

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»
(САМАРСКИЙ УНИВЕРСИТЕТ)

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ УСПЕШНОЙ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве учебно-методического пособия для обучающихся по основным образовательным программам высшего образования по направлениям подготовки 38.03.01 Экономика, 38.03.02 Менеджмент, 38.03.03 Управление персоналом, 38.03.04 Государственное и муниципальное управление, 38.03.05 Бизнес-информатика

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Пособие предназначено для студентов бакалавриата и магистратуры всех направлений подготовки, изучающих английский язык в неязыковом вузе.

Целью пособия является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимым и достаточным уровнем иноязычной коммуникативной компетенции для решения социально-коммуникативных задач в различных областях профессиональной, научной, культурной и бытовой сфер деятельности, при общении с зарубежными партнерами, а также для дальнейшего самообразования.

Данное учебно-методическое пособие может быть использовано как для самостоятельной работы студентов, так и в аудитории для выполнения заданий под руководством преподавателя.

Подготовлено на кафедре иностранных языков и профессиональной коммуникации.

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ВВЕДЕНИЕ

В условиях расширяющихся международных связей в различных областях практическое владение иностранным языком приобретает все большее значение. При заочном, ускоренном обучении и получении второго высшего образования, практическое владение означает использование ранее полученных и приобретенных на занятиях знаний для эффективной профессиональной деятельности – письменного и устного делового общения, чтения материалов по специальности, извлечения и использования полученной информации.

В конце каждого семестра изучения иностранного языка проводится зачет, в конце периода изучения – экзамен. К зачету допускаются студенты, выполнившие все устные и письменные работы семестра, контрольную работу и задания для самостоятельной работы (перевод текстов, тесты по заданиям для контролируемой самостоятельной работы и пр.).

Обязательным условием успешного проведения практических занятий является домашняя подготовка к ним студентов. На занятиях рекомендуется иметь с собой письменно выполненные домашние задания и не только письменные переводы текстов, но и выписанные неизвестные слова с транскрипцией и переводом.

Для подготовки к практическим занятиям в течение семестра студенты самостоятельно работают с данным учебным пособием и дополнительной литературой, отмечая в ходе этой работы вопросы, которые могут быть заданы преподавателю в аудитории.

В курсе используются текстовые и аудио материалы из открытых источников:

https://en.wikipedia.org/wiki/English_Grammar_in_Use

<https://www.cambridge.org/ru/cambridgeenglish/catalog/grammar-vocabulary-and-pronunciation>

<https://play.google.com/store/apps/details?id=org.cambridge.englishgrammar.egiu&hl=ru&gl=US>

apps.apple.com/ru/app/english-grammar-in-use-full/id966164153

Перед сдачей зачета студент должен предъявить тетрадь с выполненными письменными заданиями семестра и контрольную работу с рецензией.

По контрольной работе и устным темам семестра проводится собеседование. На собеседовании проверяются знания лексического и грамматического материала, особое внимание уделяется тем разделам контрольной работы, в которых были допущены ошибки. При устном изложении изученной темы необходимо знать и использовать определенную профессиональную лексику, при необходимости преподаватель может спросить перевод отдельных слов. Монологическое высказывание по теме при необходимости дополняется вопросами преподавателя, на которые нужно дать развернутый ответ.

Выполнение и оформление контрольной работы

Прежде чем приступить к выполнению контрольной работы, необходимо тщательно изучить грамматический и лексический материал семестра и выполнить упражнения.

Контрольная работа должна быть выполнена аккуратно, в печатном виде или рукописном, четким почерком. Работа, выполненная не до конца, оформленная не по правилам, с совпадающими ошибками и форматированием электронной версии зачтена не будет.

Образец оформления титульного листа

Самарский университет
Кафедра иностранных языков и профессиональной коммуникации
Контрольная работа по английскому языку № ...

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ФИО

Проверил:
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и профессиональной коммуникации

ФИО

Оценка: _____

Подпись: _____

«__» _____ 20__ г.

Самара 20__

Образец оформления контрольной работы, 2-ая стр.

1. Письменно переведите текст “Directors and Managers”.

Directors and managers.

Директора и менеджеры.

There are many types of managers:

Существуют разные типы менеджеров:

– sales manager,

– менеджер по продажам,

– personnel manager etc.

– менеджер по персоналу и т.д.

Формулировка задания пишется по центру, английский текст (вопросы или другое упражнение) располагается слева, перевод на русский (ответы на вопросы или выполненное упражнение) пишется справа, параллельно английскому варианту. Если в задании требуется вставить слова или изменить их форму, правильный вариант нужно выделить цветом или шрифтом, например: I have lost my key, I can't find it anywhere.

Если контрольная пишется от руки, нужно писать не в каждой клетке, а через строчку. Задания выполняются в той последовательности, в которой они даются в тексте контрольной работы. Следует использовать современный словарь большого объема. Контрольные работы, полностью совпадающие по ошибкам и/или форматированию печатной версии, не зачитываются.

Контрольную работу нужно сдать до или в самом начале сессии. Работы, не соответствующие требованиям к оформлению, не зачитываются.

Получив проверенную преподавателем работу, нужно внимательно проанализировать ошибки. В случае необходимости обращайтесь к преподавателю за консультацией. Все предложения, в которых были обнаружены ошибки, перепишите в исправленном виде в конце работы и предъявите преподавателю.

В процессе подготовки к зачету или экзамену рекомендуется:

- повторно прочитать и перевести наиболее трудные тексты из заданий семестра контрольных и самостоятельной работы;
- проверить усвоение слов и выражений лексического минимума;
- просмотреть по отрецензированным контрольным работам отмеченные в них ошибки;
- повторить изученные устные темы.

К экзамену по иностранному языку допускаются студенты, сдавшие зачеты за предшествующие экзамену семестры, получившие зачет по контрольным работам и выполнившие задания по самостоятельной работе.

Как работать над чтением и переводом текста

1. Прочитать весь текст. Ответить на вопрос – о чем он?
2. Определить структуру каждого предложения: подлежащее\сказуемое, грамматическое время (использовать таблицу времен), активный\пассивный залог.

3. Пользоваться большим современным словарем.
4. Выписывать перевод слова в соответствии с той частью речи, которой оно является, и значение, подходящее по смыслу к переводимому предложению.
5. Писать разборчиво, не в каждой клетке, с полями.
6. Текст переводить полностью, сохраняя очередность предложений.
7. После завершения перевода необходимо перечитать отдельные предложения и текст в целом, проверяя правильность передачи смысла и использования русского языка.
8. Уточнить непонятные моменты у преподавателя и внести поправки до сдачи работы. Работа, выполненная не до конца, с пропущенными словами \ предложениями или оформленная не по правилам зачтена не будет.

I РАЗДЕЛ ЗАДАНИЯ НА СЕМЕСТР

1. **Проработать и усвоить** материал семестра, выполнить упражнения.

2. **Прочитать и перевести** тексты, выучить обязательный минимум слов по указанию преподавателя.

3. Обсудив с преподавателем объем работы, **подготовить материал по самостоятельной работе.**

4. Подготовить **устные темы** по указанию преподавателя.

5. Выполнить **контрольную работу** согласно требованиям к оформлению и своевременно сдать преподавателю.

Упражнение 1. Заполните пропуски, переведите предложения.

В каждом времени английского языка существуют две структуры: структура с «to be» и глагол одним словом.

► **PRESENT SIMPLE** – простое настоящее время, повторяющееся действие.

Если в русском предложении глагола нет, в английском предложении есть ____ . В зависимости от подлежащего, он приобретает формы I am, you __ he, she, it __, we __, they ____ .

Структуры с «to be»: чувствовать себя хорошо be fine, быть голодным be hungry, быть счастливым, быть усталым, хотеть пить, быть женатым, быть из (России), мерзнуть, злиться, бояться и т.д.

Порядок слов утвердительного предложения:

I am from Russia. He is a student. We are good friends.

Порядок слов вопросительного предложения:

Are you from Russia? Is he a student? Are they good friends?

Порядок слов отрицательного предложения

I am not from Russia. He is not a student. We are not good friends.

Переведите на английский язык:

1. Привет, как дела? – Хорошо, спасибо, а ты как?
2. Как дела у твоих друзей? – Неплохо, спасибо.
3. Как тебя зовут? Как твоя фамилия? Скажи по буквам, пожалуйста.
4. Откуда ты? – Он из России, он студент. Он не женат.
5. Почему это? – \$5.
6. Мои любимые цвета – черный и зеленый.
7. Какого цвета ваша машина?
8. Я интересуюсь музыкой.
9. Мы – хорошие друзья.
10. Она не дома сейчас, она на работе.
11. Вот ключ. – Спасибо.
12. Он опоздал? – Нет, он вовремя.
13. Вы устали? – Да.
14. Хотите есть? – Нет, но хочется пить.
15. До свидания. – Пока, увидимся в понедельник. Удачного дня!

► **PRESENT SIMPLE** – простое настоящее время, повторяющееся действие. Если в предложении есть глагол одним словом (жить *live*, учиться, идти, приходиться, приезжать\прибывать, уходить\уезжать, говорить), то при подлежащем He\she\it глагол приобретает окончание __. I live in Samara, he live__ in Samara too.

Если в предложении есть глагол одним словом, сформулировать вопрос и отрицание помогает вспомогательный глагол, при подлежащем He\she\it – его форма

Порядок слов утвердительного предложения:

Подлежащее – смысловой глагол – все остальное.

He works at the bank.

Слова-указатели на время (обычно, часто, редко,, всегда, никогда, каждый день \ неделю \ месяц \ год) чаще всего стоят перед смысловым глаголом.

She always comes home at 7 pm. I never do it.

Порядок слов вопросительного предложения:

<i>Вопросительное слово \ группа</i>	<i>вспомогательный глагол</i>	<i>подлежащее</i>	<i>смысловой глагол</i>
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Where	do	you	live?
	Does	he	study
How much	does	It	cost?
	Do	you	want

Порядок слов отрицательного предложения:

<i>подлежащее</i>	<i>вспомогат. глагол</i>	<i>not</i>	<i>смысловой глагол</i>	<i>все остальное</i>
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I	do	not	want	to go.
he	does	not	study	German.
it	does	not	cost	much.

Глагол **Do** может быть: 1) смысловым глаголом, переводится «делать»: Usually they do this work. I like to do it.

2) вспомогательным глаголом, не переводится: Why do you need it? She doesn't want to go.

What do you do? = Where do you work? I don't want to do it.

Переведите на английский язык:

1. Я живу в Самаре.
2. Где ты живешь?
3. Он живет в Лондоне.
4. Я пью чай, я не люблю кофе.
5. Она старательно работает.
6. Я говорю по-русски и по-английски.
7. Где он? – Извини, не знаю.
8. Что означает это слово?
9. Что ты имеешь в виду?
10. Билл говорит по-французски, но не говорит по-испански.
11. Что ты делаешь? / = *чем занимаешься, где работаешь*/.
12. Сколько это стоит? – Это стоит £ 20.
13. Я не хочу ехать туда.
14. Они не любят вечеринки.
15. Тебе нравится твоя работа? – Да, ОК.

Glossary: Работать старательно – work hard. Стоить – cost. Вечеринка (и) – party – parties. Означать, иметь в виду – mean. Russia – Russian, England – English, France – French, Spain – Spanish.

Упражнение 2. Переведите слова, прочитайте диалог и исправьте допущенные в нем грамматические ошибки.

To employ – employer – employee. Deadline, duty, to be responsible for, to be responsible to, department head, most of the time, team-building, prefer, Renaissance [ri'neisəns], be fun, be funny, celebrate. health / healthy, wealth / wealthy, wish, same.

Correct the mistakes:

- Hello, how are you? – I'm fine, thank you. How are you?
- OK. How is your family? – They is fine.
- How are your job? – OK. Do you have many new employees?

- Yes, we does. Our boss think we need more people to do it.
- Do you late for the deadline?
- We are not late yet, but we can be.
- What are the new employees' duties?
- They is sales managers. Some new people works in my department.
- Who is they responsible to?
- They are responsible to department heads.
- What are they responsible to?
- They are responsible for sales.
- Do you usually have New Year parties at work? What about this year?
- Yes, we usually has them, and this year too.
- Where is the party?
- The party does in the Renaissance hotel.
- When is it?
- It at 6 pm on Friday.
- Do you like parties?
- Most of the time. They're fun.
- I don't like them, my friend doesn't likes them too. We prefers to celebrate at home.
- OK then. My best wishes to you and your family in the coming year! Be healthy and wealthy!
- Thanks, the same to you! Bye!

Упражнение 3. Прочитайте и переведите следующий текст. Выберите наиболее подходящее из приведенных заглавий.

Travelling Abroad	Problems That Business People Face
Doing Business In Europe	I Didn't Mean To Be Rude!
When In Rome...	Good Manners, Good Business

Nobody actually wants to cause offence but, as business becomes ever more international, it is increasingly easy to get it all wrong. There may be a single European market but it doesn't mean that managers behave the same in Greece as they do in Denmark.

In many European countries handshaking is an automatic gesture. In France good manners require that on arriving at a business meeting a manager shakes hands with everyone present. This can be a demanding task and, in a crowded room, may require gymnastic ability if the farthest hand is to be reached. Handshaking is almost as popular in other countries – including Germany, Belgium and Italy. But Northern Europeans, such as the British and Scandinavians, are not quite so fond of physical demonstrations of friendliness.

In Europe the most common challenge is not the content of the food, but the way you behave as you eat. Some things are just not done. In France it is not good manners to raise tricky questions of business over the main course. Business has its place – after the cheese course. Unless you are prepared to eat in silence you have to talk about something – something, that is, other than the business deal which you are continually chewing over in your head.

Italians give similar importance to the whole process of business entertaining. In fact, in Italy the biggest fear, as course after course appears, is that you entirely forget you are there on business. If you have the energy, you can always do the polite thing when the meal finally ends, and offer to pay. Then, after a lively discussion, you must remember the next polite thing to do – let your host pick up the bill.

Germans do not entertain business people with quite the same enthusiasm as some of their European counterparts. The Germans are also notable for the amount of formality they bring to business. As an outsider, it is often difficult to know whether colleagues have been working together for 30 years or have just met in the lift. If you are used to calling people by their first names this can be a little strange. To

the Germans, titles are important. Forgetting that someone should be called *Herr Doktor* or *Frau Directorin* might cause serious offence. It is equally offensive to call them by a title they do not possess.

In Italy the question of title is further confused by the fact that everyone with a university degree can be called *Dottore* – and engineers, lawyers and architects may also expect to be called by their professional titles.

These cultural challenges exist side by side with the problems of doing business in a foreign language. But the more you know of the culture of the country you are dealing with, the less likely you are to get into difficulties. It is worth the effort. It might be rather hard to explain that the reason you lost the contract was not the product or the price, but the fact that you offended your hosts in a light-hearted comment over an aperitif. Good manners are admired: they can also make or break the deal.

Упражнение 4. Определите, согласно тексту, верны ли данные утверждения.

1. In France you are expected to shake hands with everyone you meet.

2. People in Britain shake hands just as much as people in Germany.

3. In France people prefer talking about business during meals.

4. It is not polite to insist on paying for a meal if you are in Italy.

5. Visitors to Germany never get taken out for meals.

6. German business people don't like to be called by their first names.

7. Make sure you know what the titles of the German people you meet are.

8. Italian professionals are usually addressed by their titles.

9. A humorous remark always goes down well all over the world.

Упражнение 5. Ответьте на следующие вопросы.

Which of the ideas in the text do you disagree with?

What would you tell a foreign visitor about 'good manners' in your country?

How much international business is improved by knowing about foreign people's customs?

Упражнение 6. Прочитайте и переведите следующий текст.

Mr. Hawk's Working Day

Mr. Hawk works for a big firm in London. His firm has good business contacts with a factory in Dublin. Last week Mr. Hawk went to Dublin on business and stayed about a week there.

On Friday afternoon Mr. Hawk came back from his business trip. It was too late to go to the office. Besides, he was very tired after the journey. So he took a taxi and went home.

On Monday morning he came to work a few minutes before eight. He entered the office and found a number of business letters on his desk. He sat down and began to look through the letters. Suddenly the telephone rang. He took up the receiver and heard the voice of his boss. The boss asked Mr. Hawk to come over to his office and discuss the results of the trip.

After the talk with the boss Mr. Hawk came back to his office and continued his work. At 11 o'clock he made some telephone calls. While Mr. Hawk was on the phone his secretary Mary Smith brought him a cup of coffee and biscuits. Mr. Hawk gave her the answers to the business letters and Mary went back to her office and started typing them.

At 12.30 Mr. Hawk went out for lunch. He usually has lunch in an Italian restaurant opposite the firm's premises. In the afternoon he had some visitors. At 5 o'clock he was in a meeting with the agents and accountants and made a report on his trip to Dublin. That day Mr.

Hawk left the office later than usual. He didn't come home till a quarter to eight. Linda and William were at home. Margaret and Robert were out. They were at the cinema. They returned home half an hour later and they all had supper together. After supper Mr. Hawk looked through the newspapers and watched TV. At half past 11 he went to bed.

Упражнение 7. Найдите в тексте английские эквиваленты следующих слов и выражений, запомните их и используйте в предложениях:

деловые контакты, деловая поездка = командировка, поехать в командировку, доложить о командировке, обсудить результаты поездки, ответить на деловые письма, сделать телефонные звонки, взять телефонную трубку, зазвонил телефон, пока он говорил по телефону, быть на собрании, беседа, руководитель \ начальник, представитель \ агент, бухгалтер, помещение фирмы, взять такси, печатать, поездка \ путешествие, без четверти восемь, в половине двенадцатого, быть усталым.

Упражнение 8. На английском языке устно ответьте на вопросы 1–8; письменно задайте вопросы с 9–13.

1. How long did Mr. Hawk stay in Dublin?
2. Where did he go when he came back? Why?
3. What did he do after the talk with the boss?
4. Where did he have lunch?
5. What did Mr. Hawk do at 5 in the afternoon?
6. When did he leave the office?
7. Who did he find at home when he returned?
8. What did Margaret and Robert do in the evening?
9. Mr. Hawk's job.
10. Why he went to Dublin. ...
11. What he discussed with his boss. ...

12. The way Mr. Hawk spent the second part of the day. ...

13. What he did in the evening.

Упражнение 9. Ваш друг вернулся из поездки и вы расспрашиваете его о ней. Примеры: where/go? – Where did you go? food/good? – Was the food good?

how long / stay there?

stay in a hotel?

go alone?

how / travel?

the weather / fine?

what / do in the evenings? ...

meet any interesting people?

Упражнение 10. Прочитайте и переведите следующий текст.

Management In America: Do It My Way

Cultural differences between Japanese and American managers have presented the biggest obstacles to Japanese companies investing in America.

A seminar for Japanese executives working in America was attended by 25 men, nearly all of them in identical dark suits. Despite the room's stifling heating system, they resolutely refused to remove their jackets. Their coffee break lasted exactly the scheduled 10 minutes. They did not ask any questions until after they had got to know one another a bit better at lunch. They were usually deferential and always polite.

A similar seminar for 25 Americans working for Japanese subsidiaries in America included 8 women. Several of the men removed their jackets on entering the room. A 10-minute coffee break stretched beyond 20 minutes. Participants asked questions and several aggressively contradicted what the speakers had to say.

According to Mr. Thomas Lifson of Harvard and Mr. Yoshihiro Tsurumi of New York's Baruch College – the two main speakers on both seminars – misunderstandings between Japanese and American managers are possible at nearly every encounter. They can begin at the first recruiting interview. A big American company typically hires people to fill particular slots. Its bosses know that Americans are mobile people, who have a limited commitment to any particular employer or part of the country. As a result, jobs are clearly defined and so are the skills needed to fill them. American firms hire and fire almost at will.

The assumptions (and the expectations) of the Japanese managers of Japanese subsidiaries in America could hardly be more different. They value people more for the skills they acquire after joining the company than for their existing skills.

American managers rely heavily on a number-packed memoranda and the like. The Japanese colleagues prefer informal consultations which lead eventually to a consensus. According to Mr. Tsurumi, they find comical the sight of American managers in adjacent offices exchanging memos.

Confronted with a dispute between middle managers, most Japanese superiors refuse to become involved, expecting the managers themselves to resolve the issue. The Americans conclude, wrongly, that their Japanese bosses are indecisive or incompetent. Japanese managers do not share the American belief that conflicts are inevitable and sometimes help. They want to believe that the employees form one big happy family.

Упражнение 11. Найдите английские эквиваленты для следующих слов и выражений, обращая внимание на их употребление в тексте. Выучите их.

– семинар для руководящих работников, нанимать, определенное время, увольнять, лучше узнать друг друга, приобретать

необходимые умения, быть вежливым, служебная записка, отделение компании, руководитель среднего звена, участник, главное должностное лицо, взаимонепонимание, работодатель, интервью при приеме на работу, служащий

Упражнение 12. Определите, согласно тексту, верны ли данные утверждения.

This text is about American companies in Japan.

At one seminar the Japanese removed their jackets when they got hot.

The Japanese didn't ask questions until after lunch.

At another seminar, some of the Americans were not polite to the speakers.

Americans and Japanese are likely to misunderstand each other in any situation.

American employees are very loyal to their companies.

Japanese companies are likely to recruit less experienced employees.

The Japanese rely less on meetings than the Americans.

Japanese managers send more memos than their American counterparts.

Japanese managers solve problems without involving their boss.

КОНТРОЛЬНАЯ РАБОТА № 1

Упражнение 1. Переведите письменно следующий текст на русский язык. Обратите внимание на образец оформления контрольной работы (см. Введение).

Directors And Managers, Secretaries

As a rule a private company has only one director. A public company must have at least two directors. Usually there is no upper

limit on the number of directors a public company may have. The company's note paper must list either all or none of the names of its directors.

A limited liability company or a corporation is headed by the board of directors elected by shareholders. The directors appoint one of their number to the position of managing director to be in charge of the day-to-day running of the company. In large organizations managing director is often assisted by a general manager. Some companies also have assistant general managers. Many directors have deputies who are named deputy directors.

Directors need not be shareholders. They are responsible for the management of a company's affairs. They are not subject to any residence or nationality restrictions.

Big companies have many managers heading departments. They are all responsible to the managing director. Among various departmental managers the following can be mentioned: sales manager, personnel / staff manager, chief manager, district manager, production manager, sales and marketing manager, industrial engineering manager etc.

There are two types of secretaries: company secretaries and private secretaries of executives.

Every company, both in Great Britain and the United States, is required, under the law, to have a company secretary. In the case of private companies the directors are free to appoint any suitable person for this position. But in the case of public companies the company secretary must be a properly qualified person, a member of a recognized institute or association. He or she may be one of the directors of the company. But if the company has only one director, the director cannot also be the secretary.

The company secretary is the chief administrative officer of the company. He or she is normally responsible for the company, to

comply with company law. The correspondence of the company secretary is particularly concerned with shareholders' meetings, board meetings and various forms that must be sent outside. The company secretary may also deal with enquiries for information concerning other firms, although the accounts department often handles these matters. Administrative questions come into the sphere of the company secretary under instructions of the board of directors.

As to private secretaries of executives they are practically personal assistants of executives. A secretary answers telephone calls, receives messages and makes telephone calls on the instruction of her boss. A secretary also helps in organization of meetings and conferences, entertainments of visiting customers, suppliers and other associates of the firm. She also deals with all the correspondence of her boss. Secretaries write letters on making appointments or travel arrangements, letters of introduction, congratulation or condolence, invitations and replies to invitations. Secretaries use various office equipment, like computers, fax machines, photocopying machines and others.

Упражнение 2. Дайте письменный ответ на вопросы.

1. How many directors can a private company have?
2. And what about a public company?
3. Who heads a limited liability company?
4. How is managing director appointed?
5. What are his duties?
6. Who is a general manager?
7. What do managers usually head?
8. What managers are there in companies?
9. What is the status of a company secretary?
10. What is a private secretary responsible for?

Упражнение 3. Найдите в тексте и выпишите английские эквиваленты следующих слов и выражений. Выучите их.

Частный, общественный, возглавлять, совет директоров, выбирать, назначать, директор-распорядитель, управляющий, управлять компанией, подпадать под действие ограничений, быть ответственным перед кем-либо за что-либо, частный, руководитель, требовать, подходящий, должным образом, квалифицированный, признанный, главное должностное лицо, заниматься данным вопросом, партнер, компаньон, назначать встречу, соболезнование, оборудование

Упражнение 4. Заполните пропуски глаголами в соответствующей форме. Все предложения – о прошлом. *buy sell spend win lose waste pay find cost give*

My car was five years old so I it and a new one. I was very sad when I my watch in the street. It was a present from my wife and it her a lot of money. Fortunately, somebody it the next day and took it to a Police Station. I over \$ 2,000 for my computer, but it isn't worth very much now. My father me \$ 50 last week but I most of it on a ticket for a concert on Friday. Last week somebody \$ 1m in a game on television. It was incredibly exciting. I'm afraid I my money on those CDs because I never play them.

Упражнение 5. Используя будущее неопределенное время, согласитесь и пообещайте сделать требуемое. Пример: A: Can you clean the windows? B: Sure, I'll clean them today. A: Do you promise? B: Yes, I promise I'll clean them this afternoon.

1. A: Can you phone me later? B: Sure,tonight. A: Do you promise? B: Yes,

2. A: Can you repair the clock? B: Okay, tomorrow. A: Do? B:

3. A: Please don't tell anyone. B: All right, I anyone. A: ? B:

4. A: Please don't go there. B: Don't worry, A: ? B:

Упражнение 6. Ответьте на вопросы, используя подчеркнутые слова и фразы, данные курсивом. Напишите текст темы, устно переведите его. Подготовьте устное высказывание.

ABOUT MYSELF & MY FUTURE PROFESSION

Let me introduce myself.

What is your full name?

When were you born? *I was born on the – th of – , ____, so I'm – years old now.*

Is Samara your native town?

Where were you born? *I was born in – , so Samara is not my native town.*

What school did you study at?

What were your favourite subjects at school?

When did you finish school? *I finished school in*

What are you now?

I am a first-year student (2nd , 3rd) of Samara National Research University, Faculty of, department.

* What degree are you doing?

Bachelor B.A. = Bachelor of Arts B.A. in...

B.S. = Bachelor of Science B.S. in...

Ms Ivanova holds a *master's degree* in finance from the University of Texas, USA.

He graduated from London University in 2024 with a *master's degree* in Financial Economics. He also holds a degree of Candidate of Economic Science from Moscow University.

Ph.D. = Doctor of Philosophy = учёная степень; примерно соответствует степени кандидата наук в РФ; присваивается магистру как гуманитарных, так и естественных наук

What subjects do you take at the University?

We have a lot of work to do. We take...

When do your studies begin? *Our classes begin at 8 a.m. (1 p.m.), we study in the first (second) shift and I think it is very convenient.*

What are your hobbies? Do you go in for sports?

I don't go in for sports professionally, but I like swimming and playing tennis in summer and skating or skiing in winter.

Do you live with your parents or do you have a family of your own?

Are you married?

Is your family large? *My family is neither very large nor very small. We are three...*

What is your father / mother?

Are you an only child in the family?

I have an elder brother/a younger sister.

How old is he? He is – years older / younger than me.

What does your family like to do in their spare time?

Where do you live? *In the centre of the city / in the suburbs / in the hostel*

What street do you live in?

How do you get to the University? *by bus / by tram / by trolley-bus / I walk*

How long does it take you to get there? *It takes me ____ to get to the University.*

Why did you enter this faculty?

I am glad I've entered the University, I think it is interesting to study here.

II РАЗДЕЛ

ЗАДАНИЯ НА СЕМЕСТР

1. **Проработать и усвоить** материал семестра, выполнить упражнения.
2. **Прочитать и перевести** тексты, выучить обязательный минимум слов по указанию преподавателя.
3. Обсудив с преподавателем объем работы, **подготовить материал по самостоятельной работе**.
4. Подготовить **устные темы** по указанию преподавателя.
5. Выполнить **контрольную работу** согласно требованиям к оформлению и своевременно сдать преподавателю.

Упражнение 1. Определите, в правильном ли времени использованы подчеркнутые глаголы. Внесите исправления и запишите верные предложения.

Пример: I don't know your telephone number. *Right.*

Please don't make so much noise. I study. *Wrong – I'm studying.*

1. Look! Somebody is climbing up the tree over there.
2. Can you hear those people? What do they talk about?
3. Are you believing in God?
4. Look! That man tries to open the door of your car.
5. The moon goes round the earth.
6. I'm thinking it's a good idea to leave early.
7. I'm usually going to work by bus.

Упражнение 2. Работая в паре, составьте диалоги по данной ситуации. Вы в гостинице. Один из вас – служащий в приемной,

другой – постоялец, который звонит в приемную и высказывает просьбу. Пример: – there is no hot water

A: Hello. Reception. Can I help you?

B: Yes. There is no hot water in my room. Could you see to it, please?

A: Certainly. I'll send someone straight away.

Asking people to do things: Could you ...? is one of the most common forms. You can safely use it in most situations. Could you help me, please? Would you open the window for me?

- The television doesn't work.
- You'd like some tea in your room.
- You want the telephone number of the railway station.
- You'd like to be woken at 6.30 in the morning.
- You'd like to have breakfast in your room at 7.00.

Упражнение 3. Работая в паре, составьте диалоги по выбранной вами ситуации. Студент **А** очень занят и ему предстоит многое сделать, студент **В** предлагает помощь. Вы можете начать диалог следующим образом:

A: Oh, there's so much to do.

B: I'll help, if you like.

A: That's great. Could you ...?

B: Yes, of course. Shall I ...?

Offering help: I'll help you. (I am offering to help you.)

Shall I help you? (I am asking if you would like me to help you.)

- going on holiday (pack cases / close windows etc.);

- cooking a large meal (prepare vegetables / do the washing-up / lay the table etc.);
- your office is in chaos, the phone's ringing and an important customer is coming.

Упражнение 4. Сделайте перевод следующих предложений с английского на русский, выучите выделенные слова. Затем дайте ответы на вопросы о Вашей работе.

Work: duties, conditions and pay

What do you do? People may ask you about your job. They can ask and you can answer in different ways:

What do you do? I'm (+ job) e.g. **a** banker / an engineer

What is your job? I **work in** (+ place or area) e.g. a bank / marketing

What do you do for a living? I **work for** (+ name of company) e.g. Union Bank / Nestle

What does that involve? (= What do you do in your job?) When people ask you to explain your work / job, they may want to know your main **responsibilities** (= your duties / what you have to do), or something about your daily routine (= what you do every day / week). They can ask like this:

What does that (= your job) **involve**?

Main responsibilities

I am **in charge of** (= **responsible for**) all deliveries out of the factory.

I have **to deal with** complaints (= take all the necessary action if there are complaints).

I **run** the coffee bar and a restaurant (= I manage it / I am in control of it).

Note: We often use **responsible for / in charge of** for part of something, e.g. a department or some of the workers; and **run** for control of all of something, e.g. a company or a shop.

Daily duties / routines I have to **go to / attend** (*formal*) a lot of meetings. I visit / see / meet **clients** (= people I do business with or for). I **advise** clients (give them help and my opinion). It involves **doing** quite a lot of **paperwork** (a general word we use for routine work that involves paper e.g. writing letters, filling in forms, etc.). Note the -ing form after **involve**.

Pay Most workers are **paid** (= receive money) every month and this pay goes directly into their bank account. It is called a **salary**. We express the same idea using the verb **to earn**: My **salary** is \$ 60,000 a year. (= I **earn** \$ 60,000 a year.)

With many jobs you **get** (= receive) **holiday pay** and **sick pay** (when you are ill). If you want to ask about holidays, you can say: How **much holiday** do you get? or How **many weeks' holiday** do you get?

The total amount of money you receive in a year is called your **income**. This could be your salary from one job, or the salary from two different jobs you have. And on this income you have to pay part to the government – called **income tax**.

Working hours For many people in Britain, these are 8.30-9.00 a.m. to 5.00-5.30 p.m. Consequently people often talk about a **nine-to-five job** (= regular working hours). Some people have **flexitime** (= they can start an hour or so earlier or finish later); and some have to do **shiftwork** (= working at different times, e.g. days one week and nights the next week). Some people also **work overtime** (= work extra hours). Some people are paid to **do / work overtime**, others are not paid.

Now complete the lines above with real information about yourself. Make sure you can use all the words to talk about your situation. What do you do? What is your job? Where do you work? What exactly do you do? What are your working hours?

Упражнение 5. Это часть беседы с преподавателем о ее работе. Задайте пропущенные вопросы.

A:? B: I usually start at 8.30 a.m. and finish at four p.m.

A:? B: Yes, a bit. On certain courses I work until six o'clock.

A:? B: 12 weeks – one of the good things about being a teacher.

A:? B: No we don't, I'm afraid. That's one of the disadvantages of being a teacher. But I suppose money isn't everything.

Упражнение 6. Ответьте на следующие вопросы.

I. 1) What are normal working hours for most office jobs in your country?

2) Can you name three jobs that get very high salaries in your country?

3) When you start paying income tax in your country, what is the minimum amount you have to pay?

4) What jobs often involve shiftwork? (Give at least two examples.)

5) Is flexitime common in your company or your country?

II. Think about your own job. How many of the things from Exercise 5 do you do? How is your work different? Can you explain your responsibilities and daily duties in English?

Упражнение 7. Прочитайте и переведите следующий текст.

World paychecks: who makes what, where and why?

An intriguing book, *'World paychecks: who makes what, where and why'*, makes some interesting international comparisons. In Japan, for example, teachers earn far less than factory workers, but in Denmark they are near the top of the wages scale. A New York rubbish collector makes three times as much as Indian army general. A German

bus driver gets double the pay packet of a British bus driver. In China some University teachers earn as much as government ministers, but Chinese newspaper and television journalists are the most poorly paid ones in the world. And so on.

In part, says the writer, this is because of the law of supply and demand. New York rubbish collectors are well-paid because it is hard to find enough people who want to do the job, and in India generals do badly because everyone (well, almost everyone) wants to be a general. But other facts – whether having a certain job makes you famous, for example – also make a difference.

It may interest you to know that the President of the United States earns three times what the Prime Minister of Britain does, but that the Prime Ministers of India and China get only about 40 pounds a week. I leave you to draw your own conclusions.

One of the other interesting bits of information in the book is that Britain pays its civil servants (the people who are paid to help the government run things like the tax system and the post office) more than America and most of Europe. Don't ask me who decides these things; no one asked for my opinion.

Упражнение 8. Ответьте на следующие вопросы.

True or false: in Denmark, factory workers earn more than teachers.

Who earns more, an Indian army general or a New York rubbish collector?

If a British bus driver earns 500 pounds a month, how much does a German bus driver earn?

Who earns more in China, university teachers or journalists?

Which is true: a) a lot of people want to be New York rubbish collectors; b) not many people want to be rubbish collectors.

Do civil servants earn more in America or in Britain?

What should be the best paid jobs in your country? Why?

Упражнение 9. Вы пишете письмо другу, сообщая новости о людях, которых вы оба знаете. Используйте данные слова и глагол в нужной форме.

Пример: Phil / find a new job *Phil has found a new job.*

Dear Chris, lots of things have happened since I last wrote to you.
Charles / go / Brazil Jack and Jill / decide / to get married
Susanne / have / a baby Monica / give up / smoking George /
pass / his driving test

Упражнение 10. Составьте вопросы, используя данные в скобках слова. Дайте ответ. Пример: (you ever / be / to Italy) *Have you ever been to Italy? Yes, I have. We went to Italy last year.*

1. (you ever / be / to South America)
2. (you / read / any English books)
3. (you / live / in this town all your life)
4. (you / ever / speak to a famous person)

Упражнение 11. Ответьте на вопросы о себе.

1. How long have you known your teacher?
2. How long have you lived at your present address?
3. When did you move there?
4. How long have you had your present job?
5. What did you do before that?

Now ask your partner the same questions.

Упражнение 12. Прочитайте и переведите следующий текст.

It's not what you say, but how you say it

Ralph Waldo Emerson's view 150 years ago that 'no man should travel until he has learned the language of the country he visits' is reflected in the boom of language learning for business travellers. A key to success is to do business in the other person's language.

But unless you can really cope in a language, it may be best to save it for social chat. A little learning is dangerous, although a few phrases, say, in Swedish, French or Spanish are always appreciated.

Much more important, psychologists say, is your «non-verbal behaviour» or body language. This must take into account different notions of politeness, manners and social rituals. Actions speak louder than words. Saying the wrong thing, eye contact, hand gestures, using first names, how you eat and drink can be a minefield for the unwary.

You first need to know whether you are dealing with people from the so-called «low-context» cultures, such as North America, Britain, Sweden, Switzerland or Germany, who spell things out verbally, or «high context» cultures such as France, Japan, Spain, Greece, Saudi Arabia, China and South Korea, who communicate by nuance and implication and are less dependent on the spoken word. For example, the Swiss and Germans like to lay their cards on the table. Talking to a Frenchman or a Spaniard, what is unsaid is often more important.

The handshake is probably the most common form of greeting in the world, except in Japan. In Germany and Denmark you should nod your head when you shake hands as a gesture of respect. Somebody who does not know this may misinterpret it as aggression. People in Mediterranean countries sometimes tilt their head back when they shake hands. Northerners may take this for arrogance. Anglo-Saxons learn to look people in the eye. This is sometimes misinterpreted as aggressive or challenging behaviour by Orientals, for whom only an occasional glance into the other person's face is considered polite.

Visiting cards should never be shoved into the pocket. Receive them with both hands: read, learn and inwardly digest the name and status, and lay them out on the table in front of you.

People do business with whom they feel comfortable. It comes down to sincerity and spontaneous good manners. If you are not sure how to be polite in someone else's culture, then at least be polite in your own.

Keep sentences short and simple, but avoid oversimplifying and pause frequently. Avoid vague and imprecise expressions; look at the person with whom you're dealing – not the interpreter; look out for signs of confusion; and keep eye contact when culturally appropriate. Finally, note that in the Far East it is not much «read my lips» as «read my mind».

Упражнение 13. Найдите в тексте английские эквиваленты следующих слов и выражений, выучите их.

– светская беседа, психолог, невербальное поведение, язык тела, вежливость / вежливый, контакт взглядов, низко-контекстные культуры, рукопожатие, высоко-контекстные культуры, кивать головой, неправильно понимать, принимать за, поведение, чрезмерное упрощение, переводчик, подходящий \ соответствующий.

Ролевая игра

Student A You have just arrived in London for the first time. You have come for a holiday and to learn English. London seems a little strange and you need to ask for help. These are some of your problems:

1. You need to change some money, but you don't know where to find a bank, or what time the banks open and close.
2. You need to buy some postcards and souvenirs.
3. You would like to try some good local food.
4. You want to find a good English language school.

You meet someone who lives in London and who seems friendly, so you ask for information. Prepare what you are going to say. Add any other questions you want to ask (e.g. about accommodation, shops, etc.). Begin like this: *Excuse me. Could you help me, please?*

Student B You live in London and know it quite well. You meet a foreigner who has just arrived, and who seems to have some problems. Look at the information here and try to help him / her.

Barclays Bank

Currency exchange – best rates

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Closed all day Saturday

INTERNATIONAL SCHOOL

Do you want to learn English from experts? Come to 106 Dover Street, for tuition, social programme and accommodation or phone 491 2596

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Traditional English Breakfasts – every day

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КОНТРОЛЬНАЯ РАБОТА № 2

Упражнение 1. Переведите письменно следующий текст на русский язык. Обратите внимание на образец оформления контрольной работы.

Companies And Money: Bookkeepers And Accountants

Bookkeepers deal in taxes, cash flow, sales, purchases and different business transactions of the company. Bookkeepers first record all the appropriate figures in the books of original entry, or Journals. At the end of a period, usually a month, the totals of each book of original entry are posted into the proper page of the **Ledger**. The Ledger shows all the expenditures and all the earnings of the company. On the basis of all the totals of each account in the Ledger,

the bookkeeper prepares a **Trial Balance**. Trial Balances are usually drawn every quarter.

The **accountant's** responsibility is to analyze and interpret the data in the Ledger and the Trial Balance. The accountant is to determine the ways in which the business may grow in the future. No expansion or reorganization is planned without the help of the accountant. New products and advertising campaigns are also prepared with the help of the accountant.

Profit & Loss Statements And Balance Sheets

From the Trial Balance, prepared by the bookkeeper, the accountant creates a **Profit & Loss Statement** and **Balance Sheet**.

A Profit and Loss Statement or a Profit and Loss Account shows the income or loss of the company for the period. It may contain the following items: *Sales, Trading profit, Depreciation, Rent received, Interest paid, Profit before tax, Tax, Profit after tax, Dividends, Profit retained, Earnings per share etc.*

The accounts of the Ledger which reflect the assets, liabilities and capital of the firm, make up a Balance Sheet. This shows the net worth or book value of the company.

Auditors And Their Reports

Auditors are usually independent certified accountants who review the financial records of a company. These reviews are called **audits**. They are usually performed at fixed intervals – quarterly, semi-annually or annually. Some large companies maintain a continuous internal audit by their own accounting departments. These auditors are called **internal auditors**. Not so many years ago the presence of an auditor suggested that a company was having financial difficulties or that irregularities had been discovered in the records. Currently, however, **outside audits** are a normal and regular part of business practice.

Auditors see that current transactions are recorded promptly and completely. Their duty is to reduce the possibility of misappropriation, to identify mistakes or detect fraudulent transactions. Then they are usually requested to propose solutions for these problems. The auditors review financial records and report to the management on the current state of the company's fiscal affairs in the form of **Auditor's Report** or **Auditor's Opinion**.

Упражнение 2. Подчеркните в переведенном на русский язык тексте и выучите следующие слова и выражения:

bookkeeper – бухгалтер, accountant – ревизор отчетности, бухгалтер, cash flow – наличный расчет, transaction – сделка, appropriate – соответствующий, book – бухгалтерская книга, entry – бухгалтерская запись, проводка, Journal – бухгалтерский журнал, Ledger – главная книга, to post – переносить в бухгалтерскую главную книгу, Trial Balance – пробный баланс, Profit and Loss Statement – счет прибылей и убытков, Balance Sheet – бухгалтерский баланс, report – отчет, opinion – мнение, заключение, отзыв, depreciation – амортизация, rent – арендная плата, assets – активы, liabilities – пассивы, net worth – стоимость за вычетом обязательств, book value – стоимость по торговым книгам, audit – аудит, ревизия, auditor – аудитор, бухгалтер-ревизор, misappropriation – незаконное присвоение, irregularity – нарушение правил, to identify – определять, обнаруживать, fraudulent – мошеннический, обманной.

Упражнение 3. Дайте письменный ответ на вопросы.

1. Whose work in this sphere do you think is the most important in the company?
2. What new facts have you learned from the text?

Упражнение 4. Используйте глаголы в правильной форме (past continuous / past indefinite). Пример: While Jeffrey was cooking (cook) the dinner, the phone rang (ring).

1. George (fall) off the ladder while he (paint) the ceiling.
2. Last night I (read) in bed when suddenly I (hear) a scream.
3. (you / watch) television when I phoned you?
4. Alice (wait) for me when I (arrive).
5. I (not / drive) very fast when the accident (happen).
6. I (break) a plate last night. I (do) the washing-up when it (slip) out of my hand.
7. Ben (take) a photograph of me while I (not / look).
8. We (not / go) out because it (rain).
9. What (you / do) at this time yesterday?
10. I (see) Carol at the party. She (wear) a really beautiful dress.

Упражнение 5. Задайте вопросы, используя данные в скобках слова. Дайте ответы. Пример: (you / hear / from Emily recently) Have you heard from Emily recently? – Yes, I have. We had coffee yesterday.

1. (you / read / a newspaper recently)
2. (you / see / Edward in the past few days)
3. (you / play / tennis recently)
4. (you / eat / anything today)
5. (you / see / any good films recently)
6. (you / have / a holiday this year yet)

Упражнение 6. Переведите текст темы на русский язык. Подготовьте устное высказывание на английском языке, добавив информацию о себе, отвечая на вопросы в тексте.

SAMARA NATIONAL RESEARCH UNIVERSITY

Samara Region is one of the largest centres of education in the Volga Region. There are 16 state higher educational institutions (among them 5 universities, 3 academies and 3 branches of Moscow institutions), as well as 10 non-state ones on its territory.

Higher educational institutions accomplish training of specialists in many areas. These specialists are capable of handling urgent problems of the country's economy, such as the creation of new financial and economic structures, power- and resource-saving technologies, advanced technologies in medicine and others. Samara State University as well as technical, medical and aerospace universities, have become the largest scientific technopolises.

Samara University is a higher educational institution, providing a full professional course of studies. State diplomas of higher education and qualification certificates are awarded to our graduates.

The university traces back to August 1918. Prominent Russian psychologist professor A.P. Nechaev became the first Rector of our University. In 1927 the University had to cease its activities until it reopened in 1969.

In 2015 Samara State University was incorporated with Samara State Aerospace University. Today Samara National Research University (Samara University for short), is one of Russia's leading centers of education, science and culture.

The university consists of 16 faculties, 105 departments, offices in Togliatti and Blagoveschensk, a technical school and a junior college. More than 14,000 students from across the globe attend Bachelor's, Master's, and Specialist's programs at SU.

At present there are the following departments at the University: *Mechanics and Mathematics, Physics, Chemistry, Biology, Sociology, History, Law, Philology and others.* Besides there is a Research Group

and a Computer Centre. The University has full-time department, part-time department and correspondence department.

The University provides good conditions for study. It is staffed with highly-qualified teachers with a long list of research works to their credit. All the departments of the University comprise about 8 thousand students.

International partners of Samara University include:

Harbin Polytechnic Institute (China)

Bradley University (USA)

ENSICA Higher School of Aeronautics (France)

Sophia Technical University (Bulgaria)

Munich Technical University (Germany)

Vienna Institute of Information Processing (Austria), and others.

The University has successfully completed contracts with companies from Italy, Finland, France, PRC, Latvia, Lithuania, and Ukraine to deliver to foreign customers technological products developed by Samara University.

Samara University has traditionally accepted foreign interns and doctoral students. Students from Bangladesh, Bulgaria, India, Iran, Cameroon, Kenya, China, Costa Rica, Lebanon, Mauritius, Madagascar, Morocco, Nigeria, Oman, Pakistan, Peru, Senegal, and Sri Lanka have all studied at Samara University. Samara University has hosted interns from the PRC, Germany and France. Students from Bradley University, Harbin Polytechnic Institute (PRC), and ENSICA Higher School of Aeronautics attended Samara University in accordance with direct cooperation contracts between the two institutions.

Famous Alumni list includes:

Viktor Lukachev, expert in mixing and burning of fuels in aircraft engines, Rector of Kuybyshev Aviation Institute.

Konstantin Titov, Governor of Samara Region (1991–2007), member of the Federation Council of the Federal Assembly of the Russian Federation, representative of Samara Region (since October 2007).

Oleg Sysuev, Mayor of Samara (1992–1997), Vice Premier of the Russian Federation (1997–1998), Minister of Labor and Social Development of the Russian Federation (1997–1998).

Mikhail Millionschikov, Vice President of the USSR Academy of Sciences (1962–1973).

Lev Khasis, Member of the Board, First Deputy Chairman of the Board, Sberbank of Russia. In 2011–2013 – Senior Vice President, Wal-Mart Stores, Inc.

Vitaly Markelov – member of the Board of Directors, Deputy Chairman of the Board, Gazprom.

I am a first (2nd) year student of Samara National Research University, Faculty of

What subjects do you take at the University? We have a lot of work to do in the first year.

Why did you enter this faculty?..... I'm glad I've entered the university, I think it's interesting to study here.

<i>word</i>	<i>transcription</i>	<i>translation</i>
Alumni	/ə'λmnaɪ/	выпускники
full-time department	\	\ отделение дневного обучения
part-time department	\	\ отд. вечернего обучения
correspondence department	\	\ отд. заочного обучения
to comprise	\	\ = to include – включать, состоять

III РАЗДЕЛ

ЗАДАНИЯ НА СЕМЕСТР

1. **Проработать и усвоить** материал семестра, выполнить упражнения.
2. **Прочитать и перевести** тексты, выучить обязательный минимум слов по указанию преподавателя.
3. Обсудив с преподавателем объем работы, **подготовить материал по самостоятельной работе**.
4. Подготовить **устные темы** по указанию преподавателя.
5. Выполнить **контрольную работу** согласно требованиям к оформлению и своевременно сдать преподавателю.

Упражнение 1. Назовите залог и переведите.

1. I tell. I am told.
2. He helps. He is helped.
3. They are invited. They invite.
4. She asked. She was asked.
5. We were called. We called.
6. You give. You are given.
7. I showed. I was shown.
8. They remember. They are remembered.
9. She answered. She was answered.
10. He was advised. He advises.

Упражнение 2. Подчеркните правильную форму глагола и измените, где нужно, порядок слов.

1. The work (is done \ was done) yesterday.

2. The key usually (is left \ was left) here.
3. The children (are told \ were told) a story on Tuesday.
4. The vase (is broken \ was broken) last week.
5. This tea often (is advertised \ was advertised) on television.
6. America (is discovered \ was discovered) by Columbus.
7. Money usually (is kept \ was kept) in a safe.
8. Mother (is helped \ was helped) with the housework.
9. Some letters (are received \ were received) yesterday.
10. The wall (is painted \ was painted) last month.

Упражнение 3. Используйте глаголы, данные в скобках, в Present \ Past Indefinite Passive.

Our planet is in danger. The air and water (to pollute). The forests (to cut down). The litter (to leave). The birds (to damage), the animals (to kill). The fire in the forests (not to put down). The trees (not to plant). The wild beasts (not to take) care of. We must think about it.

Our town is very old. It (to found) in the 12th century. During the Second World War the town (to destroy) by enemies. But later it (to restore). Many big houses (to build) in our town. A nice square (to make) in the centre of the town. Many trees and flowers (to plant) in the parks and in the gardens. Beautiful churches and cathedrals (to decorate) by famous artists.

Упражнение 4. Прочитайте и переведите следующий текст.

What Is A Manager?

A number of different terms are used for ‘manager’, including ‘director’, ‘administrator’ and ‘president’. The term ‘manager’ is used more frequently in profit-making organizations, while the others are used more widely in government and non-profit organizations such as universities, hospitals and social work agencies.

What, then, is a manager? When used collectively, the term ‘management’ refers to those people, who are responsible for making and carrying out decisions within the system. An individual manager is a person who directly supervises people in an organization.

Some basic characteristics seem to apply to managers in all types of organizations; they include hard work on a variety of activities & direct personal relationships.

Almost everything a manager does involves decisions. The reason for making a decision is that a problem exists. In decision-making there is always some uncertainty and risk.

Managing is a hard job. There’s a lot to be done and relatively little time to do it. The engineer can finish a design on a particular day, and the lawyer can win or lose a case at a certain time. But the manager’s job is like ‘*Old Man’s River*’ – it just keeps going.

Notes: Collectively – в собирательном смысле \ значении.
“Old Man’s River” – название песни.

Упражнение 5. Ответьте на вопросы по тексту.

1. What are the meanings of the words “manager” and “management”?
2. What characteristics are common to all managers?
3. What does an individual manager do?
4. What does management involve?
5. Why is managing a hard job?

Упражнение 6. Прочитайте и переведите следующий текст.

The British company management

The management of the company is called the Board of Directors (not Managers) headed by the Chairman (the President in American

English). 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, 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 of Acts of 1948 and 1985) a limited company (public or private) must have a Company Secretary whose duties are plenty. 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 write minutes and 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 desiccations, 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), he is often finally 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 to be able to fulfil his routine duties well he is supposed to have training in company law, accountancy and many other subjects, He is expected to be 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 put it).

Notes: The board of directors – совет директоров. The chairman – председатель. The managing director – директор – распорядитель. General manager – главный управляющий. Company secretary – секретарь компании. Register – список, журнал записей. Notice – извещение. A humanitarian – гуманист. A visionary – прорицатель, мечтатель.

Упражнение 7. Найдите в тексте английские эквиваленты следующих слов и выражений, запомните их и используйте в предложениях.

возглавляемый, руководитель отдела, получать инструкции, созывать собрание, присутствовать на собрании, готовить извещения, писать протокол, краткие записи, принимать решение, обширный \ пространный, представлять компанию, наблюдать за работой штата сотрудников, быть ответственным за, связующее звено, выполнять повседневные обязанности, доводы «за» и «против», иметь подготовку (в области), держатели акций, (личные) дела работников компании, организовывать работу собраний акционеров.

Упражнение 8. Ответьте на вопросы по тексту.

1. What do we call the management of a company?
2. Who heads the board of directors?
3. What is a manger in British companies?
4. Who controls the work of mangers?
5. What are the Company Secretary duties?
6. What sort of training should a Company Secretary have?
7. Are professional qualifications enough to make a good Company Secretary?
8. What departments are there in British companies?

Упражнение 9. Передайте общее содержание изученных текстов на английском языке и составьте сообщения о том, 1) что такое менеджмент; 2) какими личными качествами и профессиональными навыками должен обладать современный менеджер.

КОНТРОЛЬНАЯ РАБОТА № 3

Упражнение 1. Используйте глаголы в соответствующем времени и пассивном залоге. Обратите внимание на образец оформления контрольной работы. *clean damage find give invite make make show steal take*

1. The room every day.
2. I saw an accident yesterday. Two peopleto the hospital.
3. Paperfrom wood.
4. There was a fire at the hotel last week. Two rooms
5. Where did you get this picture? – Itto me by a friend.
6. Many American programmeson British television.
7. Did Jim and Sue go to the wedding? – No. They but they didn't go.
8. How old is this film? – Itin 2005.
9. My carlast week but the next day it ... by the police.

Упражнение 2. Исправьте грамматические ошибки в предложениях.

1. This house build 100 years ago. *This house was built 100 years ago.*
2. Football plays in most countries of the world.
3. Why did the letter send to the wrong address?
4. A garage is a place where cars keep.
5. Where are you born?
6. How many languages are speaking in Switzerland?

7. Somebody broke into the house but nothing stolen.
8. When was invented the bicycle?

Упражнение 3. Прочитайте и письменно переведите следующий текст. Выучите русский и английский варианты фраз в разделе *Notes*.

Basic forms of business organization

All businesses take one of three basic forms: the sole proprietorship, the partnership, and the corporation. A sole proprietorship is a business that is owned, and often run, by one person, who receives all the profits and bears all the liabilities of the business. A partnership is a voluntary legal association of two or more people for the purpose of running a business.

A corporation is a firm that exists as an independent legal entity, with ownership divided into shares. The owners of the shares are known as stockholders or shareholders. A key feature of the corporation is the limited liability. It means that the liability of the stockholders for debts of the firms is limited to the amount of money they paid to buy shares.

Over 250 foreign firms expressed an interest in setting up joint ventures in the territory of the ex-USSR. It was believed that joint ventures could contribute to further development of the country's trade, economic, scientific and technical cooperation. A lot of joint ventures were set up in different branches of industry and in the service sector after Russia started carrying out major economic reforms.

Joint ventures play an important role in attracting foreign technology, management experience and additional material and financial resources. There are certain legal requirements for Russian and foreign participants wishing to set up a joint venture. A joint venture must be a legal entity to have the right to conclude contracts in

its name. There are several stages in the process of a joint venture creation in the Russian territory. They are negotiations on the possibility of establishing a J.V., the signing of a protocol of intentions, the drafting of a feasibility study, the preparation of the foundation documents and at last the registration of the J.V.

Notes: Sole proprietorship – единоличное владение. Partnership – товарищество. Corporation – корпорация. Limited liability – ограниченная ответственность. Joint venture – совместное предприятие. Feasibility study – технико-экономическое обоснование. Foundation documents – учредительные документы. Legal entity – юридическое лицо.

Упражнение 4. Преобразуйте следующие предложения, употребив глагол-сказуемое в форме активного залога.

1. This business is owned and run by one person.
2. All the profits are received by him.
3. An interest in setting up joint ventures was expressed by many foreign firms.
4. Joint ventures were set up by over 250 foreign firms.
5. The protocol of intentions was set up by both interested parties.
6. A lot of money was paid by the stockholders to buy their shares.

Упражнение 5. Переведите на английский язык следующие вопросы, используя лексический материал текста. Подготовьтесь устно ответить на них в беседе с преподавателем.

1. Каковы основные формы организации бизнеса?
2. Какова основная особенность корпорации?
3. Что такое «единоличное владение»?
4. Какой формой организацией бизнеса является товарищество?

5. С какой целью создаются совместные предприятия?
6. Какие документы необходимы для создания совместного предприятия?

Упражнение 6. Ответьте на следующие вопросы. Подготовьтесь устно ответить на них в беседе с преподавателем. Обсудите с преподавателем комментарии, которые он напишет в ходе вашей беседы в графе *commentary* и выучите исправленные варианты.

Note: When talking, the interviewer fills the “commentary” column, writing down grammar, pronunciation, word order mistakes, making notes on Discourse Management and Interactive communication (see the example).

? commentary

Hello, how are you? *предполагается ответ «Fine, thank you.*

How are you?» (социокультурная компетенция)

What is your name (1st name, surname)?

Please spell your surname.

Are you from Samara? Do you like living here?

Where do you work? What is your position?

What are you responsible for? \ What does your job involve? /

What do you deal with?

What do you like about your job?

Do you have a comfortable office at work?

Is it important for you to have your own office?

Would you like to have a bigger office?

How long have you been with your company \ in your present job?

What's your work address?

What's your phone number?

Where do you study?

What are you interested in?

What do you like doing when you're not working?

What do you like about it?
How often do you \do this activity\ ?
Have you travelled a lot?
Have you ever been to London?
Did you go anywhere last summer?
Why do you want to study English?
Do you need it for work?
How often do you use the language?
Do you enjoy it? Why is that?
Please tell me what you want to do in the future? Thank you.

IV РАЗДЕЛ

ЗАДАНИЯ НА СЕМЕСТР

1. **Проработать и усвоить** материал семестра, выполнить упражнения.
2. **Прочитать и перевести** тексты, выучить обязательный минимум слов по указанию преподавателя.
3. Обсудив с преподавателем объем работы, **подготовить материал по самостоятельной работе**.
4. Подготовить **устные темы** по указанию преподавателя.
5. Выполнить **контрольную работу** согласно требованиям к оформлению и своевременно сдать преподавателю.

Упражнение 1. Выберите и назовите то время, которое вы употребили бы при переводе следующих русских предложений.

1. Мы сдаем экзамены два раза в год.
a) take *Present Indefinite* – *настоящее, констатация факта, регулярность*
b) are taking c) have taken
2. Я окончил школу 3 года назад.
a) finished b) have finished c) am finishing
3. Я уже написал курсовую работу.
a) wrote b) have written c) am writing
4. Сейчас я делаю упражнение по английскому языку.
a) do b) have done c) am doing
5. Я занимаюсь каждый день.
a) study b) am studying c) have studied

Упражнение 2. Соотнесите формы глагола с характеристиками:

1. I am working at the moment. *факт, регулярность – Simple*
2. I live in Samara. *завершенность, результат – Perfect.*
3. I have finished this work. *процесс, незавершенность –*

Continuous

Упражнение 3. Переведите предложения на русский язык, используя глаголы в скобках в нужном времени и залоге.

1. Я живу в Самаре. (to live)
2. Я окончил школу 3 года назад. (to finish)
3. Я учусь в университете. (to study)
4. Сейчас я делаю упражнение по английскому языку. (to do)
5. Я занимаюсь каждый день. (to study)
6. Мы сдаем экзамены два раза в год. (to take exams)
7. Я хорошо сдал экзамены. (to pass exams)
- 8 Я уже закончил работу и сейчас свободен. (finish, be free)

Упражнение 4. Прочитайте и переведите следующий текст.

Profile in management – Beverly Pickens

Beverly Pickens is plant personnel manager for Magna Corporation (manufacturer of oil-field chemicals) in Houston Texas. She received her B.S. and MBA degrees from Oklahoma State University. Beverly held several important positions prior to her current one. She was an employee relations analyst for Shell Oil Company and network supervisor for Southwestern Bell Telephone Company. Beverly feels that her success is based on several factors. She tries to approach each situation with an open mind and a willingness to work hard. In this way she can be flexible and adapt to changes. Her focus is on developing basic skills in planning, coordinating, developing and

communicating. Beverly feels that planning skills have been important in helping her to find the simplest ways to do things. She tries to use Information from key people in the organization and attempts to work with people in an effective manner.

Beverly feels that the basic functions of a manager are:

- Planning activities for a particular area of responsibility.
- Coordinating activities to implement the plans.
- Delegating authority and seeing that the work is carried out.
- Working through people and seeing that their needs are met.
- Establishing lines of communication to ensure that goals are met.

met.

To Beverly the most crucial skill for managerial effectiveness is the ability to work with people. This requires a manager to communicate ideas and knowledge to employees and get employees to perform jobs effectively. Beverly's advice for a new manager (experienced but new to company or new to management) is to gain a thorough understanding of the job and work environment before making major decisions. Managers must be able to adapt to their environment, and they must be flexible.

Notes:

personnel manager – менеджер по кадрам, по персоналу

employee relations analyst – специалист по отношениям и связи администрации с рабочими и служащими

B.S. and MBA degrees – Bachelor of Science and Master of Business Administration

Her focus is on developing basic skills... – она сосредоточивает свои усилия на том, чтобы выработать самые существенные умения...

the most crucial skill for managerial effectiveness – самая важная способность, определяющая успех работы менеджера...

get employees to perform – сделать так, чтобы работники выполняли...

to gain a thorough understanding of the job and work environment –
добиться глубокого, всестороннего понимания данного вида труда и
обстановки, в которой он протекает.

Упражнение 5. Найдите в тексте русские эквиваленты следующих слов и выражений, обращая внимание на их употребление в тексте.

manufacturer of oil-field chemicals, to approach each situation with an open mind, in this way, adapt to changes; skills in planning, coordinating, developing and communicating; key people in the organization, ability to work with people, a particular area of responsibility, delegating authority, establishing lines of communication, seeing that their needs are met, to perform jobs effectively, to insure that goals are met, making major decisions, work environment

Упражнение 6. Найдите в тексте английские эквиваленты следующих слов и выражений, запомните их и используйте в собственных предложениях, составленных на английском языке.

попытки; эффективно, успешно; деятельность, действие; согласовывать действия, выполнять работу, удовлетворять нужды, способность работать с людьми, передавать знания и мысли, опытный менеджер, приспосабливаться к окружающей обстановке; пост, занимаемая должность; ученая степень, желание упорно трудиться, гибкий, передавать полномочия, способность делать что-либо, занимать должность

Упражнение 7. Ответьте на вопросы по тексту.

1. What position does Beverly hold?
2. What positions did she hold prior to her current one?
3. What are the main factors her success is based on?
4. What makes her flexible and helps to adapt to changes?

5. Why does Beverly find planning skills very important?
6. What is the crucial skill for managerial effectiveness according to Beverly?
7. What is Beverly's advice for a new manager?

Упражнение 8. Прочитайте и переведите приведенное ниже письмо о принятии на работу.

Letter of Application

Dear Sir \ Madam,

I would like to apply for the position of the Chief Accountant which you advertised in the "HeadHunter" of August 4.

I am 25 years old and I graduated from the Moscow Financial Academy 3 years ago. After that I spent 6 months as a trainee in accounting with an English firm. I have worked in a Russian-English joint venture for the last 2 years.

I would like very much the opportunity to work for your firm. I hope you will give me an interview.

Please find attached my resume in English and in Russian.

Yours faithfully,

Nikolay V. Petrov

Упражнение 9. Пользуясь упражнением 8 как образцом, составьте свое собственное письмо. Сообщите данные о себе, своем образовании, опыте работы. Письмо не должно быть многословным. Используйте следующие выражения:

- | | |
|-----------------------------------|-----------------------------------|
| I graduated from ... | Я закончил... |
| I attended a course of ... at ... | Я прослушал курс ... в ... |
| I received my...degree from... | Я получил степень ... в ... |
| Now I am responsible for... | В настоящее время я отвечаю за... |

Упражнение 10. Прочитайте и переведите следующий текст.

Management functions

Management plays a vital role in any business or organized activity. Management is composed of a team of managers who have charge of the organization at all levels. Their duties include making sure company objectives are met and that the business operates efficiently. Regardless of the specific job, most managers perform four basic functions.

These management functions are **planning, organizing, directing and controlling.**

Planning involves determining overall company objectives and deciding how these goals can best be achieved. Planning is listed as the first management function because the others depend on it.

Organizing, the second management function is the process of putting the plan into action. Staffing, choosing the right person for the right job, may also be included as part of the organizing function.

In directing, managers guide, teach and motivate workers so that they reach their potential abilities. In the last management function, controlling, managers evaluate how well company objectives are being met.

In order to adequately and efficiently perform these management functions, managers need interpersonal, organizational and technical skills. Effective managers meet the objectives of the company through a successful combination of planning, organizing, directing and controlling.

Over the last thirty years a new approach to management has been developing. Those favouring it say that the way to increase workers' efficiency is to improve their motivation and job satisfaction. Followers of the Quality of Working Life Movement have been trying out various

methods of making work interesting. These include job enlargement, job enrichment and new forms of group work.

Упражнение 11. Ниже приведен список терминов, которые вы встретили в тексте. Дайте их перевод и выучите.

Существительные: team, duty, objective, goal, charge, function, activity, staffing, ability, skill.

Глаголы: include, meet, operate, perform, determine, achieve, list, guide, motivate, evaluate.

Прилагательные: vital, basic, specific, overall, potential, interpersonal, organizational, technical, effective, successful.

Упражнение 12. Прочтите следующие интернациональные слова и дайте русские слова с тем же интернациональным корнем.

Position, function, phase, organizational, role, operate, effectively, specific, goal, alternative, course, check, process, human, resources, motivate, potential, effective, communication, reorganize, combination.

Упражнение 13. Соотнесите слово, данное в правой колонке, с соответствующим определением из левой колонки.

- | | |
|----------------|---|
| 1) planning | a) the day-to-day direction and supervision of workers |
| 2) organizing | b) the evaluation of how well company objectives are being met |
| 3) directing | c) determining of overall company objectives & how they can be achieved |
| 4) controlling | d) the process of putting the plan into action. |

Упражнение 14. Ответьте на вопросы по тексту.

1. What do the duties of managers include?
2. What does planning involve?
3. Why is planning the first management function?

4. What do managers do in the organizing phase?
5. Can staffing be considered a management function?
6. What do managers evaluate in the controlling function?
7. Which skills do managers need to perform effectively?

Упражнение 15. Прочтите и переведите группы родственных СЛОВ.

to satisfy – satisfaction – dissatisfaction, to maintain – maintenance, to motivate – motivation, to employ – employer – employee, to train – trainer – trainee, to perform – performance, rich – to enrich – enrichment, large – to enlarge – enlargement, responsible – responsibility.

Упражнение 16. Ниже приведен список терминов, которые вы встретите в тексте. Дайте их перевод и выучите.

Существительные: morale, behaviour, authority, recognition, promotion, deadline.

Глаголы: reveal, relate, assume, rotate, assemble, occur.

Прилагательные: aware, innovative, entire, fundamental, material, safe.

Упражнение 17. Прочтите и переведите текст.

Management and human resources development

Managers perform various functions, but one of the most important and least understood aspects of their job is proper utilization of people. Research reveals that worker performance is closely related to motivation.

Many managers believe workers will be motivated to achieve organizational goals by satisfying their fundamental needs for material survival. These needs include a good salary, safe working conditions and job security. Although important, they do not provide primary

motivation for many workers in highly-industrialized societies. Increased motivation is more likely to occur when work meets the personal needs of individuals for learning, recognition, promotion and personal growth.

In an attempt to appeal to both fundamental and personal needs of workers innovative management approaches, such as job enrichment and job enlargement, have been adopted in many organizations. Job enrichment gives workers more authority in making decisions related to planning and doing their work. Job enlargement increases the number of tasks workers perform by allowing them to rotate positions or by giving them responsibility for doing several jobs.

By improving the quality of work life through satisfaction of fundamental and personal employee needs, managers attempt to direct the behavior of workers toward the company goals.

Упражнение 18. Найдите в тексте английские эквиваленты.

Различные функции, правильное использование, тесно связано, достигать целей, хорошая зарплата, карьерный рост, инновационные подходы к управлению, больше власти \ прав, принимать решения, количество заданий, ответственность за, удовлетворение потребностей.

Упражнение 19. Ответьте на вопросы к тексту.

1. Why is it important to have employees who are motivated?
2. How do many managers believe workers are motivated?
3. When does increased motivation occur?
4. What are some personal needs?
5. What is job enrichment?
6. What is job enlargement?
7. Why have job enrichment and enlargement been adopted in many organizations?

КОНТРОЛЬНАЯ РАБОТА № 4

Упражнение 1. Переведите письменно следующий текст на русский язык. Обратите внимание на образец оформления контрольной работы.

Marketing management

Management, by definition is a function of planning, organizing, directing and controlling. Management is revealed in a variety of specific activities.

Marketing management refers to a broad concept covering organization of production and sales of products, which is based on consumer requirements research. All companies must look beyond their present situation and develop a long-term strategy to meet changing conditions in their industry.

Marketing management, therefore, consists of

- evaluating market opportunities,
- selecting markets,
- developing market strategies,
- planning marketing tactics and,
- controlling marketing results.

Strategic planning includes defining the company's long-term as well as short-term objectives such as

- o sales volume,
- o market share,
- o profitability and innovation,
- o and deciding on financial, material and other resources necessary to achieve these objectives.

In problems of market selection and product planning one of the key concepts is that of the Product Life Cycle. That products pass

through various stages between life and death (introduction – growth – maturity – decline) is hard to deny. Equally accepted is the understanding that a company should have a mix of products with representation in each of these stages. Companies can make far more effective marketing decisions if they take time to find out where each of their products stands in its life cycle.

Упражнение 2. Ниже приведен список терминов, которые вы встретили в тексте. Дайте их перевод и выучите.

Существительные: definition, concept, production, sales, consumer, requirement, research, objective, cycle.

Глаголы reveal, refer, develop, meet, consist, define, achieve, decide on, find out.

Прилагательные specific, broad, present, long-term, short-term, strategic, key, necessary.

Упражнение 3. Письменно ответьте на вопросы по тексту.

1. What is management?
2. What does marketing management refer to?
3. What does marketing management consist of?
4. What does strategic planning include?
5. What is the Product Life Cycle?
6. Why is the Product Life Cycle considered one of the key concepts in marketing?

Упражнение 4. Переведите предложения на английский язык.

1. Они спрашивают, когда была основана компания.
2. Он спросил, сколько осталось времени.
3. Я бы хотел знать, как быстро мы получим ответ.
4. Мы попросили его изменить время встречи.
5. Я спросил коллег, можем ли мы начинать работать.

6. Секретаря попросили отослать факс немедленно.
7. Я не знал, много ли времени займет решение этой проблемы.
8. Директор спросил, сколько машин нам потребуется.
9. Он спросил нас, согласны ли мы с ним.
10. Его спросили, когда он подписал контракт.

Упражнение 5. Ответьте на следующие вопросы. Подготовьтесь к устной беседе с преподавателем. Обсудите с преподавателем комментарии, которые он напишет в ходе вашей беседы в графе *commentary* и выучите исправленные варианты.

Note: When talking, the interviewer fills the “commentary” column, writing down grammar, pronunciation, word order mistakes, making notes on Discourse Management and Interactive communication (see the example).

?

commentary

Hello, how are you? *предполагается ответ «Fine, thank you.*

How are you?» (социокультурная компетенция)

What is your name (1st name, surname)?

Please spell your surname.

When were you born?

Family & Home Do you live in Samara?

Do you like the city?

Do you have a family?

Is it large or small?

Business & Work Do you work or study?

What do you do? Do you like your job?

What is your position?

Do you use English in your job?

What's your work address?

What's your phone number?

Do you often go on business trips?

Leisure Do you have a hobby?

What do you do in your free time?

Do you enjoy reading? Watching TV? Sports?

Social & Travel Do you have a lot of friends?

Do you often meet with your colleagues \ friends?

Where? What do you do?

Do you like to travel?

What countries have you visited?

What is your favourite country? Why?

Thank you.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Самостоятельная работа является важным элементом в системе языковой подготовки. Она направлена на развитие у обучаемых творческого мышления, самостоятельности в поиске необходимой информации, а также в поиске самих способов ее добывания.

Ввиду наличия различных вариантов определения самостоятельной работы в педагогической литературе мы будем придерживаться следующей формулировки: *самостоятельная работа – это планируемая работа студентов, выполняемая по заданию и при методическом руководстве преподавателя, но без его непосредственного участия.* Одной из основных задач преподавателя вуза является помощь студентам в организации их самостоятельной работы.

Самостоятельная работа по совершенствованию уровня сформированности иноязычной профессиональной коммуникативной

компетенции студентов предполагает самостоятельный поиск и изучение текстового материала общенаучной, специальной проблематики, чтение художественной литературы по выбору студента, а также выполнение дополнительных заданий и тестов к ним. Поиск материалов для внеаудиторного чтения предполагает, в частности, сформированность компетенции информационных технологий (прием, переработка, выдача информации; преобразование информации (чтение, конспектирование), мультимедийные технологии, компьютерная грамотность; владение электронной, интернет технологией).

Студенты должны уметь пользоваться различными англоязычными поисковыми системами, проводить анализ научно-популярной и технической литературы, периодических изданий и справочных источников. В процессе работы над текстовым материалом студент выполняет задания, тематически связанные с его специальностью, предложенные преподавателем.

Главными целями самостоятельной работы в плане практического овладения иностранным языком выступают: 1) достижение соответствующего уровня иноязычной коммуникативной компетенции в период изучения иностранного языка в вузе; 2) подготовка студентов к проведению эффективной самообразовательной работы над иностранным языком после окончания вуза.

Установите и используйте *бесплатные приложения для эффективного изучения английского языка*:

REVERSO CONTEXT. Перевод слов и выражений с английского на русский, с русского на английский и еще более 10 языков. Примеры использования, возможность подбора лучшего варианта по контексту. Слушайте звучание слов!

QUIZLET. Создавайте модули, заполняйте их нужными ВАМ словами. Важно – делайте *свои* модули, так вы лучше запомните слова. На более продвинутом уровне возможно исполь-

зование чужих модулей, но в них могут быть ошибки. Учите слова с помощью: – работы с карточками, – тестов и пр. Слушайте звучание слов!

ABBY Lingvo. “Классический” словарь с транскрипцией, примерами использования слова в зависимости от части речи. Возможность услышать британское и американское произношение. При установке выбирайте *бесплатный* набор словарей.

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ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

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