



**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
РОССИЙСКОЙ ФЕДЕРАЦИИ**
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АНГЛИЙСКИЙ ЯЗЫК

**Учебное пособие для студентов I курса направления
«Экономика» всех форм обучения**

*Рекомендовано Рубцовским индустриальным институтом (филиал)
ФГБОУ ВПО «Алтайский государственный технический университет
им. И.И. Ползунова» в качестве учебного пособия для студентов I курса,
обучающихся по направлению подготовки «Экономика»*

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Учебное пособие предназначено для студентов I курса направления «Экономика». Пособие нацелено на расширение запаса профессиональной лексики; развитие навыков чтения и перевода; совершенствование умений в области делового общения; отработку различных грамматических явлений английского языка. Структура пособия подчинена указанным задачам. В пособие также включены проектные задания, которые способствуют активизации самостоятельной поисково-исследовательской деятельности студентов и развивают их творческий потенциал.

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Economic logic may be applied to any problem that involves choice under scarcity or determining economic value. That is why not only the traditional concerns such as production, distribution and consumption can be subjected to economic analysis. Such diverse subjects as crime, education, the family, law, politics, religion, social institutions, war and science may also be analyzed by economic tools. At the turn of the 21st century, the increasing domain of economics in the social sciences has been described as economic imperialism.

VOCABULARY

- science [ˈsaɪəns] – наука
to gain [geɪn] – получать
to govern [ˈgʌvən] – регулировать, управлять
production [prəˈdʌkʃən] – производство
distribution [dɪstrɪˈbjʊ:ʃn] – распределение
consumption [kənˈsʌmpʃən] – потребление, расход
goods and services [ˈgʊdz ənd ˈsə:vɪsɪz] – товары и услуги
thus [ˈðʌs] – таким образом
to mean [mi:n] – иметь в виду, означать
household [ˈhaʊshəʊld] – домашнее хозяйство
to point out [ˈpɔɪnt aʊt] – отметить
to have much in common [həv mʌtʃ ɪn kɒmən] – иметь много общего
decision [dɪˈsɪʒn] – решение
to raise the children [reɪz ðə ˈtʃɪldrən] – воспитывать детей
to support the family [səˈpɔ:t ðə ˈfæmɪli] – содержать семью
everyday jobs about the house [ˈevrɪdeɪ dʒɒbz əˈbaʊt ðə haʊs] – повседневная работа по дому
to require [rɪˈkwaɪə] – требовать
to achieve [əˈtʃɪ:v] – достигать
to go beyond [gəʊ bɪˈjɒnd] – выходить за рамки
society [səˈsaɪəti] – общество
to suggest [səˈdʒest] – предлагать

to establish itself [ɪ'stæblɪʃ ɪt'self] – утверждать, позиционировать себя
separate ['seprɪt] – отдельный
resources [rɪ'sɔ:sɪz] – ресурсы
to satisfy ['sætɪsfaɪ] – удовлетворять
wants and needs [wɒntz ənd ni:dz] – желания и потребности
behavior [bɪ'heɪvjər] – поведение
way [weɪ] – способ
principal ['prɪnsɪpəl] – главный, основной
to distinguish between [dɪ'stɪŋɡwɪʃ bɪ'twi:n] – различать
buyers ['baɪəz] – покупатели
sellers ['seləz] – продавцы
market ['mɑ:kɪt] – рынок
as a whole [əz ə 'həʊl] – в целом
to affect [ə'fekt] – влиять
economic growth [ɪ:kə'nɒmɪk grəʊθ] – экономический рост
unemployment [ʌnɪm'plɔɪmənt] – безработица
relevant ['reləvənt] – соответствующий, актуальный
government ['gʌvənmənt] – правительство
to assert [ə'sə:t] – утверждать
applied [ə'plaɪd] – прикладной
mainstream ['meɪnstri:m] – господствующий, основной
to apply to [ə'plaɪ] – применять к
to involve [ɪn'vɒlv] – включать (в себя)
choice under scarcity [tʃɔɪs 'ʌndə 'skeəsɪtɪ] – выбор в условиях дефицита
to determine [dɪ'tə:mɪn] – решать, определять
value ['vælju:] – ценность, стоимость
that is why – именно поэтому
concern [kən'sə:n] – дело, проблема
to subject to ['sʌbdʒekt] – подвергать
diverse [daɪ'və:s] – разнообразный
crime [kraɪm] – преступление
education [ˌedʒu:'keɪʃən] – образование

law [lɔ:] – закон, право

war [wɔ:] – война

tools [tu:ls] – инструмент

at the turn of [æt ði: tɜ:n ɔf] – на рубеже

domain [dəu'mein] – область, владение

to describe [dis'kraib] – описывать

EXERCISES

I. Translate into Russian:

A) Social science, goods and services, to gain an understanding, production, distribution, consumption, to raise children, to support the family, to do everyday jobs, to achieve the best management, to go beyond, at large.

B) A separate discipline, to manage resources, wants and needs, in agreement with, to distinguish, basic elements, buyers and sellers, market, economic growth, unemployment, government policy, to be divided into, applied economics, mainstream economics.

C) Choice under scarcity, to determine economic value, that is why, to subject to economic analysis, diverse, crime, education, law, war, science, economic tools, at the turn, increasing domain.

II. Give English equivalents for the following:

Социальная наука, товары и услуги, производство, рынок, распределение товаров и услуг, позиционировать себя как, желания и потребности, продавцы, покупатели, экономический рост, политика правительства, прикладная экономика, определять экономическую ценность, подвергнуть экономическому анализу, экономические инструменты.

III. Complete the sentences:

1. Economics studies
2. The term “economics” comes from

3. Economists point out that ... and ... have much in common.
4. Management of a household involves ... over implementation of different tasks.
5. The field of economics goes beyond the household to the
6. The earlier name for the subject was
7. Economists suggested the term “economics” for economic science could establish itself as a
8. Economics focuses on ... and ... of economic agents.
9. Principle textbooks often distinguish between ... and
10. Macroeconomics examines the economy
11. Many diverse subjects can be analyzed by
12. The increasing domain of economics has been described as

IV. Answer the questions:

1. What is the origin of the term “economics”?
2. Do families and economies have much in common?
3. What decisions does managing a household require?
4. What economic questions must societies decide?
5. What was the earlier name for economics?
6. Why did scientists of the 19th century give the new name for the subject?
7. What does economics study?
8. What traditional concerns of economics are mentioned in the text?
9. Can economic logic be applied to other problems?
10. What does the term “economic imperialism” mean?

V. Translate into English:

1. Экономика – это социальная наука.
2. Экономика изучает производство, распределение и потребление товаров и услуг.
3. Чтобы добиться наилучших результатов в управлении бытом, необходимо решить, кто воспитывает детей, кто содержит семью и кто выполняет повседневную работу по дому.
4. Новое название помогло экономике позиционировать себя как отдельную дисциплину среди других социальных наук.
5. Общества управляют ресурсами, чтобы удовлетворять потребности и желания людей.

6. Микроэкономика анализирует поведение и взаимодействие домашних хозяйств и фирм, продавцов и покупателей, рынков и т.д.
7. Макроэкономика изучает такие вопросы, как экономический рост, инфляция, безработица и др.
8. Мы подвергаем экономическому анализу разнообразные темы: образование, политику, религию, закон, социальные институты и др.
9. «Экономический империализм» - это растущее влияние экономики на другие общественные науки.

VI. Discuss in groups and then try to explain the difference between:

- a) positive economics and normative economics;
- b) mainstream economics and heterodox one;
- c) microeconomics and macroeconomics.

VII. Questions for discussion:

1. What is economics?
2. How important is economics?
3. Do you think economics is a good subject to study?
4. Do you think economics is a science?
5. How is the economy in your country?
6. What are the biggest economic problems in your country?
7. Do you read or watch economics news in newspapers and on the TV?
8. What was the last thing you read or heard about economics?
9. Do you think economics is the most important thing people think about in an election?

SPEAKING ENGLISH IN THE OFFICE

Useful Phrases for meeting people and offering hospitality

- Hello, Mr. / Ms. I'm
- (It's) nice to meet you.
- (It's) nice to meet you, too.
- May I introduce you to ... ?
- I'd like to introduce you to

- Have you met ... ?
- Can I take your luggage (coat, etc.)?
- Please come in and take a seat.
- Would you like a cup of coffee/ tea (something to drink)?
- Yes, please. (No, thank you).
- Many thanks for showing me around the office.
- I saw everything I wanted to see.
- It's my pleasure.
- Please pass on my thanks to Mr. Everything went very well.

I. Here are some mixed-up phrases from the conversation. Re-order them so that they make sense:

1. have Did you a flight nice?
2. coffee Would like you some?
3. can You me call Alexander.
4. coat I take your Can?
5. to meet Glad too you.
6. Russia How you finding are?
7. What your is name first?
8. surname My Brown is.
9. Pass to Mr. Hensley thanks many.
10. next You come must see and year us.

II. Read and act the dialogues:

1. A.: Good morning. Can I help you?

B.: Hello. My name is Ann Mitchell and I have an appointment with Mr. Brown at 11 o'clock. I am a bit early I'm afraid.

A.: That's all right. Please come in and take a seat. Mr. Brown is on his way to the office now. Shall I take your coat?

B.: Yes, thank you.

A.: Sit down, please. Would you like a cup of tea or coffee while you are waiting?

B.: Thank you. I'll have coffee if that's all right.

A.: Just a minute. Here you are. And you can also look through the brochures about our company.

B.: Many thanks.

A.: It's my pleasure.

2. A.: It's been a very useful trip. Thank you for organizing everything. We've done everything we wanted to do.
 B.: Well, thank you for coming. We've really enjoyed meeting you.
 A.: And pass on my thanks to your secretary. She was very helpful to us.
 B.: She was glad to look after you. You must come and see us again next year.
 A.: We'll be looking forward to it. And this is for you.
 B.: That's very kind of you. Can I open it?
 A.: Yes, of course.
 B.: It's beautiful.
 A.: I'm glad you like it.
 B.: Thank you very much.

III. Imagine that you work in the finance department of the company. Today a representative of your new business partner from Europe is coming to the office for the first time. He or she cannot understand Russian but speaks English fluently. You have to welcome the new colleague. Show him/ her around the office and make him/ her feel comfortable. In the end introduce him/ her to the department head.

REVISE YOUR GRAMMAR

I. Choose the appropriate pronoun:

1. There is (little/few) snow in this country in winter.
2. I'm very delighted. Tom has made very (little/few) mistakes in the text.
3. Have you got (much/many) money?
4. We haven't got (much/many) orders from India.
5. Is there so (little/few) paper left?
6. Are there (some/any/no) students here from Japan?
7. There are (some/any/no) students here from Japan, but there are not (some/any/no) from India.
8. Is there (some/any/no) news? – Yes, there are (some/any/no) letters on your table.
9. If (some/any/no) difficulties arise, let me know.

10. They have (some/any/no) business partners in Europe. Have you got (some/any/no)?
11. It was late and there was (somebody/anybody/nobody) in the office to solve my problem.
12. If you come in the morning there will be (somebody/anybody/nobody) to advise you on the problem.

II. The following, very popular in economics, words have Latin roots and Latin plural forms. Can you give their singular forms? What do they mean? Make sentences with these words:

data; errata; memoranda; phenomena; bases; crises; analyses; stimuli; theses; axes; schemata; criteria; minima; maxima.

III. Which of the English forms corresponds to the Russian translation?

Active	Past	Present	Future
Simple	a) analyzed	b) analyze	c) will analyze
Progressive	d) was analyzing	e) am analyzing	f) will be analyzing
Perfect	g) had analyzed	h) have analyzed	i) will have analyzed
Perfect Progressive	j) had been analyzing	k) have been analyzing	l) will have been analyzing

1. Я **анализирую** биржевые сводки каждый день.
2. Подождите, я **анализирую** биржевые сводки.
3. Я уже **проанализировал** биржевые сводки и теперь могу начертить график.
4. Я **анализирую** биржевые сводки уже два часа.
5. Я **проанализировал** биржевые сводки вчера.
6. С трех до шести вчера я **анализировал** биржевые сводки.
7. Вчера, перед тем, как начертить график, я **проанализировал** биржевые сводки.
8. В три часа вчера я все еще **анализировал** биржевые сводки.
9. Я **проанализирую** биржевые сводки завтра.
10. Завтра с трех до пяти я буду **анализировать** биржевые сводки.
11. К тому времени как вы будете чертить график, я уже **проанализирую** биржевые сводки.

12. В следующем месяце будет уже два года, как я **анализирую** биржевые сводки в вашей компании.

IV. Fill in the appropriate tense form of the verb:

- A)
1. Economics (to study) economic activity of different agents.
 2. Last year the firm (to change) its pricing strategy.
 3. The real GDP in Great Britain (to fall) by 8 % in 1990.
 4. The experts say that the British online advertising market (to expand) now.
 5. Next month the firm (to open) a new plant in this region.
 6. Large universities (to support) the decision already.
 7. Before this large firm entered the market, many small enterprises (to stop) to exist.
 8. Average house prices (to rise) by less than 6 % this year.
 9. Yields (to fall) gradually since May.
 10. By the end of next year the company (to complete) the project.
- B)
1. Economics (to focus) on the production, exchange and use of goods and services.
 2. Last year individual income taxes (to fall) by 8%.
 3. Now the government (to put) pressure on the firm.
 4. From three till eight yesterday we (to have) talks with our partners from India.
 5. Britain, Sweden and America (to count) their wealth for already a century or more.
 6. After the government (to reduce) the corporate income tax business investment increased.
 7. We think that the nation's unemployment rate (to rise) by 2 percent next year.
 8. Food prices (to fall) this month.
 9. Next year he (to manage) our firm for 10 years.
 10. The economy of China (to grow) rapidly since 1983.

into meaningful totals. To this end such concepts as gross domestic product (GDP), national income, personal income and personal disposable income have been developed.

Macroeconomic analysis tries to explain how the magnitudes of the principal macroeconomic variables are determined and how they interact. Macroeconomics helps to explain the dynamics of these aggregates over time through the development of theories of the business cycle and economic growth.

Macroeconomics is also concerned with such major policy issues as employment and price stability. It makes considerable efforts to determine what goals could be achieved. Experience teaches that it is not possible to eliminate inflation without inducing a recession combined with high unemployment. Similarly, an overambitious employment target would produce labor shortage and wage inflation.

VOCABULARY

to mean [mi:n] – означать, иметь в виду

in the large [la:dʒ] – в целом

to deal with [di:l wið] – иметь дело с

total [ˈtəʊtl] – общий, весь

production [prəˈdʌkʃən] – производство

employment [imˈplɔimənt] – занятость

growth [grəʊθ] – рост, увеличение

to consider [kənˈsidə] – рассматривать, полагать

broad aggregates [brɔ:d ˈægrɪɡɪts] – масштабные совокупности

to determine [diˈtə:min] – решать, определять

consumer [kənˈsju:mə] – потребитель

to decide [diˈsaɪd] – решать, выбирать

decision [diˈsiʒən] – решение

to measure [ˈmeɪʒə] – измерять, оценивать

determinant [diˈtə:minənt] – детерминант (определитель), фактор

to forecast [ˈfɔ:kə:st] – прогнозировать

to attempt [əˈtempt] – пытаться

response [risˈpɒns] – ответ, ответная мера

to reconcile [ˈrekənsaɪl] – урегулировать, примирить

target ['tɑ:ɡɪt] – цель
value ['vælju:] – ценность, стоимость
to develop [di'veləp] – развивать
to aggregate ['ægrɪgeɪt] – соединять, составлять в совокупности, в
сумме
to this end – с этой целью
gross domestic product [grəʊs dəʊ'mestɪk 'prɒdʌkt] – валовый
внутренний продукт (ВВП)
national income ['næʃnəl 'ɪnkʌm] – национальный доход
disposable [dɪs'pəʊzəbl] – доступный
personal disposable income – личный доход после уплаты налога
to try [traɪ] – пробовать, пытаться
to explain [ɪks'pleɪn] – объяснять
magnitude ['mæɡnɪtju:d] – величина, важность
variable ['vɛrɪəbl] – переменная
to determine [dɪ'tɜ:mɪn] – определять
dynamics [daɪ'næmɪks] – динамика
to be concerned with [kən'sə:nd] – рассматривать, касаться
major ['meɪdʒə] – главный, основной
issue ['ɪsu:] – проблема, выпуск
considerable [kən'sɪdərəbl] – значительный
effort ['efət] – усилие
goal [gəʊl] – цель
to achieve [ə'tʃɪ:v] – достигать
experience [ɪks'pɪəriəns] – опыт
to eliminate [ɪ'lɪmneɪt] – устранять
to induce [ɪn'dju:s] – побуждать, вызывать
similarly ['sɪmləli] – подобно, так же
labor shortage ['leɪbə 'ʃɔ:tɪdʒ] – нехватка рабочей силы
wage [weɪdʒ] – заработная плата

EXERCISES

I. Give Russian equivalents for the following words and expressions:

Total production, total employment, the rate of economic growth, broad aggregates, spending decisions, a single firm, economic activity, determinants, policy responses, values of production, meaningful totals, gross domestic product, national income, personal income, personal disposable income, macroeconomic variables, business cycle, price stability, considerable efforts, to achieve goals, to eliminate inflation, unemployment, an employment target, labor shortage.

II. Give English equivalents for the following:

Общая производительность, занятость, масштабные совокупности, расходы, темпы экономического роста, экономическая деятельность, показатели, целевые показатели производства, ответные меры, значимые итоги, национальный доход, валовой внутренний продукт, личный доход, личный доход после уплаты налогов, экономический цикл, нехватка рабочей силы, экономический рост, стабильность, ликвидировать (исключать), вызывать спад, переменная (величина).

III. Complete the sentences:

1. "Macroeconomics" means economics
2. Macroeconomists consider questions in terms of
3. Macroeconomists measure
4. They analyze economic activity by the use of
5. The concepts of gross domestic product (GDP), national income and personal income have been developed in order to aggregate the values of the economic activities of individuals and firms into
6. Macroeconomic analysis explains how the magnitudes of the principal macroeconomic variables ... and how they
7. Macroeconomics explains the dynamics of the principal macroeconomic variables through
8. Macroeconomics is concerned with such policy issues as
9. Experience teaches that elimination of inflation induces a
10. Full employment would produce

IV. Answer the questions:

1. What does the word “macroeconomics” mean?
2. What global questions do macroeconomists deal with?
3. How do macroeconomists measure economic activity?
4. Why do you think they measure it?
5. Why have such concepts as gross domestic product, national income and personal income been developed?
6. What theories help macroeconomists to explain the dynamics of the principal macroeconomic variables?
7. Is macroeconomics concerned with any policy issues?
8. What problems will total employment cause to your mind?

V. Translate into English:

1. Макроэкономика рассматривает вопросы с точки зрения масштабных совокупностей.
2. Макроэкономисты анализируют показатели экономической деятельности, используя макроэкономическую теорию.
3. Они разрабатывают ответные меры политики для того, чтобы примирить прогнозы с целевыми значениями производства, занятости и цен.
4. Концепции валового внутреннего продукта, национального дохода и личного дохода были разработаны для того, чтобы объединять значения экономической деятельности в значимые итоги.
5. Макроэкономика объясняет динамику основных макроэкономических переменных посредством теории делового цикла и экономического роста.
6. Макроэкономика связана с такими вопросами политики, как занятость населения и стабильность цен.
7. Ликвидация инфляции вызывает спад и высокую безработицу.
8. Полная занятость населения приведет к нехватке рабочей силы.

VI. Discuss in groups and then try to explain the importance and practical applications of the following concepts:

- a) total production
- b) total employment
- c) GDP
- d) national income
- e) personal income
- f) personal disposable income

VII. Questions for discussion:

1. Do you worry about the world economy?
2. What are the biggest economic problems in the world?
3. Do you know what the difference is between macroeconomics and microeconomics?
4. What do you know about economic growth?
5. Do you think economic sanctions work?
6. What is the effect of economics on society?
7. Do you ever look at the employment pages in newspapers?
8. Do you have good employment prospects?
9. Is unemployment a problem in your country?
10. How does high inflation affect the economy and the people in it?
11. What does inflation mean to you on a daily basis?
12. Who does inflation hit the hardest?

SPEAKING ENGLISH IN THE OFFICE

Saying numbers in English

Note how they say years:

1976	nineteen seventy six
2007	two thousand and seven
2030	two thousand and thirty (or twenty thirty)

Notice how they use the decimal point in English:

5.03	five point oh three
0.02	zero (or nought) point oh two
0.003	zero point double oh three
25.453	twenty five point four five three (single numbers after the

decimal)

If commas are used:

12,076 twelve thousand and seventy six

3,245, 320 three million, two hundred and forty five thousand,
three hundred and twenty

Sums of money:

€ 3.67 three euros sixty-seven (three euro sixty-seven)

\$ 2 m two million dollars

Mathematical symbols:

+ plus, and, add

– minus, less, subtract

÷ divided by (over)

× multiplied by, times

= equals, is

$a \times b = c$ a times (multiplied by) b equals c

$\frac{a - b}{c}$ a minus b divided by (over) c

I. Choose the best way to say these numbers (more than one way may be possible):

1) 32. 48

a) thirty two comma forty eight

b) three two point four eight

c) thirty two point four eight

d) thirty two forty eight

2) 2003

a) two thousand three

b) two double oh three

c) two thousand and three

d) twenty oh three

3) 9,002

a) nine thousand and two

b) nine thousand two

c) nine double oh two

d) nine point two

4) € 45, 638

- a) forty-five, sixty-three, eight euro
- b) forty-five thousand, six hundred and eighty three euro
- c) forty-five thousand, six hundred and thirty-eight euro
- d) forty-five thousand, six hundred and three eight euro

5) 6, 200, 423

- a) six hundred thousand, two hundred, four hundred and twenty-three
- b) six million, two hundred thousand, four hundred and thirty-two
- c) six million, two hundred thousand, four hundred and twenty-three
- d) six point two hundred point four two three

6) 1945

- a) nineteen forty-five
- b) nineteen hundred forty-five
- c) nineteen four five
- d) one nine four five

II. A failure occurred in the computer system of your organization and your colleague needs information on the revenues urgently to make a quarterly account. He (or she) phones you and asks to give him/her the numbers:

Revenues	September	October	November
Sales of goods	\$ 564,746	\$ 653,215	\$ 742,025
Sales of services	84,235	72,348	80,123
Other income	4,212	3,048	5, 002
Total revenues	653,193	728,611	827,150

REVISE YOUR GRAMMAR

I. Open the brackets using the appropriate degree of comparison:

1. I can't hear you. Could you speak a little ... (loud) please?
2. This computer is very old. I need something ... (modern).
3. The new office is ... (close) to my house than the old one.
4. Your work will be much ... (easy) if you use a special program.
5. Unemployment in the London area is (low) than the national average.

6. These questions are ... (simple) than those.
7. I'm sorry, but 5% discount is my ... (good) offer.
8. He is one of the ... (difficult) customers I have ever dealt with.
9. We spent ... (little) money than you.
10. The proposal was ... (good) than we expected.
11. We are ... (big) than GNC, but Satco are ... (big) in the market.
12. The level of gross national product in the UK is (high) this year than in 2008.

II. Answer the questions:

1. What's the most difficult thing about studying English?
2. What is the hardest thing to understand about degrees of comparison?
3. What is more difficult to learn to your mind, English or Russian?
4. What is the most interesting subject for you at the Institute?
5. What is more interesting for you, to learn English or to study mathematics?
6. Is a quarrel with your friend worse than failing exams?
7. Do you like having the latest things or knowing the latest news?
8. Does life get more complicated the older you become?

III. Ask your classmate:

- a) if video games are better for him (her) than watching TV;
- b) what the most exciting video game is that he (she) knows;
- c) what the saddest (the funniest) film is he (she) has ever watched;
- d) if it is better to work in a large bank than at a small office;
- e) what the best country in the world is? (and the second best?);
- f) what the biggest economic problems in the world are;
- g) if tomorrow will be more interesting than yesterday.

IV. List the different functions of the Present Perfect and try to explain the difference between the Present Perfect and the Past Simple. Then put the words in brackets into either of the two forms:

1. Our boss (be) to New York three times and he's going again next month.
2. The president of this company (to be) in our city last month.

3. How many times (you/try) to pass your English test? – Three times so far.
4. When (you/pass) your English test? – Yesterday.
5. My parents (to work) for this company since 2008.
6. He worked in our company for three years: from 2008 till 2011.
7. I (to come) to the office without glasses. I can't read the message.
8. I (not to go) to the office yesterday.
9. (you/see) Mr. Brown today? – No, but I (to see) him yesterday.
10. You (to broke) my calculator. Why can't you be more careful?
11. So far we (to have) no troubles.
12. It's two months since I (to start) studying economics.

V. Choose the correct variant:

1. Computers are very useful in the work,?
a) don't they b) aren't they c) isn't it d) are they
2. What ... the word "macroeconomics" ... ?
a) does ... mean b) does ... means c) - ... means d) is ... mean
3. ... you ever been to China?
a) Did b) Have c) Has d) Were
4. Who ... Mr. Brown yesterday?
a) did phone b) has phoned c) did phoned d) phoned
5. ... you going to carry on research work?
a) Do b) Are c) Is d) Will
6. They will discuss the question next week,?
a) won't they b) weren't they c) will they d) they will
7. What ... the level of unemployment in your region last year?
a) did b) had been c) were d) was
8. Will he the report by the time the meeting begins?
a) have written b) has written c) be writing d) write

9. How much money ... your department ... last month?
a) did ... spent b) has ...spent c) did ... spend d) - ... spent
10. How long have you ... studying English?
a) be b) was c) are d) been
11. I am right,?
a) amn't I b) aren't I c) aren't we d) am I
12. Who ... tell me more about this department?
a) can b) is c) does d) cans

PROJECT SUGGESTIONS

I. Unemployment.

Perform the following steps:

- Reveal the conception of unemployment;
- Define the reasons of unemployment;
- Analyze the consequences of unemployment;
- Suggest the ways of tackling unemployment.

II. Inflation.

Cover the following questions:

- What is inflation and what causes it?
- What is the rate of inflation in your country?
- Why is inflation important to economists?
- How does high inflation affect the economy and the people in it?
- What does inflation mean to you on a daily basis?
- What do governments do to control or curb inflation?

UNIT III

Text: MICROECONOMICS

The Greek prefix “micro” means “small” so it isn’t surprising that microeconomics studies small economic units such as households and firms. It deals with everyday decisions of ordinary people and analyzes how these decisions affect the supply and demand for goods and services – the main forces determining price level in the economy, and how prices, in turn, determine the demanded and supplied quantity of goods and services. Microeconomics also deals with companies – large or small and how they run their business. It looks, for example, at how a specific company can maximize its production and capacity in order to lower prices and compete in its industry better.

Microeconomists may investigate individual markets or even the economy as a whole, but their analyses are derived from the aggregation of the behavior of individual units. Economists say that microeconomics takes a “bottoms-up” approach to analyzing the economy while macroeconomics takes a “top-down” one.

Optimization plays a key role in microeconomics. The consumer is assumed to maximize utility or satisfaction subject to the constraints imposed by income. The producer is assumed to maximize profit or minimize cost subject to the technological constraints under which the firm operates.

Opportunity cost is an important concept in microeconomics. Simply stated, it is the cost of a missed opportunity. Applied to a business decision, opportunity cost might refer to the profit a company could have earned from its capital, equipment, and real estate if these assets had been used in a different way. The concept of opportunity cost may be applied to many different situations.

THEORY OF THE CONSUMER

The consumer theory tries to explain the relationship between a consumer's purchasing choices and income. The idea behind the theory is that consumers will try to purchase the products that will give them the highest levels of benefit or enjoyment for the amount of money that they can afford to spend. Restrained by a budget, they will buy less expensive products if prices increase and more expensive ones if prices decrease.

Likewise, they will buy more expensive products if their income increases and less expensive products if their income decreases. Consumers make these choices in an effort to maximize the benefit they receive in return for the money they spend.

THEORY OF THE PRODUCER

The individual producer or firm is assumed to possess a production function, which specifies the quantity of the produced output as a function of the quantity of the inputs used in production. The producer's revenue equals the quantity of the produced and sold output multiplied by its price and the cost to the producer equals the sum of the quantities of the purchased and used inputs multiplied by their price. Profit is the difference between revenue and cost. The producer is assumed to maximize profits subject to the technology given by the production function. To maximize profit or minimize loss, a firm should produce the quantity at which marginal revenue equals marginal cost. This is the golden rule of profit maximization.

VOCABULARY

- prefix [ˈpri:fiks] – префикс, приставка
everyday decisions [ˈevrɪdeɪ dɪˈsɪʒən] – повседневные решения
ordinary [ˈɔ:d(ə)n(ə)rɪ] – обычный, простой
to affect [ˈæfekt] – затрагивать, влиять
supply [səˈplaɪ] – зд. предложение
demand [dɪˈma:nd] – зд. спрос
to determine [dɪˈtə:mɪn] – решать, определять
price level [praɪs ˈlevl] – уровень цен
in turn [tə:n] – в свою очередь
quantity [ˈkwɒntɪtɪ] – количество, число
to run the business [tu: rʌn ðɪ: bɪznɪs] – управлять бизнесом
production [prəˈdʌkʃən] – производство
capacity [kəˈpæsɪtɪ] – объем, производительность
in order to [ˈɔ:də] – для того, чтобы
to lower [ˈləʊə] – понижать(ся)

to compete [kəm'pi:t] – конкурировать
to investigate [ɪn'vestɪgeɪt] – исследовать
to derive from [dɪ'raɪv frɒm] – выводить (происходить) из
behavior [bɪ'heɪvjə] – поведение
approach [ə'prəʊtʃ] – подход
key [ki:] – ключ, ключевой
to assume [ə'sju:m] – допускать, предлагать
utility [ju:'tɪlɪti] – полезность, польза
satisfaction [ˌsætɪs'fækʃən] – удовлетворение
subject to [səb'dʒekt] – 1) подчинять; 2) подвергать (действию чего-л.)
constraints [kən'streɪnts] – ограничение, трудности
to impose [ɪm'pəʊz] – навязывать
income ['ɪnkʌm] – доход, прибыль
cost [kɒst] – расходы, затраты, издержки
opportunity cost [ɔpə'tju:nɪti kɒst] – 1) альтернативная цена; 2) издержки
simply stated ['sɪmpli 'steɪtɪd] – просто говоря
missed [mɪst] – зд. утерянный, пропущенный
to refer to [rɪfə: tu:] – относиться(ся)
profit ['prɒfɪt] – 1) прибыль, доход; 2) выгода, польза
to earn [ə:n] – заработать
equipment [ɪ'kwɪpmənt] – оборудование
real estate [rɪəl ɪs'teɪt] – недвижимость
assets ['æsəts] – активы, имущество
in a different way [ɪn ə 'dɪfrənt weɪ] – по-другому, иначе
consumer [kən'sju:m] – потреблять, потребительский
to explain [ɪks'pleɪn] – объяснить
relationship [rɪ'leɪʃənʃɪp] – связь, отношение, взаимоотношение
to purchase ['pʊ:tʃəs] – покупать
purchasing choice ['pʊ:tʃəsɪŋ tʃɔɪs] – выбор покупателя
benefit ['benɪfɪt] – 1) выгода, польза; 2) прибыль
amount [əmaʊnt] – сумма, количество
to afford [ə'fɔ:d] – позволить себе

restrained [rɪs'treɪnd] – сдержанный, ограниченный
 expensive [ɪk'spensɪv] – дорогой, дорогостоящий
 to increase [ɪn'kri:s] – увеличить
 to decrease [dɪ'kri:s] – уменьшить
 to receive [rɪ'si:v] – получить, принимать
 to possess [pə'zəs] – обладать, владеть
 to specify ['spesɪfaɪ] – указать, определять
 quantity ['kwɒntəntɪ] – количество, величина
 output ['aʊtput] – продукция, выпуск изделий
 input ['ɪnpʊt] – вложения, затраты
 as a function of ['fʌŋkʃ(ə)n] – в зависимости от
 to equal ['i:kwəl] – равняться
 to multiply ['mʌltɪplaɪ] – умножить
 revenue ['revənju:] – доход, выручка
 loss [lɒs] – потеря, убыток, утрата
 marginal ['mɑ:dʒɪnəl] – предельный, крайний
 rule [ru:l] – правило, норма

EXERCISES

I. Give Russian equivalents for the following words and expressions:

A) Small economic units, to deal with, everyday decisions, ordinary people, to affect the supply and demand, goods and services, to determine price level, to run business, production, capacity, to lower prices, to compete, as a whole, to derive from the aggregation, a “bottoms-up” approach, a “top-down” approach, utility, constraints imposed by income, to maximize profit, minimize cost, opportunity cost, a missed opportunity, a business decision, real estate, assets.

B) Consumer, relationship, to purchase, purchasing choices, income, the highest level of benefit, the amount of money that they can afford, restrained, less expensive products, if prices decrease, if their income increases, to make choices, in return for.

C) Producer, to possess, to specify the quantity, output, input, to equal, produced and sold, to multiply by the price, purchased and used,

profit, revenue and cost, subject to the technology, to maximize profit, to minimize loss, marginal, profit maximization.

II. Give English equivalents for the following:

А) Небольшие хозяйственные единицы, обычные люди, спрос и предложение, объем производства, количество потребленных товаров, понизить цены, успешно конкурировать в своей отрасли, отдельные рынки, экономика в целом, совокупность поведения отдельных хозяйственных единиц, подход, полезность, удовлетворение, при условии соблюдения ограничений, альтернативные издержки, ключевая роль, важное понятие, упущенная возможность, недвижимость, активы, может применяться.

В) Потребитель, объяснять взаимосвязь, потребительский выбор, покупать продукты, приносить наивысшую выгоду или удовольствие, тратить деньги, сдерживаемый ограниченным бюджетом, если цены растут, если доход снижается, максимально увеличивать прибыль.

С) Обладать производственной функцией, определять количество произведенной продукции, в зависимости от, используемые в производстве, выручка производителя, затраты производителя, умноженный на цену, количество приобретенных и использованных материалов, разность, при условии соблюдения технологии, свести к минимуму потери, предельный доход.

III. Complete the sentences:

1. Microeconomics studies
2. Microeconomics analyzes everyday decisions of ordinary people to understand how they affect the demand and supply for
3. It looks at how large or small companies run ... and how they can maximize
4. Microeconomic analyses are derived from the aggregation of
5. Microeconomists take a ... approach to analyzing the economy.
6. Optimization plays a ... in microeconomics.
7. The consumer maximizes the utility subject to the constraints imposed by

8. The producer maximizes his profit or minimizes cost subject to the
... .
9. Opportunity cost is the cost of
10. The theory of the consumer tries to explain the relationship between
... and
11. The producer's theory gives ground for the rule of
12. Profit is the difference between ... and

IV. Answer the questions:

1. What does microeconomics study?
2. Why does it analyze everyday decisions of ordinary people?
3. Does microeconomics deal with companies?
4. What are microeconomic analyses derived from?
5. Optimization plays a key role in microeconomics, doesn't it?
6. Can you explain the meaning of the concept "opportunity cost"?
7. What does the consumer theory try to explain?
8. What kind of products will the consumers buy if prices decrease (according to the consumer theory)?
9. If you multiply the quantity of the produced and sold output by its price what will you get?
10. What is the difference between revenue and cost?
11. Can you formulate the golden rule of profit maximization?

V. Translate into English:

1. Микроэкономика изучает небольшие хозяйственные единицы.
2. Она анализирует повседневные решения обычных людей, чтобы понять, как эти решения влияют на спрос и предложение товаров и услуг.
3. Большие и малые компании пытаются максимально увеличить объем производства, для того чтобы снизить цены и конкурировать в своей области успешней.
4. Микроэкономисты могут исследовать отдельные рынки и экономику в целом.
5. Оптимизация играет ключевую роль в микроэкономике.
6. Потребитель может максимизировать полезность или удовлетворение при условии соблюдения ограничений, налагаемых доходом.

7. Альтернативные издержки представляют собой стоимость упущенной возможности.
8. Теория потребителя объясняет взаимосвязь между потребительским выбором и доходом.
9. Потребители покупают менее дорогие товары, если цены растут.
10. Производственная функция определяет количество произведенной продукции в зависимости от количества материалов, используемых в производстве.
11. Выручка производителя равняется количеству производимого и реализуемого товара, умноженному на его цену.
12. Прибыль – это разница между доходами и расходами.

VI. According to comedian P.J. O'Rourke, "microeconomics concerns things that economists are specifically wrong about, while macroeconomics concerns things economists are wrong about generally. Or to be more technical, microeconomics is about money you don't have, and macroeconomics is about money the government is out of". Discuss in groups and then state the differences between micro and macroeconomics.

VII. Which of the following statements are the concern of microeconomics and which of macroeconomics?

1. The UK faced a rise in the unemployment rate in 1980s.
2. A worker who has received a rise in pay is likely to buy more expensive goods.
3. An increase in a society's aggregate income results in higher consumer spending.
4. High interest rates in an economy may discourage aggregate investment.
5. A firm will invest in a piece of equipment if the expected rate of return is sufficiently high.
6. The level of GDP in our country is higher this year than in 2008.
7. The oil price fall will lead to a great deal of inflation and unemployment in the country.
8. Consumers buy more beef and less pork.
9. The nation's unemployment rate rises by 1 %.
10. Food prices have fallen this month.
11. A drought causes an increase in the price of wheat.

12. The company's revenue doubled in five years.

SPEAKING ENGLISH IN THE OFFICE

Telephone phrases

- Hello, this is ... from
- Janet speaking.
- Hello, Janet. It's Claude.
- May I speak to Lisa Morten, please?
- I'm sorry, Lisa's not here at the moment. Can I ask who's calling?
- One moment please.
- Is that John Clark?
- I'm afraid he's stepped out. Would you like to leave a message?
- Thanks, could you ask him to call Brian when he gets in?
- No, that's okay, I'll call back later.
- The signal on my mobile is weak. I didn't catch that. Can you repeat it please?
- Can you speak a little slower please? My English isn't very strong.
- Could you please repeat that?
- It's really busy in here. Can you speak up please?
- Thanks for calling. Bye for now.
- I have to let you go now.

I. Read and act the dialogues:

A) *John:* Hi, is this Lisa?

Helen: I'm sorry, Lisa's not here at the moment. Can I ask who's calling?

John: It's John Clark from Phonestory Company.

Helen: Hello, John. Would you like to leave a message?

John: Yes, thanks. Could you ask her to e-mail me a price list for Micromax Canvas Turbo accessories when she gets in?

Helen: Sure. Just let me write that down. Oh, John. Could you hold for a second? I have to take another call.

John: No problem.

Helen: Hi. Sorry about that. Now could you please repeat that information?

John: Sure. Accessories for Micromax Canvas Turbo.

Helen: Okay, I've got it. Is there anything else?

John: No, that's great. Bye for now.

Helen: Good-bye.

B) *Secretary:* Thank you for calling Phonestory Company. Secretary speaking. How can I help you?

Liza: May I speak to Mr. Clark, please?

Secretary: Please hold and I'll put you through to his office.

John Clark: Hello?

Liza: Hello, John. It's Lisa from Micromax office. I'm phoning to tell you that we have a special offer to you concerning our new range of Micromax Canvas Turbo accessories.

John: Okay, Liza. I'll be grateful if you e-mail me this offer and I'll call you back.

Liza: I'm always available on my mobile, it's 8-951-906-45-35.

John: Okay, I've got it all down. Thanks for calling. Bye for now.

Liza: Look forward to hearing from you again.

II. Now try a quiz:

1. I'm busy right now. Can you ... later?

- a) hang up b) call back c) dial

2. You have to ... "0" for the operator.

- a) answer b) call back c) dial

3. I know it was John who called because I have

- a) dial tone b) call display c) cordless

4. Sally must be talking to her girl-friend because I have been getting a ... for twenty minutes.

- a) answer b) ringer c) busy signal

5. When you pick up the phone to call someone you hear a

- a) call display b) ringer c) dial tone

6. When I'm studying I always turn my ... off.

- a) answering machine b) ringer c) dial tone

7. I'm sorry, my English isn't Can you speak a little slower please?
 a) easy b) bad c) very strong
8. Thank you for waiting. Philipp
 a) is here b) talks c) speaking
9. The signal on my mobile is weak. Could you ... a little please?
 a) speak out b) speak c) speak up
10. Maria has just ... out for a moment. Can I take a ...?
 a) stepped/ message b) gone/ memorandum c) came/ letter

REVISE YOUR GRAMMAR

I. Choose the most suitable modal verb:

1. I was using my pencil a minute ago. It ... be here somewhere!
 a) can b) must c) should
2. I ... be able to help you, but I'm not sure yet.
 a) may b) must c) should
3. Which sign are you more likely to see at an airport? *Bags ... not be left unattended!*
 a) are b) must c) need
4. ... you speak French? – Only a few words, but my Russian is pretty good.
 a) May b) Can c) Should
5. You can come to the meeting if you want but you don't
 a) have to b) must c) should
6. I'm afraid I ... play tennis tomorrow. I've got a dentist appointment.
 a) mustn't b) don't have to c) can't
7. ... you open the window, please?
 a) May b) Can c) Should

8. The test starts at 10.30. You ... be late.
 a) mustn't b) don't have to c) must
9. I ... believe that you failed your test!
 a) mustn't b) may not c) can't
10. I ... finish the job today, otherwise I will be in trouble.
 a) must b) could c) might
11. We ... wear uniforms at work.
 a) mustn't b) don't have to c) can't
12. You ... invest your money in the oil business. Oil is getting more expensive now.
 a) must b) should c) don't have to

II. Choose between Present Simple, Present progressive, phrase "be going to" or Future Simple to describe future actions in the following sentences:

1. The population of our city (to reach) one million by 2020.
2. The conference (to finish) at half past five, so I'll be at home by six o'clock.
3. The phone is ringing. I (to answer).
4. We (to have) a party next Saturday.
5. Sam's plane (to arrive) at midnight.
6. I'm sure you (to like) your new office.
7. Haven't you taken my key? I can't find it. – Just a minute. I (to look) for it.
9. We (to leave) on Tuesday.
10. I think I (to see) him in a few days.
11. We (to buy) a new car this summer.

III. Do you remember that the present tense (usually the Simple Present) is used instead of the future in clauses of time and condition? Complete the sentences using the endings in brackets:

1. If you don't hurry up
2. Don't get upset

3. Tell Olga that I'm waiting for her
4. I'll go to the USA
5. When you go to London
6. Phone me
7. If he isn't busy tomorrow morning
8. We'll get in touch with you

(if you get bad results; he will probably give you a lift; if you see him; we'll be late; if you get any news; if we need your advice; if I can get a visa; buy me a red bus)

IV. Remember that future tense can be used in subordinate clauses referring to the future after the conjunctions "if" and "when" in case they introduce object clauses. Choose the appropriate variant:

1. I'll call you when they (arrive/will arrive).
2. I don't know when they (arrive/will arrive).
3. I'll tell you if she (calls/will call).
4. I'm not sure if she (calls/will call).
5. They will be glad if we (accept/will accept) the offer.
6. We'll tell you tomorrow if we (accept/will accept) the offer.
7. I want to know if he (finishes/will finish) the job today.
8. We'll go to the movie premiere tomorrow if he (finishes/will finish) the job today.

V. Choose the correct variant:

1. If I (to hear) any news, I (to phone) you.
 a) will hear, will phone b) will hear, phone c) hear, will phone
2. He (to tell) you tomorrow if they (to place) an order with you.
 a) will tell, will place b) tells, place c) will tell, place
3. - My bags are terribly heavy today.
 -Really? I (to give) you a lift.
 a) will give b) am going to give c) give
4. We (to have) a conference next Monday. You (to come)?
 a) are having, will come

- b) will have, are coming
- c) are having, are coming

5. What time ... the next bus (to leave) for Bristol?

- a) will ... leave
- b) does ... leave
- c) is ... going to leave

6. When I (to arrive) in Manchester next week, I (to phone) you.

- a) will arrive, will phone
- b) will arrive, phone
- c) arrive, will phone

7. I think he (to return) next week.

- a) will return
- b) returns
- c) is returning

8. What ... you (to do) tomorrow?

- a) will ... do
- b) do ... do
- c) are ... going to do

9. The weather is favorable. I think we (to have) a good harvest this year.

- a) are having
- b) have
- c) will have

10. I don't know if the price of wheat (to fall) next month.

- a) will fall
- b) falls
- c) is falling

PROJECT SUGGESTIONS

I. A small business project.

Perform the following steps:

- have an idea;
- create a business plan;
- define sources of financing;
- cover legal issues (decide on the legal framework of the company);
- set up the office space;
- procure the machinery and equipment.

II. English grammar specific for economics.

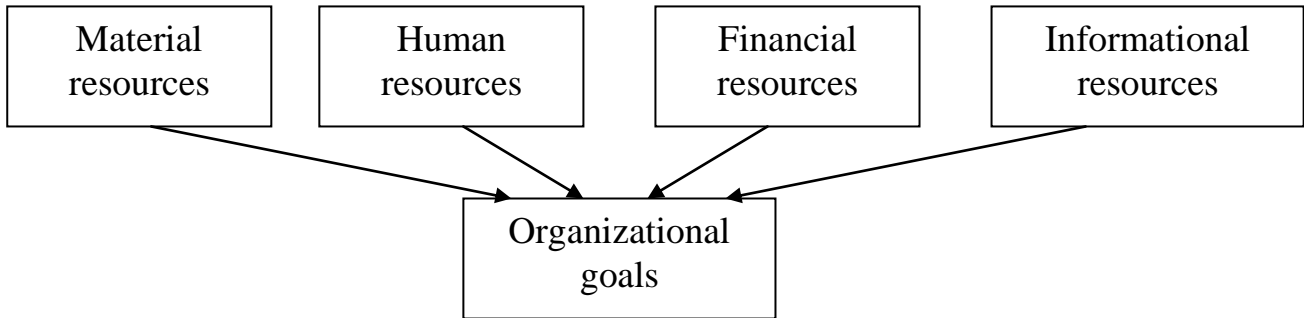
- Consider the following aspects of the subject:
 - a) formation;
 - b) implications;
 - c) examples.
- Prepare a presentation on the topic.

UNIT IV

Text. MANAGEMENT

Management is the process of coordinating the resources of an organization to achieve the primary organizational goals. It is based on scientific theories and today we can say that it is a developing science.

Managers are concerned with the following main resources:



1. **Material resources** are physical materials and the equipment used by an organization to make a product. For example, cars are made on assembly lines. These assembly lines and the buildings that house them are material resources.

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

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

4. Finally, many organizations increasingly find they cannot ignore **information**. External environment – including the economy, consumer markets, technology, politics, and cultural forces – are all changing so rapidly that an organization that does not adapt will probably not survive. And, to adapt to change, the organization must know what is changing and

how it is changing. Companies are finding it increasingly important to gather information about their competitors in today's business environment.

These are only general categories of resources. Within each category are hundreds of more specific resources, from which management must choose those that can best accomplish its **goals**. Managers must coordinate this complex group of specific resources to produce goods and services.

VOCABULARY

achieve [ə'tʃi:v] – достигать

goal ['goul] – (конечная) цель

resource [ri'sɔ:s] – ресурс

primary ['praɪməri] – основной, оптимальный

be concerned (with) [kən'sə:nd] – зδ. заниматься (иметь дело с чем-либо)

equipment [i'kwɪpmənt] – оборудование

assembly line [ə'sembliːn] – конвейер

house [haus] – зδ. размещать, вмещать

employee [em'plɔi'i:] – работник, служащий

assets ['æsets] – активы

content [kən'tent] – довольный, удовлетворенный

variety (of) [və'raɪəti] – ряд, множество

incentive [ɪn'sentɪv] – стимул, побудительный мотив, мотивация

average ['ævərɪdʒ] – средний

pay [peɪ] – зδ. зарплата

flexible ['fleksɪbl] – гибкий

recreational facilities [fə'sɪlɪtɪz] – места отдыха и развлечений

paid vacation ['peɪd'vəkeɪʃn] – оплачиваемый отпуск

offer ['ɔfə] – предлагать

inexpensive [ɪnɪks'pensɪv] – недорогой

meal [mi:l] – еда

etc. = et cetera [ɪt'setərə] – и т. д.

fund [fʌnd] – фонд, зδ. денежные средства

meet obligations ['mi:təbli'geɪʃnz] – выполнять обязательства

various [ˈvɛəriəs] – различный
grocery store [ˈɡroʊsəriˈstɔː] – продовольственный магазин
obtain [əbˈteɪn] – получать
customer [ˈkʌstəmər] – покупатель (постоянный), клиент
wholesaler [ˈhoʊlseɪlə] – оптовик
buy [baɪ] – покупать
borrow [ˈbɔːrɒ] – занимать
lend – ссужать, давать займы
obtain [əbˈteɪn] – получать
tuition [tjuˈɪʃən] – плата за обучение
income [ˈɪnkəm] – доход
endowment [ɪnˈdaʊnmənt] – пожертвование, благотворительный взнос
grant [ɡrɑːnt] – субсидия, безвозвратная ссуда
utility [juˈtɪlɪti] – предприятие коммунального обслуживания
bill – счет
insurance premium [ɪnˈʃʊərənsˈpriːmjəm] – страховая премия
salary [ˈsæləri] – заработная плата
transaction [trænzækʃən] – (финансовая) операция
involve [ɪnˈvɒlv] – зд. быть связанным (с)
increasingly [ɪnˈkriːsɪŋli] – все более
ignore [ɪgˈnɔː] – игнорировать
external [eksˈtɜːnl] – внешний
environment [ɪnˈvaɪənmənt] – (окружающая) среда
consumer market [kənˈsjuːməˈmɑːkɪt] – потребительский рынок
rapid [ˈræpɪd] – быстрый
adapt [əˈdæpt] – приспособить(ся)
survive [səˈvaɪv] – выживать
competitor [kəmˈpetɪtər] – конкурент
generate [ˈdʒenəreɪt] – зд. возникать, появляться
within [wɪˈðɪn] – внутри
specific [spiˈsɪfɪk] – конкретный
choose [tʃuːz] – выбирать
accomplish [əˈkɒmplɪʃ] – осуществить

complex ['kɒmpleks] – сложный
goods [gudz] – товар, товары
service ['sɜ:vɪs] – услуга

EXERCISES

I. Translate into Russian:

To achieve goals, to be concerned with, material resources, to make a product, employees, assets, flexible working hours, recreational facilities, paid vacation, incentives, to meet obligations, to obtain money, wholesalers, to borrow money, to lend, income, to pay utility bills, transaction, external environment, consumer markets, rapidly, to adapt to change, to survive, to gather information, competitors.

II. Find the English equivalents:

Основные цели, материальные ресурсы, производить продукт, самые важные активы, средняя заработная плата, гибкий рабочий график, длительный оплачиваемый отпуск, выполнять обязательства (перед кредиторами), получать деньги (от покупателей), платить (оптовикам), занимать деньги, давать деньги в долг, оплачивать счета предприятий обслуживания, заработная плата, (финансовая) операция, потребительский рынок, быстро изменяться, приспособиться к изменениям, выживать, собирать информацию (о конкурентах).

III. Complete the sentences:

1. Management is the process of coordinating the resources of an organization to achieve its
2. Managers are concerned with four types of
3. Material resources are used by an organization to make
4. The most important resources of any organization are
5. To keep employees content, a variety of ... are used.
6. Organizations use financial resources ... to various creditors.
7. A large bank ... and ... money.
8. Companies are finding it increasingly important to gather ... about their

9. External environment is changing
10. Organizations that do not adapt to change will probably not
11. Managers must coordinate specific resources to produce ... and

IV. Translate into English:

1. Менеджмент – это процесс координации ресурсов организации для достижения определенных целей.
2. Менеджеры занимаются четырьмя видами ресурсов: материальными, финансовыми, человеческими и информационными.
3. Наиболее важными ресурсами любой организации являются ее человеческие ресурсы.
4. Для удовлетворения служащих используется ряд стимулов: гибкий рабочий график, высокая заработная плата, длительный оплачиваемый отпуск и т.д.
5. Финансовые ресурсы – это фонды, которые использует организация для выполнения своих обязательств перед различными кредиторами.
6. Крупные банки занимают деньги и дают их в долг.
7. Внешнее окружение, включая экономику, потребительские рынки, технологию, политику и культурные факторы, изменяется очень быстро.
8. Организация, которая не приспосабливается к внешнему окружению, может не выжить.
9. Компании собирают информацию о своих конкурентах в современной деловой среде.
10. Менеджеры должны координировать ресурсы для производства товаров и услуг.

V. Answer the questions:

1. What is management?
2. What main resources are managers concerned with?
3. What incentives are used to keep employees content? Why?
4. What are material resources?
5. How does an organization obtain financial resources? Give some examples.
6. What does external environment include?

7. Is external environment changing rapidly?
8. What must an organization do to survive?

VI. What resources to your mint are the most important for an organization? Discuss the question in groups and give reasons for your point of view.

VII. Speak on the following topics:

1. General definition of management.
2. Material and human resources.
3. Financial and informational resources.

SPEAKING ENGLISH IN THE OFFICE

Making appointments

Could you come by the office next week?

What about Monday at 9.30?

Can we meet on the 16th?

Would Friday suit you?

Are you free next week?

No, I'm busy then.

Yes, that suits me fine.

Thursday would be perfect.

I'm afraid I can't on the 3rd. What about the 6th?

Ah, Wednesday is going to be a little difficult. I'd much prefer Friday, if that's alright with you.

Is 3pm a good time for you?

If possible, I'd like to meet in the morning.

You know we were going to meet next Friday? Well, I'm very sorry, but something urgent has come up.

Something urgent has come up and I won't be able to make it this afternoon. Can we fix another time?

I. Now try a quiz:

1. ... Monday suit you?
a) Is b) How c) Would

2. ... does Monday sound to you?
a) How b) What c) When
3. Is 10 a.m. a good ... for you?
a) date b) hour c) time
4. What about ... next week?
a) to meet b) meet c) meeting
5. Is next Tuesday ...?
a) available b) convenient c) sound good
6. I'm afraid I can't meet next Tuesday. ... Thursday?
a) How about b) Is convenient c) Does suit
7. Next Wednesday would be
a) perfect b) suit c) acceptable
8. I'm afraid I can't ... it next Tuesday.
a) make b) meet c) suit
9. Something urgent has
a) come to b) come up c) turned up
10. Can we ... another time?
a) fix b) meet c) suit

II. Read and act the dialogue:

- Brown and Sanderson. Janet Sanderson speaking.
- Hi, Janet. It's Claude.
- Hi, Claude. How is it going?
- Not bad. Our latest sales figures are quite good.
- Glad to hear that.
- Listen, Janet. I'm calling to find out if you could come by the office next week. Say, Wednesday? There are some questions I'd like to go over with you.

- Wednesday? No, sorry, I'm afraid I'm very busy on Wednesday. What about Thursday afternoon? At, say, 2 p. m.?
- Yes, that's sounds good, Thursday at 2. So, Janet, I'll see you then. Have a nice weekend.
- Glad to be of assistance. Buy.

III. You have to arrange a meeting with a colleague to discuss your ideas on buying new computing equipment for the office. It is very urgent as you must report to the boss in the end of the week. Phone the colleague and find a suitable time to meet.

REVISE YOUR GRAMMAR

I. Which of the English forms corresponds to the Russian translation?

Passive	Past	Present	Future
Simple	a) was built	b) are built	c) will be built
Progressive	d) was being built	e) is being built	-
Perfect	f) had been built	g) has been built	h) will have been built

1. Цементные заводы обычно **строятся** на месте старых предприятий.
2. В прошлом году в нашем городе **был построен** новый завод.
3. Смотри! **Строится** новый мост через реку!
4. В следующем году в нашем крае **построят** новый завод.
5. Новый цементный завод уже **построили**.
6. Завод по производству стеновых панелей **будет построен** к 2020 году.
7. К тому времени, как мы переехали в этот город, цементный завод уже **был построен**.
8. Когда мы пришли на экскурсию в конструкторское бюро, там **строился** макет нового жилого комплекса.

II. Make these sentences passive as in the example:

Economists **study** the economic system.

The economic system **is studied** by economists.

1. Most people produce goods and services.
2. Economic changes affect our lives.
3. The lecture described different methods of analyzing the economy.
4. The garage-owner will provide some extra services.
5. The imposition of higher taxes on tobacco will discourage smoking.
6. A draught causes an increase in the price of wheat.
7. Government has reduced the corporation income tax this year.
8. Last month consumers bought more beef and less pork.

III. Complete the sentences using either active or passive form of the verb:

1. People ... a lot of money on food (spend/ are spent).
2. A lot of money ... on food (spend/ is spent).
3. They ... the new sports centre soon (will open/ will be opened).
4. A new sports centre ... soon (will open/ will be opened).
5. BMW cars ... in Germany (make/ are made).
6. They ... very good cars in Germany (make/ are made).
7. They ... a huge plant in the town this year (have built/ have been built).
8. A huge plant ... in the town this year (has built/ has been built).

IV. Choose the correct variant:

1. This method... (to develop) about 20 years ago.
 a) had been developed b) has been developed c) was developed
2. Dr Johnson ... (to interview) at the moment.
 a) is being interviewed b) is interviewing c) has been interviewed
3. Is your car still for sale? — No. It ... already (to sell).
 a) has been sold b) had been sold c) was sold
4. For the past few days I (to work) in Jack's office, as my own ... (to decorate).
 a) have been working/ is being decorated
 b) worked/ is decorating
 c) am worked/ is being decorated.

5. Professor Kenner ... (to give) another lecture next week.
a) will have been given b) will be given c) will give
6. Look at the dust in here! It ... (to look) as if this room (not/to clean) ... for a month.
a) is looked/ hasn't cleaned
b) looks/ hasn't been cleaned
c) has looked/ isn't cleaned
7. The house ... (to build) with money that he ... (to borrow) from the bank.
a) was built/ had borrowed
b) built/ borrowed
c) had been built/ borrowed
8. I can't pay the fare, because my purse ... (to steal).
a) was stolen b) has been stolen c) had been stolen

PROJECT SUGGESTIONS

I. Principles of management.

Perform the following steps:

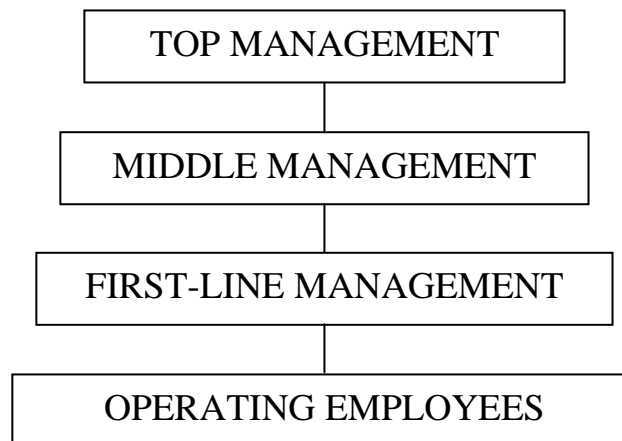
1. Learn who managers are and study the nature of their work.
2. Find out why you should care about leadership, entrepreneurship, and strategy.
3. Know the dimensions of planning-organizing-leading-controlling framework.
4. Learn how economic performance feeds social and environmental performance.
5. Understand what performance means at the individual and group levels.
6. Create your survivor's guide to learning and developing principles of management.

UNIT V

Text 1.

LEVELS OF MANAGEMENT

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



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

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

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

managers include office manager, supervisor, foreman and project manager.

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

VOCABULARY

represent [reprɪ'zent] – представлять

story ['stɔ:tri] – этаж

top manager ['tɒp'mænədʒə] – высший менеджер (руководитель)

middle manager ['mɪdl'mænədʒə] – менеджер среднего звена

first-line manager ['fɜ:st'lain] – менеджер первого (низшего) звена

basic ['beɪsɪk] – основной

executive [ɪg'zækjʊtɪv] – исполнитель

guide [gaɪd] – зд. руководить, управлять

overall activities ['əʊvərɔ:l ək'tɪvɪtɪz] – зд. общая, вся деятельность

constitute [kən'stɪtju:t] – составлять

develop [dɪ'veləp] – разрабатывать

determine [dɪ'tɜ:mɪn] – определять

it takes ... – зд. на это уходят...

hard work ['hɑ:d'wɜ:k] – упорная работа

as well as – а также

good luck ['gʊd'lʌk] –

rank [ræŋk] – зд. положение, ранг

title [taɪtl] – зд. положение, должность

associate [ə'səʊʃieɪt] – связывать, иметь отношение (к)

vice president ['vaɪs'prezɪdənt] – вице-президент

chief executive officer (CEO) [ɪg'zækjʊtɪv 'ɔ:fɪsə] – главный исполнительный директор

member ['membə] – член, участник

Board [bɔ:d] – совет директоров, правление

implement [ɪm'plɪmənt] – осуществлять, реализовывать

major policy ['meɪdʒə 'pɒləsi] – основная политика

hand down ['hænd'daun] – зд. разрабатывать, исходить (из), спускать

operating procedure [prəsi:dʒə] – порядок работы, производственный процесс

supervise [sjupə'vaiz] – зд. руководить, осуществлять контроль

activities [æk'tivɪtɪz] – деятельность

division manager [di'vɪʒn] – руководитель подразделения

department head [di'pɑ:tment'hed] – начальник отдела

plant manager ['plɑ:nt'mænədʒə] – директор завода

productions procedure – зд. производственная деятельность

operations manager – директор производства, управляющий производством

operating employee [emploɪ'i:] – работник-исполнитель (неуправленческого звена)

solve [sɒlv] – решать

former ['fɔ:mə] – бывший, прежний

owing (to) ['ouɪŋti] – благодаря, вследствие

promote [prə'maʊt] – продвигать по службе

career [kə'riə] – карьера

office manager ['ɒfis'mænədʒə] – руководитель отдела (офиса), офис-менеджер

supervisor ['sjupəvaɪzə] – зд. инспектор, начальник

foreman ['fɔ:mən] – мастер, бригадир

project manager ['prɒʒjəkt] – руководитель проекта

qualified ['kwɒlɪfaɪd] – квалифицированный

labour ['leɪbə] – труд

service ['sɜ:vɪs] – услуга

salary ['sæləri] – заработная плата в виде оклада (обычно ежемесячная)

wage [weɪdʒ] – заработная плата (почасовая, сдельная)

EXERCISES

I. Translate into Russian

Three-story structure (pyramid); levels of management; first-line managers; middle managers; operating employees; responsible for; define policies; hard work; good luck; executive; chief executive officer; member of the Board; activities; supervise; supervisor; division manager; department head; plant manager; operations manager; foreman.

II. Find the English equivalents:

Высший руководитель (менеджер); руководитель (менеджер) первого звена; менеджер среднего уровня; исполнитель, служащий; исполнительный директор; генеральный директор; директор производства; директор завода; начальник отдела; руководитель подразделения; начальник; мастер.

III. Complete the sentences:

1. Each organization can be represented as a three-story structure or
2. There are three general levels of management: top managers, ... managers and ... managers.
3. A top manager ... and ... the overall functions of the organization.
4. Top managers also ... the firm's strategy and define its major
5. A middle manager ... the strategy and major policies handed down from the top level of the organization.
6. Middle managers ... tactical plans, policies, and standard operating procedures.
7. They also coordinate and supervise the ... of first-line managers.
8. A first-line manager is a manager who ... and supervises the activities of operating employees.
9. First-line managers spend most of their time working with ... , answering questions, and ... day-to-day problems.
10. Operating employees are ... and non-qualified persons working for the organization, they represent the work force of the organization.

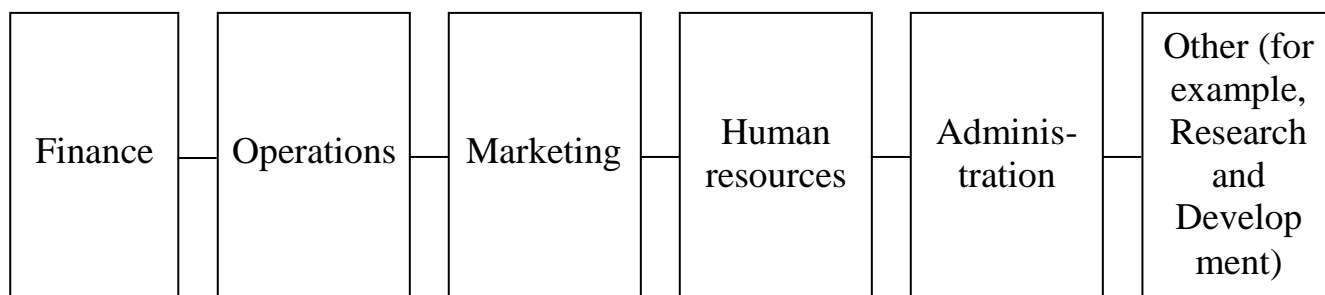
IV. Translate into English:

1. Существует три основных уровня управления (менеджмента): высший менеджмент, менеджмент среднего звена и менеджмент первого звена.
2. Высшие менеджеры направляют и контролируют общую деятельность организации, они определяют стратегию и основную политику фирмы.
3. Высшими менеджерами организации являются (*are*) президент, вице-президент, главный исполнительный директор и члены совета директоров (правления).
4. Менеджер среднего звена реализует (осуществляет) стратегию и основную политику, спускаемые с верхнего уровня организации.
5. Средними менеджерами организации являются руководитель подразделения, начальник отдела, директор завода и директор производства.
6. Менеджер первого звена следит за деятельностью неуправленческих служащих и координирует ее.
7. Менеджерами первого звена являются инспектор, мастер, руководитель отдела, руководитель проекта.
8. Менеджеры первого звена работают с неуправленческими работниками и решают повседневные проблемы.
9. Неуправленческие работники представляют основную рабочую силу организации.

Text 2.

AREAS OF MANAGEMENT

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



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

An operations manager creates and manages the systems that convert resources into goods and services. Traditionally, operations management is equated with the production of goods. However, in recent years many of the techniques and procedures of operations management have been applied to the production of services and to a variety of nonbusiness activities. Like financial management, operations management has produced a good percentage of today's company presidents.

A marketing manager is responsible for the exchange of products between the organization and its customers or clients. Specific areas within marketing are marketing research, advertising, promotion, sales, and distribution.

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

An administrative manager (also called *a general manager*) is not associated with any specific functional area but provides overall administrative leadership. A hospital administrator is a good example of an administrative manager. He or she does not specialize in operations, finance, marketing, or human resources management but instead coordinates the activities of specialized managers in all these areas.

VOCABULARY

divide [di'vaid] – делить

common ['kɒmən] – общий, зд. обычный, традиционный

depending (on) [di'pendiŋ] – в зависимости (от)

purpose ['pə:pəs] – цель

include [in'klu:d] – включать

as well – также, тоже

research [ri'sə:tʃ] – исследование

primarily [praɪ'mærəli] – прежде всего
responsible [res'pɒnsɪbl] – ответственный
accounting [ə'kaʊntɪŋ] – бухгалтерский учет
affect [ə'fekt] – влиять (на)
entire [ən'taɪə] – весь
basic training ['beɪsɪk'treɪnɪŋ] – основное обучение
create [kri'eɪt] – создавать
convert [kən'vɜ:t] – преобразовывать
equate [ɪk'weɪt] – ассоциировать, отождествлять
goods [gʊdz] – товар, товары
technique [tek'nɪk] – зд. метод
apply (to) [ə'plai] – зд. относиться (к)
like [laɪk] – как
percentage [pə:'sentɪdʒ] – процентное количество, зд. доля, удельный вес
customer ['kʌstəmə] – покупатель, клиент, заказчик (постоянный)
advertising ['ædvɜ:təɪzɪŋ] – рекламирование, реклама
promotion [prə'mouʃn] – продвижение, зд. товара на рынке
sale [seɪl] – продажа, сбыт, реализация
distribution [dɪstrɪ'bju:ʃn] – распределение, зд. распространение
be in charge (of) [tʃɑ:dʒ] – заведовать, быть ответственным (за)
engage (in) [ɪn'geɪdʒ] – заниматься
design [di'zain] – зд. разрабатывать
hire ['haɪə] – нанимать (на работу)
train [treɪn] – обучать
apprise [əp'reɪz] – оценивать
performance [pə:'fɔ:məns] – зд. деятельность, исполнение
general manager ['dʒenrəl 'mænədʒə] – генеральный директор
ensure [ɪn'ʃʊə] – обеспечивать
regulations [regju'leɪʃn] – постановления, зд. положения
concern [kən'sɜ:n] – касаться, относиться (к)
employment [ɪm'plɔɪmənt] – найм, занятость
provide [prə'vaɪd] – зд. снабжать, обеспечивать
overall ['ouvərɔ:l] – общий

instead [in'sted] – вместо этого

EXERCISES

I. Translate into Russian:

Organizational structure; purpose and mission; research; customer; development; accounting; goods and services; production of goods; percentage; customer; advertising; be in charge of; government regulations; hire; determine; appraise; guide; ensure; employment; salary; wage; labour.

II. Find the English equivalents:

Бухгалтерский учет; цель и задачи; товары и услуги; заработная плата (ежемесячная); производство товаров; деятельность; уровни руководства (менеджмента); развитие; правительственные постановления; научное исследование; покупатель (постоянный); рекламирование; работа по найму; процентное соотношение; заведовать; нанимать; обеспечивать; оценивать; разрабатывать; определять политику; управлять (руководить); осуществлять; решать.

III. Answer the questions:

1. What are the most common areas of management?
2. What is a financial manager responsible for?
3. Why do many presidents of large companies have financial education?
4. What manager runs the system of converting resources into goods and services?
5. What is an operations manager traditionally equated with?
6. What is a marketing manager responsible for?
7. Name some common duties of a human resources manager.
8. Is an administrative manager associated with any functional area?
9. Can you give an example of an administrative manager?
10. What does an administrative manager coordinate?

IV. Translate into English:

1. Самыми обычными сферами управления являются финансы, производственные операции, маркетинг, людские ресурсы и администрирование.
2. Заведующий финансами (finance manager) прежде всего отвечает за финансовые ресурсы организации.
3. Традиционно директор производства (operations manager) ассоциируется (is equated) с производством товаров.
4. Однако в последние годы управление производством относится к производству товаров и услуг.
5. Управляющий маркетингом (marketing manager) ответственен за обмен продукцией между организацией и ее постоянными покупателями (customers) или клиентами.
6. Управляющий людскими ресурсами занимается (charge in) наймом, обучением и оценкой деятельности работников.
7. Административный руководитель осуществляет общее административное руководство, и он не связан с какой-либо конкретной функциональной сферой.

V. Speak on the following:

1. Levels of management.
2. Areas of management

SPEAKING ENGLISH IN THE OFFICE

Arranging a meeting

Stating objectives

- Our aim today is to ...
- What I want to look at is ...
- Today we have to make a decision about ...
- What will be discussed after this is ...

Asking for contributions

- Anything to add ...
- What do you think about it?
- Would you like to comment on this?

Janet?

Moving on

- I'd like to move to the next item on the agenda.
- Shall we move on to the next item?
- I'd like to move on if I may.

Summarizing

- To sum up then, ...
- In conclusion ...

Dealing with communication problems

- I didn't quite catch that.
- Can you say that again?

I. Now try to use these phrases in a role-play. Work with your group mates to discuss a forthcoming conference or some of the urgent questions that face you now.

REVISE YOUR GRAMMAR

I. Robert Simpson, Jane Brown's boy-friend, is making his first call on the Browns. He and Jane have come to discuss their trip to Moscow with Jane's parents Maggie and Jim. Read the dialogue and explain the meaning of modal verbs and their equivalents.

(Door-bell rings)

Maggie: That'll be Jane with Robert Simpson. Will you open the door, Jim?

Jim: Right oh (1)!

Jane: Hallo Jim, Hallo Maggie, this is Robert Simpson. You've heard me talk about him often enough, so I don't have to introduce him formally, do I?

Maggie: No, you needn't. I feel we know him quite well already. Come and sit down, Robert, and I'll bring in the tea right away (2).

Robert: It was very nice of you to invite me, Mrs. Brown.

Maggie: Oh, you must call me Maggie, you don't have to be so formal.

Jane: Well, have you two made up your minds (3) whether you're going to join us for this trip to Moscow in July?

- Jim:* I think you can take that as settled (4). Maggie's been talking about nothing else for the last fortnight. But you must tell us what arrangements we'll have to make.
- Robert:* I take it (5) you've both got passports?
- Jim:* I'm afraid mine has run out (6). I'll have to apply for a new one right away.
- Maggie:* What sort of visas do we need?
- Jane:* Russian visas and transit visas. We ought to make our applications right away, through my agency.
- Jim:* So you'll take care of all the arrangements (7), Jane? That suits me fine (8). Just the kind of holiday I had in mind (9).
- Jane:* Just a minute, Jim. Robert needs a co-driver (10), you know. You'll have to get busy (11) and get a driving license (12).
- Jim:* Must I? And I was so looking forward to a really lazy holiday.
- Maggie:* It won't take you long (13) to get a license, Jim. After all, you did quite a lot of driving in the army. You ought to be able to do it in a month.
- Jim:* Shall we have to get international driving licenses as well?
- Robert:* No, we needn't. Most countries recognize foreign licenses. But we mustn't forget the international carnet (14) for the car.
- Maggie:* I seem to be the only one with nothing to do. Isn't there anything I ought to see to (15)?
- Jane:* I've a very good idea, Maggie. You must learn some Russian quickly. One really oughtn't to visit a country without knowing a word (16) of the language.
- Maggie:* Well, I'll do my best (17). But you mustn't expect miracles. I've heard you say that it's a difficult language.
- Jane:* It is; I wish you the very best of luck (18)!

[from <http://am-en.ru/conversations> (adopted)]

Explanations to the dialogue

1. Right oh! – Хорошо!
2. right away – сразу
3. have you two made up your minds? – решились ли вы?
4. you can take that as settled – считай этот вопрос решенным (что это уже решено)
5. I take it – я предлагаю, думаю, считаю

6. mine has run out – мой уже недействителен (срок его действия истёк)
7. you'll take care of all the arrangements – ты займёшься всей организацией
8. That suits me fine – это мне очень подходит, удобно
9. Just the kind of holiday I had in mind – именно такой отпуск я имел в виду
10. co-driver – шофёр, ведущий машину попеременно с другим шофёром
11. to get busy – взяться за что-нибудь, заняться чем-либо
12. a driving license – водительские права
13. It won't take you long – это не займёт у вас много времени
14. carnet – паспорт (для машины, выезжающей за границу)
15. to see to – устроить, присмотреть
16. without knowing a word – не зная ни слова
17. I'll do my best – сделаю всё, что в моих силах
18. I wish you the very best of luck – от всего сердца желаю вам успеха

II. Change the sentences according to the model:

Model 1: I **don't have to** introduce Robert formally, I suppose.
I **needn't** introduce Robert formally, I suppose.

1. You don't have to be so formal, Robert.
2. Maggie doesn't have to apply for a new passport.
3. Jim doesn't have to apply for an international driving license.
4. You don't have to make any arrangements yourself, Jim.
5. Maggie doesn't have to learn driving.

Model 2: **Don't be** so lazy. – You **mustn't** be so lazy.

1. Don't forget to apply for a new passport.
2. Don't forget the international carnet for the car.
3. Don't expect miracles.
4. Don't change your mind again.
5. Don't wait for me.

Model 3: We **must** invite Jane and Robert and talk things over with them.
We **will have to** invite Jane and Robert and talk things over with them.

1. We must make up our minds where we want to go.
2. Robert must sell his scooter and buy a second-hand car.
3. Jane must take care of all the arrangements.
4. We must make our applications through Jane's agency.
5. Jim must get a driving license.

III. Change the sentences as in the examples:

Example 1: He **had to** wake up early yesterday.
- He **didn't have to** wake up early yesterday.
- **Did he have to** wake up early yesterday?
- Yes, he **did** (No, he **didn't**).

1. She had to leave yesterday.
2. He had to do everything himself.
3. He had to rewrite several pages of the report.

Example 2: He **will have to** attend the meeting tomorrow.
- He **will not have to** attend the meeting tomorrow.
- **Will he have to** attend the meeting tomorrow?
- Yes, he **will** (No, he **won't**).

1. You will have to remind him about it.
2. They will have to book tickets in advance.
3. She will have to look after her little brother tomorrow.

IV. Change the following sentences using the equivalents of the modal verbs and the Past or Future Simple:

1. He must design systems for training employees.
2. We must be there at 5 o'clock.
3. You can take a Business English course at the institute.
4. I may leave the office earlier today.

V. Choose the correct variant:

1. If you don't start working harder, you will ... repeat the course next year.
a) have to b) be able to c) must
2. Students ... borrow up to 6 books at any time.
a) have to b) must c) are allowed to
3. It's very important ... speak more than one language.
a) to be to b) to be able c) to have to
4. He ... take a taxi to get to the airport on time (yesterday).
a) must b) had to c) was able to
5. Smoking is not ... in our office.
a) able b) obliged c) allowed
6. The train ... arrive at 5 o'clock.
a) is to b) should c) have to
7. Olga's teacher says that she ... speak English quite fluently in a year.
a) can b) must c) will be able to
8. Tomorrow is Sunday. I ... go to the Institute.
a) can't b) must not c) don't have to
9. You will probably ... to retake the examination if you provide a sick-list.
a) be able b) be allowed c) ought
10. He doesn't ... go to the meeting with us, but it ... be interesting for him too.
a) have to/ may b) has to/ can c) must/ has to

PROJECT SUGGESTIONS

I. Management levels and the four managerial functions.

Managers at different levels of the organization are engaged in the four managerial functions of planning, organizing, leading, and controlling spending different amounts of time on executing these functions. Explore the structure of an organization and find out the degree to which top, middle, and first-line managers perform each of these functions.

II. Management roles.

In addition to the broad categories of management functions, managers in different levels of the hierarchy fulfill different managerial roles. These roles were categorized by researcher Henry Mintzberg, and they can be grouped into three major types: decisional, interpersonal, and informational. Characterize the three types and find out which of these roles will mostly be held by top-level managers, middle managers and first-line managers.

UNIT VI

Text: MANAGEMENT SKILLS

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

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

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

- 1) What objectives and goals must be reached?
- 2) What strategy must be implemented?
- 3) What resources must be used and how they must be distributed?

4) What kind of control is needed?

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

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

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

5. A communicational skill is the ability of a manager to share his ideas and opinions with other people. This skill is a decisive factor of a manager's success. Some investigations show that top managers and middle managers spend approximately 80% (percent) of their work time in communicating with each other. Thus, a communication skill enables managers to hold meetings, write clear letters and explanatory notes, make reports, etc.

6. An interpersonal skill (psychological skill) is the ability to deal effectively with other people both inside and outside the organization. It is the ability to understand the needs and motives of other people. This skill is very important for a good psychological atmosphere for successful activity in the common work in future.

7. A technical skill is a specific competence to accomplish a task. The lower is a manager's level in the organization, the closer is his/her connection with the production process. Thus first-line managers have the closest connection with the production process. They need high technical skills to provide technical guidance for the subordinates. Top managers don't need these skills as much as first-line managers but the knowledge of the technical sphere is useful for all the managers.

VOCABULARY

skill [skil] – мастерство, навыки, способности, умение

activity [æk'tiviti] – деятельность, работа

depend (on) [di'pend] – зависеть (от)

certain [sə:tn] – определенный

divide [di'vaid] – делить

conceptual [kən'septʃuəl] – концептуальный
decision [di'siʒən] – решение
decision making – принятие решений
communicational [kəmjuːni'keɪʃənəl] – коммуникационный
interpersonal skill [intə'pɜːsənəl] – зд. мастерство, умение
общаться с людьми, психологическое мастерство
ability [ə'bɪləti] – способность
fit together ['fɪt tə'gəðə] – зд. согласовывать(ся)
proper ['prɔːpə] – соответствующий
way [weɪ] – зд. образ
require [re'kwaɪə] – требуемый; требовать
super goal ['sjʊərə'gəʊl] – сверхцель
develop [di'veləp] – разрабатывать
whole [həʊl] – весь, целый
choose (chose, chosen) [tʃuːz] – выбирать
alternative [ɔl'tɜːnətɪv] – альтернатива
objective [əb'dʒektɪv] – цель (часто краткосрочная)
implement ['ɪmplɪmənt] – осуществлять
distribute [dɪ'strɪbjʊt] – распределять
kind [kaɪnd] – ряд, вид
responsible [rɪs'pɒnsəbl] – ответственный
carryout ['kæri'ɑʊt] – выполнять
determine [dɪ'tɜːmɪn] – определять
identify [aɪ'dentɪfaɪ] – узнать, определить
cause [kɔːz] – причина
action plan ['ækʃnplæn] – план действий
especially [ɪs'peʃəli] – особенно
solve [sɒlv] – решать
complex ['kɒmpleks] – сложный
keep (to) [ki:p] – зд. исполнять, придерживаться (чего-либо)
rule [ru:l] – правило
specify ['spesɪfaɪ] – устанавливать, предписывать
production process ['prəʊsəs] – процесс производства
act [ækt] – действовать

within [wi'ðin] – в пределах
budget ['bʌdʒɪt] – бюджет, смета
flow [flou] – поток
opinion [ə'pinjən] – мнение
both ... and – как ... , так и ...
decisive [di'saisiv] – решающий
success [sək'ses] – успех
investigation [investi'geɪʃən] – исследование
spend (spent, spent) – зд. проводить
approximately [ə'prɒksɪmətli] – приблизительно
percent [pə:'sent] – процент
communicate [kə'mjʊnɪkeɪt] – общаться
thus [ðʌs] – таким образом
enable [ɪn'eɪbl] – давать возможность
hold (held, held) [hould] – зд. проводить
explanatory note [ɪks'plænətɪ'nəʊt] – объяснительная записка
report [rɪ'rɔ:t] – отчет, доклад
psychological [saɪkə'lɒdʒɪkəl] – психологический
deal (with) [di:l] – зд. взаимодействовать
inside ['ɪn'saɪd] – внутри
outside ['aʊt'saɪd] – вне, за пределом
need [ni:d] – нужда
consequently ['kɒnsɪkwəntli] – следовательно
specific [spi'sɪfɪk] – особый, специфический
competence ['kɒmpɪtəns] – компетенция
accomplish [ə'kɒmplɪʃ] – исполнить, выполнить
task [tɑ:sk] – задача, задание
connection [kə'nekʃn] – связь
provide [prə'vaɪd] – обеспечивать
guidance ['gaɪdəns] – руководство
subordinate [sə'bɔ:dɪnɪt] – подчиненный

EXERCISES

I. Translate into Russian:

Important skill; decision making skill; interpersonal skill; objective; goal; activity; required results; interpersonal relations; interpersonal (psychological) skill; needs and motives; technical guidance; subordinate; psychological atmosphere; successful activity; investigation; production process; flow of information; ability; responsible; organizational rules; report; percent; production; action plan; solve problems; communicate; enable; choose; divide; distribute; carry out; hold a meeting.

II. Find the English equivalents for the following:

Эффективность; мастерство; мастерство принятия решений; производственный процесс; психологическое мастерство; цель; обязанность; стратегия; концептуальное мастерство; доклад (отчет); требуемые результаты; разрабатывать соответствующие стратегии; способность; курс действий; хорошая психологическая атмосфера; обеспечивать техническое руководство; подчиненный; делить; согласовывать(ся); выбирать; решать проблемы; достигать; осуществлять; распределять; выполнять; давать возможность; проводить (собрание).

III. Complete the following sentences according to the text:

1. Effectiveness of a manager's activity depends on
2. A conceptual skill is the ability of a manager to see
3. A conceptual skill helps top managers plan ... and develop
4. The ability of a manager to choose the best course of actions is called
5. An analytic skill is the ability to determine the most important problems and identify the causes of each problem before
6. An analytic skill is especially important for
7. In order to keep to the organizational rules and coordinate the flow of information a manager must possess
8. A communicational skill enables managers
9. An interpersonal skill is very important for
10. First-line managers have the closest connection with

V. What skill (or skills) to your mind will help a manager ... :

- 1) to choose a proper strategy for the organization's development?
- 2) to create a favorable psychological atmosphere?
- 3) to decide where to invest some extra cash?
- 4) to motivate employees to do their work effectively?
- 5) to evaluate the long-term prospects of the organization?
- 6) to interact with other people easily?
- 7) to control the volume and quality of the production?
- 8) to make a report?
- 9) to analyze the problems facing the organization and solve them successfully?
- 10) to fulfill the organizational rules?
- 11) to hold a meeting?
- 12) to use different techniques and equipment in the production process?

VI. Agree or disagree with these statements. Use the following phrases:

That's wrong.

Это неверно.

That's (quite) right.

(Совершенно) верно.

That's not quite true to the fact.

Это не совсем соответствует факту.

According to the text ...

Согласно тексту ...

1. Effectiveness of a manager's activity depends on five different categories.
2. A conceptual skill is the ability of a manager to choose the best course of actions of two or more alternatives.
3. A conceptual skill is very important for top managers because it helps them plan "super goals".
4. A communicational skill is the ability to understand the needs and motives of other people.
5. An interpersonal skill is the ability to deal effectively with other people.
6. A technical skill is a specific competence to accomplish a task.
7. Top managers need technical skill more than (чем) first-line managers.

SPEAKING ENGLISH IN THE OFFICE

Making a presentation

I. Rearrange the sentences in order to make a logical sequence:

1. Then we'll look at some of the issues in more detail.
2. I'll start with a short description of the general issues.
3. If you don't mind, I would prefer to answer any questions you may have at the end.
4. The purpose of my presentation is to give you some information which can help you do business abroad.
5. There'll be three parts to my presentation.
6. I will now be happy to take any questions.
7. There's no need to take notes unless you really want to.
8. Finally we'll look at how you can create successful international teams.
9. Firstly, I'd like to thank you for giving me the opportunity to talk to you today.
10. I hope that my presentation helped you understand the factors which can influence the common work of people representing different cultures.
11. I think that my research has shown that intercultural problems can destruct successful operation of multinational teams.
12. The gentleman on the right, please.
13. Good morning, ladies and gentlemen.
14. There'll be a comprehensive hand-out at the end.

II. Now prepare a short presentation of the topic you are familiar with or may be a project you are working on at the moment. Use the following plan:

1. Introduce yourself and explain what benefit your talk will bring to the audience.
2. Give a brief description of what you want to say.
3. Go into the details of the topic.
4. Briefly remind the audience what you have covered and repeat the main points.

5. Stress your main notion and make sure the audience knows how to use it.

REVISE YOUR GRAMMAR

- I. Read the dialogue between Jim and Maggie who talk about local affairs. Pay attention to the examples of indirect speech:

Maggie: Have you seen the local paper, Jim?

Jim: I'm just reading it.

Maggie: Anything interesting in it?

Jim: There's a report of last Monday's Council (1) meeting. It seems to have been (2) quite a lively one.

Maggie: Why, what happened?

Jim: Well, Councilor Walters got up and said it was high time something was done about (3) that bit waste ground (4) behind the library and that it ought to be turned into a children's playground.

Maggie: Quite right too. Did they agree?

Jim: Not all. You know Mrs. Grainger, who lives in the Square? She was quite furious about it. She got up and shouted that she wasn't going to have a lot of noisy children right under her window, and that she would sue (5) the Council.

Maggie: How ridiculous!

Jim: She insisted she had only bought the house because the Council surveyor had assured her that they were going to turn that waste ground into a garden.

Maggie: I hope they didn't take any notice (6) of her.

Jim: Well, it seems they didn't take a vote (7). It says here (8) that the Parent-Teacher Association (9) is arranging an open meeting to discuss the proposal and the meeting will be at eight at the library.

Maggie: You know, Jim, I'm beginning to understand why Mrs. Grainger was so polite to me when we met in the High Street this morning. She asked me whether I wouldn't like to come and have tea with her some day. Usually she doesn't even say good morning. She must be collecting supporters.

Jim: Well, I think a playground is a very good idea and I'm certainly going to back up Walters at the meeting tomorrow.

Maggie: And so am I (10).

[from <http://am-en.ru/conversations> (adopted)]

Explanations to the dialogue

1. Council – совет (в данном тексте имеется в виду совет, управляющий городом)
2. It seems to have been ... – кажется, что было ...
3. it was high time something was done about ... – давно пора сделать что-нибудь с ...
4. waste ground – пустырь, неиспользуемый участок земли
5. sue – подать иск, возбудить судебное дело
6. they didn't take any notice of her – они не обращали на неё внимания
7. they didn't take a vote – они не голосовали
8. it says here – здесь говорится
9. The Parent-Teacher Association – Родительский Комитет
10. And so am I. – И я тоже.

II. Choose the correct variant:

1. Maggie asked Jim if he (has seen/ had seen) the local paper.
2. Jim answered that he (is/ was) just reading it.
3. Walters said that it (is/was) high time to do something with a waste ground behind the library.
4. Mrs. Grainger shouted that she (will/ would) sue the Council.
5. The paper writes that the Parent-Teacher Association (is/ was) arranging an open meeting.
6. It says that the meeting (will/ would) be at eight at the library.
7. Mrs. Grainger asked whether Maggie (will/ would) come and have tea with her some day.
8. Maggie says that Mrs. Grainger (is/ was) usually impolite.
9. Jim thinks that a playground (is/ was) a very good idea
10. He said that he (is/ was) going to back up Walters at the meeting.

III. Choose the proper adverb or adverbial phrase:

1. The secretary said that Mr. Smith was having a visitor (now/ then).

2. They said they wouldn't be able to attend the meeting (tomorrow/ the next day).
3. I'll be able to help you with the report (tomorrow/ the next day).
4. She said she would have to go on business (the day after tomorrow/ in two days' time).
5. Mr. Brown wrote an explanatory note (yesterday/ the previous day).
6. She says that marketing manager has been away for about a week (now/ then).
7. John said that he had prepared the balance sheet an hour (ago/ before).
8. Can I exchange money (here/ there)?

IV. Yesterday you met your fellow student Alexander who had just returned from a tour to Moscow State University. Here's what he told you about it:

1. I was rewarded with a trip to Moscow State University for the best scientific work.
2. I have never been to Moscow State University before.
3. It was established in 1755.
4. The tour started on the stair of the Main building of the Moscow State University.
5. The program included visiting the Earth Science Museum, a Columned hall the Rotunda and the museum of Leaders.
6. The final point of our tour was observation point on 32d floor.
7. I have many friends in Moscow now.
8. One of my new friends will come to visit us in summer.

Now tell your group mate what you have learned from Alexander beginning with

He told me that ...

V. Make up the sentences using the questions in column B:

A	B
1. Do you know ... ?	1. Where is the nearest bank?
2. Could you tell me... ?	2. Can I exchange money here?
3. Do you happen to know... ?	3. Where does Ann live?
4. I wonder ... ?	4. Does Victor speak English?

5. He asks	5. How much do the tickets cost?
6. I'd like to know	6. Do I need a visa to go to China?

PROJECT SUGGESTIONS

I. Communication in management.

Cover the following aspects of the subject:

- Understanding communication.
- Communication barriers.
- Different types of communication: verbal, written, nonverbal.
- Communication channels.
- Developing your own communication skills.

II. The job of my dream.

1. Think about the job of your dream and discuss:

- duties and responsibilities;
- essential or desirable skills and qualities;
- qualifications;
- terms and conditions (hours, salary, benefits).

2. Write an advertisement for the job.

SUPPLEMENTARY READING

Text: JOBS IN ECONOMICS

A degree in economics prepares men and women for a number of business and finance jobs, including financial analysis, marketing, research, consulting and management. According to the Bureau of Labor Statistics, a bachelor's degree will qualify you for some entry-level positions in research, marketing or finance. Higher-level management and economic analysis positions, however, will require a master's degree or higher. Corporate economists study economic conditions and gauge their effect on the company's sales and market share.

Students with a degree in economics have many career prospects. Job-seekers can find employment in different areas including government, market research, securities and teaching. Government jobs using an economics degree include those of budget analyst and city planner. Budget analysts help organizations allocate financial resources by analyzing and

developing budgets. They may also be responsible for reviewing proposed budgets from department managers to ensure completeness, accuracy and conformance with established procedures. City planners employed by the government develop long-and-short-term plans for government-owned land. They aim to ease economic and environmental problems through strategic recommendations of where to build roads, schools and other infrastructure, based on the needs of a population.

Market research is an organized effort to gather information about a market and its customers. Employees often work as financial analysts or consultants. Consultants are typically hired by businesses to provide strategic advice based on the current economic environment. For example, a business subject to regulatory changes due to a recent economic-credit crisis might hire a consultant to provide advice on recovery processes. A financial analyst is responsible for providing guidance to businesses and individuals making investment decisions. Financial analysts use spreadsheets and statistical software to spot trends, develop portfolios and make forecasts for investors.

People who work in the securities industry are typically employed with companies and organizations that manage financial instruments such as brokerage firms. Financial instruments are contracts that give their owners the right to an asset. Employees work to sell these financial instruments to raise money, which allows them to finance new business operations or improve on existing ones. Those who work with securities can also sell advisory services such as helping a company to plan stock issues and sell them to investors.

Those with qualifications in economics may choose to teach economics at the college level. College professors typically teach several related courses in their field and must prepare lectures, exams and homework outside of the classroom.

(from http://www.ehow.com/list_6725275_jobs-economics-graduates.html
(adopted))

Text: BUSINESS ETHICS

Ethics is the system of moral principles, rules of conduct, and morality of choices that individuals make.

Business ethics is the application of moral standards to business situations. Business ethics has become a matter of public concern.

All business people face ethical issues daily, and they stem from a variety of sources. Although some types of issues arise infrequently, others occur regularly. Let's take a closer look at several ethical issues.

1. Fairness and Honesty. Fairness and honesty in business are two important ethical concerns. Besides obeying all laws and regulations, business people should refrain from deceiving, misrepresenting, or intimidating others.

2. Organizational Relationships. A business person may be tempted to place his or her personal welfare above the welfare of the organization. Relationships with customers and coworkers often create ethical problems – since confidential information should be secret and all obligations should be honoured. Unethical behaviour in these areas includes not meeting one's obligations in a mutual agreement, and pressuring others to behave unethically.

3. Conflict of Interest. Conflict of interest results when a business person takes advantage of a situation for his or her own personal interest rather than for the employer's or organization's interest. Such conflict may occur when payments and gifts make their way into business deals. A wise rule to remember is that anything given to a person that might unfairly influence that person's business decision is a bribe, and all bribes are unethical.

4. Communications. Business communications, especially advertising, can present ethical questions. False and misleading advertising is illegal and unethical, and it can infuriate customers. Sponsors of advertisements aimed at children must be especially careful to avoid misleading messages. Advertisers of health-related products must also take precautions deception.

Text: ENVIRONMENTAL PROBLEMS

Introduction. Many years ago man lived in harmony with nature, because industry was not developed. Today, however, the contradictions between man and nature are dramatic. Every year world industry emits into the atmosphere about 1000 million tons of soot and other harmful substances. The acid-rain problem has spread rapidly in recent years, and experts fear the situation will worsen if the nations begin to burn more coal

to generate electricity. People of many countries suffer from smog. Forests are disappearing. Water pollution in oceans, seas, lakes and rivers, air pollution and the ozone layer could lead our planet to a global disaster. The Earth is our home, that's why we must take care of it, for ourselves and for the generations to come. We must keep our environment clean.

Air Pollution. Usually two or three factors combine to form air pollution in any given location. The first factor is large amounts of carbon monoxide and hydrocarbons emitted by motor vehicles concentrated in a relatively small area. The second is the smoke and other pollutants emitted by manufacturing facilities. These two factors can be partially eliminated through pollution-control devices on cars, trucks, and smokestacks.

The third factor that contributes to air pollution – one that cannot be changed – is the combination of weather and geography.

How effective is air pollution control? Most authorities agree that there has been progress since the mid-1970s. A number of countries have cleaner air today than they had twenty years ago. Numerous chemical companies have recognized that they must take responsibility for operating their plants in an environmentally safe manner. Some of them now devote as much as 20 percent of their capital expenditures to purchasing antipollution devices. However, air levels of sulfur dioxide and nitrogen dioxide – the main elements that cause acid rain – as well as of soot continue to increase.

Water Pollution. Surface waters on our planet remain severely polluted. Currently, one of the most serious water-quality problems result from the high level of toxic pollutants found in these waters.

Among the serious threats to people posed by these pollutants are respiratory irritation, cancer, kidney and liver damage, anemia, and heart failure. Toxic pollutants also damage fish and other forms of wildlife.

A pulp-and-paper factory was built on the shores of Lake Baikal. As a result, because of the water pollution, the world's purest water has been spoiled. The whole ecological system of the lake has changed greatly. Some organisms that can be found only in Lake Baikal are disappearing, trees are dying from soot and gas emissions from the factories.

That's why scientists, writers, and other people put the problem of Lake Baikal into the press, to public bodies and the government. Lake Baikal and its shores have been declared a specially protected zone of the country. There is a hope that one of the most beautiful and the deepest lakes of the world will never die.

The Aral Sea was a bright blue sea with a lot of fish. The Amudarya and Syrdarya rivers supplied it with water. But then the water of the rivers was diverted to cotton plantations. As a result the Aral now is in a very dangerous condition. If no immediate measures are taken, the Aral Sea will disappear by the year 2010.

The Mediterranean Sea and the North Sea are half dead because great amounts of chemical and nuclear waste were dumped into their waters.

Land Pollution. Air and water quality may be improving, but land pollution is still a serious problem in many areas. The fundamental issues are (1) how to restore damaged or contaminated land at a reasonable cost and (2) how to protect unpolluted land from future damage.

The land pollution problem has been worsening over the past few years, as modern technology has continued to produce increasing amounts of chemical and radioactive waste.

Manufacturers produce and dump more than 100 million tons of contaminated oil, solvents, acids, and sludges each year. Service businesses, utility companies, hospitals, and other industries also dump vast amounts of wastes into the environment.

Individuals contribute to the waste disposal problem. On the average, each of us accounts for approximately 1, 547 pounds of garbage each year. A shortage of landfills makes garbage disposal an especially serious predicament. Incinerators are a possible solution to the problem of a landfill shortage, but they bring with them their own problems. They reduce the amounts of garbage but also leave tons of ash to be buried – ash that has a high concentration of harmful substances.

Nuclear Power. They say that nuclear power is “cheap, clean and safe” ... The explosion in Chernobyl shows it can go wrong. Nuclear weapons could destroy the world. Nuclear weapon tests increase the amount of radiation in the atmosphere. Nuclear power produces high-level radioactive waste which can be dangerous for thousands of years.

Before it's too late, people have to change their way of life. We have to stop ruining the land, water and air.

We can help clean up the planet. Our planet needs immediate help. Each of us must do everything possible to save it.

APPENDIX A

Памятка по осуществлению учебного проекта

В самом общем виде при осуществлении проекта можно выделить следующие этапы:

- 1-й – погружение в проект;
- 2-й – организация деятельности;
- 3-й – осуществление деятельности;
- 4-й – презентация результатов.

Что делает каждый участник проектной работы на разных этапах, очень кратко можно пояснить с помощью следующей таблицы:

Преподаватель	Студенты
1	2
1-й этап – погружение в проект	
Формулирует:	Осуществляют:
1. проблему проекта;	1. личностное присвоение проблемы;
2. сюжетную ситуацию;	2. вживание в ситуацию;
3. цель и задачи.	3. принятие, уточнение и конкретизацию цели и задач.
2-й этап – организация деятельности	
Организует деятельность – предлагает:	Осуществляют:
4. организовать группы;	4. разбивку на группы;
5. распределить амплуа в группах;	5. распределение ролей в группе;
6. спланировать деятельность по решению задач проекта;	6. планирование работы;
7. возможные формы презентации результатов.	7. выбор формы и способа презентации предполагаемых результатов.

3-й этап – осуществление деятельности	
Не участвует, но:	Работают активно и самостоятельно:
8. консультирует студентов по необходимости;	8. каждый в соответствии со своим амплуа и сообща;
9. ненавязчиво контролирует;	9. консультируются по необходимости;
10. дает новые знания, когда у студентов возникает в этом необходимость;	10. «добывают» недостающие знания;
11. репетирует со студентами предстоящую презентацию результатов.	11. подготавливают презентацию результатов.
4-й этап - презентация	
Принимает отчет:	Демонстрируют:
12. обобщает и резюмирует полученные результаты;	12. понимание проблемы, цели и задач;
13. подводит итоги обучения;	13. умение планировать и осуществлять работу;
14. оценивает умения: общаться, слушать, обосновывать свое мнение, толерантность и др.;	14. найденный способ решения проблемы;
15. акцентирует внимание на воспитательном моменте: умении работать в группе на общий результат и др.	15. рефлексия деятельности и результата;
	16. умение дать взаимооценку деятельности и ее результативности.

APPENDIX B

Видовременные формы английского глагола в действительном залоге

	Simple Простое обычное, регулярное	Progressive Происходящее в определенный момент	Perfect Завершенное	Perfect Progressive Длющееся уже определенный промежуток времени
Infinitive Инфинитив	to V	to be V-ing	to have V ₃	to have been V-ing
Present Настоящее	V V-s	am is } are } V-ing	have has } V ₃	have has } been V-ing
Past Прошедшее	V ₂	was were } V-ing	had V ₃	had been V-ing
Future Будущее	shall will } V	shall be will be } V-ing	shall will } have V ₃	shall will } have been V-ing

APPENDIX C

Видовременные формы английского глагола в страдательном залоге

	Simple Простое обычное, регулярное	Progressive Происходящее в определенный момент	Perfect Завершенное	Perfect Progressive Длющееся уже определенный промежуток времени
1	2	3	4	5
Infinitive Инфинитив	to be V ₃	to be being V ₃	to have been V ₃	—
Present Настоящее	am is } are } V ₃	am is } are } being V ₃	have has } been V ₃	—

1	2	3	4	5
Past Прошедшее	was } were } V ₃	was } were } being V ₃	had been V ₃	—
Future Будущее	shall } will } V ₃	—	shall } will } have been V ₃	—

APPENDIX D

Закон согласования времен

Если в главном предложении сказуемое выражено прошедшим временем, то в придаточном сказуемое должно быть выражено одной из форм прошедшего времени.

			Simple	Progressive	Perfect	Perfect Progressive
Present	Direct Speech	I	write пишу (вообще)	am writing пишу (сейчас)	have written написал (уже)	have been writing пишу (уже час)
	Reported Speech	Tom said (that) he	wrote	was writing	had written	had been writing
Past	Direct Speech	I	wrote писал (вчера)	was writing писал (вчера в ...)	had written написал (вчера к ...)	had been writing писал (уже 3 часа, когда ...)
	Reported Speech	Tom said (that) he	had written	had been writing	had written	had been writing
Future	Direct Speech	I	will write напишу (завтра)	will be writing буду писать (завтра в ...)	will have written напишу (завтра к 7 часам)	will have been writing буду писать (уже 3 часа, когда ...)
	Reported Speech	Tom said (that) he	would write	would be writing	would have written	would have been writing

При обращении прямой речи в косвенную меняются не только формы глагола, но и наречия места и времени и указательные местоимения.

Direct Speech		Reported Speech		
now	<i>сейчас</i>	→	then	<i>тогда</i>
here	<i>здесь</i>	→	there	<i>там</i>
this, these	<i>это, этот, эти</i>	→	that / those	<i>то, тот, те</i>
today	<i>сегодня</i>	→	that day	<i>в тот день</i>
tomorrow	<i>завтра</i>	→	(the) next day, the following day	<i>на следующий день</i>
yesterday	<i>вчера</i>	→	the day before, the previous day	<i>накануне</i>
next week / year	<i>на следующей неделе / на будущий год</i>	→	the next week / year, the following week / year	<i>на следующей неделе / в следующем году</i>
last week	<i>на прошлой неделе</i>	→	the previous week	<i>за неделю до</i>
last year	<i>в прошлом году</i>	→	the year before	<i>за год до</i>

APPENDIX E

Таблица неправильных глаголов

Infinitive	Past Indefinite	Participle II
1	2	3
awake [ə'weɪk] будить	awoke [ə'wəʊk]	awoke, awoken
be [bi:] БЫТЬ	was [wɒz], were [wə:]	been [bi:n]
bear [beə] носить, рожать	bore [bɔ:]	born [bɔ:n]
beat [bi:t] БИТЬ	beat	beaten [bi:tn]
become [br'kʌm] становиться	became [br'keɪm]	become [br'kʌm]
begin [br'gɪn] начинать	began [br'gæn]	begun [br'gʌn]
bend [bend] сгибаться	bent [bent]	bent, bended
bite [baɪt] кусаться	bit [bɪt]	bitten [bɪtn]
blow [bləʊ] дуть	blew [blu:]	blown [bləʊn]
break [breɪk] ломать	broke [brəʊk]	broken [brəʊkn]
bring [brɪŋ] приносить	brought [brɔ:t]	brought
build [bɪld] строить	built [bɪlt]	built
burn [bɜ:n] гореть	burnt [bɜ:nt], burned	burnt, burned
burst [bɜ:st] разрываться, лопаться	burst	burst
buy [baɪ] покупать	bought [bɔ:t]	bought

1	2	3
catch [kætʃ] ловить	caught [kɔ:t]	caught
choose [tʃu:z] выбирать	chose [tʃouz]	chosen [tʃouzn]
come [kʌm] приходить	came [keɪm]	come [kʌm]
cost [kɒst] стоить	cost	cost
cut [kʌt] резать	cut	cut
deal [di:l] иметь дело (с кем-либо)	dealt [delt]	dealt
do [du:] делать	did [dɪd]	done [dʌn]
dig [dɪg] копать, рыть	dug [dʌg]	dug
draw [drɔ:] чертить, рисовать	drew [dru:]	drawn [drɔ:n]
drink [drɪŋk] пить	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv] водить машину	drove [drouv]	driven [drɪvn]
eat [i:t] есть	ate [et]	eaten [i:tn]
fall [fɔ:l] падать	fell [fel]	fallen [fɔ:ln]
feed [fi:d] кормить	fed [fed]	fed
feel [fi:l] чувствовать	felt [felt]	felt
fight [faɪt] сражаться	fought [fɔ:t]	fought
find [faɪnd] находить	found [faʊnd]	found
fly [flaɪ] летать	flew [flu:]	flown [floun]
forbid [fə'bɪd] запрещать	forbade [fə'beɪd]	forbidden [fə'bɪdn]
forget [fə'get] забывать	forgot [fə'gɒt]	forgotten [fə'gɒtn]
forgive [fə'gɪv] прощать	forgave [fə'geɪv]	forgiven [fə'gɪvn]
freeze [fri:z] замерзать	froze [frouz]	frozen [frouzn]
get [get] получать, доставать	got [gɒt]	got
give [gɪv] давать	gave [geɪv]	given [gɪvn]
go [gou] ходить	went [went]	gone [gɒn]
grind [graɪnd] молоть	ground [graʊnd]	ground
grow [grou] расти	grew [gru:]	grown [groun]
hang [hæŋ] висеть	hung [hʌŋ]	hung
have [hæv] иметь	had [hæd]	had
hear [hiə] слышать	heard [hɛ:d]	heard
hide [haɪd] прятать	hid [hɪd]	hidden [hɪdn]
hit [hɪt] ударять	hit	hit
hold [hould] держать	held [held]	held
hurt [hɜ:t] ушибить	hurt	hurt
keep [ki:p] держать	kept [kept]	kept
know [nou] знать	knew [nju:]	known [noun]
lay [leɪ] класть	laid [leɪd]	laid
lead [li:d] вести	led [led]	led

1	2	3
learn [lɜ:n] учиться	learned, learnt [lɜ:nt]	learned, learnt
leave [li:v] оставлять	left [left]	left
lend [lend] давать займы	lent [lent]	lent
let [let] позволять	let	let
lie [lai] лежать	lay [lei]	lain [lein]
light [lait] зажигать(ся), освещать	lighted, lit [lit]	lighted, lit
lose [lu:z] терять	lost [lɔst]	lost
make [meɪk] делать	made [meɪd]	made
mean [mi:n] означать	meant [ment]	meant
meet [mi:t] знакомиться, встречать	met [met]	met
pay [pei] платить	paid [peɪd]	paid
put [put] класть	put	put
read [ri:d] читать	read [red]	read [red]
ride [raɪd] ехать на	rode [rəʊd]	ridden [rɪdn]
ring [rɪŋ] звонить	rang [ræŋ]	rung [rʌŋ]
run [rʌn] бежать	ran [ræn]	run [rʌn]
say [sei] сказать	said [sed]	said
see [si:] видеть	saw [sɔ:]	seen [si:n]
sell [sel] продать	sold [sould]	sold
send [send] послать	sent [sent]	sent
shine [ʃaɪn] сиять	shone [ʃoun]	shone
shoot [ʃu:t] стрелять	shot [ʃɒt]	shot
show [ʃou] показать	showed [d]	shown [ʃoun]
shut [ʃʌt] закрыть	shut	shut
sing [sɪŋ] петь	sang [sæŋ]	sung [sʌŋ]
sit [sɪt] сидеть	sit	sit
sleep [sli:p] спать	slept [slept]	slept
speak [spi:k] говорить	spoke [spouk]	spoken [spoukən]
spend [spend] тратить	spent [spent]	spent
stand [stænd] стоять	stood [stu:d]	stood
swim [swɪm] плыть	swam [swæm]	swum [swʌm]
take [teɪk] брать	took [tu:k]	taken [teɪkn]
teach [ti:tʃ] учить	taught [tɔ:t]	taught
tell [tel] рассказать	told [tould]	told
think [θɪŋk] думать	thought [θɔ:t]	thought
throw [θrou] кинуть	threw [θru:]	thrown [θroun]
understand [ʌndə'stænd] понимать	understood [ʌndə'stu:d]	understood

1	2	3
wake [weɪk] будить wear [weə] носить (одежду) win [wɪn] выигрывать write [raɪt] писать	woke [wouk] wore [wɔ:] won [wɒn] wrote [rou]	woken [woukn] worn [wɔ:n] won written [rɪtn]

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