельское хозяйство
complain	подавать претензию
complaint	претензия
create	создавать
creative	творческий
electricity	электричество
electric, electrical	электрический
emergency	опасная ситуация
energy	энергия
fix	устранять неисправность
invent	изобретать
invention	изобретение
power	мощность
solution	решение
solve	решать
work	работа

Задания

Задание 1. Прочитайте и переведите текст:

Lighting up the world

LED lights help in areas without electricity

Dr Irvine-Halliday is a professor of electrical engineering at the University of Calgary in Canada. Dr Irvine-Halliday went on a walking trip to Nepal in 1997 and he saw that people in the villages used lanterns to light their homes. The lanterns were smelly and dangerous and the light wasn't very bright. Dr Irvine-Halliday wanted to help solve the problem. So, he started the Light Up The World Foundation. It is a charity that gives LED lights to thousands of people around the world.

About 1.6 billion people worldwide don't have electricity. They use oil in their lamps. But it is an expensive fuel. It is also inefficient and causes indoor and outdoor air pollution.

LED lights are an ideal solution to the problem. They only need a little power and this means that people can use them in areas where there is no electricity. They can run on AA batteries, or solar power. LEDs can give up to 100 times more light than lanterns, and they last a

long time. When people began to

use LED lights, it changed their lives. They increased productivity and it gave them more time to study. It also reduced health problems and accidental fires.

Now, it is important to make LEDs less expensive. For example, families in rural Kenya spend about \$7 a month on oil for lighting. A solar-powered LED lamp lasts longer, but many people cannot afford the \$25 to \$50 that the lamps cost to buy. When charities and other organisations find a solution to the price problem, the future could be bright.

Задание 2. Просмотрите текст "Lighting up the world" и ответьте на вопросы:

- 1 What countries does the article mention?
- 2 What are the disadvantages of oil lanterns?
- 3 What are the four ways that LED lights helped people?

Задание 3. Заполните пропуски информацией из текста:

- 1 Dr Irvine-Halliday _____ on a walking trip to Nepal.
- 2 People in the villages _____ lanterns to light their homes.
- 3 He _____ the Light Up The World Foundation.
- 4 When people began to use LED lights, it _____ their lives.

Задание 4. Сделайте следующие предложения отрицательными:

- 1 Dr Irvine-Halliday went on a walking trip to Norway.
- 2 The villagers used electricity in their homes.
- 3 The lanterns were very bright.
- 4 Dr Irvine-Halliday was a professor of medicine.
- 5 He made a profit from the LED lights.
- 6 The LED lights increased health problems.

Задание 5. Заполните пропуски, используя did, didn't, was, wasn't, were и weren't:

- 1 When _____ Alessandro Volta invent the battery?
- 2 I think it _____ in 1928.
- 3 No, it _____. It _____ in 1800.
- 4 _____ Percy Shaw invent the microwave oven?
- 5 No, he _____. The inventor _____ Percy LeBaron Spencer.
- 6 Who _____ Bernard Silver and Norman Woodland?
- 7 _____ they writers?
- 8 No, they _____. They _____ postgraduate students who invented the barcode.

Задание 6. Составьте вопросительные предложения:

- 1 Theodore Maiman / build / first laser?
- 2 When / IBM / produce / first personal computer?
- 3 John Logie Baird / invent / radio?
- 4 Who / Carlton C Magee?
- 5 What / Alexander Graham Bell / invent?
- 6 What country / Guglielmo Marconi / from?

Задание 7. Задайте вопросы в Past Simple:

like / school? Did you like school?

visit / other countries?

have / a pet animal?

live / city?

play / sport?

go / college?

Задание 8. Прочитайте текст:

Finding solutions: Thomas Alva Edison

Thomas Edison was a great inventor. He thought that every technological problem had a solution. Edison developed more than 1,093 inventions. They included the electric light bulb, the typewriter and an early movie camera. Sometimes he did thousands of experiments to get an invention right. He worked on some ideas for many years to improve the product. Edison thought

that his failures were important because he and his scientists learned from each one. 'I failed my way to success,' he said.

Important dates

1847 Edison was born in Ohio in the USA. At school, his teachers thought that he wasn't clever so his mother educated him at home.

1871 Married Mary Stilwell.

1878 He created the Edison Electric Light

Company. Later it became the General Electric Company. 1887 He built an invention factory in Menlo Park, near New York City. It was the world's first research laboratory. A team of scientists helped Edison develop his inventions.

1931 Died in New Jersey, USA.

Задание 9. Ответьте на вопросы по тексту "Finding solutions: Thomas Alva Edison":

1 Where was Edison born?

2 Did all Edison's inventions succeed the first time?

3 Who helped him develop his inventions?

Задание 10. Составьте вопросительные предложения в Past Simple и ответьте на них:

1 Edison's teachers / think he was clever?

2 Edison / develop / 1,303 inventions?

3 Why / Edison / think / failures / be / important?

4 Who / he / marry?

5 When / Edison / create / Edison Electric Light Company?

6 What / Edison Electric Light Company / become?

7 Where / he / build / his research laboratory?

8 When / he / die?

Задание 11. Заполните пропуски, используя глаголы в скобках или краткие ответы в Past Simple:

A Thank you for helping with our market research. Here is the first question. What electrical products _____ (you / buy) last year?

B I _____ (buy) a digital radio and a computer.

A What _____ (you / do) with your old electrical products?

B Well, I _____ (offer) the computer to my friend, but he _____ (not want) it.

A So, _____ (you / take) the computer somewhere to recycle it?

B No, I _____. I _____ (not have) time.

A _____ (you have) the address of a company that recycles computers?

B Yes, I _____, but it _____ (be) 40 kilometres from my town.

A OK. Well, we _____ (build) a new recycling factory in your town last month.

B Great!

Задание 12. Из выделенных курсивом слов выберите подходящее по смыслу:

1 Hugh Oxley is a manager / professor at the university / company in Dundee. He teaches communications to MBA students.

2 We built a new laboratory / office for our Research and Development department. Our students / scientists do experiments and test new products there.

3 The machine isn't working - take it to the electronics room / workshop. The researcher / technician can fix it.

Задание 13. Заполните пропуски, используя данные ниже слова:

In, off, fix, wrong, work

1 There's something _____ with the printer.

2 It doesn't _____.

3 He plugged _____ the photocopier.

4 Did you turn _____ the computer?

5 Can you _____ it?

Литература: [1, 5].

Практическое занятие № 9 ПРОДУКЦИЯ / PRODUCTS

Цели: формирование представлений студентов по теме “продукция”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. WHAT IS A BUSINESS PRODUCT?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

describe	описывать
description	описание
feature	характеристика
packaging	упаковка
package	упаковка
product	продукт
product description	описание продукта
production	производство
produce	производить
shape	форма
size	размер
useful	полезный
weight	масса
weigh	весить

Задания

Задание 1. Прочитайте и переведите текст:

Playtime

Toy manufacturers make adults feel young again

Two things are often true about toy production. First, toys are usually made cheaply in low-cost economies. And secondly, toy manufacturers generally need a large population of children to sell their products to. Japan is big, expensive and rich. It also has a low population of children. So, do toys sell badly in the Japanese market?

The surprising answer is no. In fact, 1 _____. One reason that the market is and the toys a success is that 2 _____ are well designed. Another reason is that many manufacturers now market toys to adults as well as children.

Toy makers happily design more and more new toys for adults. Some of the toys are very expensive. There is a walking robot toy that is popular with middle-aged men. It has a 100-page instruction manual and costs ¥126,000 (\$1,105). And there is a talking boy doll that is popular

with women over 40. Not all the toys use modern technology. 3 _____ that are also popular. One example is a baseball game with small plastic players.

Why are toys so popular with adults? One reason is that modern employees work hard. 4 _____. These toys help people to relax and play. Some of the products now sell well in other countries, too. 5 _____. Toys for adults could soon be in a toyshop near you.

Задание 2. Заполните пропуски в тексте "Playtime" следующими фразами и предложениями:

- a Some manufacturers now produce simple toys and games
- b They want to come home and forget the office
- c Japan uses modern technology
- d The top-selling toys in the USA and Europe are often Japanese
- e Japan has a successful toy industry

Задание 3. Перечитайте текст и ответьте на вопросы:

- 1 What is surprising about Japan's success in the toy market?
- 2 How old are the men that buy robots?
- 3 Is the walking robot a simple toy? Give reasons for your answer.
- 4 What toy is popular with women?
- 5 What do the toys help people to do?

Задание 4. Заполните пропуски данными ниже глаголами и назовите предметы, о которых идет речь:

clean travel play listen

- 1 People used it to _____ video cassettes.
- 2 I use mine to _____ to music when I go jogging.
- 3 You use it to _____ the floor.
- 4 It was a new way to _____ in cities.

Задание 5. Найдите антонимичные пары:

- | | | | |
|--------------|----------------|----------------|-------|
| 1 unreliable | reliable _____ | 6 cheap | _____ |
| 2 large | _____ | 7 unattractive | _____ |
| 3 heavy | _____ | 8 fast | _____ |
| 4 unpopular | _____ | 9 boring | _____ |
| 5 short | _____ | 10 bad | _____ |

- | | |
|---------------|-------------|
| a good | f popular |
| b slow | g expensive |
| c interesting | h reliable |
| d small | i light |
| e attractive | j long |

Задание 6. Заполните пропуски прилагательными из задания 5:

- 1 The test group all like Revelation. Revelation is popular .
- 2 But they think it costs a lot of money. It's _____.
- 3 65 per cent said that the bottle looks good. The bottle is _____.
- 4 But 35 per cent said it didn't look interesting. It looks _____.
- 5 The packaging isn't light. The packaging is _____.
- 6 This product does what you expect it to do. It's a _____ product.

Задание 7. Заполните пропуски данными ниже прилагательными и существительными:

Boring, new, bag, large, job, heavy, expensive, meeting, apartment, perfume

- 1 A Do you still work for ICI?
- B No, I have a _____ with General Motors now.
- 2 A Did Gina buy that small house in Turin?
- B No, she bought a _____ in Rome.
- 3 A Can I help you? That _____ looks really _____.

B No, it's fine, thanks. I can carry it.

4 A Is this an _____ ?

B Yes, it cost \$140, but it smells great.

5 A Was the product presentation interesting?

B Yes, it was, but then we had a _____ for two hours.

Задание 8. Заполните пропуски в тексте, заменяя данные в скобках прилагательные на соответствующие наречия:

Toy storage box

Product information

You can make the toy storage box _____ (quick) and _____ (easy). It is _____ (attractive) designed in wood and plastic and is very _____ (good) made. Read the instructions _____ (careful). Do not place the box near heat as this may _____ (bad) damage the product.

Задание 9. Из выделенных курсивом слов выберите подходящее по смыслу:

1 We can manufacture the product in two months - it is very easy / easily to make.

2 This machine works efficient / efficiently.

3 Is the computer system simple / simply to operate?

4 Do you think that the product is too expensive / expensively?

5 It's beautiful / beautifully made, but what do you use it for?

6 This product description is unreliable / unrelially.

7 The new model sold good / well in Bulgaria.

8 I spoke slow / slowly in the product presentation. It helped my nerves.

Задание 10. Составьте предложения:

1 a / It / design / modern / is

2 a / it / reliable / Is / product ?

3 style / unpopular / This / is

4 laptop / His / heavy / is

5 boring / Was / conference / the ?

6 good / Their / catalogue / is

Задание 11. Из выделенных курсивом слов выберите подходящее по смыслу:

1 This catalogue has some interesting / interestingly products.

2 Aya is doing good / well in her job.

3 We want to manufacture cheap / cheaply and then sell the products for a profit.

4 He runs a successful / successfully company.

5 The workers aren't happy / happily with the directors.

6 My investments did had / badly this month.

Задание 12. Из выделенных курсивом слов выберите подходящее по смыслу:

Bill Bowerman was / were a teacher and sports trainer at the University of Oregon. He met / metted and trained a student called Phil Knight, and in / on 1964 they started a sports company together. The company's name was / were Blue Ribbon Sports (BRS). The company introduces / introduced a new / newly style of trainer and they called / call it 'Nike'. The designers not wanted / didn't want the new trainer to be heavy; they wanted it to be lightly / light, to help athletes run fast / fastly. The product was successful and the company expanded quick / quickly. The company changed / change its name to Nike in 1978. Then, at / in the 1990s, Nike opened a hugely / huge retail outlet called NikeTown. Later, it sold / sell its products on the internet. Today, Nike's logo is famous / famously all over the world.

Задание 13. Заполните пропуски, используя одно из данных ниже слов а-с:

I bought a _____ car at the weekend. It's a Cherokee Jeep. It was very _____ - it cost more than £30,000. My last car was small, but the Jeep is _____. I also bought a new table for my apartment. It's _____ of glass. It was difficult to get it into the apartment because it's very _____ also a very unusual _____ - it's triangular.

1 a new

b newly

c light

- | | | |
|-----------------|-------------|-----------|
| 2 a expensively | b expensive | c cheaply |
| 3 a tiny | b metal | c huge |
| 4 a make | b made | c makes |
| 5 a heavy | b light | c small |
| 6 a size | b material | c shape |

Задание 14. Составьте вопросительные предложения:

- 1 it / What / is ?
- 2 for / What's / it ?
- 3 made / What's / of / it ?
- 4 big / How / it / is ?
- 5 shape / is / it / What ?
- 6 heavy / is / How / it ?
- 7 it / features / any / have / special / Does ?

Сотнесите вопросы 1-7 с ответами a-g:

- a It's digital and it has a clock on it.
- b Plastic.
- c It's 20cm long and 18cm wide.
- d Rectangular.
- e It's a radio.
- f Listening to music.
- g Two kilos.

Литература: [1, 5].

Практическое занятие № 10 КОНКУРЕНТЫ / COMPETITORS

Цели: формирование представлений студентов по теме “конкуренты”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. IS IT GOOD OR BAD TO COMPETE IN BUSINESS?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

architect	архитектор
competitor	конкурент
compete	конкурировать
competition	конкуренция
competitive	конкурентоспособный
marketing	маркетинг
market	рынок
opportunity	возможность

range	линейка (продуктов)
strength	сильная сторона
strong	сильный
threat	угроза
weakness	слабая сторона
weak	слабый

Задания

Задание 1. Прочитайте и переведите текст:

The shy architect

How Ratan Tata is changing India's biggest company

Ratan Tata trained to be an architect. Then he worked for the family firm, the Tata Group - one of the biggest companies in India. It has companies in many different sectors, including the car industry and the steel industry. The company's latest project is producing a car that costs under \$3,000.

Mr Tata does not drink or smoke and he does not like publicity. He became chairperson in 1991. At that time, Tata was a difficult organisation to manage. There were more than 300 different companies in the group and some were old-fashioned. Today, there are only 96 companies and the group is more modern.

In the past, it was difficult for Tata to trade outside India because of competition from other countries. Now it exports internationally. The Tata Group is also buying companies in different countries. At the moment, one of the companies in the group, Tata Steel, is trying to buy Corus, a European steel company. But it has a competitor CSN, a Brazilian company, also wants to buy Corus.

Ratan Tata is making changes to the company. Many of these changes help make the group more competitive. But he isn't changing all the group's traditions. For example, the Tata Group still tries to help its workers - the children of Tata's steelworkers first started to have free education in 1917. Two thirds of the Tata Group is owned by charitable foundations, and today they are still helping people in India. Investors sometimes ask: 'Is Tata doing the right thing? Is charity good for business?' But Mr Tata thinks it is possible to help people and be competitive at the same time.

Задание 2. Определите, какое из следующих предложений передает основную идею текста "The shy architect":

- a A successful chairman is only interested in profit.
- b A company can be competitive and help people.
- c A group with a lot of companies is easy to manage.

Задание 3. Ответьте на вопросы по тексту "The shy architect":

- 1 Which two sectors does the Tata Group have companies in?
- 2 How much does Tata's new car cost?
- 3 What doesn't Ratan Tata do?
- 4 What doesn't he like?
- 5 When did he become chairperson?
- 6 When did Tata first give free education to employees' children?
- 7 How much of the group is owned by charitable foundations?
- 8 Who asks if helping people is good for business?

Задание 4. Из выделенных курсивом слов выберите подходящее по смыслу:

- 1 Shell and Esso are competition / competitors in the oil market.
- 2 Did they publicise / publicity the launch date of their new product range?
- 3 Giles is working as a trade / trader on the Japanese stock market.
- 4 We lost a lot of money - it was a bad investment / investor.
- 5 Westfern run training / trainer courses for financial organisations.
- 6 How long did you work as a management / manager at Dell?
- 7 Do Lancome export / exporter to Taiwan?

Задание 5. Заполните пропуски данными ниже словами, используя их до или после слова market:

Asian, leader, share, research, luxury, place, budget, domestic

market _____ market

market _____ market

market _____ market

market _____ market

Соотнесите данные выше словосочетания со следующими определениями:

1 _____ the area where products are cheap to make and buy

2 _____ people and activities involved in buying and selling a particular product

3 _____ how much of the market buys a company's products or services

4 _____ surveys to find out what customers think about a company

5 _____ the area where products are expensive to make and buy

6 _____ customers in, for example, Japan, Thailand and China

7 _____ the product or service that most people buy

8 _____ the market in a company's own country

Задание 6. Подчеркните правильный вариант:

1 I work/ am working for Corns plc. I started here seven years ago.

2 What do you do / are you doing at the moment?

3 I organise / am organising a project in Rotterdam this month.

4 What time do they have / are they having breakfast in the morning?

5 Martina finishes / is finishing a report at the moment.

6 How do you usually travel / are travelling to work?

7 I'm driving / drive at the moment, but usually I'm taking / take the train.

8 Are they send / sending the report now?

Задание 7. Исправьте ошибки в следующих предложениях:

1 What did you doing at the moment?

2 He be organising a project in Jakarta.

3 We not giving the presentation now - we're having coffee.

4 Is they sending the documents today?

5 Valerie is finish the memo now.

6 Jason is don't working today because he's on holiday.

Литература: [1, 5].

Практическое занятие № 11 РАБОТА ЗА ГРАНИЦЕЙ / WORKING ABROAD

Цели: формирование представлений студентов по теме “работа за границей”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. HAVE YOU EVER BEEN ABROAD?

2. IN WHAT COUNTRY WOULD YOU LIKE TO WORK AND WHY?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

abroad	за рубежом
average	средний
climate	климат
culture	культура
emigrate	эмигрировать
emigration	эмиграция
healthcare	здравоохранение
location	расположение
locate	располагаться
quality of life	качество жизни
temperature	температура

Задания

Задание 1. Прочитайте и переведите текст:

Over there

Why British people are moving to other countries

More and more Britons are living in other countries. A recent report said that almost 200,000 Britons left the country last year with no plans to return. A British person emigrates every three minutes, and 5.5m British people now live abroad.

Many younger people leave - a lot of students go abroad to study. Older people are usually retired and want a warmer climate to live in. Two thirds of the people that emigrate are workers. Some are managers and others do manual or administrative jobs. Australia is the favourite country for English people to emigrate to. Spain and the USA are also popular.

Why do people leave? Many want to find a better job. A quarter of people say that they want to leave Britain because the cost of living is high. Homeowners with expensive houses can buy a bigger place abroad; young people want to move because houses in other countries are cheaper than in Britain. Research suggests that the quality of life in Britain is worse than in some other countries. But most people leave for positive reasons: many think that living in another country is more interesting -they leave because they want to have a happier life.

It is becoming more difficult for British people to emigrate to countries outside the European Union. Most countries want professional or skilled workers, for example, builders, engineers and doctors. But other skills are also popular in some countries - Australia, for example, needs hairdressers.

Задание 2. Выберите правильный вариант а-с, чтобы закончить предложение:

The writer thinks most British people move to other countries because they

a don't like Britain

b speak a lot of languages

c want a new life.

Задание 3. Впишите номер абзаца 1-4, содержащего следующую информацию:

a where the British go paragraph ____

b the reasons why people want to leave Britain paragraph ____

c how many people leave paragraph ____

d popular skills and jobs in other countries paragraph ____

Задание 4. Из выделенных курсивом слов выберите подходящее по смыслу:

Working abroad

The more /most important thing to do before working in another country is to think about these things:

- Do you want a better / best job or a more / most interesting life?
- It is easier/ easiest to live in another country when you speak the language. Start lessons before you leave.
- What is the most expensive / cheapest way to arrange the move? What is the nicer / nicest area to live in?
- Could the move make your quality of life worse/ worst than it is now? The more / most beautiful location in the world is no fun when you are working 60 hours a week.

Задание 5. Заполните пропуски данными ниже словами:

Professional, retired, managerial, skilled, administrative, voluntary, manual

- 1 Someone who is over 65 and no longer works is _____.
- 2 _____ workers do a lot of paperwork, usually in an office.
- 3 Lawyers and doctors are _____ people.
- 4 A person in charge of other employees has a _____ position.
- 5 _____ workers do physical jobs, for example, on farms or in factories.
- 6 People who do _____ work don't receive any pay.
- 7 A _____ worker has special training or knowledge to do a job.

Задание 6. Поставьте данные ниже прилагательные в сравнительную степень и найдите антонимичные пары:

Big, warm, cheap, popular, low, easy, interesting

- 1 cooler _____
- 2 more boring _____
- 3 more difficult _____
- 4 smaller _____
- 5 higher _____
- 6 more expensive _____
- 7 more unpopular _____

Задание 7. Заполните пропуски, используя прилагательные из задания 6:

- 1 In terms of size, Ireland is _____ Spain.
- 2 Ireland had a _____ pay increase _____ Australia in 2007
- 3 Canada is _____ in summer _____ the USA.
- 4 Spain is _____ with British people _____ the USA.
- 5 Spain is _____ in summer _____ Canada.
- 6 In terms of size, the USA is _____ Australia.
- 7 Canada had a _____ pay increase _____ Spain in 2007.
- 8 The temperature in summer in Ireland is _____ in Spain.

Задание 8. Заполните пропуски, используя сравнительную или превосходную степень прилагательных:

- 1 London is _____ (warm) in summer than in spring.
- 2 The Majestic is the _____ (expensive) hotel in town.
- 3 What is the _____ (good) way to get to the airport?
- 4 Is the quality of life here _____ (bad) than in other countries?
- 5 It's _____ (important) to drive safely than to arrive on time.
- 6 He's the _____ (popular) manager in the department.
- 7 The staff are _____ (happy) in their new office than they were in the old building.
- 8 Cairo was the _____ (interesting) city that we visited.

Практическое занятие № 12 КАРЬЕРА / CAREER

Цели: формирование представлений студентов по теме “карьера”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. What do employment agencies do?
2. WHAT IS ANOTHER WORD FOR 'TEMPORARY WORKERS'?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

apply	подавать заявку
application form	бланк заявки
career	карьера
conditions	условия
curriculum vitae (CV)	резюме
employment agency	кадровое агентство
ра (per annum)	ежегодно
pension	пенсия
promotion	повышение в должности
promote	повышать в должности
retired	пенсионер
retire	выходить на пенсию
salary	зарплата

Задания

Задание 1. Прочитайте и переведите текст:

The world of work

Work has changed around the world

Manpower has been a successful employment agency for about 60 years. It has supplied temporary employees to companies since 1948. That's when the first office opened in Milwaukee, in the USA. Two lawyers started the company when they were unable to find temporary help with a project. Today, it is a global company with offices all around the world.

Employment agencies supply companies with different types of workers. These include professional and administrative workers in offices, and manual workers in factories and on building sites. Temporary workers (also called 'temps') now make up between one and three per cent of the total workforce in most countries. Multinational companies have employed temps for a long time. Now smaller companies also use temporary workers.

Have careers changed very much since the 1990s? A decade ago, people expected to work for the same company until they retired. Today, nobody expects a job for life any more. People move from job to job, working in different companies or in different departments. Training is important because it improves workers' skills. This can help employees to find better jobs or get a promotion.

In some jobs there aren't enough skilled workers. Some companies want retired people with skills to return to work. Japan, Australia and Italy have started to employ older workers. Companies need organisations like Manpower to arrange training for older employees, for example to use computers or to work with a younger boss.

Задание 2. Ответьте на вопросы по тексту "The world of work":

- 1 When did Manpower start?
- 2 What do employment agencies do?
- 3 What is another word for 'temporary workers'?
- 4 What did people expect in their career ten years ago?
- 5 What can help a worker who wants to improve their career opportunities?
- 6 What have Japan, Australia and Italy started to do?

Задание 3. Ответьте на следующие вопросы:

- 1 Have you ever worked for an employment agency?
- 2 What temporary jobs have you done?
- 3 Is it a good idea for retired people to return to work? Why? / Why not?

Задание 4. Соотнесите термины 1-8 с описаниями a-h:

- 1 full-time worker
- 2 temporary worker
- 3 permanent worker
- 4 part-time worker
- 5 freelance worker
- 6 pension
- 7 promotion
- 8 flexible hours

Задание 5. Определите последовательность шагов при поиске работы 1-6.

- ___ a Phone or email the company and ask for an application form.
- ___ b Go for a job interview.
- ___ c Read a job advertisement on a website or in a newspaper.
- ___ d Start work.
- ___ e Apply for the job - send the application form and a CV to the company.
- ___ f Receive and accept a job offer.

Задание 6. Используя информацию из объявления (1) и резюме (2), заполните пропуски в следующем отрывке из письма:

I saw your job advertisement in _____ magazine and I am interested in the position of _____ manager at _____.

I went to Warwick University and did a degree in _____. Then I studied for an _____ in 2005 at INSEAD.

I have worked as a _____ for a transport company and I now work in a customer services department where I manage an _____. I can speak German, French and _____. I have lived in Europe and I am happy to travel in my job.

1. Advertisement

Have you worked in customer services?

Ardis is the biggest transport company in Europe and we are looking for a manager for our international customer services team. We have offices in Barcelona, London and Berlin. This is an exciting opportunity for someone who wants to travel and has experience managing teams.

€76,000 pa + pension

2. Curriculum Vitae

Rosa Clifford Curriculum Vitae

1 _____

Rosa Clifford

44 South Road

Stamford, LC23 4FT

a _____

2 _____

2005

2001-2004

INSEAD Business School, France

b _____

3 _____
MBA 2005
BSc 2:1 International Management 2004

4 _____
Customer Services Wade International Services 2007-present
I manage an international team in the customer services department.
Project manager DSV Transport, Spain 2005-2007
с _____

5 _____
Tennis and swimming
d _____

6 _____
е _____

Languages: German, French, Spanish

Задание 7. Перечитайте объявление о приеме на работу (задание 6) и ответьте на вопросы:

1. What sort of company is Ardis?
2. What is the job?
3. What is the salary?

Задание 8. Заполните пропуски 1-6 CV (задание 6), используя следующие слова и словосочетания:

Qualifications Interests Education Contact details
Additional information Work experience

Задание 9. Заполните пропуски а-е CV (задание 6), используя следующими фразами:

Good computer skills
Photography
I organised projects to improve customer services.
Warwick University, UK
Telephone number: 01264 44293821

Задание 10. Заполните пропуски, используя глаголы в скобках в Present Perfect:

- 1 Sanjay _____ (live) in many different countries.
- 2 I _____ (never speak) to a famous person.
- 3 _____ you ever _____ (give) a presentation in English?
- 4 We _____ (not eat) at the new Italian restaurant. Is it good?
- 5 _____ Monica ever _____ (work) in a finance department?
- 6 They _____ (never try) to learn a foreign language.

Задание 11. Подчеркните правильный вариант:

- 1 I went / have been to Rome in 2005.
- 2 Did you ever play / Have you ever played tennis?
- 3 Jack hasn't visited / didn't visit the Delhi office last month.
- 4 Have you sent / Did you send your CV to Ardis yesterday?
- 5 We've never been / gone to Mumbai.

Задание 12. Заполните пропуски, используя ever, never, for или since.

- 1 Laura has _____ eaten salmon because she doesn't like fish.
- 2 Maurice and Joel have worked here _____ 1998.
- 3 Have you _____ sent a text message?
- 4 We have _____ visited Morocco. Is it nice?
- 5 Kenway have been the market leader _____ twenty years.

- 6 You haven't spoken to your clients _____ March.
- 7 Has Julian _____ met the CEO?
- 8 They've been in the meeting _____ two hours.
- 9 Have Alan's investments _____ made a profit?
- 10 The sales team have been in a presentation _____ three o'clock.

Задание 13. Подчеркните правильный вариант:

MDH Properties is sell / selling an unusual place to live. It is a house in a tree. The CEO, Karl Howard says, 'It's our most / more interesting property.' House prices are more / most expensive today than they move been / were in 2005. More and more people are / is buying property as an investment. The tree house is a good / best idea for people who want a small holiday home. It is cheaper / cheapest than MDH's other properties. Karl Howard says, 'We have ever / never sold a tree house. But a lot of people want to see it - and it has / is only been on the market for / since last Tuesday.

Задание 14. Заполните пропуски в тексте, используя следующие слова:

management market trade
competitor export investment
domestic training

Franklin Wade sell electrical equipment to different countries around the world. They have been an _____ company since 2002. They _____ with Japan, the USA and Brazil, and they don't sell any goods in the _____ market. Franklin Wade's main _____ is Drengard, a Danish company. Franklin Wade hope to be the _____ leader soon. They are _____ their staff to use a new computer system. The _____ think that it is a good _____ for the company.

Задание 15. Заполните пропуски, используя одно из слов а-с:

- 1 Federico finished work when he was 65, so he's _____ now.
a professional b retired c manual
- 2 My company has _____ hours, so I can choose when I start and finish work.
a voluntary b permanent c flexible
- 3 Kate and Alex have _____ jobs. They work three days a week.
a part-time b full-time c pension
- 4 You have worked hard on this project and we want to give you a _____.
a freelance b temporary c promotion
- 5 I trained to use the equipment - it's a _____ job.
a administrative b skilled c managerial
- 6 We did a lot of market _____ before we designed the new product.
a share b research c leader

Задание 16. Составьте предложения:

- 1 things / how / are / Hi, ?
- 2 met / We / a / at / conference / Bucharest / in
- 3 you / working / moment / Are / the / at / Romania / in ?
- 4 the / Dubai / at / No, / office / I'm
- 5 good / again / to / you / see / It / was

Задание 17. Заполните пропуски в диалоге данными ниже словами:

opinion sure do
thing think because

A _____ you think that it's a good idea to move office?

B Yes, in my _____, the office we are in now is too small.

A _____ the new office is too big. There are only six people in the design department.

B I like it _____ it has big windows.

A I'm not _____. Big windows make it hot in summer.

B Yes, but they're a good _____ because designers need lots of light.

Задание 18. Соотнесите вопросы 1-6 с ответами a-f:

- 1 What do you do in your free time?
 - 2 Can you tell me about your present job?
 - 3 Why do you want this job?
 - 4 Do you enjoy working with people?
 - 5 How long have you been in the sales department?
 - 6 Have you ever worked in finance?
-
- a Two years.
 - b Yes, I like working in a team.
 - c At the moment, I'm working on a project to export products to Asia.
 - d Yes, after university I worked for a finance company for six months.
 - e Because I think finance is very interesting.
 - f I play tennis and football.

Практическое занятие № 13 ПЕРСПЕКТИВЫ / FUTURE POSSIBILITIES

Цели: формирование представлений студентов по теме “перспективы”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. Are possibilities important in business?

Теоретическая часть

Данный лексический материал предназначен для знакомства и овладения специальными терминами, активному использованию предлагаемых слов и словосочетаний, подготовки к чтению, переводу и обсуждению текстов официально-делового стиля.

bar chart	столбчатая диаграмма
bionic	бионик
decrease	снижаться
full-surround	объемный
graph	диаграмма
increase	увеличиваться
nuclear	ядерный
pie chart	секторная диаграмма
prediction	предсказание
predict	предсказывать
trend	тенденция

Задания

Задание 1. Прочитайте и переведите текст:

The phone of the future

Experts talk about big changes for the telephone

It is easy to imagine what mobile phones will look like in a year or two -they'll probably

be smaller. But what will they look like ten or fifteen years from now? Perhaps they'll be so small that we won't be able to see them. Maybe we'll have phones in jewellery such as rings, and fashion items like sunglasses.

People in Japan can already use mobile phones to buy things in shops. In some countries it is also possible to use a phone as a train ticket and office pass. So, what new functions will phones have in the future? One thing that is certain is that phones will do more of the things that PCs do today. Some people also think that we'll use phones as house keys, passports, computer games, maps and video recorders. The phone will be our 'remote control for life'. In a decade's time, many phones will have enough memory to video all of a person's life.

Companies are developing phones built into glasses. This will be useful when looking for directions - a map will appear inside the glass of the lens. Maybe we'll be able to use our phone to label people at a party or conference. We'll never forget a name again.

Some experts think that in the future we'll use our voice instead of our fingers to put data into a phone. Stuart Wolf, a professor at the University of Virginia, predicts that in 20 years' time people will use their thoughts to communicate with each other. We won't need phones at all!

Задание 2. Ответьте на вопросы по тексту "The phone of the future":

- 1 What does the writer think phones will look like in two years' time?
- 2 Which of the following are possible at the moment?
 - a phone in jewellery
 - b paying for shopping using a phone
 - c phone as a ticket for travelling
 - d phone as house keys
- 3 What will a typical phone's memory allow it to do?
- 4 How does the writer think a phone will help us at a party?
- 5 How will people input data into a phone?

Задание 3. Раскройте скобки, используя Future Simple:

- a In 20 years' time people (use) their thoughts to communicate.
- b We (not need) phones at all.
- c What they (look) like ten or fifteen years from now?
- d Perhaps they (be) so small that we (not be) able to see them.
- e Maybe we (have) phones in jewellery and fashion items.
- f They probably (be) smaller.

Задание 4. Заполните пропуски, используя will / won't, perhaps / maybe.

- 1 _____ it _____ rain later, but I think it'll be fine. (not sure)
- 2 It _____ rain - look at the blue sky. (sure)
- 3 Yes, of course computers _____ be much smaller in ten years' time. (sure)
- 4 Jim _____ be on time for the meeting. He's always late. (sure)
- 5 _____ we _____ be able to have holidays on the moon in the Future. (not sure)
- 6 Our profits _____ rise. Look at our increase in sales for the last three Months. (sure)
- 7 Our profits _____ rise - our prices are too high. (sure)
- 8 _____ our profits _____ rise one day, but not this year. (not sure)

Задание 5. Заполните пропуски, используя to+infinitive там, где необходимо:

- 1 We could _____ go to the cinema tonight.
- 2 They shouldn't _____ work at the weekend .
- 3 Do you want _____ visit the factory?
- 4 Do you think you should _____ ask for a new office?
- 5 We arranged _____ meet our new supplier.
- 6 Carla and Wei plan _____ arrive at 9:30.

Задание 6. Составьте предложения, используя Present Continuous (запланированное действие в будущем):

- 1 Jane / meet / the design team / next week.
- 2 We / fly / Athens / next Thursday.
- 3 Polly and Tom / leave / in a moment.

- 4 Douglas / move / Prague / next year?
- 5 I / do / a presentation / the day after tomorrow.
- 6 you / see / the HR manager / later today?
- 7 they / sell / the company / in six months' time?
- 8 The finance director / not come / to the meeting / tomorrow.

Задание 7. Подчеркните правильный вариант:

What will / are offices be like in the future? Some people think that in ten years' time company offices aren't / won't be necessary because we won't / will all work from home. A different idea is that we could / are make our offices more like home. CEO Alexis Parks wants - / to make her company's offices more comfortable. She also thinks that she should to / - create an environment that makes her workers feel happy. Next year, her company is building / builds new offices with a gym and swimming pool. Alexis asked staff for suggestions. They said that the new offices could to / - have sofas, TVs and places to sleep. She thinks that her company should / shouldn't do more to help the staff to enjoy themselves in their free time, so the new offices will also include a cinema and a karaoke bar. Alexis thinks that in the future her employees don't / won't want to go home!

Задание 8. Подчеркните лишнее слово:

- | | | | |
|---------------|---------|----------|------------|
| 1 fly | plane | sail | airport |
| 2 newspaper | TV | radio | mug |
| 3 drive | station | car | park |
| 4 brand | logo | Volvo | half price |
| 5 merchandise | pen | key ring | internet |

Заполните пропуски, используя данные выше слова:

- 1 You can _____ from Stansted airport in the UK to Charles de Gaulle airport in Paris.
- 2 I have a _____ of coffee with my breakfast.
- 3 I usually _____ to work.
- 4 This CD is _____ - it's a sales promotion.
- 5 I think we should order more _____ for the exhibition next month.

Задание 9. Подчеркните правильный вариант:

- 1 When will you make / do a decision?
- 2 It's a good product, but we should make / do more research.
- 3 It's good to make / do business with you.
- 4 Did our investment make / do a profit last year?
- 5 Would anyone like to make / do a suggestion?
- 6 I could make /do the accounts this afternoon.

Задание 10. Заполните пропуски, используя одно из слов а-с:

- 1 I'm _____ that Azzopardi will be the next president.
a possible b certain c likely
- 2 Do you think that the population will _____ in the next ten years?
a plus b minus c increase
- 3 It cost \$40 in February 2007 and \$40 in February 2008, so prices remained _____ for a year.
a steady b per cent c equals
- 4 Unemployment was 15% last year and it's 5% this year. That's a 10% _____ in unemployment.
a increase b remain steady c decrease
- 5 We didn't sell many products. So it's _____ that we will make a profit this year.
a likely b unlikely c certain

Цели: формирование представлений студентов по теме “прием на работу”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. What is a CV?
2. WRITE YOU PERSONAL CV.

Задание 1. Прочитайте текст без помощи словаря. Передайте по-английски основное содержание текста.

A Jobclub is a place, where long term unemployed people work at finding a job in a professional and systematic way by adopting a businesslike approach. The first Jobclubs, developed from work done in North America, were opened in 1984. They proved popular and successful and the service expanded rapidly. Jobclubs take a bold and positive stance: there is a job available for each member.

Aim: to provide people who are unemployed for 26 weeks or more with facilities to enable them to find the best possible job within the shortest possible time. Jobclubs provide a simple, straightforward approach to help clients find jobs. Jobclub members agree to attend four half days per week. The Jobclub provides use of photocopiers, telephones and typewriters free of charge. Trade magazines and specialist magazines are also available. There may be special types of Jobclubs to help disadvantaged people, i.e. (id est = in other words) former detainees and people nearing release from prison.

Executive and Management Jobclubs are also available in some areas, which provide support for middle and senior managers. The Work Trials can be regarded as an extended interview. Work Trials offer an employer a period of up to 15 days to observe the jobseeker within the workplace. They also give the jobseeker the opportunity to demonstrate their skills and experience to that employer. In addition, they enable the jobseeker to determine their own suitability for that job. Jobplan Workshops are to help people who have been out of work for 12 months or more back into work or training. Jobplan aims to build participants' resilience to setbacks they may encounter whilst looking for work.

Attendance at a Jobplan Workshop gives priority access to ED programmes (education programmes). Job Review Workshops. Aim: to help unemployed people who are unlikely to return to their normal occupation, or who are looking to broaden their jobsearch, make an informed choice of alternative career opportunities. These workshops are particularly suitable for people with professional, executive and managerial backgrounds who have been unemployed for about 13 weeks. Job review workshops are demanding and are particularly suitable for unemployed managers, professional and executive who have been out of work for about 13 weeks; The workshops are facilitated by tutors who can help clients assess what they have to offer in a range of jobs. Participants will have the benefit of a computerized guidance system to help them select the most suitable jobs and men research the most suitable options.

Задание 2.

Прочитайте и переведите текст:

RESUME

A CV (curriculum vitae) is essential if you're applying for a new job or for promotion within your own company, or even to register as a delegate at a conference. Some information might be given in your CV, some in your letter of application - and perhaps some on a Supplementary Information sheet (giving information relevant to the particular job you're applying for). There are no fixed international rules about this: different countries have different practices.

But you can follow some hints by writing your CV:

- Always type it on unlined white paper, preferably a single sheet.
- Write your name, address and telephone number.
- Put your health record, date of birth and marital status.
- In the next section, note down your education. Put any qualifications on the next line.
- Next, detail your work history, starting with your most recent job. Give dates, employers and describe your duties.
- List hobbies and interests and put extra information in a separate section.
- End by saying that two referees are available on request – not naming them leaves you free to choose the best ones for particular jobs. Remember the longer an application, the less chance it has of being read.
- Never send a photo-copied letter – it looks as though you don't care.
- Always be positive and never apologize for being You.

Задание 3.

Определите, какие из нижеперечисленных пунктов могут быть наиболее пригодными для CV (т. е. curriculum vitae):

- Your name, address and telephone number.
- The title and reference number of the job.
- Your date of birth.
- Your marital status.
- The name and address of present (or last) employer.
- Your hobbies and leisure interests.
- The sports you play.
- Details of all the jobs you have had.
- The languages you speak, read or write.
- Details of the examinations you passed at school.
- Details of the professional diplomas or degrees you have gained.
- Details of training courses you have attended.
- Details of your achievements and responsibilities in your working career.
- Your suitability for the job advertised.
- Your reasons for applying for this job.
- When you are available for interview.
- Details of your present (or last) job.
- Your current (or last) salary.
- The salary you would expect to receive.
- The names and addresses of two or three referees.

Задание 4.

Прочитайте и переведите объявления

Qualified secretary/shorthand-typist required by importers Photographic equipment, Tilport. Good pay and prospects For suitable applicant. Five-day week. Write Box X. 1234.

Join our PR team – top salary! We need someone to join our team who can manage to do ten things at once while remaining cool! And calm in crisis! We are a leading PR Company and we can offer you a fulfilling and challenging role working with our Director of Travel. You will need to be hard-working, flexible, well-organized and energetic. You'll be attending presentations, arranging meetings, travel and lunches, and liaising with executives of major international companies. This is a superb opportunity for the right kind of person and we'll pay you a top salary with bonuses.

Call or write today and tell us about yourself!

Jim Brown, Anglo-European PR, 99B Baker Street, London, W1J9PQ telephone 01 670 8071

Задание 5.

Прочитайте, переведите письмо и составьте свое собственное:

5, Micawber Road,
Liverpool
25th August 200...
Box X. 1234

Dear Sirs,

I am writing to apply for the post of secretary/ shorthand-typist, which was advertised in today's "News". I took my O-levels in English, history, geography and French at Barchester Girls' High School and then studied secretarial and commercial subjects at Bassetshire Technical College. Since leaving the Technical College, I have been working in an insurance office in Liverpool. For the past two years I have been secretary to the Assistant Manager, Claims Department. For the personal reasons, however, I should like to find employment in the Tilport area.

I enclose a copy of the certificate that I obtained from the Bassetshire Technical College. I can also refer you to the following persons for information as to my character and ability. You may also apply to my present employers if you wish. Their name and addresses are:

Cassandra Fire and Life Insurance Company, Ltd.,
Jeremiah Street,
Liverpool 4.
Yours faithfully,
Elizabeth Groves

Задание 6.

Прочитайте диалог - собеседование с работодателем.

Mr. Green: You are applying for a post here. I have read your letter, but now I want to ask you a few personal questions. First, how old are you?

Elizabeth: Twenty-four, sir.

Mr. Green: I see. So you left school about seven years ago. What were your best subjects at school?

Elizabeth: English and history. I liked French, too. And art. I didn't like mathematics or science much. Chemistry was my worst subject.

Mr. Green: Mathematics is sometimes very useful in office work.

Elizabeth: Oh, well. I can do simple arithmetic and I have studied bookkeeping.

Mr. Green: What have you been doing for the last seven years? I believe you have had

some secretarial and, commercial training.

Elizabeth: Yes, I have. When I left school I went to Barsetshire Technical College and took a course in shorthand-typing, bookkeeping, office practice and some other subjects.

Mr. Green: How long was this course?

Elizabeth: One year.

Mr. Green: And what did you do when you left the technical college?

Elizabeth: I went to work in an insurance company in Liverpool.

Mr. Green: Did you stay there long?

Elizabeth: I have been there for six years. I'm still working there.

Mr. Green: You have been in the same office ever since you left the technical college?

Elizabeth: Yes, I have.

Задание 7.

Переведите предложения, запомните и используйте их для составления диалога:

The post is a demanding one. This position demands a high degree of integrity. Mr. Brown has applied for a post with our company. He has given your name as reference. We should be grateful if you would give us information about him. Have you been satisfied with his services? We require someone adaptable (flexible). Your information will be treated in the strictest confidence. The position includes a company car. A housing will be provided free of charge by the company. We can offer you a 35-hour week, a 6-day week, 6-week paid holiday per year. A flexible time scheme is in operation. Applicants should be prepared to work overtime. There is a company pension scheme. Please, give the names of two people who would be prepared to serve as references. One of the references should be your present employer. We are prepared to pay a salary of at least.... They pay salary according to age and experience. Our salary is negotiable, but we can offer high salaries. Salary of no less than... per year (per month). The salary is ...net. A bonus is payable. Approximately ...% is deducted for tax. The salary is tax-free. We have vacancies for...

To commence duties on... To replace our retiring export manager... I saw (knew) from your advertisement in... I wish to apply for this post. Please send me further details of the post. As you will see from the enclosed curriculum vitae... I have considerable experience in this type of work. I think I can meet the requirements of this post. I am currently working for an export firm. I am looking for a similar post. Now I wish to change my job. I speak fluent English. I have qualifications in... (a diploma in..., a degree in..., a basic knowledge of....) My typing speed (my shorthand speed) is ... per minute. I can operate the computer. I have used a word processor. My minor is... Then I worked for ... years for a firm ... I spent ... years abroad. I was promoted to department manager in 2012. I was made redundant/ let go in 2011. I have been unemployed since then. I wish to work for a larger organization with international links. I am looking for a position with more responsibility (with better perspectives). I wish to improve my chances of promotion. I wish to make use of my knowledge of languages. I enclose copies of references from my last two employers, and copies of my diplomas. I enclose a stamped addressed envelope. I would be pleased to provide you with any future information you may require. I have applied for the post of... And I should be grateful if you would agree to act as reference on my behalf. Should you wish to invite me for an interview I can come to be interviewed at any time.

Задание 8.

Составьте и разыграйте в лицах собственные диалоги. Воспользуйтесь следующими подсказками:

- As you see from my enclosed CV, I have been working for this company for ...
- I had spent years taking a full-time diploma course ...
- I'm 29, unmarried, fit and healthy ...

- I've got all the qualifications and experience to make me the ideal.
- I'm sure I would be able to manage the department successfully ...
- I'm ambitious and my present job doesn't offer me the chance to expand.
- I enclose a CV, which gives full details of my qualifications and work experience.
- In support of my application, I should like to mention the following points ...
- I'm looking for a more rewarding and challenging post ...
- I would be grateful if I could discuss the post available in person ...
- I have obtained the certificate from the University of Oxford ...

Задание 9.

Внимательно прочитайте образец письма к работодателю, в котором отражена персональная карьера (an individual career). Составьте собственное письмо к работодателю, используя слова и фразы из письма-образца

A Letter of Application

Dear Sir,

I should like to be considered for the post of Personal Manager at your Croydon factory, which was advertised in the "Sunday Chronicle" on February 15th 2002. The relevant information concerning my education and professional experience is as follows.

From 1980 to 1983 I studied Sociology at the University of Harrogate and graduated with a Second Class Honours Degree (Lower Division) in that subject. The main degree Course was concerned with basic sociological topics, such as the history and theory of sociology, but there were also a number of optional courses available. From amongst these I selected The History of Industrial Sociology and The Psychology of Management. In order to satisfy part of the requirements for my Finals Examination I had to submit a short dissertation involving original research. I wrote a paper on Nineteenth Century Industrial Relations in Yorkshire and for this section of my examination received a mark of distinction.

Whilst at university I took an active part in a number of social activities, and was secretary of both the Drama Society and the Student Sociological Society.

On leaving university I was a student for a year at the North York Business College, where I was successful in obtaining a Diploma in Industrial Management, Class I. Courses at this college covered a wide field relevant to the management studies in general and I was able to supplement my theoretical knowledge with a great deal of practical experience of such things as office management, personnel selection and the development of modification of work schedules. But it was in the area of personnel management and control that I found my interests satisfying fully and I took all available opportunities of increasing my knowledge of theory and practice in this field.

From July 1984, when I left Business College, until September 1988, I was employed as an Assistant Personal Officer with Messrs. James Bradley, at their Leeds factory. The company manufactures a wide range of small components for use in the electronics and motor industries, and employed at that time a Labour force of approximately five hundred men and women.

I enjoyed the work at Bradley's very much, especially in that it kept me closely in touch with both workers and management, but after four years' experience there, and in the absence of any prospects of promotion I applied for the post of Deputy Personal Manager with Yorkshire Engineers Ltd. I began to work there in September 1988 and am still employed in the same post.

My work at Yorkshire Engineers is in many ways similar to that which I was doing previously. The work is absorbing and rewarding, but now I feel that at this stage in my career I should like more responsibility.

In your advertisement you asked applicants to provide information on leisure activities, which may be considered relevant. First, I have continued ever since university to read widely in

the literature relevant to my occupation I find time to contribute articles to several of the journals in this field. Details of my publications are provided on an attached sheet. Second, I began doing some voluntary social work while at business college and have gradually extended my commitment in this direction ever since.

I enclose copies of two recent testimonials, and the names and addresses of two people – who are prepared to act as my referees.

I hope that the information I have provided in this letter and the enclosures is sufficient for your purposes, but I shall of course be glad to expand it should you wish.

Yours faithfully,

Robert Drayton

Практическое занятие № 15 A GLIMPSE AT AN OFFICE / В ОФИСЕ

Цели: формирование представлений студентов по теме “в офисе”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. What are advantages and disadvantages of working in office?
2. WOULD YOU LIKE TO WORK IN OFFICE?

Задание 1. Внимательно прочитайте дефиниции основного офисного оборудования и впишите их русские эквиваленты:

word processor – displays text on a screen _____
dictating machine – is used for recording letters onto tape _____
telex – is used for sending and receiving messages _____
facsimile machine – is for sending copies of documents, pictures, etc. _____

Задание 2. (Канцелярские принадлежности и их назначение.) Найдите соответствия:

stapler
hole punch
ruler
Tippex fluid
paper clips
reinforcement rings
paper glue
rubber
pencil sharpener
stick one piece of paper to another
fix pieces of paper together
make holes in paper stronger
erase mistakes
make holes in paper
correct mistakes

draw straight lines
sharpen pencils'
hold pieces of paper together

Задание 3. (Почтовые отправления.) Запомните значения слов и фраз и заполните пропуски:

carbon paper (copy – копирка
courier – курьер
duplicate – дублировать, копировать
general delivery (Am.)/ post restates (Br.) – доставка обычной почтой
photocopy – фотокопия (на ксероксе)
postage and packing – упаковка (бандероль)
to mail (Am.)/to post (Br.) – отправлять по почте
printed matter – печатный материал
registered – заказное отправление
return mail (Am.)/return post (Br.) – с уведомлением
RSVP (répondez s'il vous plaît) –
пожалуйста, (ответьте (please reply)
separate cover – отдельная упаковка
stationery – канцелярские принадлежности, почтовая бумага

1. A package can be delivered by the mailman (Am.) or the postman (Br.) or by a private _____ service.
2. Purchases usually carry an extra charge for _____ if they, are sent by _____.
3. An important or valuable document is best sent by _____ mail.
4. It shows that you are efficient if you reply to a letter by _____.
5. If you want people to reply to an invitation, put _____ at the bottom.
6. If you send some documents in a separate envelope from your letter, these documents are sent under _____.
7. If you are sending someone a letter, you should keep a _____ or a _____, so that you can keep a _____ for your files.
8. It is often cheaper (though less quick) to send catalogues through the mail as _____ instead of by letter post.
9. Envelopes, ball-points, felt tips and paper clips are all items of _____.
10. A letter can be collected from, a-post office if it's addressed _____.

Задание 4. Представьте, что вы менеджер по кадрам. Обсудите с персоналом удобные рабочие часы (flexible Working hours):

The facts

The office opens at the moment from 9 am to 5 pm with a lunch hour from 1 to 2 pm. Three quarters of the staff work a 35-hour week. The rest are part-time. During office hours telephones have to be answered and visitors to be received.

Management proposals

Only certain days in the week should be designated "flexidays". There should be a period of core time, which is non-negotiable except for normal exceptions.

Staff suggestions

Some secretaries would like to leave earlier on (days other than Thursdays as the shops do not stay open later and so are fuller. Clerical staff are prepared to work during the present lunch hour. An extension of working hours is acceptable if they are credited later. One department has proposed a "pairing" system, where you always have someone else to cover for

you in your absence.

Staff requests

There are a number of part-time workers, all women, about 25% of the office staff, who would prefer to work the majority of their 17 hours in the mornings. Several people have requested time to take their children to pre-school and school and also to fetch them in the afternoon. They would prefer to start at 10 on certain days. The canteen must stay open longer at lunchtime, if necessary.

Задание 5. (Вопрос о пользе собраний.) Выразите свое согласие или несогласие:

- More time is wasted at meetings than in any other business activity.
- The purpose of meetings is to decide when the next one will take place.
- A meeting is a group of people who can decide nothing alone and who decide together that nothing can be done.
- It's better to send everyone a memo about a new procedure than to have a meeting.
- The most important person at a meeting is the chairman.
- The most important piece of paper at a meeting is the agenda.
- The most meetings are unnecessary, they're just a way of making people think they're important.
- It's better to talk to each person individually than to have a meeting.
- A meeting may be the only chance the members of a group actually have to see each other face to face.
- Meeting lead to better decisions, because of the exchange of ideas.

Задание 6. Прочитайте диалог. Отметьте незнакомые слова и выражения.

Susan: I've just run into that office designer chap...

Hillary: Mr. Harris?

Susan: That's right. Anyway, he had a pile of papers and a tape measure in his hands. What's going on? Do you know, Hillary?

Hillary: Well, I'm not supposed to tell you, but...

Susan: This sounds interesting! Go on.

Hillary: We are going open plan.

Susan: Does that mean we're going to be sharing a room with the bosses?

Hillary: No, not exactly, but we're going to share the office with some of the other secretaries. It's all part of the new development, but the bosses haven't agreed on the details yet.

Susan: I suppose that with the new extension going up, there will be some more jobs.

Hillary: Have you seen the plans?

Susan: Yes, it's going to be huge.

Hillary: Well, I haven't seen them, but I've heard they want to move all the departments around...

chap – парень

pile – груда, кипа

open plan office — большой офис без внутренних перегородок

Задание 7. В любом офисе много табличек на дверях. Дайте их русские соответствия:

Accounting manager – Bookkeeping – Canteen - Ladies' toilet Gents' toilet – Personnel manager

– Photocopying room – Post room – Secretary – Systems analyses –Typing pool – Reception –

Restroom – Data Processing – Stationery store

Задание 8. Внимательно прочитайте нижеследующие положения. Скажите, какие из них наиболее важны, если вы только начинаете работать в офисе.

- Be punctual.
- Wear your smartest clothes (not trousers if you're a woman).
- Go to the hairdresser's the day before.
- Smile at everybody you meet.
- Find out what the canteen food is like.
- Offer to pay for your own coffee.
- Make a note of everything anyone tells you.
- As if you can start work as soon as possible.
- Show your new colleagues pictures of your family.
- If you are a smoker, don't smoke in an office you share with someone.
- If you are a non-smoker, say you don't mind if the person you share the office with wants to smoke.
- Wait until you have been introduced before you speak to anyone else.
- Apply to go on a special training course.
- Ask where to get your luncheon vouchers.
- Inquire about the company pension scheme.
- Ask who is the trade union representative.

Задание 9. Прочитайте по ролям диалог между менеджером и служащими. Расскажите по-английски о претензиях каждого из служащих.

Hillary: Karen, have you got a few minutes? I'd like to have a word with you.

Karen: Yes, of course, Hillary.

Hillary: And is Helen around?

Karen: Yes, she's just gone over to Finance. She'll be back in a minute... oh, here she is now.

Hillary: Helen, could I have a word with you and Karen?

Helen: Yes, of course.

Hillary: OK. Let's go into Alice's office. She's away today, and then we can talk a bit more privately.

Helen: OK.

Karen: OK.

Hillary: Right, now I've heard that-the two of you have been complaining a bit... about the extra work you are expected to do. So I thought we could perhaps discuss it and see if we can sort it out. Is that OK?

Karen: Yes, it's a good idea.

Helen: Yes, fine.

Hillary: OK, Karen, can you tell me what your problems are?

Karen: Well, it's just that I can't manage to get through all my marketing work. I just seem to have too many other things to do.

Hillary: Go on.

Karen: Well, first I often have to type letters for the departmental managers.

Hillary: You mean outside marketing?

Karen: Yes, for Mr. Ford, for example. When Katty and Sally

Hillary: I see.

Karen: And then I sometimes have to type up minutes of meetings, which isn't really my job at all.

Hillary: No, that's right. That isn't your job. Anything else?

Karen: Well, then there's the post. Occasionally I'm asked to sort through it.

Hillary: Do you ever have to distribute it?

Karen: No, rarely. I mean Helen does that normally. I only do it when she's away or too busy.

Hillary: And how about dictation?

Karen: Well, that's normally once a day, but that's not too bad because it's usually in marketing – so I don't mind. It's really all the other jobs that I get.

Hillary: I see, so the problems are mainly the letters - and typing the minutes.

Karen: Yes, I suppose so.

Hillary: OK. Helen, what about you?

Helen: Well, at the moment! always distribute the mail. But I thought it would be shared – not always me.

Hillary: I see. And what about sorting?

Helen: Well, I do that twice a day, but it doesn't take -very long. And any way, that's part of my normal job.

Hillary: And what about meetings taking minutes or typing them?

Helen: Well, I take minutes at the board meeting every month... and again that's part of my job. But I'm also asked to type up minutes from other meetings.

Hillary: How often?

Helen: I suppose I get some every week to type up... and they're not from marketing.

Hillary: I see. And how about dictation and letters?

Helen: Well, I suppose I do a dictation daily ... but it's often for other managers. I mean they just walk in and...

Hillary: OK, Helen. I understand. And what about letters?

Helen: I rarely type letters these days. I never have time.

Hillary: I see. So I suppose you just give them to Karen.

Helen: Well, not exactly give them...

* * *

Hillary: Alice, are you busy?

Alice: As usual. But what can I do for you?

Hillary: I've just opened the suggestions box, and I wanted to have a word with you about some of the suggestions.

Alice: OK.

Hillary: The first one is about the morning tea break. At present it's at 11.00, and the suggestion is to change it to 10.30.

Alice: Well, and what do you think?

Hillary: I think we should have it a bit earlier, if that's OK.

Alice: I have no objections at all.

Hillary: Good. The second one is about the printer.

Alice: Another complaint about the noise?

Hillary: Afraid so.

Alice: Well, we can't replace it. But it might be a good idea to fit a better cover so that it isn't as noisy.

Hillary: OK, I'll investigate. Right, the next one says 'What about having a non-smoking office?'

Alice: A nice idea, but unfortunately unrealistic with so many people working in the same office. But why don't you talk informally to the office staff and see if the smokers can agree to smoke outside the office or something?

Hillary: OK, I'll do that. The next one is about flextime. Don't you think we should consider it? Most of the other companies in Southtown have already introduced it.

Alice: I'm afraid the Managing Director has already said no to that one, and I agree with him for the moment. I think we should look at it again next year.

Hillary: Fine. OK, just two more. How about a company Christmas party?

Alice: Yes, I'm all in favor. We've got plenty of time if we start thinking about it now. Why don't you start planning after the summer?

Hillary: OK, I'll enjoy organizing that. And finally, there's a suggestion about reorganizing the

furniture in the main office. The secretaries all say that they are very cramped. Don't you think we should do something about it?

Alice: Yes, absolutely. It's been on my mind for quite a while now. I suggest that we have a word with Christine Adams, the Office Manager, and see what can be done.

Hillary: Good, that's all. Thanks very much.

Задание 10. Работа в парах. Составьте мини-диалоги по следующему образцу:

– I think it would be a good idea if all firms had facilities for looking after pre-school children.

– I can see what you mean, but it would be a difficult thing to introduce.

Практическое занятие № 16 GETTING ACQUAINTED WITH THE STAFF / ЗНАКОМСТВО С ПЕРСОНАЛОМ

Цели: формирование представлений студентов по теме “знакомство с персоналом”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. Are good relationships between colleagues important? Why?

Задание 1. Внимательно прочитайте диалог между Hillary Beacham и госпожой Wright. Ответьте на следующие вопросы:

- What kind of job is Mrs. Wright looking for?
- Where did she work before?
- What does Hillary Beacham do (in the company)?

H.B.: I think I'd better take this opportunity to explain to you exactly who's who in the company. You'll need to know who to go to if you want to contact a particular manager. Let's start right at the top: David Burton is the Managing Director and his Personal Assistant is Mary Wilkins. The company is divided into four departments: Production, Personnel, Marketing and Finance. OK?

W.: Right. Let's deal with each one in turn. Michael Stout looks after Production, and his title is Production Manager, and Daniel Harkin works as Personal Assistant in the Production Department. Then there are two secretaries. Is that so?

H.B.: Yes.

W.: Moving on to Personnel, we've got Sheila Polson, and her title is Personnel Director. Jane Hargreaves works for Sheila Polson as Personal Assistant. And then there are two secretaries in the department. OK?

H.B.: Yes, fine. As you know, I'm the Marketing Manager and for the next two months you are going to work as my Personal Assistant. Helen Wright and Karen Williams, the two secretaries in the department, will report to you. Is that clear? And finally... Paul Cummins is responsible for the Finance Department. His PA (Personal Assistant) is Judith Walker. And then there are three secretaries in the department. You've met one already. I think. So that's a brief overview of the structure of the company. Do you have any questions?..

Задание 2. Прочитайте внимательно текст, в котором речь идет о том, каким должен быть современный руководитель. Свое мнение высказывают три члена комиссии: Джон Рейнолдс, Марк Причард, Сюзен Стейнтон. Продолжите обсуждение кандидатур, используя модели диалога.

Reporter: In the second part of this interview I'd like to ask each of you in turn what you consider to be the three most important qualities for a good manager. Perhaps we could hear your ideas first, Mr. Reynolds.

Reynolds: I think that at present the most important quality is the ability to deal with other people. I know we are a manufacturing industry, but I feel very strongly that we also have a great responsibility towards our personnel. Secondly... let me see. Yes, in my opinion the second most important quality is the ability to talk to our personnel about their jobs, their futures, their problems, etc. To be able to relate to them, you know. And thirdly... I suppose I'd put adaptability as the third

most important quality. I think that fits in with the other two points I mentioned to give my idea of a good manager.

Reporter: Thank you for your opinions, Mr. Reynolds. Perhaps we could hear your views now, Mr. Pritchard.

Pritchard: I consider the present situation requires a rather different approach to the whole question of management and therefore different qualities for managers. I believe that a good manager is one who can persuade people that his way is right. Isn't that why he is a manager? Getting people to accept his decisions and to follow his leadership – that, in my view, is the mark of a good manager. Secondly, I feel that he should be firm with his people – that's how they'll come to respect him. And thirdly,... I'm of the opinion that he should be physically fit. In this day and age the pressures and strains are so great that only the fittest can survive, and those are the ones who should be the managers. Mentally competent. Yes, but physically competent, also.

Reporter: Thanks, Mr. Pritchard. Could we hear what you think, Mrs. Stainton?

Stainton: Yes, certainly. I think my views probably represent a mixture of synthesis of my colleagues' opinions. The most important quality is, in my opinion, the ability to think flexibly – to find new answers and new solutions. Secondly, I feel that as managers we should be able to handle people, as I'm sure that for the company good labor relations mean a happy and secure future. But this doesn't mean that we should be too lenient or too dogmatic. No, the third quality should be, in my view, the ability to direct and control people effectively.

Reporter: Thank you all for your opinions.

Задание 3. Запомните следующие слова и выражения. Составьте собственные предложения и мини-диалоги:

to be able to deal with other people – умение общаться с другими людьми
to be responsible (to smb.) – нести ответственность перед кем-либо
to be able to talk to the personnel - уметь разговаривать с персоналом
to be able to relate to people - уметь взаимодействовать с людьми

to be adaptable – уметь приспосабливаться
to fit in with smth. – совпадать с чем-либо, вписываться во что-либо
to be able to persuade people – уметь убеждать людей
to get along with smb. – ладить с кем-либо
* * *

to get people to accept smb's decisions – склонять людей к согласию с решением
(руководства)

to get people to follow smb's leadership – заставлять людей выполнять требования
руководства

to be firm with people – быть требовательным к подчиненным
to be physically fit – быть в хорошей физической форме
to be mentally competent – обладать живым умом
to be able to think flexibly – уметь гибко мыслить
to be able to handle people – уметь управлять людьми
to be lenient – быть уступчивым
to be dogmatic – быть категоричным, догматичным
to direct people effectively – управлять людьми эффективно
to be strong in body – быть физически сильным
to keep fit – держать себя в форме
to be well-organized – быть хорошо организованным
to be punctual – быть пунктуальным
to be enthusiastic – быть оптимистично настроенным
to be suitable for position – соответствовать должности
to be creative – обладать творческим отношением к делу
to be well-bred – быть хорошо воспитанным

Задание 4. Используя приведенные ниже выражения, попытайтесь составить
портрет идеального руководителя.

Expressing your opinion strongly you'll say (Подчеркивая ваше мнение, вы скажете):
I definitely think that...
I'm sure that...
I'm convinced that...
I really do think that...

Expressing your opinion neutrally you'll say (Просто выражая мнение, вы скажете):
As I see it, ...
I think...
I consider...
I feel...
In my opinion...
To my mind...

Expressing your opinion weakly you'll say (Выражая мнение уклончиво, вы скажете):
I'm inclined to think that...
I tend to think...
I'm disposed to think...
I'm prone to think...

Задание 5. Переведите на русский язык следующие точки зрения по вопросу о том,
каким должен быть руководитель. Определите, чьи это точки зрения.

1. to know how they are getting on with their jobs
to have the opportunity to discuss their work in detail with the boss
to discover their own weaknesses to find out what view the boss has of them
to know how to work more effectively
to discuss their future within the organization to see how their careers are developing
* * *
2. managers can profit from closer contact with individual employees
managers can find out what their employees do well or could do better
managers . can review the performance of their staff by interviewing them
the company can profit from interviews, because they create closer working relationships

interviews help the company (to) find out which people can be promoted
interviews help people believe in the company more
interviews help (to) find out which employees can benefit most from further training

Задание 6. Смоделируйте ситуации, в которых сначала вы выступите в роли подчиненного, а затем – в роли менеджера по кадрам.

First you are the employee:

1. You would like to bring up the subject of wanting to have more responsibility...
2. You aren't satisfied with what you have been doing so far...
3. You are looking for greater challenges...
4. You feel your qualifications and your experience mean that you need less supervision in your job...

Now you are the manager:

1. Several people in the department are under consideration by the management...
2. They are looking for someone who is prepared to show initiative and to work under the supervision of the personal assistant of the vice president/managing director...
3. The company is looking for someone who enjoys contact with people outside the company...
4. The company is looking for somebody who is prepared to travel a lot – and to be away from home sometimes at the weekends...

Задание 7. Переведите на русский язык следующие правила делового этикета.

Hints for the Office Manager or the Boss

You need not go around proving you're the boss if you are. So here are some suggestions:

- Don't order, ask and be polite! It amounts to the same thing, but it sounds – and works – better.
- Remember that people work with you? Not for you. People like to be spoken of as associates, not as slaves.
- Keep your promises. It's important to make note of every promise whether it is important or something you think less important.
- Criticize, if you must, only in private – and do it objectively. Never criticize anyone in public or in anger. And that goes for the mail clerk's well as you're your assistant.

* * *

The Secretary

In most companies a secretary is hired strictly for business. If you have so little office work for her that she has time to manage your (or her own) personal affairs, you don't need a secretary.

If you ask her to do something which is beyond the scope of her regular office work, realize that you ask a favor. However, this puts your relationship on a more personal basis...

Drawing room manners are out of place in an office, and you are not expected to jump to your feet and hold a chair for your secretary every time she comes into your office. But take care not to treat her as if she were nobody.

You should say a pleasant "Good morning" when you come in and "Please" and "Thank you" at every opportunity; don't expect her to carry in the chairs for your meeting; show a little interest in her health and mood.

Note: When you go out, let her know where you're going, how you can be reached and when you expect to return. She needs the information to fill for you in your absence.

This is what you should expect of your secretary:

- Polite handling of your telephone calls.
- Courteous handling of your visitors.

When someone has a definite appointment with you, he should not be kept waiting but should be shown to your office at precisely the time agreed upon.

But if you are really busy, your secretary should go out to your visitor in person, explain your absence, convey your apologies and then give a definite idea of how much delay is inevitable.

If the visitor chooses to wait, your secretary should then make sure that he is comfortable. It is by no means necessary for her to "entertain" the visitor. She should go on with her work as soon as she has seen that he is comfortable.

Задание 8. Переведите на русский язык следующие предложения:

(a) Definite frequency

1. The post is delivered twice a day.
2. The photocopier is serviced every three months.
3. Canteen tickets are sold once a week.
4. The telephones are checked annually.
5. The fire alarms are tested twice a year.
6. Training courses for new staff are held every month.

(b) Indefinite frequency

1. Compact employees rarely look at the notice boards.
2. Compact employees quite often eat in the company canteen.
3. Compact employees eat in the company canteen quite often.
4. Compact employees sometimes work overtime.
5. Compact employees always take their full holiday entitlement.
6. Compact employees usually come to work by car.
7. Compact employees often retire at 65.
8. Compact employees are never made free/redundant.

Задание 9. (Предварительная договоренность о встрече.) Прочитайте диалоги по ролям:

S - for Secretary, W - for Mrs. Wright, H.B. – for Hillary Beacham.

S.: Compact System. Good morning.

W.: Good morning. Could I speaking to Hillary Beacham?

S.: Who's calling, pleas

W.: My name is Adel Wright.

S.: Thank you. And what's it in connection with?

W.: The secretarial job advertised in last night's paper
 S.: Thank you. One moment, please. I'm putting you through now.
 W.: Thank you.
 S.: I'm afraid there's no answer. Would you like to leave a message?
 W.: No, thank you. I'll ring back later. What time do you think she'll be in her office?
 S.: If you give me your name, I'll tell her you're going to call.
 W.: OK. It's Wright, spelt W-R-I-G-H-T. And the first name's Adel.
 S.: OK, Miss Wright.
 W.: It's Mrs. Wright, actually.
 S.: OK, Mrs. Wright.
 W.: So, what time should I call back?
 S.: She'll definitely be in after lunch, at 2.
 W.: OK. I'll call back after 2, then. Thank you.
 S.: Goodbye.
 W.: Goodbye.

* * *

S.: Compact Systems. Good afternoon.
 W.: Good afternoon. Could I please speak to Hillary Beacham?
 S.: And your name is?
 W.: Adel Wright.
 S.: Thank you. What are you calling about, please?
 W.: The secretarial job advertised in last night's paper.
 S.: Ah yes. You rang this morning, didn't you?
 W.: Yes, that's right.
 S.: Hold on a moment, please, Mrs. Wright. I'll connect you right away.
 W.: Thank you.
 H.B.: Hillary Beacham speaking.
 W.: Good afternoon. My name's Adel Wright. I'm calling in connection with the secretarial job advertised in last night's paper.
 H.B.: Ah yes, Mrs. Wright. You rang this morning, didn't you?
 W.: Yes.
 H.B.: Can I ask you a few questions?
 W.: Of course.
 H.B.: I presume you've worked in a computer company?
 W.: Yes, I've had four years with Date Base System.
 H.B.: Are you still there now?
 W.: Yes, I am.
 H.B.: I see. And what are your duties there?
 W.: I work in the sales department. I handle all the inquiries.
 H.B.: I see. And are these written inquiries?
 W.: Both written and phone calls.
 H.B.: And do you have to do a lot of typing?
 W.: No, in fact I use the phone for nearly all UK inquiries.
 H.B.: And what about shorthand?
 W.: Well, to be honest, it's a bit rusty.
 H.B.: Good. So, perhaps you could tell me why you are interested in...

Задание 10. Запомните следующие слова и выражения:

to be familiar with the requirements of the job – знать требования, предъявляемые

работой

in my previous position – на прежней должности

to be in charge of – отвечать за

opportunities for advancement – возможности продвижения по службе

a full-time job – штатная должность, полный рабочий день

a part-time job – работа на полставки, неполный рабочий день

well-paid job – хорошо оплачиваемая работа

temporary job – временная работа

job in one's field – работа по специальности

to work overtime – работать сверхурочно

length of service – стаж работы

cash award = bonus = premium – денежная премия

lay-off – сокращение, увольнение из-за отсутствия работы

benefits = fringe benefits = perks – льготы

probationary period – испытательный срок

to apply for position – подать заявление о приеме на работу

to ask for raise (Am.), rise (Br.) – просить повышения зарплаты

to take home pay = net salary – чистая зарплата (за вычетом всех налогов)

regular pay – основная зарплата

gross pay – общая сумма зарплаты (salary), сумма до вычета налогов

job vacancy = job opening – вакантная должность

high level job – высокая должность

top position – ведущая должность

managerial job – управленческая должность

administrative job – административная должность

job title – наименование должности

to resign – отказываться от должности

to fill a position – вступить в должность

deductions from the salary – вычеты из зарплаты

to be promoted to the position of ... – быть переведенным с повышением на должность...

to make a good impression on – произвести хорошее впечатление

Задание 11. Деловая игра. Используя лексику урока и выражения из задания 10, составьте диалоги.

В вашей фирме появилась вакансия на должность секретаря управляющего предприятием.

Вы выбрали претендента на эту должность и оговариваете с ним его расписание дня.

Претендент на должность уточняет у вас необходимые детали для работы на новом месте.

Практическое занятие № 17 BUSINESS CORRESPONDENCE / ДЕЛОВАЯ ПЕРЕПИСКА

Цели: формирование представлений студентов по теме “деловая переписка”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над

текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие

КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. What types of business letters do you know?

Задание 1. Прочитайте текст, стараясь не прибегать к помощи словаря. Выпишите незнакомые слова и выражения.

With the development of industry, technology, trade, and economic ties among the countries and ordinary people a great volume of business is done by mail. It is true that the telephone, telegraph, telex and fax to speed up transactions, but they also increase expenses to such an extent that practical businessman and economic people use these modern means of communication only for matters requiring immediate action or for messages which can be expressed briefly.

Business letters concern us in our daily living, especially those of us who live abroad and deal with foreigners. People write business letters in many situations: finalizing contracts, booking a seat in an airplane, reserving hotel accommodation, booking theatre tickets, writing order-letters, letters of inquiry, claim letters (letters of complaint), cover letters, letters of confirmation and letters of guarantee.

A business letter, like a friendly or social letter, should make a favorable impression. In order that a letter may create this impression, it should be neatly written or typed, properly spaced on the page and correctly folded in the envelope.

The Flirts of a Business Letter

The basic outline for a business letter is that of any letter: the heading, the inside address, the salutation, the body of the letter, the complimentary close and the signature. If you forget something you mean to say in the letter, put it in a PS at the bottom of the page.

Задание 2. Выучите следующие слова и словосочетания и составьте с ними собственные предложения:

a great volume of business – большой объем работы

to speed – ускорять, содействовать

to speed transactions – ускорять сделки

to increase – увеличивать, поднимать

to increase expenses – увеличивать расходы

order-letter – письмо-заказ

inquiry letter – письмо-запрос

clam letter (letters of complaint) – письмо-жалоба (письмо-рекламация)

cover letter – сопроводительное (препроводительное) письмо

letter of confirmation – письмо-подтверждение

to space – размещать, отделять

to fold – складывать, сгибать

heading – заголовок

salutation – приветствие

inside address – адрес получателя

body of the letter – текст письма

complimentary dose заключительная формула вежливости

signature – подпись

circular letter – циркуляр

registered letter – заказное письмо

dead letter – недоставленное письмо
letter of congratulation – поздравительное письмо
letter of introduction – рекомендательное письмо
registered letter with statement of value – ценное письмо
statement – ведомость
remittance – денежный перевод
to be called for = poste restante – до востребования
date of the postmark – дата почтового штемпеля
certified copy – заверенная копия
Consignment note = way bill – накладная
to send by parcel post – отправлять почтовой посылкой
to post = to mail – отправлять почтой
urgent telegram – срочная телеграмма
to refer to smth. – ссылаться на что-либо
first-printed copy – первый экземпляр
copy on approval – контрольный экземпляр
in duplicate = in two copies – в 2 экземплярах
to renew correspondence – возобновлять переписку
addressee – адресат
sender – отправитель
receiver – получатель
in triplicate = in three copies – в 3 экземплярах
receipt – расписка

Задание 3. Выберите нужное слово из рамки и заполните пропуски:

to type
the complimentary
closing
extent
salutation
volume
concern
envelope

1. _____ a polite way of the ending of a letter.
2. The name and address of the company written to are usually _____ on the left-hand side against the margin.
3. The normal form of _____ for letters addressed to organization is "Dear Sirs". "Dear Mr. Smith" has tended to replace "Dear Sir".
4. The _____ of passenger travel on the railways is decreasing.
5. A flat-paper container for a letter is called _____.
6. This clause of the contract _____ very much.
7. I was surprised at the _____ of his knowledge.

Задание 4. Прочитайте текст. Выразите свое согласие или несогласие с суждениями после текста.

Layout of Commercial Correspondence

Business letters exchanged by commercial firms, companies, publishing houses, institutions, etc. are usually written on business letterheads with the name and address of the firm or office already printed above the letter.

The usual layout for the official business letter today is known as the blocked style. In this style all new lines of typing are ranged to the left including paragraph openings and the concluding salutation. There is no punctuation in the address and the greetings. The same style is followed on the envelope.

This streamline style is considered to be efficient, modern and is designed to save the typist time.

However, there are companies and firms which favor the indented or step form style. In this style paragraph openings are indented, the address and greetings are punctuated. The complimentary close and signature are in the middle or even on the right.

The indented style in business letters now has somewhat a traditional appearance, though it can look more balanced, especially for personal letters.

Following are some business letters written on letterheads in the modern streamline block style.

* * *

1. The usual layout for the official business letter today is known as the blocked style.
2. There is no punctuation in the address and the greetings.
3. The streamline style is considered to be efficient, modern and is designed to make a letter more beautiful.
4. In the indented or step form style paragraph openings are indented, the address and the greetings are punctuated.
5. The complimentary close and signature in the step form style can be only in the middle.
6. The indented style in business letters has a different appearance each time.

Задание 5. Внимательно прочитайте образцы деловых писем. Объясните, чем различаются эти письма.

Heading University High School
155 East 44th Street
New York 17. New York
September 4. 200...

Inside address

Mr. H. Buford Fisher. Chief
Public Information Service
United Nations, UN Plaza
New York, New York

Salutation → Dear Mr. Fisher.

Body

Our oral-English class¹ occasionally sends speakers to other oral-English classes as part of our program of work during the term. This year we would like to aid in publicizing UN activity during the forthcoming annual Assembly² of the United Nations due to open this September.

Body

In order to get information about the activities of the United Nations and the importance of this World organization, we should like to have a good speaker who can give us information, such as a member of the UN Secretariat. Would you be kind enough to suggest a speaker who is not too formal, but who would talk conversationally³ and interestingly. His talk should not last over an hour. I enclose a self-addressed stamped envelope,⁴ and we shall be grateful for any suggestions you may make.

Close → Very truly yours,

1 oral-English class – группа разговорного английского языка

2 the forthcoming annual Assembly — предстоящая ежегодная Ассамблея

3 to talk conversationally — владеть разговорной речью

4 self-addressed stamped envelope — маркированный конверт с обратным адресом

Signature → Laura Winston

Stamp

Edward J. Dawson

R.R. I, Box 148

Stockton,

Mr. George L.

Smith

39 West Locust

Avenue

Stamp

Richard M.

Marshall,

1387 Brown

Hinson Manufacturing

Company,

1795 Connecticut

Street.

Задание 6. Внимательно изучите структуру делового письма (Задание 5) и ответьте на следующие вопросы:

1. What kind of letter is it?
2. Does the salutation "Dear Mr. Fisher" show that the correspondent is unknown to the author or known to him personally?
3. What does the body of the letter deal with?
4. Is the complimentary close formal or informal?

Задание 7. Напишите письма по следующим адресам:

а) в Англию на фирму "Smith & Sons LTD", Лондон СВ.Б., Куин Виктория 25, на имя менеджера по экспорту

б) на фирму «Лондон Метал Уоркс», в Лондоне Н.В. 7, по улице Минсннг Лэйн 37, на имя секретаря

в) в Манчестер, 15, улица Марпл Роуд, дом 37, на фирму «Астлей Бразерз».

Задание 8. Внимательно изучите следующую таблицу и напишите по одному письму каждого типа.

Different Kinds of Salutation and Complimentary Close

Kind of a Letter	Salutation	Complimentary Close
Formal letters to officials ⁵		
and supervisors ⁶		
Sir:		
Madam:		
Yours respectfully.		
Respectfully yours.		
Yours very respectfully		
Letters to business firms		
and companies		
Gentlemen:		
Ladies:		
Yours truly		
Answers to advertisements		
giving no name of person or		
firm		
Gentlemen: (or omit the		
salutation)		
Yours truly		
Letters to persons		
unknown or slightly known to		
writer		
My dear Mr. Moore:		
Dear Mr. Johnson:		
My dear Mrs. Slock:		
Dear Sir:		
Dear Sir and Madam:		
Yours truly. Sincerely yours.		
Yours very truly. Very truly		
yours.		
Letters to persons well-		
known to writer		
Dear Mr. Warren:		
Dear Miss Macy:		
Dear Mrs. Jenkins:		
Dear Professor Lewis:		
Very sincerely yours,		
Cordially yours,		

Yours cordially,
Very cordially yours.

5 ' official — служащий
6 supervisor — должностное лицо

Задание 9. Поставьте глагол в скобках в нужную форму

21st June, 200...

Dear Mr. Brown,

I just _____ (to read) your promotion to sales manager. Let me

_____ (to offer) my warmest congratulations.

I _____ (not to have) to tell you that all of us _____ (to wish) you best of luck in your new position.

We _____ (to be sure) we _____ (to read) more good news about you in the trade

papers in the future.

Yours sincerely,

F. Popov

25th November, 200...

* * *

16th July, 200...

Dear Sir,

Your order No 1355

We _____ (to write) to inform you that we (to ship) the first grinding machine against the above order by the m.v. St. Petersburg this morning. Acknowledgment of receipt in good and

condition _____ (to be appreciated).

Задание 10. Переведите на английский язык:

1. Умение писать деловые письма имеет огромное значение для нормального ведения коммерческой деятельности.
2. В письмах можно использовать некоторые общепринятые стандартные обороты.
3. Деловые письма обычно пишутся на фирменных бланках, отпечатанных типографским способом.
4. Заголовок к тексту письма сообщает его тему, тем самым давая возможность получателю сразу понять, о чем письмо.
5. Письмо должно быть посвящено лишь одному вопросу.
6. Деловые письма подписываются от руки четко и разборчиво.

Задание 11. Выучите заключительные фразы деловой переписки:

We expect your early reply – Надеемся на быстрый ответ

Please inform us in the shortest possible time – Просим сообщить нам как можно скорее

We are looking forward to your consent (approval) – Ожидаем Вашего согласия

(одобрения)

Awaiting your reply – Ждем Вашего ответа

Yours faithfully = Faithfully yours = Yours truly = Yours sincerely = Sincerely yours – С уважением

Задание 12. Переведите предложения и выражения, используйте их при написании письма:

We have the pleasure to inform you that.... Please accept our apologies for... We are sorry to have remind you that... In connection with your letter of... In confirmation of the cable of... In view of above... We are sending this letter in duplicate. At your request, we are sending you... We have considerable interest in... With reference to your order... In reply to your letter of... Please let us have your instructions for shipping. This is to confirm our order of.... We have an inquiry for...

Accept our apologies for the delay. The delay was caused by... The delay occurred through no fault of ours. Reasons beyond our control. In due course. Damage occurred during transporting. Through an oversight, for lack of time. In case of non-payment. Trusting for a favorable reply to our application. We are honored to invite you to participate in our forthcoming conference on...

Should our offer be of interest to you, we shall be glad to see your representative. Thank you for your order and you can be sure the goods will be supplied within next week as usual. Unfortunately, we cannot see our way to accept your order with a discount of 10%. Please, inform us if this special cash discount of 5% is acceptable for you. We are pleased to tell you how glad we were with your order because it represents our first business transaction with you. We enclose a free leaflet and new quotations. The lowest quotations today are as follows... We confirm the receipt of your order No 215 of 11 October. Please let us know when the goods are ready for shipment. We thank you for your inquiry. Please state what discount you allow for quantities and cash payment. We'll give you a discount, if you increase your order. We enclose our price-list with this letter. Please do not hesitate to contact us. A 5 per cent discount off (from) the price. This price is subject to confirmation. What's your idea of the price?

Задание 13. Внимательно прочитайте образец письма к менеджеру по кадрам и выучите слова и словосочетания, которые помогут вам лучше понять содержание письма:

The Firs,
Long Lane,
Bickley, Surrey
The Personnel Manager,
Harper & Grant Ltd.,
Great West Road,
London, W. 25.
1st October, 200..,

Dear Sir,

I am writing to ask you if you have a vacancy on your staff for an assistant accountant.

I am twenty-two years of age and have been working in the costing department of the Bedford Furnishing Company, Bedford House; London, E.C.I.", for the past two years. I am studying Accountancy and Business Management at the Polytechnic and wish to complete my course there, which has another two years to run.

The only reason for, my seeking new employment is, that Bedford Furnishing is moving shortly to a development area in the north-west, where its main works is already located.

If there is some chance of a vacancy occurring in-the near future, I would greatly appreciate being given an interview. My present employers would gladly give reference.

Yours faithfully,
Simon Deeds

Задание 14. Деловая игра. Составьте деловые письма по заданным ситуациям, используя выражения:

письмо-предложение о (поставках оборудования), письмо-подтверждение о (поставках оборудования), письмо-приглашение (на работу, на совещание), письмо-просьба, письмо-благодарность, письмо-поздравление, письмо-отказ, жалоба на задержку с ответом, принятие предложения, письмо-претензия на качество товара, просьба о предоставлении информации по какому-либо вопросу, письмо об изменении условий или сроков поставок.

Практическое занятие № 18 COMPANY MANAGEMENT / УПРАВЛЕНИЕ КОМПАНИЕЙ

Цели: формирование представлений студентов по теме “управление компанией”; формирование способности к коммуникации и навыкам делового общения на иностранном языке.

Задачи: корректировка и совершенствование произносительных навыков; введение и закрепление нового лексического материала и активизация лексических навыков; ознакомление с видами чтения и эффективными методами и приемами работы над текстом; развитие и совершенствование навыков и умений устной речи; формирование потребности и способности к сотрудничеству и взаимопомощи при работе в паре и группе.

Тип занятия: практическое занятие
КОНТРОЛЬНЫЕ ВОПРОСЫ:

1. What is management?
2. Who is a manager?

Задание 1. Постарайтесь понять текст без словаря. Кратко перескажите его основное содержание.

The management of the company is called the Board of Directors (not Managers) headed by the Chairman (= the President Am.). There is usually a Managing Director and in the case of big companies there may be several Joint Managing Directors.

A Manager in British companies is the person who is head of a department – Sales, Export, Works (Production), Staff, etc. So there are Sales Managers, Export Managers, Works (Production) Managers, Staff Managers, etc.

A general Manager has managers, working under his control, and receives his instructions from the Managing Director.

By British Company Law (the Companies Acts of 1948 and 1985) a limited company (public or private) must have a Company Secretary whose duties are manifold. First he is the clerk to the Directors: he is to keep Registers of Directors and Members, arrange for proceedings at Directors' and shareholder's meetings, prepare notices for the calling of these meetings, attend them and advise directors at board meetings on the legal, accounting and tax implications of any proposed business move as well as keep minutes and write reports (the minutes of a meeting are usually concise records of resolutions or decisions reached, and the reports are more extensive and give details of discussions, arguments for or against the resolutions, and so on). Second he represents his company and in this capacity he supervises the working of the staff and the maintenance of staff records (if there is no special staff manager) finally he is often responsible for the accounting and handling of contracts. Thus he is the link between the company and the members, between the company and the staff and between the company and the public.

The Company Secretary must be a properly qualified person, and be able to fulfill his

routine duties well. He is supposed to have training in company law, accountancy and many other subjects. He is expected to be a part-lawyer, part-economist, part-administrator and part-accountant.

But it takes a good deal more than professional qualifications to make a good company secretary: "he must be businessman and humanitarian, lawyer and visionary" (as one of the English newspapers puts it).

Задание 2. Выберите нужное слово из рамки и заполните пропуски:

department
staff
head
management
activities
shareholders
supervise
handling
minutes

1. Accounting and advertising are important _____.
2. Most companies are made up of three groups of people _____ (who provide the capital), the _____ and the workforces.
3. If the production plan is not met, then a manager must be penalized along with the workers he _____.
4. _____ shows the financial picture of the firm.
5. Senior managers _____ the various _____ or functions within a company.
6. Machinery packed in crates needs a special bottom of facilitate _____.

Задание 3. Найдите синонимы среди следующих слов:

- to maintain, to attend, to propose, can, ordinary, to carry out, to advise of
- to suggest, to keep, to visit, to be able, routine, to fulfill, to inform

Задание 4. Ответьте на вопросы:

1. What is the management of the company called?
2. Who heads the Board of Directors?
3. What managers are there in British companies?
4. What does a General Manager do?
5. What are the duties of a Company Secretary?
6. What qualities must a Company Secretary have?
7. How did one of the English newspapers describe a good Company Secretary?

Задание 5. Изучите схему управления английской кампании:

Executive Vice-President
President
Chief of The
Credit Department
Marketing

Research Manager
Product Research
Manager
Research and
Development
Sales
Manager
Production
Manager
Controller

Задание 6. Используя модели, перестройте предложения в пассивном залоге.

Model 1: The manager examines the organizational structure of the firm. →
The organizational structure of the firm is examined by the manager.

1. The vice-president gives orders to employees.
2. I receive orders from the sales manager.
3. My friend holds the position of general manager.
4. The personnel office receives resumes from prospective candidates.
5. Staff departments do different services to line departments.
6. He takes the orders and usually fulfills the task very quickly.

Model 2: The Production Manager is examining the organizational chart. →
The organizational chart is being examined by the Production Manager.

1. I am sending my annual report to my immediate superior.
2. The foreman is firing his immediate subordinate.
3. Comptroller is giving the orders to his employees.
4. We are changing the organizational structure of our company.
5. The board of directors is enlarging the staff of the company.

Model 3: I have invested my money in real estate. →
My money has been invested in real estate.

1. We have considered the advantages and disadvantages of partnership.
2. I have bought shares of IBM (International Business Machines company).
3. This business has involved big financial resources.
4. We have elected the board of directors.
5. The board of directors has chosen the company officers.

Задание 7. Прочитайте фрагмент вступительной речи управляющего по кадрам перед группой секретарей, начинающих работать в компании (Personnel Manager — P.M.; Secretary — S.). В чем, по-вашему, основные сложности в организации работы?

P.M.: Good morning, I'd like to welcome you to our organization. Now you all know which departments you are going to, but before you go off I am going to tell you a little bit about us and about the rules and regulations which we try to adhere to. And the reason why we have these rules is that they help us all to know what we can do, what we must do, and what we shouldn't do – and in the long run make this a happy place to work.

S.: And what can you tell us about flextime system?

P.M.: First of all the flextime system. Most of you can choose what time you are going to

start and finish. However, you must all be here for core time which is from 10 till 3. You should all work for a minimum of 37 hours a week and not more than 41 hours. If you look at your job descriptions you'll see that you should put in an average of 38 hours a week. This means you can put in up to an extra 2 hours per week. However, at the end of a month you shouldn't have more than 10 hours overtime, because only 10 hours can be claimed, is that clear?

S.: We would like also know about daily working hours.

P.M.: As far as your daily working hours are concerned, you should tell the departmental heads on the Friday, what times you are going to start the following week. You need's start each day at the same time; but you must be here between 10 and 3, and you mustn't put in less than 37 hours in a week. And one more point, you needn't specify in advance what time you are going to finish.

S.: How long does our holiday last?

P.M.: You all have 18 days holiday a year. Ten of these 18 days must be taken during July when the company will be closed. The other eight days may be taken in either one or two installments, for example five days and three days or six days and two days, etc. But you can't have eight separate single days off or four 2-day periods off.

S.: Could you possibly tell us about lunch hours? We have a canteen here where you can have lunch. Lunch tickets are on sale on Monday mornings only and this means you must buy your tickets then for the rest of the week. The canteen is open between 12.30 and 2 o'clock and there are two sittings. You should decide on Monday which sitting you are going to attend and tell the supervisor when you buy your tickets. So, any more questions about these three points – flextime, holidays and lunch – before I move on to the next matter?

Задание 8. Прочитайте по ролям диалог и кратко перескажите его содержание.
Allocating the Budget

Chairperson: Well, let's move on to Point 5 on the agenda – the allocation of the 660,000 donated by George Smethurst. We've had 5 proposals put forward, which you've all got on your agendas.

Well, who'd like to start the ball rolling? Yes, Bill.

Bill: Well, I think there are two key areas where improvements are really necessary and where I think we should spend the money. These are, firstly, office accommodations and the workshop. I'd like to suggest that the money be equally allocated between these two areas.

Chairperson: Charles, I can see from your frown that you don't agree.

Charles: It's not that I disagree entirely with what Bill has suggested. I think it's certainly a good idea to spend some of the money on improving the workshops – and I'm all in favor of that. But I don't think that office accommodations is a priority at the moment, and therefore I'm not, really for spending money on that. What I do feel we should allocate the money to is improving the company's recreational facilities.

Chairperson: Thanks, Charles. And what do you think, Mike?

Mike: Well, if you ask me, I don't think we need to worry about either the workshops or the recreation area, and I am firmly against spending money on those two proposals. What I would like to see is something done about the canteen – and the Food served in it.

Chairperson: Mary, you look ready to say something.

Mary: Yes. I can't possibly agree to Mike's proposal about the canteen. The food, in my opinion, is certainly adequate and I don't see why we need to spend any money on food. It's not intended to be a three-star restaurant. If they don't like the food here, and remember it's subsidized by US, they can always make their own arrangements. I'm inclined to agree with Bill – that we should spend the money on the workshops and the office accommodations.

Chairperson: Thanks, Mary. Susan.

Susan: I'm inclined to agree with Mary's idea about spending the money on the workshop, but I'm rather against improving office accommodations at the moment. Not that it doesn't need it. It does. But it's rather a luxury. Now you may think my ideas are rather bizarre, but I think we should seriously consider investing some of the money – perhaps in antiques or paintings. You may well smile, but a little outside investment will at least give us something to fall back on.

Chairperson: I think the best thing to do now would be to vote on the issue. All those in favor.

Задание 9. Используйте данные выражения в собственных диалогах:

- I think we should spend the money on office accommodations.
- I think some of the money should be spent on the canteen.
- I think we should spend most of the money on the workshop.
- I think all of the money (should) be spent on the recreation area.
- I suggest that a little of the money should be spent on the canteen.
- I think we should spend most of the money on office accommodations.
- I suggest we spend most of the money on antiques.
- I think the canteen needs urgent attention.
- I suggest we pay attention to the recreation area as well.
- I think the workshop is in a disgusting condition.
- I think the best thing we could do at the moment is invest the money in a bank.
- I suggest we also invest some of the money in paintings.
- I think that a new recreation area will solve all our problems.
- I suggest that the working conditions should first be improved.
- I think we should have more workers on the Board of Management.

Задание 10. Прочитайте по ролям диалог между служащим фирмы (А.) и менеджером (В.). Составьте сами подобный диалог.

A.: Well, it's a management meeting so the distribution list is all departmental managers and the managing director.

B.: How many items have we got for the agenda?

A.: I've got four. And then I've received some suggestions from the other managers. Those are on that piece of paper there. We'll have to see how many of those can be included with the time we have available. So, firstly, I'll present the European marketing effort.

B.: So what should I put on the agenda?

A.: Call that one "Marketing report: European market".

B.: Right – "Marketing report: European market".

A.: Now I think that'll take about 45 minutes with questions. We mustn't let it go on too long. Once we've discussed that, we'll go on to consider the Far East market. So put that down as the second point on the agenda: "Marketing report: Far East market".

B.: OK – "Marketing report: Far East market". And thirdly?

A.: Next we'll get onto the forthcoming advertising campaign. Oh, and before I forget, will you remember to get those advertising proofs out of the file for me and leave them on my desk, please?

B.: Certainly. So, what's the last thing on the agenda? By the way, what about this suggestion for an item on "Review of market research activities"?

A.: Oh thanks, Hillary. Yes, we should try and include that. Right – put "Review of market research activities" third.

B.: OK. That means that we'll take the advertising campaign fourth?

A.: Yes. So forth we've got the advertising campaign. B.: What should I call it on the agenda?

A.: Let's call it "Advertising". No, "Advertising campaign". Have you got that?

B.: Yes, "Advertising campaign".

A.: The last thing I've got for the agenda is the computerization of the market research program. But perhaps we can take the item on "Investment in new equipment" fifth. Yes, let's do that. So, fifth we've got "Investment in new equipment". OK?

B.: So, point 5 is "Investment in new equipment".

A.: So that just leaves "Computerization of the market research program" as my final point for the agenda. In fact I doubt if we'll have time for anything else.

B.: So finally we've got "Computerization of the market research program".

A.: Yes. And then don't forget to add AOB. Then we can mention the other points that we haven't had time to discuss and decide when we are going to go over them.

Задание 11. Переведите на русский язык следующие словосочетания:

minutes of last meeting; marketing reports: France and Germany; program for next year; date of the next meeting; changes in work schedules; "No smoking" arrangements; holiday arrangements; next year's pay rise; arrangements for sick leave; general discussion; on their long-term prospects; short-term prospects; of their competitiveness; with regard to domestic market; information on their credit status and reliability; for health reasons; parent organization; risk contract; due and faithful performance of a contract; non-fulfillment of contractual obligations; after a careful study of all the evidence; putting these questions aside.

Задание 12. Переведите следующие дефиниции:

agenda – list of points to be discussed at a meeting
available – free
to attend – to be there
distribution list — list of people who should receive a document
forthcoming – happening in the near future
campaign – connected set of actions intended to obtain a particular business result (e.g. advertising campaign)
review – careful consideration
market research – gathering of market information especially before designing a new product
computerization – introduction of computers into a company or department
investment – putting money in
AOB – abbreviation for "Any Other Business"

Задание 13. Деловая игра.

Руководитель фирмы проводит производственное совещание со своими заместителями и активом. Повестка совещания: «Улучшение работы фирмы». Вносятся и обсуждаются предложения по улучшению рекламы, изучению новой конъюнктуры рынка, ценообразованию, установке нового оборудования.

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**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ**

**Федеральное государственное автономное образовательное учреждение высшего
образования**

«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ
РАБОТЫ СТУДЕНТОВ ПО ДИСЦИПЛИНЕ**

ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ

Направление подготовки
Направленность (профиль)

27.04.01 Стандартизация и метрология
Цифровая метрология и управление
качеством

Ставрополь, 2026

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Общие положения

Самостоятельная работа - планируемая учебная, учебно-исследовательская, научно-исследовательская работа студентов, выполняемая во внеаудиторное (аудиторное) время по заданию и при методическом руководстве преподавателя, но без его непосредственного участия (при частичном непосредственном участии преподавателя, оставляющем ведущую роль за работой студентов).

Самостоятельная работа студентов (СРС) в ВУЗе является важным видом учебной и научной деятельности студента. Самостоятельная работа студентов играет значительную роль в рейтинговой технологии обучения.

К основным видам самостоятельной работы студентов относятся:

- формирование и усвоение содержания конспекта лекций на базе рекомендованной лектором учебной литературы, включая информационные образовательные ресурсы (электронные учебники, электронные библиотеки и др.);
- написание докладов;
- подготовка к семинарам, практическим и лабораторным работам, их оформление;
- составление аннотированного списка статей из соответствующих журналов по отраслям знаний (педагогических, психологических, методических и др.);
- выполнение учебно-исследовательских работ, проектная деятельность;
- подготовка практических разработок и рекомендаций по решению проблемной ситуации;
- выполнение домашних заданий в виде решения отдельных задач, проведения типовых расчетов, расчетно-компьютерных и индивидуальных работ по отдельным разделам содержания дисциплин и т.д.;
- компьютерный текущий самоконтроль и контроль успеваемости на базе электронных обучающих и аттестующих тестов;
- выполнение курсовых работ (проектов) в рамках дисциплин;
- выполнение выпускной квалификационной работы и др.

Методика организации самостоятельной работы студентов зависит от структуры, характера и особенностей изучаемой дисциплины, объема часов на ее изучение, вида заданий для самостоятельной работы студентов, индивидуальных качеств студентов и условий учебной деятельности.

Процесс организации самостоятельной работы студентов включает в себя следующие этапы:

- подготовительный (определение целей, составление программы, подготовка методического обеспечения, подготовка оборудования);
- основной (реализация программы, использование приемов поиска информации, усвоения, переработки, применения, передачи знаний, фиксирование результатов, самоорганизация процесса работы);
- заключительный (оценка значимости и анализ результатов, их систематизация, оценка эффективности программы и приемов работы, выводы о направлениях оптимизации труда).

Самостоятельная работа по дисциплине «Лексикология» направлена на формирование следующих **компетенций**:

Индекс	Формулировка:
УК-4	Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

Цель и задачи самостоятельной работы

Ведущая цель организации и осуществления СРС совпадает с целью обучения студента – формирование набора общенаучных, профессиональных и специальных компетенций будущего магистранта по направлению подготовки 27.04.01 Стандартизация и метрология.

При организации СРС важным и необходимым условием становятся формирование умения самостоятельной работы для приобретения знаний, навыков и возможности организации учебной и научной деятельности. Целью самостоятельной работы студентов является овладение фундаментальными знаниями, профессиональными умениями и навыками деятельности по профилю, опытом творческой, исследовательской деятельности. Самостоятельная работа студентов способствует развитию самостоятельности, ответственности и организованности, творческого подхода к решению проблем учебного и профессионального уровня.

Задачами СРС являются:

- систематизация и закрепление полученных теоретических знаний и практических умений студентов;
- углубление и расширение теоретических знаний;
- формирование умений использовать нормативную, правовую, справочную документацию и специальную литературу;
- развитие познавательных способностей и активности студентов: творческой инициативы, самостоятельности, ответственности и организованности;
- формирование самостоятельности мышления, способностей к саморазвитию, самосовершенствованию и самореализации;
- развитие исследовательских умений;
- использование материала, собранного и полученного в ходе самостоятельных занятий на семинарах, на практических и лабораторных занятиях, при написании курсовых и выпускной квалификационной работ, для эффективной подготовки к итоговым зачетам и экзаменам.

Технологическая карта самостоятельной работы студента

Код реализуемой компетенции	Вид деятельности студентов	Итоговый продукт самостоятельной работы	Средства и технологии оценки	Объем часов
УК-4	Самостоятельное изучение литературы по разделам дисциплины	Конспект	Собеседование, тестирование	18
УК-4	Подготовка к практическим занятиям	Конспект	Собеседование	18
УК-4	Подготовки реферата	Реферат и презентация	Защита реферата	18
Итого за 1 семестр				54

Порядок выполнения самостоятельной работы студентом

4.1. Методические рекомендации по работе с учебной литературой

При работе с книгой необходимо подобрать литературу, научиться правильно ее читать, вести записи. Для подбора литературы в библиотеке используются алфавитный и систематический каталоги.

Важно помнить, что рациональные навыки работы с книгой - это всегда большая экономия времени и сил.

Правильный подбор учебников рекомендуется преподавателем, читающим лекционный курс. Необходимая литература может быть также указана в методических разработках по данному курсу.

Изучая материал по учебнику, следует переходить к следующему вопросу только после правильного уяснения предыдущего, описывая на бумаге все выкладки и вычисления (в том числе те, которые в учебнике опущены или на лекции даны для самостоятельного вывода).

При изучении любой дисциплины большую и важную роль играет самостоятельная индивидуальная работа.

Особое внимание следует обратить на определение основных понятий курса. Студент должен подробно разбирать примеры, которые поясняют такие определения, и уметь строить аналогичные примеры самостоятельно. Нужно добиваться точного представления о том, что изучаешь. Полезно составлять опорные конспекты. При изучении материала по учебнику полезно в тетради (на специально отведенных полях) дополнять конспект лекций. Там же следует отмечать вопросы, выделенные студентом для консультации с преподавателем.

Выводы, полученные в результате изучения, рекомендуется в конспекте выделять, чтобы они при перечитывании записей лучше запоминались.

Опыт показывает, что многим студентам помогает составление листа опорных сигналов, содержащего важнейшие и наиболее часто употребляемые формулы и понятия. Такой лист помогает запомнить формулы, основные положения лекции, а также может служить постоянным справочником для студента.

Чтение научного текста является частью познавательной деятельности. Ее цель – извлечение из текста необходимой информации. От того на сколько осознанна читающим собственная внутренняя установка при обращении к печатному слову (найти нужные сведения, усвоить информацию полностью или частично, критически проанализировать материал и т.п.) во многом зависит эффективность осуществляемого действия.

Выделяют **четыре основные установки в чтении научного текста:**

информационно-поисковый (задача – найти, выделить искомую информацию)

усваивающая (усилия читателя направлены на то, чтобы как можно полнее осознать и запомнить как сами сведения излагаемые автором, так и всю логику его рассуждений)

аналитико-критическая (читатель стремится критически осмыслить материал, проанализировав его, определив свое отношение к нему)

творческая (создает у читателя готовность в том или ином виде – как отправной пункт для своих рассуждений, как образ для действия по аналогии и т.п. – использовать суждения автора, ход его мыслей, результат наблюдения, разработанную методику, дополнить их, подвергнуть новой проверке).

Основные виды систематизированной записи прочитанного:

Аннотирование – предельно краткое связное описание просмотренной или прочитанной книги (статьи), ее содержания, источников, характера и назначения;

Планирование – краткая логическая организация текста, раскрывающая содержание и структуру изучаемого материала;

Тезирование – лаконичное воспроизведение основных утверждений автора без привлечения фактического материала;

Цитирование – дословное выписывание из текста выдержек, извлечений, наиболее существенно отражающих ту или иную мысль автора;

Конспектирование – краткое и последовательное изложение содержания прочитанного.

Конспект – сложный способ изложения содержания книги или статьи в логической последовательности. Конспект аккумулирует в себе предыдущие виды записи, позволяет всесторонне охватить содержание книги, статьи. Поэтому умение составлять план, тезисы, делать выписки и другие записи определяет и технологию составления конспекта.

Методические рекомендации по составлению конспекта:

c) Внимательно прочитайте текст. Уточните в справочной литературе непонятные слова. При записи не забудьте вынести справочные данные на поля конспекта;

ci) Выделите главное, составьте план;

cii) Кратко сформулируйте основные положения текста, отметьте аргументацию автора;

ciii) Законспектируйте материал, четко следуя пунктам плана. При конспектировании старайтесь выразить мысль своими словами. Записи следует вести четко, ясно.

civ) Грамотно записывайте цитаты. Цитируя, учитывайте лаконичность, значимость мысли.

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

Овладение навыками конспектирования требует от студента целеустремленности, повседневной самостоятельной работы.

4.2. Методические рекомендации по подготовке к практическим и лабораторным занятиям

Для того чтобы практические и лабораторные занятия приносили максимальную пользу, необходимо помнить, что упражнение и решение задач проводятся по вычитанному на лекциях материалу и связаны, как правило, с детальным разбором отдельных вопросов лекционного курса. Следует подчеркнуть, что только после усвоения лекционного материала с определенной точки зрения (а именно с той, с которой он излагается на лекциях) он будет закрепляться на практических занятиях как в результате обсуждения и анализа лекционного материала, так и с помощью решения проблемных ситуаций, задач. При этих условиях студент не только хорошо усвоит материал, но и научится применять его на практике, а также получит дополнительный стимул (и это очень важно) для активной проработки лекции.

При самостоятельном решении задач нужно обосновывать каждый этап решения, исходя из теоретических положений курса. Если студент видит несколько путей решения проблемы (задачи), то нужно сравнить их и выбрать самый рациональный. Полезно до начала вычислений составить краткий план решения проблемы (задачи). Решение проблемных задач или примеров следует излагать подробно, вычисления располагать в

строгом порядке, отделяя вспомогательные вычисления от основных. Решения при необходимости нужно сопровождать комментариями, схемами, чертежами и рисунками.

Следует помнить, что решение каждой учебной задачи должно доводиться до окончательного логического ответа, которого требует условие, и по возможности с выводом. Полученный ответ следует проверить способами, вытекающими из существа данной задачи. Полезно также (если возможно) решать несколькими способами и сравнить полученные результаты. Решение задач данного типа нужно продолжать до приобретения твердых навыков в их решении.

4.3. Методические рекомендации по самопроверке знаний

После изучения определенной темы по записям в конспекте и учебнику, а также решения достаточного количества соответствующих задач на практических занятиях и самостоятельно студенту рекомендуется, провести самопроверку усвоенных знаний, ответив на контрольные вопросы по изученной теме.

В случае необходимости нужно еще раз внимательно разобраться в материале.

Иногда недостаточность усвоения того или иного вопроса выясняется только при изучении дальнейшего материала. В этом случае надо вернуться назад и повторить плохо усвоенный материал. Важный критерий усвоения теоретического материала - умение решать задачи или пройти тестирование по пройденному материалу. Однако следует помнить, что правильное решение задачи может получиться в результате применения механически заученных формул без понимания сущности теоретических положений.

4.4. Методические рекомендации по написанию научных текстов (докладов, рефератов, эссе, научных статей и т.д.)

Перед тем, как приступить к написанию научного текста, важно разобраться, какова истинная цель вашего научного текста - это поможет вам разумно распределить свои силы и время.

Во-первых, сначала нужно определиться с идеей научного текста, а для этого необходимо научиться либо относиться к разным явлениям и фактам несколько критически (своя идея – как иная точка зрения), либо научиться увлекаться какими-то известными идеями, которые нуждаются в доработке (идея – как оптимистическая позиция и направленность на дальнейшее совершенствование уже известного). Во-вторых, научиться организовывать свое время, ведь, как известно, свободное (от всяких глупостей) время – важнейшее условие настоящего творчества, для него наконец-то появляется время. Иногда именно на организацию такого времени уходит немалая часть сил и талантов.

Писать следует ясно и понятно, стараясь основные положения формулировать четко и недвусмысленно (чтобы и самому понятно было), а также стремясь структурировать свой текст. Каждый раз надо представлять, что ваш текст будет кто-то читать и ему захочется сориентироваться в нем, быстро находить ответы на интересующие вопросы (заодно представьте себя на месте такого человека). Понятно, что работа, написанная «сплошным текстом» (без заголовков, без выделения крупным шрифтом наиболее важным мест и т. п.), у культурного читателя должна вызывать брезгливость и даже жалость к автору (исключения составляют некоторые древние тексты, когда и жанр был иной и к текстам относились иначе, да и самих текстов было гораздо меньше – не то, что в эпоху «информационного взрыва» и соответствующего «информационного мусора»).

Объем текста и различные оформительские требования во многом зависят от принятых в конкретном учебном заведении порядков.

Реферат (доклад) - это самостоятельное исследование студентом определенной проблемы, комплекса взаимосвязанных вопросов.

Реферат не должна составляться из фрагментов статей, монографий, пособий. Кроме простого изложения фактов и цитат, в реферате должно проявляться авторское видение проблемы и ее решения.

Рассмотрим основные этапы подготовки реферата студентом.

Выполнение реферата начинается с выбора темы.

Затем студент приходит на первую консультацию к руководителю, которая предусматривает:

- обсуждение цели и задач работы, основных моментов избранной темы;
- консультирование по вопросам подбора литературы;
- составление предварительного плана.

Следующим этапом является работа с литературой. Необходимая литература подбирается студентом самостоятельно.

После подбора литературы целесообразно сделать рабочий вариант плана работы. В нем нужно выделить основные вопросы темы и параграфы, раскрывающие их содержание.

Составленный список литературы и предварительный вариант плана уточняются, согласуются на очередной консультации с руководителем.

Затем начинается следующий этап работы - изучение литературы. Только внимательно читая и конспектируя литературу, можно разобраться в основных вопросах темы и подготовиться к самостоятельному (авторскому) изложению содержания реферата. Конспектируя первоисточники, необходимо отразить основную идею автора и его позицию по исследуемому вопросу, выявить проблемы и наметить задачи для дальнейшего изучения данных проблем.

Систематизация и анализ изученной литературы по проблеме исследования позволяют студенту написать работу.

Рабочий вариант текста реферата предоставляется руководителю на проверку. На основе рабочего варианта текста руководитель вместе со студентом обсуждает возможности доработки текста, его оформление. После доработки реферат сдается на кафедру для его оценивания руководителем.

Требования к написанию реферата

Написание 1 реферата является обязательным условием выполнения плана СРС по любой дисциплине профессионального цикла.

Тема реферата может быть выбрана студентом из предложенных в рабочей программе или фонде оценочных средств дисциплины, либо определена самостоятельно, исходя из интересов студента (в рамках изучаемой дисциплины). Выбранную тему необходимо согласовать с преподавателем.

Реферат должен быть написан научным языком.

Объем реферата должен составлять 20-25 стр.

Структура реферата:

12. Введение (не более 3-4 страниц). Во введении необходимо обосновать выбор темы, ее актуальность, выбрать проблематику, рассмотреть теоретические подходы к ее решению. Изложение материала не должно ограничиваться лишь описательным подходом к раскрытию выбранной темы. Оно также должно содержать собственное видение рассматриваемой проблемы и изложение собственной точки зрения на возможные пути ее решения.

14. Заключение (1-2 страницы). В заключении кратко излагаются достигнутые при изучении темы результаты.

15. Список использованных источников. Включает в себя библиографию, опубликованную в научных журналах в течение последних 3-х лет и ссылки на ресурсы сети Интернет.

16. Приложение (при необходимости).

Требования к оформлению:

17. текст с одной стороны листа;

18. шрифт Times New Roman;

- 19.....кегель шрифта 14;
20.....межстрочное расстояние 1,5;
21.....поля: сверху 2,5 см, снизу – 2,5 см, слева - 3 см, справа 1,5 см;
22.....реферат должен быть представлен в сброшюрованном виде.

Порядок защиты реферата:

Защита реферата проводится на практических занятиях, после окончания работы студента над ним и исправления всех недочетов, выявленных преподавателем в ходе консультаций. На защиту реферата отводится 5-7 минут времени, в ходе которого студент должен показать свободное владение материалом по заявленной теме. При защите реферата приветствуется использование мультимедиа-презентации.

Оценка реферата

Реферат оценивается по следующим критериям:

- соблюдение требований к его оформлению;
- необходимость и достаточность для раскрытия темы приведенной в тексте реферата информации;
- умение студента свободно излагать основные идеи, отраженные в реферате;
- способность студента понять суть задаваемых преподавателем и сокурсниками вопросов и сформулировать точные ответы на них.

Критерии оценки:

Оценка «отлично» выставляется студенту, если в докладе студент исчерпывающе, последовательно, четко и логически стройно излагает материал; свободно справляется с задачами, вопросами и другими видами применения знаний; использует для написания доклада современные научные материалы; анализирует полученную информацию; проявляет самостоятельность при написании доклада.

Оценка «хорошо» выставляется студенту, если качество выполнения доклада достаточно высокое. Студент твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопросы по теме доклада.

Оценка «удовлетворительно» выставляется студенту, если материал доклада излагается частично, но пробелы не носят существенного характера, студент допускает неточности и ошибки при защите доклада, дает недостаточно правильные формулировки, наблюдаются нарушения логической последовательности в изложении материала.

Оценка «неудовлетворительно» выставляется студенту, если он не подготовил доклад или допустил существенные ошибки. Студент неуверенно излагает материал доклада, не отвечает на вопросы преподавателя.

Описание шкалы оценивания

Максимально возможный балл за весь текущий контроль устанавливается равным 55. Текущее контрольное мероприятие считается сданным, если студент получил за него не менее 60% от установленного для этого контроля максимального балла. Рейтинговый балл, выставляемый студенту за текущее контрольное мероприятие, сданное студентом в установленные графиком контрольных мероприятий сроки, определяется следующим образом:

Уровень выполнения контрольного задания	Рейтинговый балл (в % от максимального балла за контрольное задание)
Отличный	100
Хороший	80
Удовлетворительный	60
Неудовлетворительный	0

Темы рефератов

- c) Лексико-семантическая характеристика региональных вариантов английского языка (в Австралии, США, Новой Зеландии, Индии и т.д.)
- ci) Латинские и кельтские топонимы в современном английском языке (составление денотатной карты)
- cii) Использование топонимов в устойчивых сочетаниях (идиомах) современного английского языка
- ciii) Лексический подход к изучению английского языка (на примере работ М. Твена)
- civ) Семантический принцип структурной организации словарей активного типа, например словарей серии 'LongmanLanguageActivator'
- cv) Лексико-семантическая характеристика современного языка художественного стиля
- cvi) Типология электронных словарей / электронных энциклопедий современного английского языка.
- cvi) Этимологическая характеристика слов английского языка

4.5. Методические рекомендации по выполнению индивидуальных (творческих) заданий (исследовательских проектов)

Исследовательская проектная работа – это групповая работа, для выполнения которой необходим выбор и приложение научной методики к поставленной задаче, получение собственного теоретического или экспериментального материала, на основании которого необходимо провести анализ и сделать выводы об исследуемом явлении. Выполнение проекта – это всегда коллективная, творческая практическая работа, предназначенная для получения определенного продукта или научно-технического результата. Такая работа подразумевает четкое, однозначное формирование поставленной задачи, определение сроков выполнения намеченного, определение требований к разрабатываемому объекту.

Выполнение 1 группового проекта является обязательным условием выполнения самостоятельной работы по любой дисциплине профессионального цикла. Тема проектного задания может быть выбрана студентом из предложенных в рабочей программе или фонде оценочных средств дисциплины, либо определена самостоятельно, исходя из интересов студента (в рамках изучаемой дисциплины). Выбранную тему необходимо согласовать с преподавателем.

Требования по выполнению и оформлению проекта

При выполнении проекта приветствуется работа в группе (2-3 человека). Проект – это исследовательская работа, в ходе которой студенты должны продемонстрировать владение навыками научного исследования, умения проводить анализ, обобщать информацию, делать выводы, предлагать свои решения проблемы, рассматриваемой в проекте.

При подготовке материалов проекта студенты должны продемонстрировать владение современными методами компьютерной обработки данных.

Критерии оценки работы участника проекта.

Для каждого из участников проекта оцениваются:

- профессиональные теоретические знания в соответствующей области;
- умение работать со справочной и научной литературой, осуществлять поиск необходимой информации в Интернет;
- умение работать с техническими средствами;
- умение пользоваться соответствующими выполняемому проекту информационными технологиями;
- умение готовить материалы проекта для презентации: составлять и редактировать тексты, формировать презентацию проекта;
- умение работать в команде;
- умение публично представлять результаты собственной деятельности;
- коммуникабельность, инициативность, творческие способности.

Критерии выставления оценки участникам проекта

Оценка	Профессиональные компетенции	Компетенции, связанные с использованием соответствующих выполняемому проекту технических средств и информационных технологий	Иные универсальные компетенции (коммуникабельность, инициативность, умение работать в «команде», управленческие навыки и т.д.)	Отчетность
«Отлично»	Работа выполнена на высоком профессиональном уровне. Представленный материал в основном фактически верен, допускаются негрубые фактические неточности. Студент свободно отвечает на вопросы, связанные с проектом.	Технические средства и информационные технологии освоены и использованы для реализации проекта полностью	Студент проявил инициативу, творческий подход, способность к выполнению сложных заданий, навыки работы в коллективе, организационные способности.	Проект представлен полностью и в срок.
«Хорошо»	Работа выполнена на достаточно высоком профессиональном уровне. Допущено до 4–5 фактических ошибок. Студент отвечает на вопросы, связанные с проектом, но недостаточно полно.	Обнаруживаются некоторые ошибки в использовании соответствующих технических средств и информационных технологий	Студент достаточно полно, но без инициативы и творческих находок выполнил возложенные на него задачи.	Проект представлен достаточно полно и в срок, но с некоторыми недоработками.
«Удовлетворительно»	Уровень недостаточно высок. Допущено до 8 фактических ошибок. Студент может ответить лишь на некоторые из заданных вопросов, связанных с проектом.	Обнаруживает недостаточное владение навыками работы с техническими средствами и соответствующим и информационным и технологиями	Студент выполнил большую часть возложенной на него работы.	Проект сдан со значительным опозданием (более недели) и не полностью
«Неудовлетворительно»	Работа не выполнена или выполнена на низком уровне. Допущено более 8 фактических	Навыков работы с техническими средствами нет, информационные технологии не	Студент практически не работал, не выполнил свои задачи или	Проект не сдан.

Оценка	Профессиональные компетенции	Компетенции, связанные с использованием соответствующих выполняемому проекту технических средств и информационных технологий	Иные универсальные компетенции (коммуникабельность, инициативность, умение работать в «команде», управленческие навыки и т.д.)	Отчетность
	ошибок. Ответы на связанные с проектом вопросы обнаруживают непонимание предмета и отсутствие ориентации в материале проекта.	освоены	выполнил лишь отдельные не существенные поручения в групповом проекте.	

Студенты должны: защитить проект в режиме презентации, предъявить файлы выполненного проекта, уметь рассказать о технологиях, использованных ими при выполнении проекта, дать оценку работы каждого члена группы (если проект групповой).

Максимально возможный балл за весь текущий контроль устанавливается равным 55. Текущее контрольное мероприятие считается сданным, если студент получил за него не менее 60% от установленного для этого контроля максимального балла. Рейтинговый балл, выставляемый студенту за текущее контрольное мероприятие, сданное студентом в установленные графиком контрольных мероприятий сроки, определяется следующим образом:

Уровень выполнения контрольного задания	Рейтинговый балл (в % от максимального балла за контрольное задание)
Отличный	100
Хороший	80
Удовлетворительный	60
Неудовлетворительный	0

Темы индивидуальных (творческих) заданий (проектов)

- d) Связь лексикологии с другими разделами языкознания
- di) Слово как основная единица лексической системы языка
- dii) Словообразование. Различное понимание термина «словообразование»
- diii) Заимствованная лексика в диахроническом аспекте
- div) Омонимия, её место в лексической системе языка
- dv) Основные принципы семантической классификации словарного состава
- dvi) Разнородность устойчивых словосочетаний в современном английском языке
- dvii) Особенности английского языка в США, Австралии, Канаде и других странах
- dviii) Стилистическая дифференциация словаря, семантико-стилистические особенности отдельных лексических слоев английского языка

4.6. Методические рекомендации по подготовке к экзаменам и зачетам

Изучение многих общепрофессиональных и специальных дисциплин завершается экзаменом. Подготовка к экзамену способствует закреплению, углублению и обобщению знаний, получаемых, в процессе обучения, а также применению их к решению практических задач. Готовясь к экзамену, студент ликвидирует имеющиеся пробелы в знаниях, углубляет, систематизирует и упорядочивает свои знания. На экзамене студент демонстрирует то, что он приобрел в процессе обучения по конкретной учебной дисциплине.

Экзаменационная сессия - это серия экзаменов, установленных учебным планом. Между экзаменами интервал 3-4 дня. Не следует думать, что 3-4 дня достаточно для успешной подготовки к экзаменам.

В эти 3-4 дня нужно систематизировать уже имеющиеся знания. На консультации перед экзаменом студентов познакомят с основными требованиями, ответят на возникшие у них вопросы. Поэтому посещение консультаций обязательно.

Требования к организации подготовки к экзаменам те же, что и при занятиях в течение семестра, но соблюдаться они должны более строго. Во-первых, очень важно соблюдение режима дня; сон не менее 8 часов в сутки, занятия заканчиваются не позднее, чем за 2-3 часа до сна. Оптимальное время занятий, особенно по математике - утренние и дневные часы. В перерывах между занятиями рекомендуются прогулки на свежем воздухе, неустойчивые занятия спортом. Во-вторых, наличие хороших собственных конспектов лекций. Даже в том случае, если была пропущена какая-либо лекция, необходимо во время ее восстановить (переписать ее на кафедре), обдумать, снять возникшие вопросы для того, чтобы запоминание материала было осознанным. В-третьих, при подготовке к экзаменам у студента должен быть хороший учебник или конспект литературы, прочитанной по указанию преподавателя в течение семестра. Здесь можно эффективно использовать листы опорных сигналов.

Вначале следует просмотреть весь материал по сдаваемой дисциплине, отметить для себя трудные вопросы. Обязательно в них разобраться. В заключение еще раз целесообразно повторить основные положения, используя при этом листы опорных сигналов.

Систематическая подготовка к занятиям в течение семестра позволит использовать время экзаменационной сессии для систематизации знаний.

Правила подготовки к зачетам и экзаменам:

- Лучше сразу сориентироваться во всем материале и обязательно расположить весь материал согласно экзаменационным вопросам (или вопросам, обсуждаемым на семинарах), эта работа может занять много времени, но все остальное – это уже технические детали (главное – это ориентировка в материале!).

- Сама подготовка связана не только с «запоминанием». Подготовка также предполагает и переосмысление материала, и даже рассмотрение альтернативных идей.

- Готовить «шпаргалки» полезно, но пользоваться ими рискованно. Главный смысл подготовки «шпаргалок» – это систематизация и оптимизация знаний по данному предмету, что само по себе прекрасно – это очень сложная и важная для студента работа, более сложная и важная, чем простое поглощение массы учебной информации. Если студент самостоятельно подготовил такие «шпаргалки», то, скорее всего, он и экзамены сдавать будет более уверенно, так как у него уже сформирована общая ориентировка в сложном материале.

- Как это ни парадоксально, но использование «шпаргалок» часто позволяет отвечающему студенту лучше демонстрировать свои познания (точнее – ориентировку в знаниях, что намного важнее знания «запомненного» и «тут же забытого» после сдачи экзамена).

• Сначала студент должен продемонстрировать, что он «усвоил» все, что требуется по программе обучения (или по программе данного преподавателя), и лишь после этого он вправе высказать иные, желательно аргументированные точки зрения.

Вопросы к экзамену:

1. Object of Lexicology. Lexicology and other branches of Linguistics.
2. The Problem of the Word. The Theory of the Word.
3. The Inner Structure of the Word. The Morphemic approach, the Word-Structure.
4. The Inner Structure of the Word. IC Analysis. Association Approach.
5. Etymological Survey of the English Language. Native, Celtic, Scandinavian Elements in the English Language.
6. Classical Element in the English Language.
7. French Element in the English Language.
8. Affixation (Etymology, productivity, patterns).
9. Word-composition. Criteria of Composition.
10. Classification of Compound Words.
11. Conversion. Diachronical Approach to Conversion.
12. Classification of Conversion.
13. Shortening. Classification of Shortening.
14. Minor types of Word-building.
15. Semantic Structure of English Words.
16. The Problem of Meaning.
17. Semantic Change.
18. Polysemy.
19. Classification of Words. Word-families.
20. Homonyms.
21. Synonyms and Antonyms.
22. Set Expressions. Classification of Set Expressions.
23. The Problem of Regional Varieties of the English Vocabulary.
24. Standard English Variants.
25. American English.
26. Canadian, Australian, Indian Variants.
27. English Lexicography. Main Problems of Lexicography.
28. Types of Dictionaries.

Контроль самостоятельной работы студентов

Контроль самостоятельной работы проводится преподавателем в аудитории.

Предусмотрены следующие виды контроля: собеседование, оценка реферата, оценка презентации, оценка участия в круглом столе, оценка выполнения проекта.

Подробные критерии оценивания компетенций приведены в Фонде оценочных средств для проведения текущей и промежуточной аттестации.

Список литературы для выполнения СРС

Основная литература:

6. Арнольд, И. В. Лексикология современного английского языка : учебное пособие / И. В. Арнольд. - 3-е изд., стер. - Москва : ФЛИНТА : Наука, 2014. - 376 с. - Библиогр.: с. 370-371. - ISBN 978-5-9765-1041-8. - ISBN 978-5-02-037352-5, экземпляров неограничено.

7. Морозова, Н. Н. Лексикология английского языка. Practice Makes Perfect : Учебное пособие / Морозова Н. Н. - Москва : Прометей, 2013. - 102 с. - Книга находится в базовой версии ЭБС IPRbooks. - ISBN 978-5-7042-2484-6, экземпляров неограничено.

Дополнительная литература:

1. Бабич, Г.Н. Lexicology: A Current Guide=Лексикология английского языка : учебное пособие / Г.Н. Бабич. - 5-е изд. - Москва : Флинта, 2010. - 198 с. - ISBN 978-5-9765-0249-9 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=83079>
2. Катермина, В.В. Лексикология английского языка : практикум / В.В. Катермина. - Москва : Флинта, 2010. - 60 с. - ISBN 978-5-9765-0844-6 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=57954>
3. Плетнева, Н.В. Лексикология современного английского языка : практикум / Н.В. Плетнева, Е.А. Брылина ; Министерство образования и науки Российской Федерации, Уральский федеральный университет имени первого Президента России Б. Н. Ельцина. - 2-е изд., стер. - Москва : ФЛИНТА : УрФУ, 2017. - 57 с. - ISBN 978-5-9765-3054-6 (ФЛИНТА). - ISBN 978-5-7996-1570-3 (Изд-во Урал. ун-та) ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=482207>

Методическая литература:

8) Методические рекомендации для самостоятельной работы студентов по дисциплине «Лексикология».

9) Методические указания по выполнению практических работ по дисциплине «Лексикология».

Интернет-ресурсы:

6. <http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/> глоссарий, содержащий более 950 лингвистических терминов с перекрестными ссылками и списком источников (SIL International). Ред. E. E. Loos, S. Anderson, D.H. Day Jr., P.C. Jourdan, J.D. Wingate

7. http://www.sil.org/linguistics/glossary_fe/ - словарь лингвистических терминов на английском и французском языках. Ред. Th. Bearth

8. <http://tristram.let.uu.nl/UiL-OTS/Lexicon/> - словарь лингвистических терминов (Утрехтский институт лингвистики, Утрехтский университет). Ред: J. Don, J. Kerstens, E. Ruys

9. http://dir.yahoo.com/Social_Science/linguistics_and_human_languages/ - ресурсы сети в области лингвистики и изучения языков

10. <http://www.uni-kassel.de/fb8/misc/lfb/html/text/0.html> — курс лингвистики для начинающих на английском языке

11. <http://www.cal.org/ericcll/digest/cal00001.html> - дайджест общих вопросов лингвистики (ERIC/CLL)

12. <http://www.lingnet.org/> - LingNet BBS и другие ресурсы в области лингвистики/изучения языков (Defense Language Institute Foreign Language Center)