

**ГАОУ ВО «ДАГЕСТАНСКИЙ ГОСУДАРСТВЕННЫЙ
УНИВЕРСИТЕТ НАРОДНОГО ХОЗЯЙСТВА»**



«Утверждаю»

Ректор, д.э.н., профессор

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30 мая 2019 г.

Кафедра английского языка

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК»

**Направление подготовки – 38.03.06 Торговое дело,
профиль «Маркетинг»**

Уровень высшего образования - бакалавриат

Махачкала – 2019

УДК 811.111(075.8)
ББК 81.2 Англ.923

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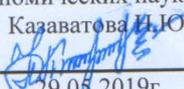
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Оценочные материалы по дисциплине «Иностранный язык» разработаны в соответствии с требованиями федерального государственного образовательного стандарта высшего образования по направлению подготовки 38.03.06 Торговое дело, утвержденного приказом Министерства образования и науки Российской Федерации 12.11.2015 г., № 1334, в соответствии с приказом от 5 апреля 2017г., № 301 Министерства образования и науки РФ.

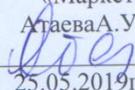
Оценочные материалы по дисциплине «Иностранный язык» размещены на официальном сайте www.dgunh.ru.

Хочагова Ю.У. Оценочные материалы по дисциплине «Иностранный язык» для направления подготовки 38.03.06 Торговое дело, профиль «Маркетинг» - Махачкала: ДГУНХ, 2019г., 186с.

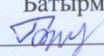
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25.05.2019г.

Одобрено на заседании кафедры
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Назначение оценочных материалов

Оценочные материалы составляют для текущего контроля успеваемости (оценивания хода освоения дисциплин), для проведения промежуточной аттестации (оценивания промежуточных и окончательных результатов обучения по дисциплине) обучающихся по дисциплине «Иностранный язык» на соответствие их учебных достижений поэтапным требованиям образовательной программы высшего образования 38.03.06 Торговое дело, профиль «Маркетинг».

Оценочные материалы по дисциплине «Иностранный язык» включают в себя: перечень компетенций с указанием этапов их формирования в процессе освоения ОП ВО; описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания; типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения ОПОП; методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций.

Оценочные материалы сформированы на основе ключевых принципов оценивания:

- валидности: объекты оценки должны соответствовать поставленным целям обучения;
- надежности: использование единообразных стандартов и критериев для оценивания достижений;
- объективности: разные обучающиеся должны иметь равные возможности для достижения успеха.

Основными параметрами и свойствами оценочных материалов являются:

- предметная направленность (соответствие предмету изучения конкретной дисциплины);
- содержание (состав и взаимосвязь структурных единиц, образующих содержание теоретической и практической составляющих дисциплины);
- объем (количественный состав оценочных материалов);
- качество оценочных материалов в целом, обеспечивающее получение объективных и достоверных результатов при проведении контроля с различными целями.

I. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ С УКАЗАНИЕМ ЭТАПОВ ИХ ФОРМИРОВАНИЯ

1.1 Перечень формируемых компетенций

код компетенции	формулировка компетенции
ОК	ОБЩЕКУЛЬТУРНЫЕ КОМПЕТЕНЦИИ
ОК-3	способность работать в команде, толерантно воспринимая социальные, этнические, конфессиональные и культурные различия
ОК-4	Способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия

КОМПОНЕНТНЫЙ СОСТАВ КОМПЕТЕНЦИЙ

код и формулировка компетенции	компонентный состав компетенции		
	знает:	умеет:	владеет:
ОК-3: способность работать в команде, толерантно воспринимая социальные, этнические, конфессиональные и культурные различия	<p>-31: Проявляет навыки межличностного общения</p> <p>-32: Демонстрирует организаторские способности</p>	<p>-У1: Умеет слушать собеседников</p> <p>Проявляет умение работать в команде на общий результат</p> <p>-У2: Умеет проявлять справедливость, доброжелательность</p>	<p>-В1: Вдохновляет всех членов команды вносить полезный вклад в работу</p> <p>-В2: Организует работу малой группы</p> <p>-В3: Определяет, какая поддержка требуется членам команды, и оказывает такую поддержку</p> <p>-В4: Положительн</p>

			о реагирует на вклад в команду коллег
<p>ОК-4: Способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.</p>	<p>З1- усвоить стандартные формы устной и письменной коммуникации на иностранном языке; З2- усвоить различия между стандартами формальной и неформальной коммуникации на иностранном языке в устной и письменной формах.</p>	<p>У1- выбирать адекватные функциональному стилю коммуникативной ситуации языковые и текстовые средства выражения мысли и мнения на иностранном языке; У2- генерировать основные языковые формы с учетом знаний основных фонетических, лексических, грамматических, словообразовательных явлений первого иностранного языка и контекста их употребления; У3- выбирать адекватные форме коммуникации языковые формы, анализировать их структурные и функциональные особенности, корректировать их в соответствии с национальным стандартом литературного иностранного языка.</p>	<p>-В1: Вдохновляет всех членов команды вносить полезный вклад в работу -В2: Организует работу малой группы -В3: Определяет, какая поддержка требуется членам команды, и оказывает такую поддержку -В4: Положительно реагирует на вклад в команду коллег</p>

1.2. ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

Структура дисциплины:

№ темы	тема (раздел теоретического обучения) дисциплины
1	Тема 1. Getting started (Коррективный курс)
2	Тема 2. Family and Friends
3	Тема 3. Daily Activities. Daily routines
4	Тема 4. Appearance. Fashion. Shopping
5	Тема 5. Where do you live? Home
6	Тема 6. Going out for a meal. Healthy food
7	Тема 7. Travelling. Tourism information.
8	Тема 8. Education. Types of educational institutions
9	Тема 9. Marketing
10	Тема 10. Accounting
11	Тема 11. Business planning
12	Тема: Newspaper style
13	Тема: Letter-writing

Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

код компетенции	Этапы формирования компетенций (темы дисциплин)						
	1	2	3	4	5	6	
ОК-3	+	+	+	+	+	+	
ОК-4	+	+	+	+	+	+	
код компетенции	Этапы формирования компетенций (темы дисциплин)						13
	7	8	9	10	11	12	
ОК-3	+	+	+	+	+	+	+
ОК-4	+	+	+	+	+	+	+

II. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ, ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ

2.1 Структура оценочных материалов для текущего контроля и промежуточной аттестации

№ п/п	контролируемые разделы, темы дисциплины	код контролируемой компетенции или	планируемые результаты обучения (знать,	Наименование оценочного средства	
				текущий контроль успеваемо	промежуточная аттестация

		ее части	уметь, владеть), характеризующие этапы формирования компетенций	сти	
1.	Тема 1. Getting started (Коррективный курс)	ОК-3 ОК-4	<u>ОК-3:</u> Знать: 31,32 Уметь: У1,У2 Владеть: В1,В2,В3, В4 <u>ОК-4</u> Знать: 31,32,33 Уметь: У1,У2 Владеть: В1,В2,В3	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты
2.	Тема 2. Family and Friends	ОК-3 ОК-4	<u>ОК-3:</u> Знать: 31,32 Уметь: У1,У2 Владеть: В1,В2,В3, В4 <u>ОК-4</u> Знать: 31,32,33 Уметь: У1,У2 Владеть: В1,В2,В3	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты
3.	Тема 3. Daily Activities. Daily routines	ОК-3 ОК-4	<u>ОК-3:</u> Знать: 31,32 Уметь: У1,У2 Владеть: В1,В2,В3, В4	-Тестовые задания; -вопросы для обсуждения; -	Теоретические вопросы; тесты

			<u>ОК-4</u> Знать: 31,32,33 Уметь: У1,У2 Владеть: В1,В2,В3	грамматические и лексические упражнения.	
4.	Тема 4. Appearance. Fashion. Shopping	ОК-3 ОК-4	<u>ОК-3:</u> Знать: 31,32 Уметь: У1,У2 Владеть: В1,В2,В3, В4 <u>ОК-4</u> Знать: 31,32,33 Уметь: У1,У2 Владеть: В1,В2,В3	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты
5.	Тема 5. Where do you live? Home	ОК-3 ОК-4	<u>ОК-3:</u> Знать: 31,32 Уметь: У1,У2 Владеть: В1,В2,В3, В4 <u>ОК-4</u> Знать: 31,32,33 Уметь: У1,У2 Владеть: В1,В2,В3	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты
6.	Тема 6. Going out for a meal. Healthy food	ОК-3 ОК-4	<u>ОК-3:</u> Знать: 31,32 Уметь: У1,У2 Владеть: В1,В2,В3, В4 <u>ОК-4</u> Знать:	-Тестовые задания; -вопросы для обсуждения; - грамматические и	Теоретические вопросы; тесты

			31,32,33 Уметь: У1,У2 Владеть: В1,В2,В3	лексическое упражнения.	
7.	Тема 7. Travelling. Tourism information.	ОК-3 ОК-4	<u>ОК-3:</u> Знать: 31,32 Уметь: У1,У2 Владеть: В1,В2,В3, В4 <u>ОК-4</u> Знать: 31,32,33 Уметь: У1,У2 Владеть: В1,В2,В3	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты
8.	Тема 8. Education. Types of educational institutions	ОК-3 ОК-4	<u>ОК-3:</u> Знать: 31,32 Уметь: У1,У2 Владеть: В1,В2,В3, В4 <u>ОК-4</u> Знать: 31,32,33 Уметь: У1,У2 Владеть: В1,В2,В3	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты устные разговорные темы
9.	Тема 9. Marketing	ОК-3 ОК-4	<u>ОК-3:</u> Знать: 31,32 Уметь: У1,У2 Владеть: В1,В2,В3, В4 <u>ОК-4</u> Знать: 31,32,33 Уметь:	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические	Теоретические вопросы; тесты

			У1,У2 Владеть: В1,В2,В3	упражнения.	
10.	Тема 10. Accounting	ОК-3 ОК-4	ОК-3: Знать: 31,32 Уметь: У1,У2 Владеть: В1,В2,В3, В4 ОК-4 Знать: 31,32,33 Уметь: У1,У2 Владеть: В1,В2,В3	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты
11.	Тема 11. Business planning	ОК-3 ОК-4	ОК-3: Знать: 31,32 Уметь: У1,У2 Владеть: В1,В2,В3, В4 ОК-4 Знать: 31,32,33 Уметь: У1,У2 Владеть: В1,В2,В3	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты
12.	Тема 12: Newspaper style	ОК-3 ОК-4	ОК-3: Знать: 31,32 Уметь: У1,У2 Владеть: В1,В2,В3, В4 ОК-4 Знать: 31,32,33 Уметь: У1,У2 Владеть:	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты

			B1,B2,B3		
13.	Тема 13: Letter-writing	ОК-3 ОК-4	ОК-3: Знать: 31,32 Уметь: У1,У2 Владеть: B1,B2,B3, B4 ОК-4 Знать: 31,32,33 Уметь: У1,У2 Владеть: B1,B2,B3	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты

2.2 КРИТЕРИИ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ ПО ВИДАМ ОЦЕНОЧНЫХ СРЕДСТВ

ПЕРЕЧЕНЬ ОЦЕНОЧНЫХ СРЕДСТВ

№ п/п	наименование оценочного средства	характеристика оценочного средства	Представление оценочного средства в фонде
УСТНЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
1	собеседование, устный опрос	Средство контроля, организованное как специальная беседа преподавателя с обучающимся на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по определенному разделу, теме, проблеме и т.п.	Вопросы по темам/разделам дисциплины
2	Коллоквиум	Средство контроля усвоения учебного материала темы, раздела или разделов дисциплины, организованное как учебное занятие в виде собеседования преподавателя с	Вопросы по темам/разделам дисциплины

		обучающимися.	
3	Круглый стол, дискуссия, полемика, диспут, дебаты	Оценочные средства, позволяющие включить обучающихся в процесс обсуждения спорного вопроса, проблемы и оценить их умение аргументировать собственную точку зрения.	Перечень дискуссионных тем для проведения круглого стола, дискуссии, полемики, диспута, дебатов
4.	Деловая игра	Совместная деятельность группы обучающихся под управление преподавателя с целью решения учебных и профессионально-ориентированных задач путем игрового моделирования реальной проблемной ситуации. Позволяет оценивать умение анализировать и решать типичные профессиональные задачи	Тема (проблема), концепция, роли и ожидаемый результат по каждой игре
5.	Кейс-задача	Проблемное задание, в котором обучающемуся предлагается осмыслить реальную профессионально-ориентированную ситуацию, необходимую для решения данной проблемы.	задания для решения кейс-задачи
ПИСЬМЕННЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
6.	Эссе	Средство, позволяющее оценить умение обучающегося письменно излагать суть поставленной проблемы, самостоятельно проводить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины, делать выводы, обобщающие авторскую позицию по поставленной проблеме.	Тематика эссе
7.	Реферат	Продукт самостоятельной работы студента представляющий собой краткое изложение в письменном виде полученных результатов	Тематика рефератов

		теоретического анализа определенной научной (учебно-исследовательской) темы, где автор раскрывает суть исследуемой проблемы, приводит различные точки зрения, а также собственные взгляды на нее.	
8.	Тест	Система стандартизированных заданий, чаще всего с выбором одного или нескольких вариантов ответов, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.	Фонд тестовых заданий
9.	Контрольная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме или разделу	комплект контрольных заданий по вариантам

А) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ОТВЕТОВ НА УСТНЫЕ ВОПРОСЫ

№ п/п	критерии оценивания	количество баллов	оценка/зачет
1.	1) полно и аргументированно отвечает по содержанию задания; 2) обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; 3) излагает материал последовательно и правильно.	10	отлично
2.	студент дает ответ, удовлетворяющий тем же требованиям, что и для оценки «5», но допускает 1-2 ошибки, которые сам же исправляет.	8	хорошо
3.	ставится, если студент обнаруживает знание и понимание основных положений данного задания, но: 1) излагает материал неполно и допускает неточности в определении понятий или формулировке правил; 2) не умеет достаточно глубоко и	5	удовлетворительно

	доказательно обосновать свои суждения и привести свои примеры; 3) излагает материал непоследовательно и допускает ошибки.		
4.	студент обнаруживает незнание ответа на соответствующее задание, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал; отмечаются такие недостатки в подготовке студента, которые являются серьезным препятствием к успешному овладению последующим материалом.	0	неудовлетворительно

Б) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ТЕСТИРОВАНИЯ

№ п/п	тестовые нормы: % правильных ответов	количество баллов	оценка/зачет
1	90-100 %	29-30	
2	80-89%	25-26	
3	70-79%	20-21	
4	60-69%	17-18	
5	50-59%	14-15	
6	менее 50%	0	

В) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕФЕРАТОВ

№ п/п	критерии оценивания	количество баллов	оценка/зачет
1	выполнены все требования к написанию и защите реферата: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.	4 балла	
2	основные требования к реферату и его защите выполнены, но при этом допущены недочеты. В частности, имеются неточности	3 балла	

	в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объем реферата; имеются упущения в оформлении; на дополнительные вопросы при защите даны неполные ответы.		
3	имеются существенные отступления от требований к реферированию. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании реферата или при ответе на дополнительные вопросы.	2 балла	
4	тема освоена лишь частично; допущены грубые ошибки в содержании реферата или при ответе на дополнительные вопросы; во время защиты отсутствует вывод.	1 балл	
5	тема реферата не раскрыта, обнаруживается существенное непонимание проблемы.	0 баллов	

**Г) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ,
ВЫЯВЛЕННЫХ В ХОДЕ ДЕЛОВОЙ ИГРЫ**

	<i>1-2 балла</i>	<i>3-4 балла</i>	<i>5 баллов</i>
<i>Содержательность выступлений</i>	Содержание выступления не полное, используются абстрактные факты, осознанность темы игры	Содержание выступления полное, используются абстрактные факты, осознанность темы игры	Содержание выступления полное, используются конкретные факты, осознанность темы игры

Структурированность	Логичность, нерациональное использование времени	Логичность, рациональность использования времени	Системность, логичность, рациональность использования времени
Формулировка вопросов: проблемность, конкретность и четкость	Отсутствуют все критерии	Присутствует только конкретность и четкость	Присутствуют все критерии
Культура общения	Выразительность речи	Выразительность речи, свободное владение материалом	Выразительность речи, умение уважительно отвечать собеседникам, свободное владение материалом

Д) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ПИСЬМЕННЫХ ЗАДАНИЙ ТРЕНИРОВОЧНОГО ХАРАКТЕРА

(лексико-грамматические упражнения, работа по карточкам, домашнее задание)

№ п/п	критерии оценивания	количество баллов
1	Задание выполнено полностью: цель домашнего задания успешно достигнута; основные понятия выделены; наличие схем, графическое выделение особо значимой информации; работа выполнена в полном объеме.	5
2	Задание выполнено: цель выполнения домашнего задания достигнута; наличие правильных эталонных ответов; однако работа выполнена не в полном объеме.	4
3	Задание выполнено частично: цель выполнения домашнего задания достигнута не полностью; многочисленные ошибки снижают качество выполненной работы.	3
4	Задание не выполнено, цель выполнения домашнего задания не достигнута.	менее 2

Е) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ КОНТРОЛЬНЫХ РАБОТ

№ п/п	критерии оценивания	количество баллов	оценка
	исключительные знания, абсолютное	29-30	Отлично

1	понимание сути вопросов, безукоризненное знание основных понятий и положений, логически и лексически грамотно изложенные, содержательные, аргументированные и исчерпывающие ответы		
2	глубокие знания материала, отличное понимание сути вопросов, твердое знание основных понятий и положений по вопросам, структурированные, последовательные, полные, правильные ответы	24-25	Хорошо
3	глубокие знания материала, правильное понимание сути вопросов, знание основных понятий и положений по вопросам, содержательные, полные и конкретные ответ на вопросы. Наличие несущественных или технических ошибок	22-23	Хорошо
4	твердые, достаточно полные знания, хорошее понимание сути вопросов, правильные ответы на вопросы, минимальное количество неточностей, небрежное оформление	19-20	удовлетворительно
5	твердые, но недостаточно полные знания, по сути верное понимание вопросов, в целом правильные ответы на вопросы, наличие неточностей, небрежное оформление	15-16	удовлетворительно
6	общие знания, недостаточное понимание сути вопросов, наличие большого числа неточностей, небрежное оформление	11-12	удовлетворительно
7	относительные знания, наличие ошибок, небрежное оформление	8-9	неудовлетворительно
8	поверхностные знания, наличие грубых ошибок, отсутствие логики изложения материала	5-6	неудовлетворительно
9	непонимание сути, большое количество грубых ошибок, отсутствие логики изложения материала	3-4	неудовлетворительно
10	не дан ответ на поставленные вопросы	1-2	неудовлетворительно
11	отсутствие ответа, дан ответ на другие вопросы, списывание в ходе выполнения работы, наличие на рабочем месте	0	неудовлетворительно

	технических средств, в том числе телефона		
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Ж) КРИТЕРИИ И ШКАЛА ОЦЕНКИ ПРЕЗЕНТАЦИЙ

<i>Критерий</i>	<i>Минимальный ответ</i>	<i>Изложенный, раскрытый ответ</i>	<i>Законченный, полный ответ</i>	<i>Образцовый, примерный ответ, достойный подражания</i>	<i>Оценка</i>
Раскрытие темы	Проблема не раскрыта. Отсутствуют выводы	Проблема раскрыта не полностью. Выводы не сделаны и/или выводы необоснованы	Проблема раскрыта. Проведен анализ проблемы без привлечения дополнительной литературы. Не все выводы сделаны и/или обоснованы	Проблема раскрыта полностью. Проведен анализ проблемы с привлечением дополнительной литературы. Выводы обоснованы	
Представление	Представляемая информация логически не связана. Не использованы профессиональные термины	Представленная информация не систематизирована и/или не последовательна. Использованы 1-2 профессиональных термина	Представленная информация систематизирована и последовательна. Использованы более 2 профессиональных терминов	Представленная информация систематизирована, последовательно и логически связана. Использованы более 5 профессиональных терминов	
Оформление	Не использованы информационные технологии. Более 4-х ошибок в	Использованы информационные технологии частично. 3-4 ошибки в представленной информации	Использованы информационные технологии. Не более 2-х ошибок в представленной информации	Широко использованы информационные технологии. Отсутствуют ошибки в	

	представленной информации			представленной информации	
Ответы на вопросы	Нет ответов на вопросы	Только ответы на элементарные вопросы	Ответы на вопросы полные и/или частично полные	Ответы на вопросы полные с приведением примеров и/или пояснений	
Итоговая оценка	1	2	3	4	

3) КРИТЕРИИ И ШКАЛА ОЦЕНКИ ДИСКУССИИ

БАЛЛЫ за содержание	СОДЕРЖАНИЕ (Монолог)	Взаимодействие с собеседником и оформление речи (максимум 5 баллов)			
		Взаимодействие с собеседником (максимум 2 балла)	Лексическое оформление речи (максимум 1 балла)	Грамматическое оформление речи (максимум 1 балла)	Фонетическое оформление речи (максимум 1 балла)
5	Коммуникативная задача полностью выполнена: цель общения успешно достигнута, тема раскрыта в заданном объеме. Участник демонстрирует умение развернуто, логично и точно высказываться на заданную тему. Участник высказывает интересные и оригинальные мысли, относящиеся к обсуждаемой теме. Грамотно	2 балла Участник способен логично и связно задавать интересные вопросы по теме мини презентации. Все три вопроса заданы. Участник правильно и оригинально отвечает на все вопросы собеседника, показывая, что он является	1 балл В речи участника нет лексических ошибок; словарный запас участника богат, разнообразен и адекватен поставленной задаче.	1 балл В речи участника нет грамматических ошибок; речь участника богата разнообразными грамматическими конструкциями.	1 балл В речи участника нет фонетических ошибок. Беглый темп речи.

	ставит проблему, анализирует, сравнивает и обобщает данные представленные в задании, аргументирует свою точку зрения, делает выводы.	очевидцем событий.			
4	Коммуникативная задача выполнена не полностью: цель общения в основном достигнута, однако тема раскрыта не в полном объеме. Выделена проблема, есть вывод.	2 балла В целом участник способен логично и связно задавать вопросы и давать правильные ответы. Все три вопроса заданы. Однако вопросы и 3 ответа на них не отличаются оригинальностью, в ответах нет живости и нет указаний на то, что корреспондент находится на месте событий.	1 балл В речи участника нет лексических ошибок; словарный запас участника богат, разнообразен и адекватен поставленной задаче.	1 балл В речи участника нет грамматических ошибок; речь участника богата разнообразными грамматическими конструкциями.	1 балл В речи участника нет фонетических ошибок. Беглый темп речи.
3	Коммуникативная задача выполнена частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме: проблема не поставлена.	1 балл Участник способен задать 3 вопроса и ответить на 3 вопроса собеседника, однако задает вопросы, ответы на которые прозвучали в речи собеседника либо при поддержке	0 баллов В речи участника присутствуют лексические ошибки (больше 3х). Словарного запаса не хватает для	0 баллов В речи участника присутствуют грамматические ошибки (больше 3х).	0 баллов В речи участника присутствуют фонематические ошибки (больше 3х).

		беседы дает не вполне соответствующие содержанию и логике ответы. Или допускает отдельные фактические ошибки.	общения в соответствии с заданием.		
2	Коммуникативная задача не выполнена: цель общения не достигнута, содержание не соответствует коммуникативной задаче. Заметно отклонение от темы.	0,5 балл Участник задает не 3 вопроса, а меньше. Не может ответить на все вопросы собеседника. ИЛИ: Участник не способен самостоятельно задавать вопросы и отвечать на вопросы партнера адекватно. В значительной степени зависит от помощи со стороны собеседника.	0 баллов В речи участника присутствуют многочисленные лексические ошибки (больше 3х), в том числе затрудняющие понимание. Словарного запаса не хватает для общения в соответствии с заданием.	0 баллов В речи участника присутствуют многочисленные грамматические ошибки (больше 3х), в том числе затрудняющие понимание.	0 баллов Понимание речи участника затруднено из-за большого количества фонематических ошибок, медленный темп речи.
1	Отказ от ответа	0 баллов Отказ от выполнения задания по диалогу.	0 баллов В речи участника присутствуют многочисленные лексические ошибки (больше 3х), в том числе	0 баллов В речи участника присутствуют многочисленные грамматические ошибки (больше 3х), в том числе затрудняющие понимание.	0 баллов Понимание речи участника затруднено из-за большого количества фонемат

			затрудняю щие понимани е. Словарног о запаса не хватает для общения в соответств ии с заданием.		ических ошибок, медленн ый темп речи.
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И) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РОЛЕВОЙ ИГРЫ

	<i>1-2 балла</i>	<i>3-4 балла</i>	<i>5 баллов</i>
<i>Содержательность выступлений</i>	Содержание выступления не полное, используются абстрактные факты, осознанность темы игры	Содержание выступления полное, используются абстрактные факты, осознанность темы игры	Содержание выступления полное, используются конкретные факты, осознанность темы игры
<i>Структурированность</i>	Логичность, нерациональное использование времени	Логичность, рациональность использования времени	Системность, логичность, рациональность использования времени
<i>Формулировка вопросов: проблемность, конкретность и четкость</i>	Отсутствуют все критерии	Присутствует только конкретность и четкость	Присутствуют все критерии
<i>Культура общения</i>	Выразительность речи	Выразительность речи, свободное владение материалом	Выразительность речи, умение уважительно отвечать собеседникам, свободное владение материалом

К) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ЗАДАНИЙ НА ЧТЕНИЕ И АУДИРОВАНИЕ

№п/п	Критерии оценивания	Количество баллов	Оценка/зачет
1.	<p>1) понимает основное содержание прочитанного и услышанного материала, почти все детали и смысловые связи между содержательными компонентами и частями текста;</p> <p>2) свободно оперирует программным учебным материалом в незнакомой ситуации по аспектам языка при непосредственном общении;</p> <p>3) содержание высказывания отличается связностью, полнотой, спонтанностью, беглостью, аргументированностью, выражением собственной точки зрения, привлечением сведений из других учебных курсов;</p> <p>4) речь лексически и грамматически разнообразна, допускаются 1-3 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются).</p>	<i>10 баллов</i>	
2.	<p>1) понимает основное содержание прочитанного и услышанного материала, значительную часть деталей и основные смысловые связи между содержательными компонентами и частями текста;</p> <p>2) свободно оперирует</p>	<i>9 баллов</i>	

	<p>программным учебным материалом в частично измененной ситуации;</p> <p>3) содержание высказывания соответствует ситуации общения, отличается связностью, полнотой, спонтанностью, беглостью, хорошо аргументировано;</p> <p>4) речь лексически и грамматически разнообразна, допускаются 4-5 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются).</p>		
3.	<p>1) понимает основное содержание прочитанного и услышанного материала и половину деталей;</p> <p>2) коммуникативная задача решается в пределах знакомой ситуации;</p> <p>3) речь лексически и грамматически разнообразна;</p> <p>4) высказывания логичны, аргументированы и построены на основе известных алгоритмов, допускаются ошибки на изученный программный учебный материал (6-7 ошибок).</p>	8 баллов	
4.	<p>1) понимает основное содержание прочитанного и услышанного материала и некоторые детали;</p> <p>2) коммуникативная задача решается в пределах знакомой ситуации;</p> <p>3) речь лексически и грамматически разнообразна;</p> <p>4) высказывания логичны, построены на основе известных</p>	7 баллов	

	алгоритмов, допускаются ошибки на изученный программный учебный материал (8-9 ошибок).		
5.	<p>1) достаточно полно понимает основного содержания прочитанного и услышанного, но без деталей;</p> <p>2) коммуникативная задача решается по образцу в знакомой ситуации;</p> <p>3) речь лексически и грамматически разнообразна;</p> <p>4) допускаются ошибки языкового характера на изученный программный учебный материал (10-11 ошибок).</p>	<i>6 баллов</i>	
6.	<p>1) понимает значительную часть основного содержания прочитанного и услышанного, но без деталей;</p> <p>2) коммуникативная задача решается по образцу в знакомой ситуации;</p> <p>3) осознанно воспроизводит программный учебный материал по образцу;</p> <p>4) допускаются ошибки, не препятствующие пониманию смысла высказывания (до 12 ошибок).</p>	<i>5 баллов</i>	
7.	<p>1) воспроизводит большую часть общего содержания прочитанного и услышанного материала;</p> <p>2) говорит на уровне механического воспроизведения большей части текста, образца;</p> <p>3) многочисленные фонетические и грамматические ошибки затрудняют понимание</p>	<i>4 балла</i>	

	смысла высказывания.		
8.	1) частично воспроизводит содержание прочитанного и услышанного материала, состоящего из простейших слов и предложений; 2) говорит на уровне механического воспроизведения отдельных предложений; 3) выполняет простые инструкции; 4) многочисленные ошибки затрудняют понимание смысла высказывания.	2 балла	
9.	1) различает отдельные слова и фразы при чтении и аудировании; 2) говорит на уровне отдельных слов и словосочетаний; 3) выполняет простейшие инструкции.	2 балла	
10.	1) узнает отдельные слова при чтении, аудировании и говорении с помощью преподавателя.	1 балл	

Л) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ЭССЕ (СОЧИНЕНИЯ)
Ф.И.О. студента _____

<i>Возможное число баллов</i>	2	1	<i>Возможное число баллов</i>
Структура			
<i>Соответствует теме</i>			<i>Не соответствует теме</i>
<i>Тема раскрыта глубоко</i>			<i>Тема раскрыта поверхностно</i>
Аргументация			
<i>Аргументы логически структурированы</i>			<i>Аргументы разбросаны, непоследовательны</i>
<i>Факты представлены точно</i>			<i>Много сомнительных или неточных фактов</i>
<i>Строгий критический анализ ключевых понятий (концепций)</i>			<i>Недостаточное использование ключевых понятий</i>
Новизна			
<i>Оригинально и</i>			<i>Не совсем оригинально</i>

<i>творчески</i>			
Стиль			
<i>Аккуратное письмо</i>			<i>Неуклюжее письмо</i>
<i>Концентрированный текст</i>			<i>Излишние повторения</i>
Оформление			
<i>Четко и хорошо оформленная работа</i>			<i>Неопрятная и трудно читаемая работа</i>
<i>Разумный объем</i>			<i>Слишком длинная/короткая работа</i>
Грамотность			
<i>Грамматически правильные предложения</i>			<i>Много грамматических ошибок</i>
<i>Нет орфографических ошибок</i>			<i>Есть орфографические ошибки</i>
<i>Эффективное использование схем/таблиц для подтверждения аргументов</i>			<i>Неэффективное использование схем/таблиц для подтверждения аргументов</i>
Источники			
<i>Адекватное использование источников</i>			<i>Плагиат</i>

Сумма баллов _____.

**III ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ
МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ,
НАВЫКОВ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ
КОМПЕТЕНЦИЙ**

Тема 1. Getting started (Коррективный курс)

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Can you just introduce yourself to other guests?
2. Are you looking for anything in particular?
3. Is there anyone who can get me a glass of water?
4. Is there anything else I can help you with?
5. Did you attend the seminar?
6. Can you spell words?
7. Can you do something about this?
8. Are you still eating that chocolate?
9. Can you take our orders now?
10. Do you serve meals?
11. Is there anything I can get for you?
12. Did you save the time?
13. Do you stock any fashion magazine?
14. Are you a sober (serious and calm) driver?
15. Can we talk?
16. Did you say anything to my friend?
17. Are you just going to stand there whole day?
18. Do you require a security deposit?
19. Did you see any lion?
20. Is there any restaurant available?

Задание 2. Перечень контрольных вопросов по теме:

1. Are you paying attentions?
2. Are you lost?
3. Do you have any new idea?
4. Do you have any recommendation?
5. Do you speak French/English?
6. Can you believe your eyes?
7. Did you see the show last night?
8. Are you having dinner with us this evening?
9. Do you have branded goods?
10. Can you forgive me?
11. Do you think he has forgotten?
12. Did you take any picture?
13. Can you describe the person who attacked you?
14. Can I tell my friend about this matter?

15. Do you have any question?
16. Do you have any imported item?
17. Do you have any friend in this area?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test №1

Choose the correct versions.

1. Meet, ten, be
 - a. [mi : t], [tæn], [bi:]
 - b. [met], [ten], [bi]
 - c. [mi : t], [ten], [bi:]
2. Name, please, tell
 - a. [næim], [pli:s], [tel]
 - b. [neim], [pli:z], [tel]
 - c. [neim], [pli:z], [tæɪ]
3. Nine, seven, exam
 - a. [nain], [seven], [ik'zæm]
 - b. [nain], [sevn], [ig'xæm]
 - c. [najn], [seven], [ig'zæm]
4. These, thick, black
 - a. [ði:z], [θik], [blæk]
 - b. [θi:z], [θik], [blek]
 - c. [ðiz], [ðik], [blæk]
5. Short, mark, spoon
 - a. [ʃ [n:ups] , [k:am] , [t:ɔ]
 - b. [tʃ [n:ups] , [kæm] , [tɔ]
 - c. [ʃ [nups] , [kʌm] , [t:ɔ]
6. This is ... cap. ... cap is black.
 - a. the; the
 - b. a; the
 - c. a; a
7. Is Kate ... teacher or is she ...doctor? She is ... doctor.
 - a. a, the; the
 - b. the, a; the
 - c. a, a; a
8. This ... a note.
 - a. are
 - b. is
 - c. am
9. Kate is ... teacher. Her parents were ... teachers too.
 - a. a; a
 - b. -;-

- c. the; a
10. Chemistry was my favourite subject at ... school.
- a. a
 - b. the
 - c. -
11. There was a lot of snow on ... ground.
- a. a
 - b. -
 - c. the
12. The ... stole a picture by Rembrandt which costs thousands of dollars.
- a. thieves
 - b. thieves
 - c. thief
13. My Granny lives on the farm. She has a lot of ...
- a. goose
 - b. geese
 - c. gess
14. During the storm the ... of some houses were blown away.
- a. rooves
 - b. roofs
 - c. roffes
15. I must go to the dentist's and have my two ... filled.
- a. tooth
 - b. teeth
 - c. tithes
16. I've seen a few ... in my country house.
- a. mice
 - b. mouse
 - c. mouses
17. Three ... passed but Holmes did not appear.
- a. dais
 - b. days
 - c. dayes
18. There were two ... in the cage.
- a. wolves
 - b. wolfs
 - c. wolffes
19. The trees stood bare. Only on one of them I saw a few brown ...
- a. leafs
 - b. leaves
 - c. leaveses
20. I like ... very much.
- a. tomatoes
 - b. tomatos

c. tomatois

Test 2

Choose the correct versions.

1. I am putting the exercise-book into the bag.
 - a. Я положил тетрадь в портфель
 - b. Я положу тетрадь в портфель
 - c. Я кладу тетрадь в портфель
2. Мы переписываем упражнение сейчас.
 - a. We copying out the exercise now
 - b. We are copying out the exercise now
 - c. We are copy out the exercise now
3. Какого цвета этот карандаш?
 - a. What is the colour this pencil?
 - b. What the colour is this pencil?
 - c. What colour is this pencil?
4. I am a worker. ... name is Ivanov.
 - a. his
 - b. my
 - c. our
5. Where are our brief-cases?
 - a. Это наши портфели?
 - b. Где наши портфели?
 - c. Какие наши портфели?
6. Чьи это книги?
 - a. Whose is this book?
 - b. What are these books?
 - c. Whose books are these?
7. Do you live in Moscow or in Leningrad?
 - a. I am live in Moscow.
 - b. I live in Moscow.
 - c. I living in Moscow.
8. The flat was ... the seventh floor. We had to climb the stairs because the lift was out of order.
 - a. on
 - b. in
 - c. at
9. We were sitting ... the bank watching the sunset on the river.
 - a. on
 - b. at...
 - c. in
10. ...the north coast of England it will rain heavily for another two days.
 - a. in
 - b. on

- c. under
11. Write your name and address ... the left-hand corner of the page.
- a. in
 - b. at
 - c. on
12. In a couple of minutes we heard a knock ... the door.
- a. on
 - b. at
 - c. out of
13. He ... awfully sorry you will not to be able to go with us this year.
- a. is
 - b. are
 - c. am
14. Mr. White ... an old man. He ... on pension.
- a. is; is
 - b. are; am
 - c. am; is
15. "No, I ... not very hungry," he said. "But I'll have some mineral water, salad, meat and potatoes."
- a. am
 - b. is
 - c. are
16. The teacher's opinion differs from
- a. my
 - b. mine
 - c. me
17. He is quite right. I agree with ... completely.
- a. he
 - b. him
 - c. his
18. She had taken the advice, but the decision was
- a. her
 - b. she
 - c. hers
19. Timothy ... his dog
- a. is feeding
 - b. feed
 - c. feeds
20. Our neighbors ... their car.
- a. wash
 - b. are washing
 - c. is washing

***Read and translate the texts.
Choose the correct versions.***

Text 1. Foreign Languages in Our Life

Learning a foreign language isn't an easy thing. Nowadays it's especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying foreign languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes your outlook wider.

I study English. It's a long and slow process that takes a lot of time and efforts. Over 300 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages of the United Nations Organization and other political organizations.

English language is a wonderful language. It's the language of the great literature. It's the language of William Shakespeare, Charles Dickens and others. Half of the world's scientific literature is in English. It's the language of computers technology. The great German poet Goethe once said, "He, who knows no foreign language, doesn't know his own one". That's why in order to understand oneself and environment one has to learn foreign languages.

I think that to know English today is absolutely necessary for every educated man, for every good specialist.

1. Learning a foreign language isn't an easy thing.
 - a. Английский язык очень легко выучить
 - b. Изучение иностранного языка — нелегкое дело
 - c. Изучение иностранного языка - легкое дело
2. It's a long and slow process that takes a lot of time and efforts.
 - a. Это быстрый процесс, который не отнимает много времени и усилий
 - b. Это очень долгий процесс, на который нужно годы обучения.
 - c. Это долгий и медленный процесс, который отнимает много времени и усилий.
3. It's the language of ...
 - a. the great literature.
 - b. of all world
 - c. our country
4. I think that to know English today is absolutely
 - a. necessary
 - b. unnecessary
 - c. useful
5. The native speakers of English live in ...
 - a. Russia, Italy, Japan
 - b. Great Britain, the United States of America, Australia and New Zealand.

- c. China, Australia, New Zealand

Text 2. Television

Television, also called TV, is one of our most important means of communication. It brings moving pictures and sounds from around the world into millions of homes. The name "Television" comes from Greek word meaning "far", and a Latin word meaning "to see", so the word "television" means "to see far".

About three-fourths of the 1 500 TV stations in the US are commercial stations. They sell advertising time to pay for their operating costs and to make profit. The rest are public stations, which are nonprofit organizations. Commercial TV stations broadcast mostly entertainment programs because they must attract larger numbers of viewers in order to sell advertising time at high prices. These programs include light dramas called situation comedies; action packed dramas about life of detectives, police officers, lawyers and doctors; shows featuring comedians, dancers and singers; movies; quiz shows; soap operas; cartoons

1. Television, also called TV, is one of our most important means of communication.
 - a. Телевидение-это самое важное средство коммуникации
 - b. Телевидение коротко называют ТВ
 - c. Телевидение является одним из наших самых важных средств коммуникации
2. The name "Television" comes from Greek word
 - a. Название "телевидение" происходит от греческого слова
 - b. Название "телевидение" происходит от латинского слова
 - c. Название "телевидение" происходит от итальянского слова
3. About ...of the 1 500 TV stations in the US are commercial stations.
 - a. three-fourths
 - b. four-fifths
 - c. one-third
4. They sell... time to pay for their operating costs and to make profit.
 - a. advertising
 - b. different goods
 - c. programs
5. Commercial TV stations broadcast mostly... because they must attract larger numbers of viewers in order to sell advertising time at high prices.
 - a. cartoons
 - b. political programs
 - c. entertainment programs

Test 3.

Choose the correct versions.

1. Geography ...too difficult for me.
 - a. is

- b. are
 - c. -
2. The spoons ... on the table. The table ... in the room.
- a. am; is
 - b. is; are
 - c. are; is
3. His opinion differs from
- a. my
 - b. mine
 - c. me
4. Mrs. Smith is very fat - ... weight over a hundred kilos!
- a. her
 - b. she
 - c. it
5. He had taken the advice, but the decision was
- a. his
 - b. he
 - c. him
6. Trees drop ... leaves in autumn.
- a. their
 - b. its
 - c. theirs
7. I don't dress ... for dinner here.
- a. myself
 - b. -
 - c. by myself
8. He usually shaves ... after breakfast.
- a. -
 - b. himself
 - c. oneself
9. I'm afraid I've broken...
- a. the chair's leg
 - b. the leg in the chair
 - c. the leg of the chair
10. Does ... cars use much petrol?
- a. that
 - b. these
 - c. this
11. Last year he spent a lot of time traveling ... London and Liverpool.
- a. between
 - b. from
 - c. in
12. A river boat passed ... the bridge.
- a. under

- b. by
 - c. along
13. The whole family was sitting ... the dinner table.
- a. about
 - b. round
 - c. beside
14. They decided to spend an evening ... the cinema.
- a. in
 - b. at
 - c. inside
15. My mother entered ... the room quickly and stood near the door.
- a. in
 - b. to
 - c. -

Task. Read and translate the text.

Choose the correct versions.

The Town of My Dream

Peking is the capital of the People's Republic of China. It is spread across a vast area. Part of its border is formed by the Great Wall of China, a huge wall which stretches along the mountains. It is the ancient seat of government and a modern industrial and commercial city. The population of Peking is about 10 million people and is still growing, although it is only the second largest city in China.

In 1421 Peking became the imperial capital of the Ming dynasty (1368—1644) and it was during this time that the spacious walled city was built. Like many ancient Chinese cities, the walls and streets were based on the points of the compass. Peking has remained the capital of China since then. With its modern international airport, it is not surprising that Peking has become a popular tourist destination. Peking's broad, straight streets are crowded with people, bicycles and buses. Very few people own a car.

Industries include textiles, steel and engineering. It is also a city of great cultural importance. There are more than fifty institutes of higher education, including Peking University. It has a famous opera, a ballet and some outstanding museums — The Museum of Chinese History and Gugun Museum. Among the many historical and cultural landmarks in Peking is Square, one of the largest public squares in the world. It is used for political rallies and military parades.

1. Peking is the capital of ...
 - a. the People's Republic of China
 - b. England
 - c. Japan
2. Part of its border is formed by ...

- a. the government
 - b. people of China
 - c. the Great Wall of China
3. ...Peking became the imperial capital of the Ming dynasty
- a. In 1421
 - b. In 1420
 - c. In 1398
4. There are more than fifty..., including Peking University.
- a. institutes of higher education
 - b. colleges
 - c. museums
5. The population of Peking is about ...people and is still growing
- a. 10 million
 - b. 20 million
 - c. 15 million

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

1. Вставьте артикль, где необходимо.

A) My ... aunt and my ... uncle are ... doctor. They work at ... hospital. They get up at seven o'clock in ... morning. They go to ... bed at eleven o'clock. 2. I work in ... morning and in ... afternoon. I don't work in ... evening. I sleep at ... night. 3. When do you leave ... home for ... school? – I leave ... home at ... quarter past eight in ... morning. 4. What does your mother do after ... breakfast? – She goes to ... work. 5. Is there ... sofa in your ... living room? — Yes, there is ... cosy little ... sofa in ... living room. — Where is ... sofa? — It is in ... corner of ... room to ... left of ... door. I like to sit on this ... sofa in ... front of ... TV set in ... evening. 6. There is ... nice coffee table near ... window. There are ... newspapers on ... coffee table. 7. There is ... tea in ... cup. 8. When do you watch ... TV? — I watch ... TV in ... evening. We have ... large colour TV set in our ... room. There is ... beautiful vase on ... TV set. There are ... flowers in ... vase. 9. I have ... large writing desk in ... study. There is ... paper on ... writing desk. My ... books and ... exercise books are on ... writing desk, too.

B) My friend's ... flat is very comfortable. There are ... three rooms in ... flat: ... living room, ... study and ... bedroom. ... living room is not very large. ... walls in ... living room are blue. There are ... pictures on ... walls. There is ... table in ... middle of ... room with some chairs around it. To ... left of ... door there is ... sofa. Near ... sofa there are ... two large armchairs. They are very comfortable. There is ... piano in my friend's living room. ... piano is to ... right of ... door. ... bedroom and ... study are small. ... furniture in ... flat is brown.

C) 1. ... Neva flows into ... Gulf of ... Finland. 2. ... Pacific Ocean is very deep. 3. ... Urals are not very high. 4. ... Elbrus is ... highest peak of ... Caucasus; but it's ... highest mountain in ... Europe too. 5. ... Alps are covered with ... snow. 6. ... Shetland Islands are situated to ... north of ... Great Britain. 7. Is ... Canada ... largest country in ... America? 8... Crimea is washed by ... Black Sea. 9. ... Lake Baikal is ... deepest lake in ... world. 10. Is ... Paris ... capital of ... France? 11. Lomonosov was born in ... small village on ... shore of ... White Sea. 12. Gogol was born in ... Ukraine in 1809. 13... Caucasus separates ... Black Sea from ... Caspian Sea. 14. ... Europe and ... America are separated by ... Atlantic Ocean. 15... Baltic Sea is stormy in winter. 16. There are many small islands in ... Pacific Ocean. 17. ... North Sea separates ... British Isles from ... Europe. 18. ... Balkans are old mountains. 19. ... Nile flows across ... northeastern part of ... Africa to ... Mediterranean Sea. 20. Which are ... highest mountains in ... Russia? 21. When was she in ... USA? 22. When was he in... Ethiopia?

D) 1. This is ... pen. That is ... pencil. 2. This is ... book. It is my ... book. 3. Is this your ... pencil? – No, it isn't my ... pencil, it is my sister's ... pencil. 4. I have ... sister. My ... sister is ... engineer. My sister's ... husband is ... doctor. They have got two ... children. 5. This is ... girl. This ... girl is their ... daughter. Their daughter's ... name is Vera. 6. That is ... boy. That ... boy is her ... brother. Her brother's ... name is Nick. 7. This is our ... flat. 8. We have got ... car. Our ... car is not very expensive but reliable. 9. I have no ... pet. 10. My granny has got ... headache. She has no ... idea what to do. 11. I have ... friend. His ... name is Mike. My ... friend is very good. 12. It's ... cat. Its ... tail is long and bushy. It's Mike's ... cat.

E) 1. I have two ... sisters. My ... sisters are ... students. 2. We are at ... home. 3. My ... brother is not at ... home, he is at ... school. 4. My ... mother is at ... work. She is ... doctor. 5. I am not ... doctor. 6. He has no ... sister. 7. He is not ... pilot. 8. I have thirty-two ... teeth. 9. He has ... child. 10. She has two ... children. Her children are at ... school. 11. Is your father at ... home? – No, he is at ... work. 12. Where is your ... brother? – He is at ... home.

Задание 2. Вставьте соответствующую форму глагола to be

1. I ... a pupil. 2. My father ... not a teacher, he ... a scientist. 3. ... your aunt a doctor? - Yes, she 4. ... they at home? - - No, they ... not at home, they ... at work. 5. My brother ... a worker. He ... at work. 6. ... you an engineer? - - Yes, I... 7. ... your sister a *photographer*? No, she ... not a *photographer*, she ... a student. 8. ... your brother at school? - - Yes, he 9. ... your sister at school? - No, she ... not at school. 10. My ... sister ... at home. 11. ... this your watch? • Yes, it 12. She ... an actress. 13. This ... my bag. 14. My uncle ... an office-worker. 15. He ... at work. 16. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Helen has a

brother. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in New York.

Задание 3. Переведите с русского языка на английский

Я студент. Я в институте. Мой брат художник. Он не инженер. Моя сестра на работе. Моя сестра не дома. Мы не на улице. Мы дома. Моя мама не учительница. Она врач.

Задание 4. Напишите транскрипцию гласных звуков следующих слов:

- a) be, feel, we, me, see, meet, deed, feet, need
- b) it, is, in, ill, sit, fill, live, win, till, mill
- c) bed, pen, ten, tell, set, let, met
- d) tie, lie, my, pie, die, life, time, five, nine, smile
- e) man, bad, hat, lamp, glad, fat, cat, black, sack

Задание 5. Напишите транскрипцию следующих слов, прочтите их вслух и объясните правила чтения:

mine, type, bid, did, fine, pit, five, vine, me, meet, lend, mete, eve, seem, per, beef, ebb, see, send, pie, type, tin, fine, pin, lip, pile, line, sit, fit, set, best, sin, fist, miss, pens, less, lends, Bess, seems, size, zest, send, pale, date, ban, tape, fate, mad, say, same, fat, day, Sam, lane, land, tame, leave, bede, beat, deed, lean, mean, seat, nice, line, pin, pine, dene, fine, man, dent, Ann, nice, bet, bed, dine, did, May, fit, style, vet, bay, sat, till, file, ease, pet, tin, veal, slip, she, meek, reel, grim, happy, pony, sack, lad, got, pond, mule, butter, ugly, rudder, sink, mill, fuss, hobby, fly, cube, seep, stove, made, pane, sand, plate, mean, heat, pine, sty, teach, close, clock, shelf, cock, tape, tone, bud, fun, fume, tube, icy, free, peg, gent, peck, skin, single, note, lot, lone, nod, code, cot, tone, cope, dot, sock, hot, pope, doll, hop, bone, lead, steel, meat, bet, lest, tip, tiny, type, mice, cell, cod, spin, cap, can, ice, came, nice, cat, neck, mice, fast, fact, space, peck, pace, kin, keen, pact, face, gate, gem, gas, age, gym, page, egg, gin, game, beg, gag, jam, Jim, Jack, Jane, sky, teem, fee, wee, bee, feel.

ТЕМАТИКА ЭССЕ

- 1. Foreign language in my life
- 2. Reading vs. Internet
- 3. The country I want to live in

ТЕМАТИКА ПРЕЗЕНТАЦИЙ

- 1. Фонетика английского языка
- 2. Сложные звуки в английском языке
- 3. Грамматический строй английского языка

ТЕМАТИКА РЕФЕРАТОВ

- 1. Sights of the UK
- 2. Sights of the USA
- 3. Speak like a native

Тема 2. FAMILY AND FRIENDS

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What can you tell a stranger about yourself?
2. What are three things that you enjoy doing most of all and the three things that you hate doing?
3. How big is your family?
4. What is better: to have a small family or a big family with a lot of children and other relations? Why?
5. What is your family like? Have you got any brothers and sisters? Are you good friends with them?
6. Have you got baby brothers and sisters? Do you help your mother to take care of them? What do you do?
7. What are your family's favourite pastimes? What do you like doing together?
8. What are the things you like doing together? Have you got any family traditions? What are they?
9. In what way is your family important for you?
10. What are your parents?
11. What is the life of your dream?
12. Can you realize your dreams in future?
13. What are negative aspects of living in the city?
14. What are positive aspects of living in the city?
15. What is the house of your dream?

Задание 2. Перечень контрольных вопросов по теме:

1. What are your favourite pastimes and hobbies?
2. What is an ideal family as you see it?
3. What can you tell us about your nearest and dearest?
4. Where do you prefer to live: in the country or in the city?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Choose the correct pronouns to complete the sentences.

Pronouns

1. Ben and Ann are good friends of ____.
A me B I C mine
2. Are these Peter's shoes? Yes, they are ____.
3. The cake is so delicious. Can I have the rest of ____?
A its B it C his

4. What are ___ plans for the coming weekend?
A you B yours C your
5. The children asked if ___ could go skateboarding.
A their B they C he
6. Dad is not home, but I can give you ___ phone number.
A his B her C him
7. Margaret works in a big company. ___ is a secretary.
A She B Her C He
8. I would like to have a room of ___ own.
A mine B my C me
9. This house belongs to my sister and her child. It's _____.
A their B them C theirs
10. Nick is in hospital. Let's visit _____.
A his B he C him
11. My brother and ___ are actors at the local theatre.
A mine B I C my
12. Lisa enjoys playing the piano. It's ___ hobby.
A her B hers C him
13. Follow ___, I'll show you the way.
A mine B me C I
14. May I offer ___ something to drink?
A your B yours C you
15. My parents are busy. I don't want to disturb _____.
A them B theirs C their
16. We got lost. We need someone to help _____.
A our B us C them
17. We bought this car a day ago, so it's _____.
A ours B we C our
18. This building is very old. ___ history dates back to the 11th century.
A It B His C Its
19. Jim and Ted are so noisy. ___ behavior is awful.
A Them B They C Their
20. The thief came into the house but nobody noticed _____.
A him B his C he
21. ___ all can be aggressive at times.
A Our B We C Us
22. I haven't got a textbook. Don't worry, you can use _____.
A my B mine C me
23. Let ___ give you a piece of advice.
A I B me C my
24. Kate has got just the same bike as you do. Is this one ____?
A hers B her C she
25. ___ relatives live abroad.
A We B Ours C Our

Тест №1

1. Liz / the text-book
A *Liz's text-book*
B *the text-book of Liz*
C *the Liz's text-book*
2. The roof / the house
A *the houses roof*
B *the roof of the house*
3. The rabbits / the cage
A *the rabbits's cage*
B *the rabbits' cage*
C *the cage of the rabbits*
4. Our dog / a new kennel
A *our dog's new kennel*
B *a new kennel of our dog*
5. The Smiths / the car
A *the Smiths' car*

- B *the Smiths's car*
C *the car of the Smiths*
6. Charles / the book
A *Charles' book*
B *the book of Charles*
C *Charle's book*
7. A bird / a nest
A *a nest of a bird*
B *a bird's nest*
8. those men / the umbrellas
A *those men' umbrellas*

- B *those men's umbrellas*
C *the umbrellas of those men*
9. My parents / the friends
A *the friends of my parents*
B *my parents's friends*
C *my parents' friends*
10. Tom and Alice / the car
A *Tom's and Alice's car*
B *Tom and Alice's car*
C *the car of Tom and Alice*

Test 2

1. Mathematics ...too difficult for me.
a. is
b. are
c. ---
3. English ... too difficult for me.
a. is
b. ---
c. are
4. The spoons ... on the table. The table ... in the room.
a. am; is
b. is; are
c. are; is
7. Mrs. Smith is very fat - ... weight over a hundred kilos!
a. her
b. she
c. it
8. Where shall ... meet, Bob?
a. you
b. you and I
c. we
9. He is quite right. I agree with ... completely.
a. he
b. him
c. his
10. One has to show ... ticket at the entrance.
a. you
b. his
c. one's

11. I can't eat ... chips because they are cold.
a. this
b. these
c. it
12. James took the book and opened
a. it
b. this
c. that
13. ... books are very boring.
a. this
b. that
c. those
14. ... is our classroom. It is very light and clean.
a. this
b. these
c. those
15. Have you ever been to USA?
a. ---
b. the
c. a
16. She works at this school as ...teacher.
a. ---
b. a
c. the
17. I couldn't hear her because of...noise of the train
a. the
b.---

- | | |
|---|---|
| <p>c. a</p> <p>18. I'm afraid I've broken...</p> <p>a. the chair's leg</p> <p>b. the leg in the chair</p> <p>c. the leg of the chair</p> <p>19. Sally opened the ...and entered.</p> <p>a. kitchen's door</p> | <p>b. door of the kitchen</p> <p>c. kitchen door</p> <p>20. Tim took car.</p> <p>a. his father car</p> <p>b. his father's car</p> <p>c. his fathers' car</p> |
|---|---|

Задание 4. Составьте небольшие рассказы на темы.

1. My Life.
2. My Parents.
3. My Sister's Family.

(Рекомендуемый объем – 10-15 предложений)

Задание 5. Ролевая игра «Interview».

Условие: узнайте как можно больше информации о человеке, задавая общие и альтернативные вопросы.

Задание 6. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Ex.1. Поставьте вопросы к выделенным словам.

1. *My friend* is a *teacher* (3). 2. This is *a map* (1). 3. It's *a good map* (1). 4. That's *a bad cap* (2). 5. It's *his cap* (1). 6. The match is *on the table* (1). 7. *Her name* is Mary (2). 8. *Bess* is a good pupil (2).

Ex.2 Вставьте вместо пропусков слова, в соответствии с контекстом

Everybody knows his own language, but it is useful to know _____ languages. Some people learn languages because they need them in their work, others travel _____, for the third studying languages is a hobby. People cannot read books in _____, know more about different _____ and traditions without knowing foreign languages. If a person _____ a foreign language well, he'll be able to go to the library and take and read books by English and American writers in the original. Knowledge of foreign languages helps young people of different countries to understand each other, to develop friendship _____ them. But we should remember that learning a foreign language _____ time and patience. English is one of the world languages. English is _____ by more than 350 million people. There's a wide range of materials and tools _____ to help you with your language studies, including dictionaries, grammar books, phrasebooks.

Ex.3. Заполните пропуски предлогами, где это необходимо.

1. "Do you work ... an office?" "No, I work ... a factory." "Do you live far ... the factory?" "Yes, I live a long way ... it." 2. Mary lives near ... a large park. She often takes her son.....a walk ... the park. ... Saturdays her sister Ann usually comes to stay ... Mary ... the week-end. 3. -I usually get ... home ... six ... the evening. 4. This is a letter ... my sister. I'm going to answer ... it now. She's coming ... Moscow. I'm going to meet ... her ... Tues day evening ... seven. 5. Nick works

hard ... his English. He does a lot ... exercises ... class and ... home. 6. "What are you going to do ... the week-end?" "We're going ... Klin ... the week-end". 7. Are you going to stay here ... the week-end? 8. Do you often stay ... the office ... work ... your English lessons?

Ex.4. Вставъте *much* или *many*.

1. I don't eat ... mangoes. 2. He does not eat ... fish. 3. She ate so ... dessert that she is in bed today with a stomachache. 4. That man drank so ... wine, and he smoked so ... cigarettes that he has a terrible headache today. 5. Mary must not eat too ... food because she has a weight problem. 6. My mot he says I eat too ... French fries and drink too ... beer She wants me to be healthy. 7. There is not too .. space in my flat. 8. There are not ... pictures in this room. 9. There are so ... teachers at our school, but not... of them are men. 10. Not... of these books are new. 11. Thanks awfully for the books you sent m yesterday. — Don't mention it, it wasn't ... bother. 12. ... of her advice was not useful at all. 13. He has got so ...pairs of socks. 14. Please don't put ... pep per on the meat. 15. There were too ... plates on the table. 16.1 never eat... bread with soup. 17. Why did you eat so ... ice cream? 18. She wrote us not very ... letters from the country. 19. ... of these student don't like to look up words in the dictionary. 20. E you drink ... coffee? — Yes, a lot. Do you watch TV ...? — No, not... . 21. Not... of the answers were correct. 22. How ... money did you spend last Friday 23. The students enjoyed the concert very... .

Ex.5. Вставъте *little* или *few*.

1. He has got ... friends. 2. I drink ... coffee. I don't like it. 3. We must hurry. We've got very ... time. 4. This university offers very ... scholar ships. 5. The Smiths have ... money. They aren't rich. 6. The theatre was almost empty. There were very ... people there. 7. There was ... lemonade in the bottle. There were ... peaches in the basket. 8. I have ... time, so I can't go with you.9. He has ... English books. 10. There is ... juice in my glass. Have you got any juice? 11. There are ... bears in the zoo. 12. Tom Canty was the son of poor parents and had very ... clothes. 13. There is too ... soup in my soup plate. Give me some more, please. 14.The children returned from the wood very sad because they had found very ... mushrooms. 15. There was too ... light in the room, and I could not read. 16. There are very ... people who don't know that the Earth is round. 17.1 made very ... progress on this assignment. 18. There is very ... hope of getting financial support for the research project. 19. Fortunately, very ... passengers were injured in a traffic accident.

Ex.6. Вставъте *much*, *many*, *little* или *few*.

1. Robert wrote so ... letters that he's never going to write a letter again. 2. She ate so ... ice cream that she's going to have a sore throat. 3. His father didn't earn ... money, but he enjoyed his job. He loved teaching English very 4. There are ... cookies in the box. I should have bought them last Monday. 5. Does your sister read ... ? — Yes, she does. And your brother? — Oh, he doesn't. He has so ... books, but he reads very 6. Do you have ... work to do today? — No, not very 7. Walk quicker, please We have very ... time. 8. I am sorry to say, I have read very ... books by Walter Scott. 9. My brother is a young teacher. Every day he

spends too ... time preparing for his lessons. 10. I know very ... about this writer. I is the first book I am reading. 11. The pupils of our class ask so ... questions at the lesson. They want to know everything. 12. You do not make ... mistakes ' your spelling. Do you work hard on it? — Oh, yes, I do I work very 13. He is lazy. He's done very ... today. 14. Very ... people can afford to own a plane. 15. The is ... traffic on the roads this morning. I'm so glad.

Ex.7. Употребите глаголы, данные в скобках, в соответствующем времени, лице и числе.

1. My sister (to get) up at eight o'clock. 2. She (to be) a school-girl. She (to go) to school in the afternoon. 3. Jane (to be) fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She (to speak) French well. 8. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes, At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his office. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

Ex.8. Выберите нужное слово из данных в скобках.

1. This film lasts two (o'clock, hours). 2. They sometimes finish work at three (o'clock, hours) on Thursday afternoon. 3. "Where are you (going, walking) to?" "I'm (going, walking) to my office." 4. He likes (going, walking). 5. He (goes, walks) a lot. 6. How often does your son (go, walk) there for the week-end?

Ex.9. Переведите на английский язык следующие предложения, обращая внимание на перевод слов много, мало.

1. Моя сестра много работает. 2. Они читают много английских книг. 3. Ваш сын много работает? — Нет, он работает очень мало сейчас. 4. Он получает много писем каждый день. 5. Мы очень много читаем и очень мало пишем в классе. 6. Ваш сын много читает? — Да, много. Обычно он читает по вечерам. 7. Многие студенты знают два иностранных языка. 8. Не читайте слишком много вечером. 9. Мы посылаем письма многим иностранным фирмам.

Ex.10. Переведите на английский язык

А. 1. Вы будете дома в воскресенье? 2. Куда вы пойдете в субботу вечером? 3. Он занимается (у него уроки) только по вторникам и четвергам. 4. ин приходит сюда только по воскресеньям. 5. Вы пойдете на завод утром? — Да.— Кто остается дома с вашим сыном? — Моя сестра. 6. В котором часу вы обычно приходите домой? — Я обычно прихожу домой в семь часов вечера. 7. Не обсуждайте этот вопрос сейчас. Мы его обсудим в четверг утром. 8. Я знаю только английский язык, но я собираюсь изучать немецкий.

Б. Сколько времени продолжается ваш рабочий день? — Восемь часов. Что вы делаете в учреждении? — Я отвечаю на письма и телеграммы, читаю журналы, перевожу статьи из этих журналов и обсуждаю множество

вопросов с нашими инженерами. Когда вы обычно заканчиваете работу? — Я обычно заканчиваю работу в шесть. Вы живете далеко от вашего учреждения? — Нет, я живу рядом с ним и обычно хожу туда пешком. Вы знаете немецкий язык хорошо? — Я только изучаю немецкий. Когда у вас бывают уроки? — Мы занимаемся (у нас бывают уроки) в понедельник, среду и пятницу вечером. Сколько времени продолжается ваш урок? — Два часа. Что вы делаете дома? — Когда я прихожу домой, я обычно читаю журналы и делаю уроки, иногда я пишу письма своим друзьям. Я получаю от них много писем и всегда отвечаю на них. Кто переводит статьи из иностранных журналов в вашем учреждении? — Товарищ Орлов. Он знает английский и французский. Как он знает эти языки? — Он знает их хорошо. Кто переводит письма с немецкого? — Я.

Ex.11. Переведите на английский язык.

Моя сестра преподавательница. Она преподает английский язык. Мой приятель и я тоже изучаем английский язык, но многие студенты упорно работают над двумя иностранными языками. Мы всегда вовремя приходим на занятия и хорошо выполняем (делаем) домашние задания. Мы часто читаем английские газеты и журналы дома. Мне нравится читать английские книги, и я много читаю. Мы занимаемся (у нас бывают уроки) по понедельникам, средам, четвергам и пятницам. Мы делаем много упражнений в классе и иногда пишем диктанты. Мы читаем тексты, переводим их, отвечаем на вопросы и переводим русские предложения на английский. Часто после уроков мы идем домой вместе. Мы разговариваем по-английски и обсуждаем свою работу.

ТЕМАТИКА ЭССЕ

1. Generation gap
2. Dysfunctional families
3. Disadvantaged children

ТЕМАТИКА ПРЕЗЕНТАЦИЙ

1. General, alternative and special question.
2. The verb TO BE in the present
3. Happy family

ТЕМАТИКА РЕФЕРАТОВ

1. English Grammar
2. English- speaking countries
3. Famous people

ТЕМА 3. DAILY ACTIVITIES. DAILY ROUTINES

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Do you live far from your Institute?
2. Do you often walk to your Institute?
3. Do you like walking?
4. Do you usually go for walks in the morning or in the evening?
5. Who do you take out for a walk?
6. How long does your working day last?
7. What do you often discuss during your working day?
8. What time do you stop work and go home?
9. Do you work at the week-end?
10. What do you usually do at the week-end?
11. What are you going to do this week-end?
12. Are you going to stay at home over the week-end?
13. What are you going to do (on) Saturday evening?
14. What are you going to do on Sunday?

Задание 2. Перечень контрольных вопросов по теме:

1. Describe your usual day routine
2. Which of your friends reads much (doesn't read much)?
3. How many new English words do you usually learn in class (at your lesson)?
4. How long does your class (lesson) last?
5. What time do you get home after classes?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

- | | |
|--|--|
| 1. What's the plural of child?
A. Children B. Childs C. Childrens | 9. What's the plural of woman?
A. Womans B. Womanes C. Women |
| 2. What's the plural of sheep?
A. Sheep B. Sheeps C. Ship | 10. What's the plural of mouse?
A. Mice B. Mouses C. Mousies |
| 3. What's the plural of dog?
A. Dig B. Dogs C. Dogues | 11. What's the plural of shop?
A. Shopps B. Shopes C. Shops |
| 4. What's the plural of lady?
A. Ladys B. Ladyes C. Ladies | 12. What's the plural of bush?
A. Bushs B. Bushes C. Bushies |
| 5. What's the plural of boy?
A. Boys B. Boyes C. Boies | 13. What's the plural of wife?
A. Wifes B. Wives C. Wifies |
| 6. What's the plural of box?
A. Boxs B. Boxes C. Boxies | 14. What's the plural of book?
A. Bookies B. Bookes C. Books |
| 7. What's the plural of knife?
A. Knifes B. Knifies C. Knives | 15. What's the plural of baby?
A. Babys B. Babyes C. Babies |
| 8. What's the plural of potato?
A. Potatos B. Potatoes C. Potats | 16. What's the plural of tooth?
A. Tooths B. Toothes C. Teeth |

17. What's the plural of watch?
A. Watchs B. Watches C. Watchies
18. What's the plural of bus?
A. Bus's B. Buses C. Busies

19. What's the plural of foot?
A. Foots B. Footes C. Feet
20. What's the plural of wolf?
A. Wolfs B. Wolfes C. Wolves

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

SOME, ANY, NO exercises.

Exercise 1. Write in a, an, some or any.

1. Is there _____ milk in the crystal glass?
— No, there isn't _____ milk in the crystal glass
There's _____ juice in the crystal glass.
2. — Are there _____ sausages on the round plate?
-There aren't _____ sausages on the round plate.
There are _____ sandwiches on the round plate.
3. -Is there _____ glass on the wooden table?
— No, there isn't _____ glass on the wooden table.
There's _____ cup on the wooden table.

Exercise 2. Write in a, an, some, any.

1. There's _____ angel on the top.
2. There are _____ ornaments on the tree.
3. Are there _____ lights on the tree?
4. There isn't _____ Christmas tree in the house.
5. There's _____ jam on the wooden table.
6. Is there _____ bread in the basket?
7. There aren't _____ vegetables in the fridge.

Exercise 3. Complete the sentences with some/any/no.

1. There is _____ tea in the crystal glass, but it is very hot.
2. There is _____ fresh milk in the fridge. I can't make porridge.
3. Are there _____ tasty apples in the bag?
4. There isn't _____ jam on the round plate.
5. There are _____ bananas on the wooden table. They are yellow.
6. There is _____ butter on the plate.
7. There is _____ cheese on the table, but there're _____ cheese sandwiches.
8. There isn't _____ sausage on the table.
9. There are _____ potatoes in the bag.

10. There aren't _____ bananas on the table, but there are _____ cucumbers there.

Exercise 4. Complete the sentences with the words

Cucumbers, tomatoes, cabbage, apples, carrots

There is some fresh _____ on the wooden table. There aren't any _____ in the big bag, but there are some _____ there. There are no green _____ on the table, but there are some tasty red _____ there.

Exercise 5. Read the sentences. Draw your picture.

There is some food in the fridge. There is some cheese on the shelf. There are some sausages to the right of the cheese. There are two cucumbers on the shelf. There is a red tomato to the left of the cucumbers. There is some cabbage behind the tomato.

Exercise 6. Choose the correct item.

1. Is there some/any butter in the fridge?
2. There isn't any/no bread in the bag.
3. There are some/any cucumbers on the table.
4. There are any/no potatoes in the box.
5. There is/are some cheese on the shelf.

Exercise 7. Ask questions to the given answers.

1. Yes, there're some yellow tomatoes in the fridge.
2. No, there isn't any hot chocolate in the cup.
3. Yes, there are some cheese sandwiches on the round plate.
4. No, there is no salt on the shelf.

Exercise 8. Fill in some/any/no.

1. There is _____ milk in the cup, but it is very cold.
2. There is _____ bread on the table. I can't make sandwiches.
3. Are there _____ oranges in the bag?
4. There isn't _____ cheese in the fridge.
5. There are _____ flowers in the vase. They are red.
6. There are _____ carrots in the fridge. I can't make soup.
7. There is _____ coffee in the cup, but it is very hot.
8. Is there _____ cheese in the fridge?
9. There isn't _____ juice in the glass.
10. There are _____ grapes on the plate. They are green.
11. They've got _____ buns in this shop.
12. I'd like _____ potatoes, please.
13. Have you got _____ ice-cream?
14. There aren't _____ boys in the team!
15. There are _____ video shops in the town!

16. This is a terrible party. There isn't _____ good music!
17. I've got _____ posters of Ricky Martin.
18. Have you got _____ posters of Britney Spears?
19. 'Sit down, please.' 'But there aren't _____ chairs!'
20. There is _____ milk in the fridge. Go to the shop and buy _____.
21. I can see _____ tomatoes in the bag. Let's make _____ salad.
22. There aren't _____ cucumbers in the fridge.
23. Would you like _____ tea?
24. Is there _____ cheese on the shelf?

Exercise 9. Correct the sentences.

1. Are there any milk in the fridge?
2. There is no tomatoes in the salad.
3. Is there some sugar in this coffee?
4. There are some hamburger on the menu.
5. I'd like any potatoes, please.
6. There are some jam on the bread,
7. There's some fly in my soup.
8. We've got some banana.
9. There isn't some money in my pocket.
10. There is some posters on the wall.
11. Is there a salt in this soup?

Exercise 10. Read the dialogue. Fill in the gaps with some, any, or a / an.

- A. I'd like _____ (1) vegetable soup with bread, please.
- B. I'm afraid we haven't got _____ (2) vegetable soup today. But we've got _____ (3) milk soup.
- A. I don't like milk soup. I'll have _____ (4) vegetable salad.
- B. Vegetable salad. Anything else, sir?
- A. Chicken with boiled potatoes.
- B. I'm sorry, but we haven't got _____ (5) chicken. But you can have _____ (6) steak. And there is spaghetti or chips instead of boiled potatoes.
- A. All right. _____ (7) steak and _____ (8) chips. Have you got _____ (9) juice or is there any water?
- B. Of course, sir. We've got _____ (10) orange and apple juice.
- A. Have you got _____ (11) tomato juice?
- B. Yes, it's Spanish.
- A. That's fine. And cheese. I'd like _____ (12) cheese and _____ (13) fruit salad.
- B. Would you like _____ (14) ice-cream?
- A. Yes, please. One ice-cream.

Производные SOME, ANY, NO. Упражнения.

Exercise 11. Choose the correct answer. Write the story in your notebook.

Liz is shopping. She wants to buy (1 — anything / some / any) new clothes. She is going to a New Year party tonight, but she has got (2 — anything / nobody / nothing) to wear. She wants to buy (3 — some / any / something) nice and (4 — no / some / any) new shoes but she can't find (5 — something / anything / anybody) that she likes. She is also looking for a present. She wants to buy (6 — nothing / anybody / something) special for her friend.

Text. Sophies daily-routine

Sophie is eleven years old and she lives in Brighton, England. She usually gets up at a quarter to eight, she has a shower, gets dressed and then she brushes her teeth. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast and orange juice. Then she brushes her teeth again because she likes them white and healthy! Then she grabs her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. She usually has lunch at the school canteen with her schoolmates at about 12 o'clock. Her best friend is Amy and Sophie always sits next to her at lunch. After school she returns home and does her homework. She is a very hard-working pupil and she never misses a school task! After homework, she usually listens to music and watches television a bit. At half past seven it is time for dinner. Then she usually reads a book or chats with her parents for a while. Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth. Sophie is a happy little girl!

Answer the questions about the text.

1. What time does Sophie get up? -----
2. Does she usually have a shower? -----
3. What does she eat for breakfast? -----
4. What does she drink for breakfast? -----
5. What does she do after breakfast? -----
6. Does she go to school on foot? -----
7. What time does school start? -----
8. What time does it finish? -----
9. Where does Sophie usually have lunch? -----
-
10. Who is Sophie's best friend? -----
11. What does Sophie do when she returns home? -----
-
12. How many times a day does she brush her teeth? -----
-
13. Is she a happy girl? -----

Order Sophie's daily routine.

She goes to bed at about ten o'clock. She gets dressed. She catches the bus to school. She has lunch at the school canteen. She listens to music. She gets up. She does her homework. She has a shower. She has dinner. Write the sentences in the interrogative and negative forms. 1. Sophie brushes her teeth three times a day.

ТЕМАТИКА ДИСКУССИЙ

Обсудите ваши суждения, изложенные в эссе, в группе в форме дискуссии с аргументацией «за» и «против» по предложенной ниже схеме:

Введение: начните с общего представления темы (In today's world... it is important, People always say/have always thought/agreed/) и предложения, выражающего её двойственный характер (It can be regarded as... but not without its problems, There is a dispute/discussion/no agreement)...

Основная часть: представьте в одном абзаце аргументы «за» (in its favour) и затем в другом абзаце аргументы «против» (However, critics are quick to point out). В ходе дискуссии пользуйтесь союзами и союзными оборотами: on the one hand...on the other hand; Firstly, To begin with, Secondly, Finally; In addition, Besides, Moreover, What is more, Furthermore; However, Despite this, In spite of this; In fact, As a matter of fact; As a result, Consequently

3. Заключение: четко подведите итог сказанному (All in all, To sum up, In conclusion, In summary, In general; it seems important to add/point out/remind that)

4. Выскажите предложение, отражающее противоречивость темы, но в то же время выражающее надежду на нахождение компромисса (One can hope ... minimizing the danger and talking full advantage of benefits).

ТЕМАТИКА ЭССЕ

1. Загрязнение окружающей среды/ Environmental Pollution
2. What's it like to be teens?

ТЕМАТИКА ПРЕЗЕНТАЦИЙ

1. Австралия. Достопримечательности/ Australia. Attractions
2. Англия. Достопримечательности/ England. Sights
3. Английский язык/ English Language
4. Великобритания. Достопримечательности/ Great Britain. Sights

ТЕМАТИКА РЕФЕРАТОВ

1. Knowledge, Innovation and Development
2. Marketing reflections on learning outcomes
3. Mass Media in England
4. Motivation

ТЕМА 4. APPEARANCE. FASHION. SHOPPING

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Do you read fashion magazines?
2. Do you sometimes wear a hat?
3. Do you like shopping for new clothes?
4. Do you often buy new clothes?
5. Do you prefer to go shopping or just browse? Why?
6. Do you wear the same size clothes this year as you wore last year?
7. How many pairs of gloves do you have?
8. What are some of the strangest fashions you have seen?
9. Do you think it is important to wear fashionable clothes?
10. Do you think it is important to be in fashion?

Задание 2. Перечень контрольных вопросов по теме:

1. What would you think of a woman who cut off all her hair and went around bald as a fashion statement?
2. What do you think of a man who is bald for fashion's sake?
3. What do you think of women who wear short mini-skirts?
4. Do you think that the clothes we wear reflect what is inside us ?
5. What do you think of people who always and only wear black?
6. What do you think of people with tattoos?
7. Do you have a tattoo?
8. Do you know someone with a tattoo?
9. What do you think of people with body piercing?
10. Do you have pierced ears?
11. Would you pierce other parts of your body?
12. What would you think of a high school student who always wore very conservative clothes?
13. What type of clothing do you wear when you are angry and you want to express yourself?
14. What colors do you choose to wear when you are happy?
15. Would you dress the same as you do in your country if you went to America for a visit?
16. Do you dress the same when you are depressed as you do when you are very happy?
17. In what ways do you dress differently?
18. If you went out with a group of high school friends, would you dress differently then if you went out with your grandmother and her friends?
19. In what ways does your Grandmother dress differently then you?
20. When you get old do you think you will dress like your grandmother or grandfather?
21. Would you ever wear dreadlocks?
22. What do you think of the people who wear them?
23. Have you ever worn your hair braided in small braids.

24. Did anyone look at you differently because of it?
25. Would you ever wear contacts to change your eye color?
26. What is the difference in the people who choose to wear contacts and the people who choose to wear glasses?
27. What do you think about women who don't wear earrings?
28. What do you think about men who wear earrings?
29. What do you think of women who do?
30. Is it possible for women to wear too much make-up?
31. When is a person wearing too much make-up?
32. What do you think of men who wear make-up?
33. Is it possible to be beautiful without wearing any make-up, earrings or other accessories?
34. Do fashionable clothes really change the way a person looks?
35. What differences have you noticed in the fashions here and in your country?
36. What do you think of men who wear tights?
37. What do you think about secondhand clothes?
38. Why do you think people buy secondhand clothes?
39. Have you ever been to a store that sells secondhand clothes?
40. Have you ever bought secondhand clothes?
41. Would you buy secondhand clothes?
42. When and where did you buy an article of clothing you're wearing right now? Why did you choose it?
43. What would you think if the mother of the groom wore black at a wedding?
44. What would you think if a bride wore red?
45. Should a bride's dress be long or do you think it could be the length of a regular skirt?
46. What items of clothing do you consider provocative in this country?
47. What types of clothing are provocative in your country?
48. Do you ever dress this way?
49. What do you think of men wearing high heels?
50. What do you think of women wearing high heels?
51. Why is it acceptable for women to wear men's clothing, but not for men to dress in women's clothing?
52. Is there a stigma attached to people who buy no-name (no brand) clothing?
53. Are some people more fashion conscious than others? What types/groups of people?
54. Have you ever bought imitation brand clothing?
55. What traditional clothes do people from your country wear?
56. When do you wear them?
57. Are they comfortable?
58. In your country do children have to wear school uniform?
59. Did you wear a school uniform?
60. Do you think wearing uniforms is a good idea?

61. What would you do or feel if you were refused entry to somewhere because of what you are wearing?
62. Do you think dress codes should be adhered to if requested on an invitation?
63. What would you wear to meet royalty or the President of your country?
64. Would you go to a fancy dress party? Why or why not?
65. How much do you spend getting ready to go to school? Work? Out with friends? To a party?
66. Do the times vary much?
67. What traditional clothes do people from your country wear?
68. When do you wear them?
69. Are they comfortable?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Она хорошо знает английский. <ol style="list-style-type: none"> a. She well knows English. b. She knows English well. c. She English knows well. 2. Where ... your sister work? <ol style="list-style-type: none"> a. do b. are c. does 3. What kind of books ... you read? <ol style="list-style-type: none"> a. does b. do c. did 4. "Does your son read ... ?" "Yes, he reads a lot." <ol style="list-style-type: none"> a. many b. much c. very little 5. He does not usually ask ... questions. <ol style="list-style-type: none"> a. many b. much c. very little 6. I ... near my office last year. <ol style="list-style-type: none"> a. live b. lived c. lives | <ol style="list-style-type: none"> 7. They ... home in the evening. <ol style="list-style-type: none"> a. returned b. return c. returns 8. Did he ... the window before classes? <ol style="list-style-type: none"> a. opened b. open c. opening 9. My ... father is my grandfather. <ol style="list-style-type: none"> a. mothers b. mother's c. mother 10. My friend ... to me very often last year. <ol style="list-style-type: none"> a. write b. writed c. wrote 11. She ... in Kiev last week. <ol style="list-style-type: none"> a. be b. was c. were 12. Did you ... to the country for the last week-end or did you stay in town? <ol style="list-style-type: none"> a. go b. went |
|--|--|

- c. going
13. A week ago my friend ... to Moscow from Leningrad.
- come
 - came
 - coming
14. We did not ... at nine o'clock.
- got up
 - get up
 - getting up
15. Fourth, forty, fourteen, four.
- четыре, четвертый, сорок, четырнадцать
 - сорок, четырнадцать, четыре, четвертый.
 - четвертый, сорок, четырнадцать, четыре.
16. How many children ... you got?
- has
 - have
 - has not
17. They ... a dictation yesterday.
- has
 - have
 - had
18. I did not ... time to ask all my questions.
- have
 - has
 - had
19. Have you got ... questions?
- some
 - any
 - anything
20. ... people enjoyed the film, others did not like it at all.
- any
 - no
 - some
21. Could you buy ... apples, please?
- some
 - any
 - no
22. Mary ... got a family.
- has not
 - have not
 - not have
23. There ... a large table in my room.
- are
 - be
 - is
24. There ... very many children in the park yesterday.
- was
 - were
 - is
25. There ... five chairs in the room.
- is
 - was
 - are

Test 2. Choose the correct versions.

- “Please send them this article ‘. “Oh, ... I do it now?”
 - He ... out tomorrow afternoon.
 - There ... a lot of work to do tomorrow.
 - There ... a lot of people at the lecture tomorrow.
- shall
 - must
 - can
 - was
 - will be
 - were
 - will be
 - will be
 - was
 - were
 - is
 - will be

5. He said that he ... in Leningrad.
- lives
 - will live
 - lived
6. We did not know whose things they
- was
 - were
 - will be
7. He knew that Peter ... in Kiev.
- were
 - will be
 - was
8. You are busy now, ...?
- aren't you?
 - are you?
 - is you?
9. You did not see your friend yesterday, ...?
- didn't you?
 - did you ?
 - will you?
10. He can read English
- a little
 - a few
 - several
11. My brother is coming to Moscow in ... days.
- a little
 - a few
 - any
12. I ... hard for my exams. Summer session starts in a week.
- work
 - am working
 - worked
13. My sister ... in fashion design.
- specializes
 - is specializing
 - specialized
14. At present they ... at a new project.
- work
 - are working
 - worked
15. What ... you ... by saying this?
- do ... mean
 - are meaning
 - meant
16. I ... what he is talking about.
- don't understand
 - am not understanding
 - didn't understand
17. The lake never ... at this time of the year. We can get to the other shore by boat.
- is freezing
 - freezes
 - frozen
18. Look! The fire brigade ... at a terrible speed. There must be a fire somewhere.
- rush
 - is rushing
 - rushed
19. I ... my dog out for long walks in the park on Sunday.
- always take
 - am always taking
 - taken
20. You ... nice today.
- look
 - are looking
 - looked
21. She ... beautiful.
- is always looking
 - always look
 - looked
22. We ... your proposition. We'll give you an answer in a few days.
- think over
 - are thinking over
 - thought over
23. Tom ... her to be a good musician.

- a. considers
b. is considering
c. consider
24. I ... the dentist at 4 p.m. I've arranged it already.
a. see
b. am seeing
- c. saw
25. I don't like him. He ... horrible stories.
a. always tells
b. is always tell
c. always told

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Exercise 1. Read the dialogue. Fill in the gaps with some, any, or a / an.

- A. I'd like _____ (1) vegetable soup with bread, please.
B. I'm afraid we haven't got _____ (2) vegetable soup today. But we've got _____ (3) milk soup.
A. I don't like milk soup. I'll have _____ (4) vegetable salad.
B. Vegetable salad. Anything else, sir?
A. Chicken with boiled potatoes.
B. I'm sorry, but we haven't got _____ (5) chicken. But you can have _____ (6) steak. And there is spaghetti or chips instead of boiled potatoes.
A. All right. _____ (7) steak and _____ (8) chips. Have you got _____ (9) juice or is there any water?
B. Of course, sir. We've got _____ (10) orange and apple juice.
A. Have you got _____ (11) tomato juice?
B. Yes, it's Spanish.
A. That's fine. And cheese. I'd like _____ (12) cheese and _____ (13) fruit salad.
B. Would you like _____ (14) ice-cream?
A. Yes, please. One ice-cream.

Производные SOME, ANY, NO. Упражнения.

Exercise 11. Choose the correct answer. Write the story in your notebook.

Liz is shopping. She wants to buy (1 — anything / some / any) new clothes. She is going to a New Year party tonight, but she has got (2 — anything / nobody / nothing) to wear. She wants to buy (3 — some / any / something) nice and (4 — no / some / any) new shoes but she can't find (5 — something / anything / anybody) that she likes. She is also looking for a present. She wants to buy (6 — nothing / anybody / something) special for her friend.

Exercise 2. Complete the dialogue. Use the words from the box.

something, anybody, nobody, somebody

Granny: Tom, Jane, Max! Can _____ (1) help me tidy up? _____ (2) answers. Where are they?

Max: Granny! There's _____ (3) in this room. Are you talking to yourself?

Granny: No, I'm not talking to myself. I'm asking _____ (4) to help me do _____ (5) about the

Max: OK. Can _____ (6) help Granny about the house? Tom, Jane, where are you? Come here, I want you to help Granny.

Exercise 3. Fill in the blanks with the necessary pronouns (some, any, anything, something, everybody, everything, no etc.):

1. Is there _____ interesting in the magazine? 2. There are _____ books on the table. 3. _____ in the house is clean and good. 4. There is _____ here. 5. She will tell us _____ about her work. 6. She doesn't want _____ new dress. 7. Is he going _____ today? 8. Good morning, _____. 9. He never goes by train, he goes _____ by aeroplane. 10. They want a house, they have _____ to live. 11. Is _____ coming to see us today? 12. There aren't _____ pencils in the box. 13. I didn't see _____ yesterday, I was at home.

Exercise 4. Вставьте вместо пропусков местоимения *some, any* и их производные.

1. Why are you looking under the table? Have you lost anything/ something?
2. Do they live somewhere / anywhere near Suvorov Street?
3. There is anything / something in my soup. It's mosquito!
4. I'm thirsty. Can I have some / any cold juice?
5. He can do the job alone. He doesn't need anybody else's / somebody else's help.
6. We cannot close our eyes to the facts some / any longer.
7. If anybody / somebody asks about me I'm at Kate's.
8. She can't have lost the tickets! They have got to be anywhere / somewhere!
9. I've lost my way! Isn't there anyone / someone who could direct me to Victory Square?
10. There is hardly anybody / somebody to be seen on the streets of the centre after dusk.
11. David decided that he needed to do anything / something constructive with his life.
12. Will you show me some / any of your latest sculptures?
13. «What would you like to drink?» «Oh, anything / something. Whatever you're having will be fine!»
14. Tom was in bad mood and refused to go somewhere / anywhere.

Business verbs

I. Вычеркните слово, которое обычно не сочетается с выделенным существительным.

1. It is our responsibility to *collect/ prepare/ implement/ keep within* **the budget**.
2. I will ask you to *write/ prepare/ estimate* **the business plan**.
3. We have *arranged/ forecast/ rearranged/ postponed* **the staff meeting** for Thursday 10 a.m.

4. What kind of **plan** have they *written/ prepared/ done*?
5. Let's try and *keep within/ rearrange/ implement/ meet* **the deadline**.
6. I would like to *make/ cancel/ reschedule* **an appointment** with you for Friday.

CASE STUDY

Asos.com

Asos.com is the UK's leading online fashion store. There are over 9,000 products online. The site attracts 3.3 million shoppers a month. It is aimed at young men and women aged 16-34. Asos.com has 250 employees and over 32,000 square meters of storage space. The company has had large growth since it was founded in 2000.

Asos.com is a plc (public limited company), quoted on the AIM (Alternative Investment Market) part of the London Stock Exchange. AIM is not as strict in its rules as the main market. This helps smaller companies to raise money through the sale of shares; asos.com is run by a board of directors. Two non-executive directors are there to provide advice and expertise.

Most businesses seek to grow so they can buy and sell on a bigger scale. Growth can come from within the business. This is called organic growth. An example is finding new markets for products. Firms can also grow by merging with other firms. This is called integration. There are different kinds of integration. If the merger is:

- at the same level of production, this is horizontal integration - for instance, the merging of two fashion stores
- at a different level of production, this is vertical integration. This can be backwards to a previous part of the supply chain, for instance, a manufacturer buying a raw material supplier. Or it can be forward integration to a later level, for example, a chain of shops.

Asos.com has gone for organic growth. It has increased its customer base. It offers a wider range of brands and products. It has also grown rapidly without having the problems that this often brings.

Asos.com looked at where and how it might grow. Research showed that online sales have been growing faster than any other sector. Around 20% of online shoppers are young people. Asos.com made these its target group. To attract them it offers a diverse range of brands and products. Above all, it offers online shoppers a good shopping experience. It makes sure that the website adds value, by providing more than a customer would expect from a shop. The site provides a wider choice, good prices, new styles and, above all, convenience.

As it has grown, asos.com has developed a more complex structure of departments. It also has to work hard to keep up with changes in technology. For instance, customers expect to be able to track orders online. The website is kept current by constantly adding new products and lines. Asos.com has increased the

size of the images used to give customers a clearer picture of what they are buying. It also uses other communication channels to drive growth. These include:

- a monthly magazine of 116 pages
- an email newsletter that goes out to 1.8 million users each week
- PR pieces in other publications
- promotion to encourage people to recommend the brand to friends.

Asos.com has achieved fast growth since 2000. Part of its success is due to it growing organically. Part is due to its high investment in both people and technology.

1. In what ways can a company benefit from growth?
2. What do you feel might be potential disadvantages of very rapid growth?
3. Describe, using examples, what is meant by horizontal and vertical integration.
4. What do you feel are the key things that asos.com did in order to achieve managed and successful organic growth?

ТЕМАТИКА ДИСКУССИЙ ДЛЯ КРУГЛОГО СТОЛА

1. Do you think there's a difference between " fashion " and "style"?
2. How often do you go clothes shopping?
3. Where do you like to go?
4. Who do you like to go with?
5. How much money do you usually spend?
6. Would you bring your husband/boyfriend with you when you go clothes shopping?
7. What do you like to shop for the most?
8. Where is your favorite shopping centre?
9. What is your favorite brand?
10. Are you a shopaholic?
11. Do you go to many shops before buying one particular item or do you just buy the first one you find?
12. Do you spend a lot of money on clothes your clothes?
13. Which type of clothes do you "collect"?
14. What's your favorite piece of clothing?
15. How much did it cost?
16. Where did you buy your favorite piece of clothing?
17. Have you ever felt uncomfortable with what you wear?
18. Did your parents ever make you wear something you didn't like?
19. Do you like to go shopping during the sales?

ТЕМАТИКА ЭССЕ

1. Modern teen style
2. Strange fashion
3. Fashion of our century

ТЕМАТИКА ПРЕЗЕНТАЦИЙ

1. Personnel selection and choice
2. Protection of Information (Защита Информации)
3. Russia and the international economy

ТЕМАТИКА РЕФЕРАТОВ

1. Sociological approach in studying of nations
2. Softening waters by ion-exchange method
3. Sport in the United Kingdom
4. St-Peterburg
5. Subjunctive (or conditional) mood
6. Telecommunications
7. Thanksgiving Day

ТЕМА 5. WHERE DO YOU LIVE? HOME

Задание 1. Перечень вопросов по теме для устного обсуждения:

Answer the questions to practice talking about comfortable home:

1. Where do you want to live?
2. What is the better place for living?
3. What is comfort for you?
4. Do you like to live in an apartment?
5. Would you like to live in a big house?
6. What is your favourite place at home?
7. Do you have any hi-tech appliances at home?
8. What can you do about the house?

Задание 2. Перечень контрольных заданий по теме:

1. Describe the house of your dream
2. Speak about the place you live in

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1.

1. Она хорошо знает английский.
 - a. She well knows English.
 - b. She knows English well.
 - c. She English knows well.
2. Where ... your sister work?
 - a. do
 - b. are

- c. does
3. What kind of books ... you read?
- a. does
b. do
c. did
4. "Does your son read ... ?"
"Yes, he reads a lot."
- a. many
b. much
c. very little
5. He does not usually ask ... questions.
- a. many
b. much
c. very little
6. I ... near my office last year.
- a. live
b. lived
c. lives
7. They ... home in the evening.
- a. returned
b. return
c. returns
8. Did he ... the window before classes?
- a. opened
b. open
c. opening
9. My ... father is my grandfather.
- a. mothers
b. mother's
c. mother
10. My friend ... to me very often last year.
- a. write
b. writed
c. wrote
11. She ... in Kiev last week.
- a. be
b. was
c. were
12. Did you ... to the country for the last week-end or did you stay in town?
- a. go
b. went
c. going
13. A week ago my friend ... to Moscow from Leningrad.
- a. come
b. came
c. coming
14. We did not ... at nine o'clock.
- a. got up
b. get up
c. getting up
15. Fourth, forty, fourteen, four.
- a. четыре, четвертый, сорок, четырнадцать
b. сорок, четырнадцать, четыре, четвертый.
c. четвертый, сорок, четырнадцать, четыре.
16. How many children ... you got?
- a. has
b. have
c. has not
17. They ... a dictation yesterday.
- a. has
b. have
c. had
18. I did not ... time to ask all my questions.
- a. have
b. has
c. had
19. Have you got ... questions?
- a. some
b. any
c. anything
20. ... people enjoyed the film, others did not like it at all.
- a. any
b. no

c. some
21. Could you buy ... apples,
please?

- a. some
- b. any
- c. no

26. Mary got a family.

- a. has not
- b. have not
- c. not have

27. There ... a large table in my
room.

- a. are

- b. be
- c. is

28. There ... very many children in
the park yesterday.

- a. was
- b. were
- c. is

29. There ... five chairs in the
room.

- a. is
- b. was
- c. are

Test 2. Choose the correct versions.

1. "Please send them this article
' "Oh, ... I do it now?"

- a. shall
- b. must
- c. can

2. He ... out tomorrow afternoon.

- a. was
- b. will be
- c. were

3. There ... a lot of work to do
tomorrow.

- a. will be
- b. was
- c. were

4. There ... a lot of people at the
lecture tomorrow.

- a. were
- b. is
- c. will be

5. He said that he ... in
Leningrad.

- a. lives
- b. will live
- c. lived

6. We did not know whose things
they

- a. was
- b. were
- c. will be

7. He knew that Peter ... in Kiev.

- a. were
- b. will be
- c. was

8. You are busy now, ...?

- a. aren't you?
- b. are you?
- c. is you?

9. You did not see your friend
yesterday, ...?

- a. didn't you?
- b. did you ?
- c. will you?

10. He can read English

- a. a little
- b. a few
- c. several

11. My brother is coming to
Moscow in ... days.

- a. a little
- b. a few
- c. any

12. I ... hard for my exams.
Summer session starts in a
week.

- a. work
- b. am working
- c. worked

13. My sister ... in fashion design.

- a. specializes
b. is specializing
c. specialized
14. At present they ... at a new project.
a. work
b. are working
c. worked
15. What ... you ... by saying this?
a. do...mean
b. are meaning
c. meant
16. I ... what he is talking about.
a. don't understand
b. am not understanding
c. didn't understand
17. The lake never ... at this time of the year. We can get to the other shore by boat.
a. is freezing
b. freezes
c. frozen
18. Look! The fire brigade ... at a terrible speed. There must be a fire somewhere.
a. rush
b. is rushing
c. rushed
19. I ... my dog out for long walks in the park on Sunday.
a. always take
- b. am always taking
c. taken
20. You ... nice today.
a. look
b. are looking
c. looked
21. She ... beautiful.
a. is always looking
b. always look
c. looked
22. We ... your proposition. We'll give you an answer in a few days.
a. think over
b. are thinking over
c. thought over
23. Tom ... her to be a good musician.
a. considers
b. is considering
c. consider
24. I ... the dentist at 4 p.m. I've arranged it already.
a. see
b. am seeing
c. saw
25. I don't like him. He ... horrible stories.
a. always tells
b. is always tell
c. always told

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

SOME, ANY, NO exercises.

Exercise 1. Write in a, an, some or any.

1. Is there _____ milk in the crystal glass?
— No, there isn't _____ milk in the crystal glass
There's _____ juice in the crystal glass.
2. — Are there _____ sausages on the round plate?
-There aren't _____ sausages on the round plate.
There are _____ sandwiches on the round plate.
3. -Is there _____ glass on the wooden table?

— No, there isn't _____ glass on the wooden table.
There's _____ cup on the wooden table.

Exercise 2. Write in *a, an, some, any*.

8. There's _____ angel on the top.
9. There are _____ ornaments on the tree.
10. Are there _____ lights on the tree?
11. There isn't _____ Christmas tree in the house.
12. There's _____ jam on the wooden table.
13. Is there _____ bread in the basket?
14. There aren't _____ vegetables in the fridge.

Exercise 3. Complete the sentences with *some/any/no*.

11. There is _____ tea in the crystal glass, but it is very hot.
12. There is _____ fresh milk in the fridge. I can't make porridge.
13. Are there _____ tasty apples in the bag?
14. There isn't _____ jam on the round plate.
15. There are _____ bananas on the wooden table. They are yellow.
16. There is _____ butter on the plate.
17. There is _____ cheese on the table, but there're _____ cheese sandwiches.
18. There isn't _____ sausage on the table.
19. There are _____ potatoes in the bag.
20. There aren't _____ bananas on the table, but there are _____ cucumbers there.

Exercise 4. Complete the sentences with the words

Cucumbers, tomatoes, cabbage, apples, carrots

There is some fresh _____ on the wooden table. There aren't any _____ in the big bag, but there are some _____ there. There are no green _____ on the table, but there are some tasty red _____ there.

Exercise 5. Read the sentences. Draw your picture.

There is some food in the fridge. There is some cheese on the shelf. There are some sausages to the right of the cheese. There are two cucumbers on the shelf. There is a red tomato to the left of the cucumbers. There is some cabbage behind the tomato.

Exercise 6. Choose the correct item.

6. Is there some/any butter in the fridge?
7. There isn't any/no bread in the bag.
8. There are some/any cucumbers on the table.
9. There are any/no potatoes in the box.
10. There is/are some cheese on the shelf.

Exercise 7. Ask questions to the given answers.

5. Yes, there're some yellow tomatoes in the fridge.
6. No, there isn't any hot chocolate in the cup.
7. Yes, there are some cheese sandwiches on the round plate.
8. No, there is no salt on the shelf.

Exercise 8. Fill in some/any/no.

25. There is _____ milk in the cup, but it is very cold.
26. There is _____ bread on the table. I can't make sandwiches.
27. Are there _____ oranges in the bag?
28. There isn't _____ cheese in the fridge.
29. There are _____ flowers in the vase. They are red.
30. There are _____ carrots in the fridge. I can't make soup.
31. There is _____ coffee in the cup, but it is very hot.
32. Is there _____ cheese in the fridge?
33. There isn't _____ juice in the glass.
34. There are _____ grapes on the plate. They are green.
35. They've got _____ buns in this shop.
36. I'd like _____ potatoes, please.
37. Have you got _____ ice-cream?
38. There aren't _____ boys in the team!
39. There are _____ video shops in the town!
40. This is a terrible party. There isn't _____ good music!
41. I've got _____ posters of Ricky Martin.
42. Have you got _____ posters of Britney Spears?
43. 'Sit down, please.' 'But there aren't _____ chairs!'
44. There is _____ milk in the fridge. Go to the shop and buy _____.
45. I can see _____ tomatoes in the bag. Let's make _____ salad.
46. There aren't _____ cucumbers in the fridge.
47. Would you like _____ tea?
48. Is there _____ cheese on the shelf?

Exercise 9. Correct the sentences.

12. Are there any milk in the fridge?
13. There is no tomatoes in the salad.
14. Is there some sugar in this coffee?
15. There are some hamburger on the menu.
16. I'd like any potatoes, please.
17. There are some jam on the bread,
18. There's some fly in my soup.
19. We've got some banana.
20. There isn't some money in my pocket.
21. There is some posters on the wall.

22. Is there a salt in this soup?

Exercise 10. Read the dialogue. Fill in the gaps with some, any, or a / an.

A. I'd like _____ (1) vegetable soup with bread, please.

B. I'm afraid we haven't got _____ (2) vegetable soup today. But we've got _____ (3) milk soup.

A. I don't like milk soup. I'll have _____ (4) vegetable salad.

B. Vegetable salad. Anything else, sir?

A. Chicken with boiled potatoes.

B. I'm sorry, but we haven't got _____ (5) chicken. But you can have _____ (6) steak. And there is spaghetti or chips instead of boiled potatoes.

A. All right. _____ (7) steak and _____ (8) chips. Have you got _____ (9) juice or is there any water?

B. Of course, sir. We've got _____ (10) orange and apple juice.

A. Have you got _____ (11) tomato juice?

B. Yes, it's Spanish.

A. That's fine. And cheese. I'd like _____ (12) cheese and _____ (13) fruit salad.

B. Would you like _____ (14) ice-cream?

A. Yes, please. One ice-cream.

Производные SOME, ANY, NO. Упражнения.

Exercise 11. Choose the correct answer. Write the story in your notebook.

Liz is shopping. She wants to buy (1 — anything / some / any) new clothes. She is going to a New Year party tonight, but she has got (2 — anything / nobody / nothing) to wear. She wants to buy (3 — some / any / something) nice and (4 — no / some / any) new shoes but she can't find (5 — something / anything / anybody) that she likes. She is also looking for a present. She wants to buy (6 — nothing / anybody / something) special for her friend.

Exercise 12. Complete the dialogue. Use the words from the box.

something, anybody, nobody, somebody

Granny: Tom, Jane, Max! Can _____ (1) help me tidy up? _____ (2) answers. Where are they?

Max: Granny! There's _____ (3) in this room. Are you talking to yourself?

Granny: No, I'm not talking to myself. I'm asking _____ (4) to help me do _____ (5) about the

Max: OK. Can _____ (6) help Granny about the house? Tom, Jane, where are you? Come here, I want you to help Granny.

Exercise 13. Fill in the blanks with the necessary pronouns (some, any, anything, something, everybody, everything, no etc.):

1. Is there _____ interesting in the magazine? 2. There are _____ books on the table. 3. _____ in the house is clean and good. 4. There is _____ here. 5. She will

tell us _____ about her work. 6. She doesn't want _____ new dress. 7. Is he going _____ today? 8. Good morning, _____. 9. He never goes by train, he goes _____ by aeroplane. 10. They want a house, they have _____ to live. 11. Is _____ coming to see us today? 12. There aren't _____ pencils in the box. 13. I didn't see _____ yesterday, I was at home.

Exercise 14. Вставьте вместо пропусков местоимения *some, any* и их производные.

1. Why are you looking under the table? Have you lost anything/ something?
2. Do they live somewhere / anywhere near Suvorov Street?
3. There is anything / something in my soup. It's mosquito!
4. I'm thirsty. Can I have some / any cold juice?
5. He can do the job alone. He doesn't need anybody else's / somebody else's help.
6. We cannot close our eyes to the facts some / any longer.
7. If anybody / somebody asks about me I'm at Kate's.
8. She can't have lost the tickets! They have got to be anywhere / somewhere!
9. I've lost my way! Isn't there anyone / someone who could direct me to Victory Square?
10. There is hardly anybody / somebody to be seen on the streets of the centre after dusk.
11. David decided that he needed to do anything / something constructive with his life.
12. Will you show me some / any of your latest sculptures?
13. «What would you like to drink?» «Oh, anything / something. Whatever you're having will be fine!»
14. Tom was in bad mood and refused to go somewhere / anywhere.

CASE STUDY

Advantages and disadvantages of living in a city and in the countryside

A lot of people decide to move to the countryside nowadays. However, there are still many people who prefer stay in the town and say that they couldn't live anywhere else. So which place is better to live? Let's think about both of them.

I would like to start with the advantages and disadvantages of the big city life. Living in such a big city has a lot of advantages. There is a big offer how to spend free time. There are a lot of theatres, concerts and other ways of entertainment. There is always a lot to do and visit! There are a lot of possibilities of shopping. In various shopping centres and galleries you can buy whatever you want. What is more, there are a lot of working places in a city. Many big international companies have their locations in the cities, so it is much easier to find a job in a big city. Moreover, the public transport is developed quite well, so the commuting to work isn't a problem. On the other hand, there are some disadvantages of living in a big city. Cities are very crowded. Everywhere there

are crowds: on the pavements and in the buses. What is more, the traffic is heavy and city's car parks are always very full. Sometimes it is very difficult to get from a given place to another. It may take hours! Moreover, the other disadvantage is the safety in a city, but actually the lack of safety. There is a big crime rates in cities. So you have to be very careful at nights when you leave your home.

I think that in the country the problem of crime isn't so big. There aren't so many people and they usually know each other well. The possibility of robbery or other crime is relatively lower. Life in the countryside is more peaceful and the life is also slower. What is more, it is less stressful. There isn't any time pressure and the traffic conditions are better. A lot of places you may reach on foot.

The city offers a lot: there are huge buildings, skyscrapers or some historic monuments. On the other hand, in the countryside there are a lot of breathtaking sceneries, space and other amazing places such as forests, lakes or mountains. Moreover, people in the countryside are quite different than people living in the city: they are relaxed, friendly and family-oriented. People in the city are like ants. They are always in hurry, busy and out of time. In the country people enjoy lives and take pleasure in their daily activities. As a disadvantage of living in the countryside we may consider the commuting problems. People who stay in the countryside often have to work in the nearest cities, so it may take a lot of time to get to it. However, the living costs in the country are much lower, the variety of products in shops is smaller.

To sum up I would like to say that both countryside and city have some advantages and disadvantages. Both city and country may be a good place to live. However I will stay in the city till I retire. Then I would like to move to the country to have a rest. I think that everyone of us will take into consideration all aspects before he decides to move to the country.

1. **Analyze it in group**
2. **Give your reason for proving advantages/desadvantages of different way of life**

ТЕМАТИКА ЭССЕ

1. The best place to live in
2. Homeless people

ТЕМАТИКА ПРЕЗЕНТАЦИЙ

1. General, alternative and special question.
2. The use of SOME, ANY, NO
3. The houses of famous people

ТЕМАТИКА РЕФЕРАТОВ

1. Motivation: Reward system and the role of compensation
2. Personnel selection and choice
3. Telecommunications

4. The face of every city is different. Washington D.C.
5. Urbanization and Urban Issues

ТЕМА 6. GOING OUT FOR A MEAL. HEALTHY FOOD

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What kind of food do you like?
2. What kind of food don't you like?
3. Do you like fast food?
4. How often do you eat out?
5. What's your favourite restaurant?
6. Do you ever get takeaway food?
7. Are you good at cooking?
8. Is eating mostly a chore or a pleasure for you?
9. What time do you usually have dinner?
10. Do you usually eat at the same time on weekdays and at weekends?
11. Do you have a healthy diet?
12. Do you care where the food you eat comes from?
13. Do you avoid any food or drinks for health reasons?
14. What do you think about vegetarians?
15. When you eat out, do you prefer something new or what you know?
16. What's the most unusual dish you have ever tried?
17. Have your tastes changed since your childhood?
18. How has food changed over the recent years?

Задание 2. Перечень контрольных заданий по теме:

3. How much does it cost to eat dinner at a hotel in your country?
4. What time do you usually eat breakfast? How about lunch and supper?
5. Do you usually eat at home or eat at a restaurant?
6. Did you eat lunch today?
7. Why is it a good place?
8. Do you like to eat cakes?
9. What's your favorite dessert?
10. Where do you usually go?
11. What kind of Japanese food do you like?
12. What vegetable do you like best?
13. What's your favorite fish?
14. What's your favorite snack?
15. How often do you eat steak?
16. How often do you eat at a fast-food restaurant?
17. How often do you eat in a restaurant? (How often do you eat out?)
18. How many calories are in one hamburger?
19. If you don't know, can you make a guess? Is it more or less than an ice-cream cone?

20. What kind of desserts do you like to eat?
21. How often do you go drinking? What's your favorite drink?
22. Which fast food restaurants do you like?
23. What can you do when a fishbone is caught in your throat?
24. Do you like to eat at fast food restaurants?
25. What kind of fruit do you like the best?
26. What's your favorite kind of food?
27. What kind of food do you like the most?
28. What is the cheapest place to eat that you know?
29. Have you ever left a restaurant without paying ("dined and dashed")?
30. Do you bring your lunch to school?
31. What is the most expensive meal you have ever eaten?
32. Did you drink coffee this morning?
33. What types of foods do Japanese people eat?
34. What's your favorite kind of ethnic food?
35. Does your family have any special recipes that are passed down from generation to generation?
36. Do you think it is good to count calories when you are eating?
37. Do you like to eat a lot of food every day?
38. How much rice do you eat?
39. Are you a vegetarian?
40. Do you like to try new food and drinks?
41. Do you eat beef?
42. Are there any foods that bring back special memories for you? What are they?
43. Do you notice any differences in the way food is served at the table when you travel?
44. Do you drink milk every day?
45. About how much is a meal?
46. Should fast food restaurants serve healthier food?
47. What did you eat for lunch yesterday?
48. Do you ever go to an Indian restaurant?
49. How much do you eat when you are sad or happy?
50. What types of foods do Chinese people eat?
51. What do you eat for breakfast every day?
52. Do you prefer fish or meat?
53. Who do you usually go with?
54. Can you cook well?
55. How long do you take to eat lunch?
56. Do you cook? If yes, what food do you cook the most often?
57. Please describe your favorite food.
58. Do you think that food defines a culture? If so, how?
59. What kind of food do you like to eat?
60. What did you eat there?
61. What restaurant in this city do you recommend?

62. Do you have a favorite cafe? If so, where is it? Why do you like it?
63. What kind of food do you eat between meals?
64. What is your favorite fast food restaurant?
65. What's the best restaurant you've ever been to?
66. What do you like to eat for your dinner?
67. Why can't people stop eating?
68. What would you bring to a pot-luck lunch?
69. What do you usually like to drink when you go out?
70. What's your favorite drink in the summer?
71. Why are diets usually short?
72. Do you like to have breakfast each morning? Why or why not?
73. What's your favorite kind of meat?
74. When was the last time you ate dinner with your mother?
75. Do you think a vegetarian diet is better than a diet that includes meat?
76. Do you like brunch?
77. Which food is overpriced?
78. What fruit do you eat the most often?
79. What to do when you cut your finger preparing food?
80. What kind of food do like to eat when you are angry?
81. Do you usually want to eat dessert after dinner?
82. What do you like to drink?
83. What food would you like to see in a restaurant in this country?
84. What is your favorite dessert?
85. Do you eat fruit every day?
86. What kind of food does your mother make?
87. Do you enjoy eating intestines? (Substitute in other foods that students are not likely to enjoy.)
88. What's the best restaurant you've ever been to? Why did you like it?
89. Are food portions too big for our health?
90. Do you take vitamin pills?
91. What is your favorite food?
92. Where do you usually eat dinner?
93. How often do you go there?
94. What have you eaten so far today?
95. How many meals a day do you think should be eaten?
96. What kind of vegetables do you like?
97. What kind of restaurants you like?
98. About how many different color foods did you eat for dinner last night?
99. Have you ever eaten something that made you ill?
100. What food do you hate? Why do you hate it?
101. Which fast food restaurants do you eat at the most often?
102. How many calories do most people need every day?
103. How often do you have unhealthy food?
104. When was the last time you ate at a restaurant?

105. Have you ever thought food was your only friend?
106. Do you like food from other countries? If yes, which do you like the most?
107. Have you ever tasted African food?
108. Do you often eat out?
109. Do you prefer your own country's food or other kinds of food?
110. Do you like to eat some desserts after dinner?
111. What kinds of food do you usually eat for lunch?
112. Do you pray before each meal?
113. What is the most unusual thing you've ever eaten. Did it taste good or bad?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

ТЕСТ 1: Present Simple vs Present Continuous

- 1 All children ___ chocolate.
A are adoring B are adore C adore
- 2 We ___ a picnic at the moment.
A are have B are having C has
- 3 How ___ to work?
A does you usually get B are you usually getting C do you usually get
- 4 Jenny always ___ nice expensive clothes.
A wears B is wearing C wear
- 5 Betty can't answer the phone. She ____.
A sleeps B is sleep C is sleeping
- 6 These jeans ___ much.
A doesn't cost B don't cost C are not costing
- 7 His eyes are closed. He ___ at you.
A isn't look B isn't looking C doesn't look
- 8 Mark and Greg always ___ home before 9 p.m.
A come B comes C are coming
- 9 ___ you boyfriend often invite you to the cinema?
A Do B Is C Does
- 10 My parents ___ the house right now.
A is cleaning B are cleaning C clean
- 11 My mother never ___ me up in the morning.
A doesn't wake B is making C wakes
- 12 My father is in Greece now. He ___ at a very nice hotel.
A stays B is staying C stay
- 13 Ann ___ her friends early in the morning.
A doesn't usually meet B don't usually meet C isn't usually meeting
- 14 All the members of our family often ___ for evening tea.
A gather B are gathering C gathers
- 15 I ___ dinner because I'm really hungry.
A cook B am cooking C is cooking

- 16 What ___ on Saturdays?
A are you doing **B** does you do **C** do you do
- 17 I'm sorry. I ___ this word.
A doesn't remember **B** am not remembering **C** don't remember
- 18 Don't go out! It ___ hard at the moment.
A is snowing **B** snows **C** snow
- 19 Brian always ___ his friend in the evening.
A is phoning **B** phones **C** phone
- 20 Why ___? I've lost my keys.
A do you cry **B** does you cry **C** are you crying
- 21 We ___ letters to our relatives every month.
A are sending **B** send **C** sends
- 22 Mother can't fall asleep because her children ___ too much noise.
A are making **B** makes **C** make
- 23 When ___?
A do he normally get up **B** is he normally getting up **C** does he normally get up
- 24 Sam and Tim ___ tennis very often.
A are not playing **B** doesn't play **C** don't play
- 25 Look at that man! ___ him?
A Does you know **B** Do you know **C** Are you knowing

Test 2.

To be going to

- | | |
|---|---|
| 1. What ___ this weekend?
a. you are going to do
b. are you going to do
c. your gonna do | 5. It is ___ to be at Ruth's house.
a. go
b. going
c. gonna |
| 2. I'm not sure. ___ anything special?
a. Are you going to do
b. You are going to do
c. Is going to do | 6. What time ___ start?
a. is it going to
b. it's going to
c. it |
| 3. My friend Melissa and I ___ a party.
Would you like to come?
a. am going to
b. are going to go to
c. go to | 7. At 10 P.M. ___ invite?
a. Who are you going to
b. What you're going to
c. When you going to |
| 4. I'd love to! ___?
a. What's it going to be
b. Who's go to be
c. Where's it going to be | 8. I don't know. I think ___ anyone.
a. I'm going invite
b. I'm not go invite
c. I'm not going to invite |

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

1. Павел мечтает о будущем. Напишите о его планах, используя конструкцию **to be going to**.

Н-р: I ... (study) astronomy at university. – I'm going to study astronomy at university. (Я собираюсь изучать астрономию в университете.)

1. I ... (move) to London.
2. I ... (fly) to the Moon.
3. I ... (marry) at 25.
4. We ... (have) three kids.
5. My wife ... (become) a famous actress.
6. My wife and children ... (travel) all over the world.
7. We ... (eat) in restaurants every day.
8. I ... (open) a flying school in England.

2. Напишите отрицательные предложения, используя конструкцию **to be going to**.

1. We – not – catch – that train.
2. He – not – buy – a new sofa.
3. They – not – watch – a football match tonight.
4. I – not – tell – your secret to anyone.
5. Anna – not – stay – at home.

3. Карла собирается провести отпуск у моря. Задайте ей вопросы с конструкцией **to be going to**. Используйте данные словосочетания.
speak Spanish there, play beach volleyball, stay in a good hotel, eat lobsters, go windsurfing

4. Задайте вопросы к предложениям, начиная со слов в скобках.

1. I am going to phone him tomorrow. (When ...?)
2. That tower is going to collapse soon. (Why ...?)
3. My friends are going to arrive today. (How many friends ...?)
4. We are going to pay for her. (How much ...?)
5. Mum is going to see her dentist on Monday. (When...?)
6. I am going to wear a white dress tonight. (Why...?)

Упражнения "Сравнение времен Present Simple – Present Continuous – Present Perfect"

1. Напишите следующие предложения в отрицательной форме.

1. It snows a lot in Russia. (В России выпадает много снега.)
2. We eat in restaurants once a week. (Мы едим в ресторанах раз в неделю.)
3. I have written a letter to a newspaper. (Я написал письмо в газету.)
4. George visits film festivals every year. (Джордж ежегодно посещает кинофестивали.)
5. We are enjoying the film. (Нам нравится фильм.)
6. My uncle drives to the country at weekends. (Мой дядя ездит на выходные в деревню.)
7. They have spent a fortune in Los Angeles! (Они потратили целое состояние в Лос-Анджелесе!)

8. The temperature is rising fast. (Температура быстро растет.)
9. Michael has already had his workshop for 15 years. (Майкл имеет свою мастерскую уже в течение 15 лет.)
10. I am listening to a French song. (Я слушаю французскую песню.)

2. Задайте к следующим предложениям вопросы, начиная с предложенных в скобках вопросительных слов.

1. We have missed the train. (Why?)
2. David has visited the Vatican many times. (How many times?)
3. Birds build their nests on trees. (Where?)
4. They have started some new projects recently. (What kind?)
5. I'm sending a postcard to my aunt. (What?)
6. Mark studies Physics. (Who?)
7. The bus is coming in 10 minutes. (When?)
8. We live in a very small flat. (Where?)
9. The children are painting the garage. (What?)
10. I have lost my wallet. (Where?)

3. Найдите предложения с неправильной формой глаголов и исправьте их.

1. She have never read Dostoevsky. (Она никогда не читала Достоевского.)
2. I'm sorry I'm not understanding you. (Простите, я вас не понимаю.)
3. Did you ever meet a famous person? (Ты когда-либо встречала знаменитость?)
4. Hurry up, kids! I wait for you. (Поспешите, дети! Я вас жду.)
5. How long has she had that new haircut? (Как долго у нее эта новая стрижка?)
6. What sports are you liking? (Какой спорт вам нравится?)
7. Lions don't live in Europe. (Львы не обитают в Европе.)
8. They speaks Spanish in Mexico. (В Мексике говорят по-испански.)
9. The British are driving on the left. (Британцы ездят по левой стороне.)
10. I never tried Thai food. (Я никогда не пробовал тайскую кухню.)

ТЕМАТИКА ЭССЕ

3. My daily meal
4. Russian cuisine
5. English cuisine
6. American cuisine

ТЕМАТИКА КРУГЛЫХ СТОЛОВ, ДИСКУССИЙ

1. Do you believe that "we are what we eat?"
2. Have you ever found something disgusting in your food?

3. Do you like to eat junk food?
4. How does the etiquette of eating together in your country differ from other countries?
5. Why do you think obesity is becoming such a problem in the United States and throughout the world?
6. What are some foods that are considered unhealthy?
7. If you were invited to a fancy dinner with the president or a celebrity, what would you do to prepare?
8. Name a spice or flavoring that is good for your health?
9. What do Chinese people eat for lunch?(Substitute the nationality of your students.)

CASE STUDY

Read these ideas about healthy eating. Do you think they are true? Compare the ideas with your face partner.

1. Coffee and tea are bad for you.
2. There are “good” foods and “bad” foods.
3. Vegetarian food is always healthy.
4. Fruit juice is good for you.
5. Carrots help you see in the dark.
6. It’s okay not to eat breakfast.

Read the text and match the ideas to the paragraphs. Which information is surprising?

1. _____

True and false. Natural fruit juice is good for you, but can be bad for your teeth. So, yes, have some orange juice with your breakfast or lunch, but don’t drink any juice between meals. Try water instead. Up to eight glasses of water a day is good for you, and water hasn’t got any calories.

2. _____

False. When you sleep you don’t eat for a long time and in the morning it’s important to start the day with a good breakfast. Without breakfast you often feel hungry later in the morning and start eating biscuits or chocolate. These sugary snacks are not a good idea. (If you want a healthy snack, try some nuts or melon.)

3. _____

True and false. People drink coffee when they are tired, but it isn’t very healthy so don’t have more than two cups a day and don’t drink any coffee before you go to bed. Tea is generally good for you, but drink it with lemon and don’t put any milk or sugar in it! Green tea is especially healthy.

4. _____

False. Vegetarian dishes often contain a lot of cheese and oil and these can be very fattening. It’s important to eat some vegetables every day. (Doctors say five portions of vegetables and/or fruit). We need the vitamins and minerals, especially from green vegetables.

5. _____
False. Carrots have a lot of vitamin A and vitamin A is good for your eyes, but nobody can really see in the dark!

6. _____
False. There good and bad diets. For example, real chocolate contains vitamins and minerals and can help you when you are tired. But it also has a lot of sugar, so don't eat it often. Eat a balanced diet with some rice, pasta, bread or noodles and lots of vegetables and fruit. You also need protein, from meat, grilled fish, cheese or nuts. And you need oil: olive oil and fish oil are particularly good.

Приложение 2

Healthy food	Unhealthy food
Microwave food	Water
Soda	Fruit
Canola oil	Honey
Sandwich meat	Butter
Coffee	Vegetables
Sweeteners	Whole grain bread
Hamburgers	Berries
Sweets	Lean meat

Приложение 3

What kind of junk food was mentioned in the video and what alternative was suggested?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Whether the sentences True or False?

1. Margarine and canola oil are banned in Russia. _____
2. Processed sandwich meat contains a lot of chemicals. _____
3. Soda doesn't contain a lot of calories. _____
4. After eating white bread you may feel hungry very soon. _____
5. Berries or honey are better than cereals. _____
6. Microwave meals contain a lot of nutrients. _____
7. It's better to replace candies and sweets by ice-cream and cakes. _____
8. Sweeteners are chemicals. _____

TEMA 7. TRAVELLING. TOURISM INFORMATION

Tema 3-5. At the airport. Going abroad

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What country in Asia would be a great place to live?
2. How would you travel to see your country?
3. What countries would you like to travel to for a vacation?
4. What country would you like to live in and why?
5. What country has the most interesting customs?
6. How would you travel the world?
7. What is special about your country?
8. Would you like to work in a tropical country?
9. Would you like to live where there is always snow?
10. Would you like to go and live in another country?
11. What country/ countries neighbor (neighbor) your country?
12. Is your country the best place for you to live?
13. Would you like to live where there is desert and hot weather?
14. What festivals and feasts does your country have?
15. Which country gets the most snowfall and why?
16. What countries would you not like to visit and why?
17. What country would you like to work in?
18. What country would you like to visit?
19. Would you like to work in Antarctica?
20. What country would be fun to work in?
21. What countries would you travel to if you were to do a world trip?
22. What countries in Europe have you visited?
23. What's the most beautiful place you've ever been to?
24. How many countries have you been to? How many states?
25. What country do you most want to visit?
26. What is the most interesting souvenir that you have ever bought on one of your holidays?
27. Do you find more fulfillment from your leisure activities including vacations than from your job?
28. How long did you stay?
29. Do you prefer summer vacations or winter vacations?
30. Do you prefer traveling on a hovercraft or a ferry?
31. Do you prefer to travel by train, bus, plane or ship?
32. Do you prefer to travel alone or in a group? Why?
33. Could you live in another country for the rest of your life? Why?
34. Have you travelled in business class?
35. When you were a child did your family take a vacation every year?
36. Have you ever read an interesting question in an in-flight magazine? What was it?
37. If you went to ___(Insert a country name)___, what kind of souvenirs would you buy?

38. Has the airline ever lost your luggage? What happened?
39. Which would you recommend if you could only recommend one? Why?
40. Did you find anything of particular interest? / Did you get attracted to anything special?
41. Have you ever been abroad?
42. Where did you spend your last vacation? Your summer vacation? Your Christmas vacation?
43. Have you been to any of them?
44. If you traveled to South America, what countries would like to visit?
45. What are you going to do there?
46. If so, where did you go?
47. How did you get there?
48. What is the most interesting city to visit in your country?
49. Do you think tourism will harm the earth?
50. Who makes the decisions when your family decides to go on holiday?
51. What is your favorite method of travel at your destination? Train? Bus? Boat? Bicycle? Backpacking?
52. Have you ever hitchhiked? If so, how many times?

Задание 2. Перечень контрольных вопросов по теме:

1. Are you afraid of going abroad alone?
2. What was your worst trip?
3. Why do people travel?
4. Would you rather visit another country or travel within your own country?
5. How many times have you traveled abroad?
6. What place do you want to visit someday?
7. Where are you going to go the next time you travel?
8. On long flights do you usually walk around the plane to avoid health problems?
9. Why do you travel?
10. What are some countries that you would never visit? Why would you not visit them?
11. How many times?
12. Where will you go on your next vacation?
13. Have you ever been in a difficult situation while traveling?
14. Did your class in high school go on a trip together?
15. Would you rather go to a place where there are a lot of people or to a place where there are few people? Who with?
16. Do you prefer a budget or first class hotel? Why?
17. How much luggage do you usually carry?
18. How long will you stay?
19. If you had \$100,000, where would you go on holiday? How about if you had \$10,000? What about \$1,000?

20. Is there any difference between young tourists and adult tourists?
21. Have you ever been to a foreign country?
22. What countries would you not like to visit? Why?
23. Do you like to travel with your mother? Why or why not?
24. Do you think you will ever go there?
25. If you were going on a camping trip for a week, what 10 things would you bring? Explain why.
26. If you could choose one place to go this weekend, where would it be?
27. What are some benefits of travel?
28. Do you prefer hot countries or cool countries when you go on holiday?
29. What are popular tourist destinations in your country?
30. What countries would you like to visit? Why?
31. Are you planning on going anywhere for your next vacation?
32. Would you prefer to stay at a hotel/motel or camp while on vacation?
33. Describe the most interesting person you met on one of your travels.
34. What was the most interesting place you have ever visited?
35. Do you prefer active or relaxing holidays? Why?
36. Do you think the type of vacation one takes reflects one's social status?
37. What countries would you most like to visit?
38. What kind of things do you think you will buy?
39. When was the last time you traveled?
40. Have you ever gotten lost while traveling? If so, tell about it.
41. Which countries have you travelled to?
42. What is your favorite mode of travel?
43. How do you spend your time when you are on holiday and the weather is bad?
44. Who are you going to go with?
45. Do you have a driver's license?
46. Which is better, package tour or a tour you organize and book yourself?
47. Do you travel with a lot of baggage or do you like to travel light?
48. What languages can you speak?
49. What is the best kind of holiday for different ages of people? Children? Teenagers? Adults? Elderly people?
50. Would you like to take a cruise? Where to? With who? Who did you go with?
51. Where did you go on your last vacation?
52. What was your best trip?
53. What airlines have you flown with?
54. Why do people travel?
55. Would you like to go back to the same place?
56. When you are on a long car journey do you play games or sing songs to occupy your time?
57. Have you ever been on an airplane?
58. How did you go?
59. Do you think it is a good idea to travel with friends, or alone? How about with your family?

60. What do you need before you can travel to another country?
 61. Have you ever taken a package tour?
 62. Where have you been?
 63. What are some things that you always take with you on a trip?
 64. Do you like to travel with children? Why or why not?
 65. How long are you going to go for? If so, where?
 66. Do you prefer traveling by car or by plane?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

**Prepositions
Test 1**

- | | |
|---|---|
| 1. My wife works...the factory.
a. on
b. at
c. during | 8. Take this man...
a. to
b. away
c. behind |
| 2. I live...Boston
a. at
b. over
c. in | 9. Here is some water...you.
a. above
b. within
c. for |
| 3. Come...the house and have some coffee.
a. on
b. into
c. through | 10. Can you speak...it?
a. into
b. by
c. about |
| 4. Where are you...?
a. from
b. in
c. during | 11. My house is...the Central Park.
a. under
b. behind
c. on |
| 5. Let's go...Moscow tomorrow.
a. on
b. in
c. to | 12. ...the way! Where is George?
a. At
b. By
c. In |
| 6. He is here...his wife.
a. along
b. at
c. with | 13. The City Hall is...there.
a. on
b. about
c. there |
| 7. The books are...the table.
a. without
b. on | 14. I work from six a.m...four p.m.
a. in |

- b. at
c. till
15. When do you get...?
a. during
b. up
c. with
16. How long do I go...this street?
a. in
b. along
c. without
17. Where do I get...the bus?
a. up
b. off
c. along

18. We have dinner...a quarter to eight.
a. in
b. on
c. at
19. We drink tea...milk.
a. behind
b. up
c. with
20. The bus takes me...the station.
a. to
b. during
c. by

Test 2

1. Let's go to Moscow...Saturday.
a) on b)in c) at
2. Take this book...the table.
a) behind b) at c) from
3. Come...office and answer the phone.
a) into b) from c) up
4. Take the passport...the table.
a) in b) out of c) during
5. I am sitting...the table now.
a) over b) beyond c) at
6. I came...Australia.
a) at b) from c) on
7. The pencils are in the box. Take them...there.
a) on b) into c) out of
8. The pencil is...the desk.
a) during b) without c) on

9. The box is...table.
a) under b) with c) from
10. The bank is...the street.
a) from b)at c) across
11. There is a lamp...the table.
a) in b) across c) above
12. There is a new car...those two old ones.
a) among b) above c) between
13. There is a telephone...of him.
a) up b) in front c) out of
14. My house is...the post-office.
a) behind b) into c) from
15. We are sitting...the table and drinking tea.
a) in b) on c) around

Test 3

1. The film started...eight o'clock on Thursday.
a) in b) at c) across
2. Do you live...the center...the city?

- a) on b) up c) in
3. He told us...his life...Australia.
a) about b) near c) between

4. The doctor told her to stay...bed.
a) in b) on c) within
5. I think I left my pen...the table.
a) on b) through c) down
6. Did you leave the Browns...noon? No, I stayed with them...five o'clock p.m.
a) at – till b) in – from
c) on-to
7. Whom will you invite...your birthday party?
a) during b) to c) on
8. Can you take your brother...school?
a) in b) beyond c) from
9. She got up...6.45 in the morning, had breakfast and left home...work at 8.15.
a) at – to b) at – for c) without – with
10. I could do...cup of coffee.
a) about b) across c) with
11. In the morning he usually buys a newspaper and looks...it on his way to the office.
a) through b) up c) in
12. There are millions...people...African countries who have no jobs.
a) of – in b) at – on
c) without – across
13. The house where we lived was...the river.
a) for b) near c) from
14. I would have roast beef...potatoes, please.
a) by b) to c) with
15. There was not much...the menu.
a) on b) to c) in

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Ex.1. Поставьте необходимые предлоги в предложения.

about in at with to of for on

1. My sister will arrive ... the station ... 9 o'clock ... the morning. (Моя сестра прибудет на станцию в 9 часов утра.)
2. Look ... that beautiful photo ... my baby daughter. (Посмотри на эту красивую фотографию моей малышки дочки.)
3. I'm hungry. What's ... lunch today? (Я голоден. Что на обед сегодня?)
4. This is the highest mountain ... the world. (Это самая высокая гора в мире.)
5. What do you usually do ... weekends? (Чем ты обычно занят в выходные?)
6. We are going ... the party ... Saturday. (Мы идем на вечеринку в субботу.)
7. I bought a new pair ... sunglasses ... the chemist's. (Я купила новую пару солнечных очков в аптеке.)
8. What do you know ... Scotland? (Что ты знаешь о Шотландии?)
9. The postman came ... a letter ... my Dad. (Почтальон пришел с письмом для папы.)
10. Did you speak ... the boss ... your salary? (Ты поговорил с боссом по поводу твоей зарплаты?)
11. Sam lives ... home ... his mother. (Сэм живет дома с мамой.)

12. Can you help me ... my drawing? - ... course I can. (Ты можешь помочь мне с рисунком? – Конечно, могу.)
13. I met my future husband ... a queue ... the bus stop. (Я познакомилась со своим будущим мужем в очереди на автобусной остановке.)
14. Justin is ... Kristy's house. (Джастин находится у Кристи дома.)
15. The diagram is ... page 76 ... the left. (Схема – на странице 76, слева.)

Ex.2. Выберите из скобок подходящий предлог.

1. Does she come ... (at/in/to) school ... (on/by/in) bus? (Она приезжает в школу на автобусе?)
2. My office is ... (near/near to/near with) the stadium. (Мой офис находится рядом со стадионом.)
3. Kevin often goes abroad ... (in/on/for) business. (Кевин часто ездит за границу в командировку.)
4. All the notices in the streets were ... (on/by/in) French. (Все вывески на улицах были на французском.)
5. What's interesting ... (on/in/at) TV ... (on/at/in) the moment? (Что интересного по ТВ в данный момент?)
6. Sorry. I took your bag ... (on/for/by) mistake. (Извини. Я взяла по ошибке твою сумку.)
7. Shall we go ... (for/on/to) a walk? (Мы пойдем на прогулку?)
8. Kira is happy, she is ... (on/in/with) love. (Кира счастлива, она влюблена.)
9. We are waiting ... (for/at/by) the rain to stop. (Мы ждем, когда остановится дождь.)
10. Is Sophie good ... (in/on/at) roller-skating? (Софи хорошо катается на роликах?)
11. Is Tim interested ... (at/in/by) marketing? (Тим интересуется маркетингом?)
12. I'm afraid ... (by/with/of) big crowds of people. (Я боюсь больших скоплений народа.)
13. The forest was full ... (with/of/by) mosquitoes. (Лес был полон комаров.)
14. The patients are listening ... (of/to/at) Mozart. (Пациенты слушают Моцарта.)
15. Our plans depend ... (on/from/in) the weather. (Наши планы зависят от погоды.)
16. We are ... (out/of/out of) peaches. Could you go and buy some? (У нас закончились персики. Не мог бы ты сходить и купить немного?)
17. I guess he annoys me ... (for/on/in) purpose. (Думаю, он раздражает меня специально.)
18. I'm tired of swimming ... (on/at/in) the sea. Let's go to the swimming pool ... (for/in/by) a change. (Я устала плавать в море. Давай пойдем в бассейн для разнообразия.)
19. My wife spends hundreds of euros a month ... (for/in/on) her nails ... (in/on/for) average. (Моя жена тратит сотни евро ежемесячно на ногти, в среднем.)

20. Our teacher is ... (in/on/at) a good mood today. (Наш учитель в хорошем настроении сегодня.)

Ex.3. Используйте верный предлог времени (in, on, at, for, since, during).

1. She has been in Africa ... February. (Она находится в Африке с февраля.)
2. Dan has had his design studio ... several years. (Дэн имеет свою дизайн-студию в течение нескольких лет.)
3. The fishing season is to start ... a couple of weeks. (Рыболовный сезон начнется через пару недель.)
4. The kids worked on a farm ... their summer holidays. (Дети работали на ферме во время летних каникул.)
5. My car will be ready ... 3 days. (Моя машина будет готова через 3 дня.)
6. My sister's birthday is ... September. (День рождения моей сестры в сентябре.)
7. I am often very tired ... Friday evenings. (Часто я очень уставший по вечерам в пятницу.)
8. It's too cold here ... winter. (Здесь слишком холодно зимой.)
9. I got my driving license ... 2004 ... the age of 23. (Я получил водительские права в 2004 году в возрасте 23 лет.)
10. We always visit our parents ... Christmas. (Мы всегда навещаем родителей на Рождество.)

ТЕМАТИКА ЭССЕ

1. The country I'd like to live in
2. The best place for living
3. The worst place for living

ТЕМАТИКА РЕФЕРАТОВ

1. Travelling
2. Going abroad
3. English-speaking countries
4. Tourism in America
5. Tourism in the UK

ТЕМАТИКА КРУГЛЫХ СТОЛОВ, ДИСКУССИЙ

1. Immigration
2. Social Problems
3. Service Industry
4. If you were...
5. Exhibitions

ТЕМА 8. EDUCATION. PLANS FOR THE FUTURE

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What do you think about secondary education in our country?

2. What do you know about secondary education abroad?
3. What are the famous universities in the world?
4. What do you know about higher education in Russia?
5. What do you know about higher education in the USA?
6. What do you know about higher education in the UK?
7. What is your future profession?
8. What is your favorite subject?
9. What are your plans for future?

Задание 2. Перечень контрольных заданий по теме:

1. Speak about secondary education in our country.
2. Speak about higher education in Russia.
3. Speak about world-famous universities.
4. Speak about higher education in the UAS and the UK

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test I. Choose the correct versions.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Она хорошо знает английский. <ol style="list-style-type: none"> a. She well knows English. b. She knows English well. c. She English knows well. 2. Where ... your sister work? <ol style="list-style-type: none"> a. do b. are c. does 3. What kind of books ... you read? <ol style="list-style-type: none"> a. does b. do c. did 4. "Does your son read ... ?"
"Yes, he reads a lot."
 <ol style="list-style-type: none"> a. many b. much c. very little 5. He does not usually ask ... questions. <ol style="list-style-type: none"> a. many b. much c. very little 6. I ... near my office last year. | <ol style="list-style-type: none"> a. live b. lived c. lives <ol style="list-style-type: none"> 7. They ... home in the evening. <ol style="list-style-type: none"> a. returned b. return c. returns 8. Did he ... the window before classes? <ol style="list-style-type: none"> a. opened b. open c. opening 9. My ... father is my grandfather. <ol style="list-style-type: none"> a. mothers b. mother's c. mother 10. My friend ... to me very often last year. <ol style="list-style-type: none"> a. write b. writed c. wrote 11. She ... in Kiev last week. <ol style="list-style-type: none"> a. be b. was |
|--|--|

- c. were
12. Did you ... to the country for the last week-end or did you stay in town?
- d. go
e. went
f. going
13. A week ago my friend ... to Moscow from Leningrad.
- a. come
b. came
c. coming
14. We did not ... at nine o'clock.
- a. got up
b. get up
c. getting up
15. Fourth, forty, fourteen, four.
- a. четыре, четвертый, сорок, четырнадцать
b. сорок, четырнадцать, четыре, четвертый.
c. четвертый, сорок, четырнадцать, четыре.
16. How many children ... you got?
- a. has
b. have
c. has not
17. They ... a dictation yesterday.
- a. has
b. have
c. had
18. I did not ... time to ask all my questions.
- a. have
- b. has
c. had
19. Have you got ... questions?
- a. some
b. any
c. anything
20. ... people enjoyed the film, others did not like it at all.
- a. any
b. no
c. some
21. Could you buy ... apples, please?
- a. some
b. any
c. no
30. Mary got a family.
- a. has not
b. have not
c. not have
31. There ... a large table in my room.
- a. are
b. be
c. is
32. There ... very many children in the park yesterday.
- a. was
b. were
c. is
33. There ... five chairs in the room.
- a. is
b. was
c. are

Test II. Choose the correct versions.

1. "Please send them this article
' "Oh, ... I do it now?"
- a. shall
b. must
c. can
2. He ... out tomorrow afternoon.
- a. was
- b. will be
c. were
3. There ... a lot of work to do tomorrow.
- a. will be
b. was
c. were

4. There ... a lot of people at the lecture tomorrow.
 a. were
 b. is
 c. will be
5. He said that he ... in Leningrad.
 a. lives
 b. will live
 c. lived
6. We did not know whose things they
 a. was
 b. were
 c. will be
7. He knew that Peter ... in Kiev.
 a. were
 b. will be
 c. was
8. You are busy now, ...?
 a. aren't you?
 b. are you?
 c. is you?
9. You did not see your friend yesterday, ...?
 a. didn't you?
 b. did you ?
 c. will you?
10. He can read English
 a. a little
 b. a few
 c. several
11. My brother is coming to Moscow in ... days.
 a. a little
 b. a few
 c. any
12. I ... hard for my exams. Summer session starts in a week.
 a. work
 b. am working
 c. worked
13. My sister ... in fashion design.
 a. specializes
 b. is specializing
 c. specialized
14. At present they ... at a new project.
 a. work
 b. are working
 c. worked
15. What ... you ... by saying this?
 a. do ... mean
 b. are meaning
 c. meant
16. I ... what he is talking about.
 a. don't understand
 b. am not understanding
 c. didn't understand
17. The lake never ... at this time of the year. We can get to the other shore by boat.
 a. is freezing
 b. freezes
 c. frozen
18. Look! The fire brigade ... at a terrible speed. There must be a fire somewhere.
 a. rush
 b. is rushing
 c. rushed
19. I ... my dog out for long walks in the park on Sunday.
 a. always take
 b. am always taking
 c. taken
20. You ... nice today.
 a. look
 b. are looking
 c. looked
21. She ... beautiful.
 a. is always looking
 b. always look
 c. looked
22. We ... your proposition. We'll give you an answer in a few days.

- a. think over
- b. are thinking over
- c. thought over

23. Tom ... her to be a good musician.

- a. considers
- b. is considering
- c. consider

24. I ... the dentist at 4 p.m. I've arranged it already.

- a. see
- b. am seeing
- c. saw

25. I don't like him. He ... horrible stories.

- a. always tells
- b. is always tell
- c. always told

**Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма
SOME, ANY, NO exercises.**

Exercise 1. Write in a, an, some or any.

1. Is there _____ milk in the crystal glass?
— No, there isn't _____ milk in the crystal glass.
There's _____ juice in the crystal glass.
2. — Are there _____ sausages on the round plate?
-There aren't _____ sausages on the round plate.
There are _____ sandwiches on the round plate.
3. -Is there _____ glass on the wooden table?
— No, there isn't _____ glass on the wooden table.
There's _____ cup on the wooden table.

Exercise 2. Write in a, an, some, any.

1. There's _____ angel on the top.
2. There are _____ ornaments on the tree.
3. Are there _____ lights on the tree?
4. There isn't _____ Christmas tree in the house.
5. There's _____ jam on the wooden table.
6. Is there _____ bread in the basket?
7. There aren't _____ vegetables in the fridge.

Exercise 3. Complete the sentences with some/any/no.

1. There is _____ tea in the crystal glass, but it is very hot.
2. There is _____ fresh milk in the fridge. I can't make porridge.
3. Are there _____ tasty apples in the bag?
4. There isn't _____ jam on the round plate.
5. There are _____ bananas on the wooden table. They are yellow.
6. There is _____ butter on the plate.
7. There is _____ cheese on the table, but there're _____ cheese sandwiches.
8. There isn't _____ sausage on the table.

9. There are _____ potatoes in the bag.
10. There aren't _____ bananas on the table, but there are _____ cucumbers there.

Exercise 4. Complete the sentences with the words

Cucumbers, tomatoes, cabbage, apples, carrots

There is some fresh _____ on the wooden table. There aren't any _____ in the big bag, but there are some _____ there. There are no green _____ on the table, but there are some tasty red _____ there.

Exercise 5. Read the sentences. Draw your picture.

There is some food in the fridge. There is some cheese on the shelf. There are some sausages to the right of the cheese. There are two cucumbers on the shelf. There is a red tomato to the left of the cucumbers. There is some cabbage behind the tomato.

Exercise 6. Choose the correct item.

1. Is there some/any butter in the fridge?
2. There isn't any/no bread in the bag.
3. There are some/any cucumbers on the table.
4. There are any/no potatoes in the box.
5. There is/are some cheese on the shelf.

Exercise 7. Ask questions to the given answers.

1. Yes, there're some yellow tomatoes in the fridge.
2. No, there isn't any hot chocolate in the cup.
3. Yes, there are some cheese sandwiches on the round plate.
4. No, there is no salt on the shelf.

Exercise 8. Fill in some/any/no.

1. There is _____ milk in the cup, but it is very cold.
2. There is _____ bread on the table. I can't make sandwiches.
3. Are there _____ oranges in the bag?
4. There isn't _____ cheese in the fridge.
5. There are _____ flowers in the vase. They are red.
6. There are _____ carrots in the fridge. I can't make soup.
7. There is _____ coffee in the cup, but it is very hot.
8. Is there _____ cheese in the fridge?
9. There isn't _____ juice in the glass.
10. There are _____ grapes on the plate. They are green.
11. They've got _____ buns in this shop.
12. I'd like _____ potatoes, please.

13. Have you got _____ ice-cream?
14. There aren't _____ boys in the team!
15. There are _____ video shops in the town!
16. This is a terrible party. There isn't _____ good music!
17. I've got _____ posters of Ricky Martin.
18. Have you got _____ posters of Britney Spears?
19. 'Sit down, please.' 'But there aren't _____ chairs!'
20. There is _____ milk in the fridge. Go to the shop and buy _____.
21. I can see _____ tomatoes in the bag. Let's make _____ salad.
22. There aren't _____ cucumbers in the fridge.
23. Would you like _____ tea?
24. Is there _____ cheese on the shelf?

Exercise 9. Correct the sentences.

1. Are there any milk in the fridge?
2. There is no tomatoes in the salad.
3. Is there some sugar in this coffee?
4. There are some hamburger on the menu.
5. I'd like any potatoes, please.
6. There are some jam on the bread,
7. There's some fly in my soup.
8. We've got some banana.
9. There isn't some money in my pocket.
10. There is some posters on the wall.
11. Is there a salt in this soup?

Exercise 10. Read the dialogue. Fill in the gaps with some, any, or a / an.

- A. I'd like _____ (1) vegetable soup with bread, please.
 B. I'm afraid we haven't got _____ (2) vegetable soup today. But we've got _____ (3) milk soup.
 A. I don't like milk soup. I'll have _____ (4) vegetable salad.
 B. Vegetable salad. Anything else, sir?
 A. Chicken with boiled potatoes.
 B. I'm sorry, but we haven't got _____ (5) chicken. But you can have _____ (6) steak. And there is spaghetti or chips instead of boiled potatoes.
 A. All right. _____ (7) steak and _____ (8) chips. Have you got _____ (9) juice or is there any water?
 B. Of course, sir. We've got _____ (10) orange and apple juice.
 A. Have you got _____ (11) tomato juice?
 B. Yes, it's Spanish.
 A. That's fine. And cheese. I'd like _____ (12) cheese and _____ (13) fruit salad.
 B. Would you like _____ (14) ice-cream?
 A. Yes, please. One ice-cream.

Производные SOME, ANY, NO. Упражнения.

Exercise 11. Choose the correct answer. Write the story in your notebook.

Liz is shopping. She wants to buy (1 — anything / some / any) new clothes. She is going to a New Year party tonight, but she has got (2 — anything / nobody / nothing) to wear. She wants to buy (3 — some / any / something) nice and (4 — no / some / any) new shoes but she can't find (5 — something / anything / anybody) that she likes. She is also looking for a present. She wants to buy (6 — nothing / anybody / something) special for her friend.

Exercise 12. Complete the dialogue. Use the words from the box.

something, anybody, nobody, somebody

Granny: Tom, Jane, Max! Can _____ (1) help me tidy up? _____ (2) answers. Where are they?

Max: Granny! There's _____ (3) in this room. Are you talking to yourself?

Granny: No, I'm not talking to myself. I'm asking _____ (4) to help me do _____ (5) about the

Max: OK. Can _____ (6) help Granny about the house? Tom, Jane, where are you? Come here, I want you to help Granny.

Exercise 13. Fill in the blanks with the necessary pronouns (some, any, anything, something, everybody, everything, no etc.):

1. Is there _____ interesting in the magazine? 2. There are _____ books on the table. 3. _____ in the house is clean and good. 4. There is _____ here. 5. She will tell us _____ about her work. 6. She doesn't want _____ new dress. 7. Is he going _____ today? 8. Good morning, _____. 9. He never goes by train, he goes _____ by aeroplane. 10. They want a house, they have _____ to live. 11. Is _____ coming to see us today? 12. There aren't _____ pencils in the box. 13. I didn't see _____ yesterday, I was at home.

Exercise 14. Вставьте вместо пропусков местоимения some, any и их производные.

1. Why are you looking under the table? Have you lost anything/ something?
2. Do they live somewhere / anywhere near Suvorov Street?
3. There is anything / something in my soup. It's mosquito!
4. I'm thirsty. Can I have some / any cold juice?
5. He can do the job alone. He doesn't need anybody else's / somebody else's help.
6. We cannot close our eyes to the facts some / any longer.
7. If anybody / somebody asks about me I'm at Kate's.
8. She can't have lost the tickets! They have got to be anywhere / somewhere!

9. I've lost my way! Isn't there anyone / someone who could direct me to Victory Square?
10. There is hardly anybody / somebody to be seen on the streets of the centre after dusk.
11. David decided that he needed to do anything / something constructive with his life.
12. Will you show me some / any of your latest sculptures?
13. «What would you like to drink?» «Oh, anything / something. Whatever you're having will be fine!»
14. Tom was in bad mood and refused to go somewhere / anywhere.

ТЕМАТИКА ЭССЕ

1. Schools. Higher education in Britain. From school to university
2. American high school. My first day on the job.

ТЕМАТИКА РЕФЕРАТОВ

1. Education in Great Britain
2. Education in Moscow school
3. Education in the Middle Ages
4. Higher Education in the U.K.
5. Educational system nowadays

ТЕМАТИКА КРУГЛЫХ СТОЛОВ, ДИСКУССИЙ

1. The system of higher education abroad: pros and cons
2. The system of higher education in Russia: pros and cons

ТЕМА 9. MARKETING

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What is the importance of the staff for most organizations?
2. What does motivation marketing refer to?
3. What benefits does motivation marketing include?
4. What are staff incentive (formal) schemes designed for?
5. What may a company do to motivate staff?

Задание 2. Перечень контрольных вопросов по теме:

1. How do you analyse your competitors?
2. Do you think market research is worth doing in any company?
3. What are the advantages of doing your own market research versus outsourcing it?

4. What are the important aspects of any product?
5. What factors affect the price of any product?
6. List the way in which you reach customers. What are the contact points?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1. Choose the correct versions

1. Jane heard ... into the table.
 - a. that he bumped
 - b. him bump
 - c. him bumping
2. Some firms expect ... twelve hours?
 - a. the guards to work
 - b. that the guards work
 - c. the guards work
3. Don't you feel the house ...?
 - a. to shake
 - b. shaking
 - c. shook
4. The crowd parted to let the happy couple ... through.
 - a. going
 - b. to go
 - c. go
5. I saw him ... the road and ... down a staircase that led to the Underground.
 - a. crossing ... disappeared
 - b. crossed ... disappearing
 - c. crossing ... disappearing
6. What kind of world do we want our children ... from us?
 - a. to inherit
 - b. inherit
 - c. inheriting
7. Experienced teachers help you ... quickly.
 - a. learn
 - b. to learn
 - c. learning
8. I was sitting on my windowsill, eating bread and cheese and watching the sun....
 - a. going down
 - b. go down
 - c. to go down
9. You should use the money to make your home... lovely.
 - a. to look
 - b. looking
 - c. look
10. Did I hear you ... would like to sell your car?
 - a. said
 - b. say
 - c. saying
11. I believed ... the most reliable person.
 - a. her to be
 - b. her be
 - c. in her to be
12. Mary hated her boyfriend
 - a. laugh at
 - b. to be laughed at
 - c. laughed at
13. I'd like ... with us for another week.
 - a. you to stay
 - b. that you will stay
 - c. you stay
14. I could feel the earth ... as the earthquake began.
 - a. that shook
 - b. to shake
 - c. shake

15. I expect ... her test this time.
 a. Anna pass
 b. Anna to pass
 c. Anna passing
16. Everybody knows ... a faithful husband.
 a. he is
 b. him be
 c. him to be
17. George's friends persuaded ... such an expensive suit.
 a. him not to buy
 b. that he will not to buy
 c. him not buying
18. The teacher noticed Paul ... at the exam.
 a. to cheat
 b. cheat
 c. cheating
19. She had ... all the household jobs.
 a. him to do
 b. him do
 c. him doing
20. Jenny warned... that faulty kettle.
 a. me not to use
 b. me not use
 c. that I don't use

21. *Study the following phrases; they are useful in writing letters. Match them*

1. Thank you for your letter of...	a. Относительно вашего меморандума\ счета\...
2. With reference to your memo (invoice)...	b. Благодарю вас за ваше письмо от\такого то числа\...
3. Further to our telephone conversation yesterday...	c. В продолжение нашего вчерашнего телефонного разговора...
4. Your advertisement (article) in... has been brought to our attention	d. Вы, вероятно, слышали о том, что...
5. You will probably have heard that...	e. Ваше объявление\статья\в... привлекло наше внимание.
6. We were pleased (sorry) to hear (to learn) that...	f. В отношении вашей просьбы о...
7. With regard to your request for...	g. Нам было приятно узнать\услышать\, что...\Мы с сожалением узнали...\
8. Thank you for pointing out (offering to, drawing our attention)	h. Благодарю вас за то, что вы указали нам на\предложили\обратили наше внимание...\

- a. 1-a; 2-b; 3-c; 4-d; 5-e; 6-f; 7-g ; 8-h ;
 b. 1-b; 2-a; 3-c; 4-e; 5-d; 6-f; 7-h ; 8-g ;
 c. 1-b; 2-a; 3-c; 4-e; 5-d; 6-g; 7-f ; 8-h ;

23. Could you, please, send me your latest catalogue?
 b. Не могли бы вы прислать мне ваш последний каталог, пожалуйста.
- c. Пришлите мне ваш последний каталог!
 d. Жду вашего последнего каталога

24. With reference to your letter Of 5 February...
- b. Относительно вашего письма от 5 февраля...
- c. Благодарю за письмо от 5 февраля...
- d. Получил ваше письмо от 5 февраля...
24. The list of people employed by a company is known as ...
- A) Payroll
- B) Cheque
- C) Record
25. To open an account you need
- A) cheque book
- B) passport
- C) credit card
26. to pay out of an account
- A) оплатить счёт
- B) выплачивать
- C) снимать со счёта
27. The Bank of England was established in
- A) 1500
- B) 1694
- C) 1782
28. The head of England Bank is.....
- A) Queen
- B) Casher
- C) Governor
29. Mutual saving banks are savings banks owned by.....
- A) their depositors
- B) their owners
- C) businessmen
30. The USA consists of 50.....
- A) states
- B) districts
- C) republics

Test 2. Выбор определений, характеризующих бизнесмена

I. Подберите к прилагательным (1 – 10) определения, характеризующие бизнесмена

(a – j):

- | | |
|--------------------------|---|
| 1. hard-working | a. concerned with practice and action rather than theory |
| 2. harmonious | b. possessing intuition |
| 3. purposeful | c. having confidence in oneself, one's abilities |
| 4. prudent | d. free from disagreement or ill feeling |
| 5. self-confident | e. having power to inspire devotion and enthusiasm |
| 6. practical | f. working with care and energy |
| 7. intuitive | g. acting with or showing care and foresight |
| 8. charismatic | h. consistently good in quality or performance, and so deserving trust |

9. reliable i. able to be trusted

10. faithful j. having or showing determination or will-power

II. Подберите к прилагательным (1 – 10) определения, характеризующие бизнесмена (a – j):

1. kind reasoning a. having or showing power of learning, understanding and reasoning

2. generous b. relaxed in manner; placid and tolerant

3. intelligent c. friendly and thoughtful to others

4. cheerful d. free from meanness or prejudice

5. easygoing e. not vain or boastful

6. modest f. causing happiness; pleasant

7. witty g. full of clever humour

8. enthusiastic person h. having or showing the skill or qualities of a professional person

9. professional i. behaving in a kind and pleasant way

10. friendly something j. feeling or showing a lot of interest and excitement about something

Test 3.

Conditionals – Условные предложения

1. If I ___ my entrance exams I ___ the happiest man in the world.

- A) shall pass / would be
- B) passed / am
- C) passed / would have been
- D) will pass / be
- E) pass / shall be

2. What ___ you ___ if the train ___ in time?

- A) will be / doing / come
- B) did / will not come
- C) do / didn't / come
- D) have / done / came
- E) will / do / doesn't come

3. If you ___ tickets we ___ Paris.

- A) will buy / shall visit
- B) bought / visit
- C) buys / visited
- D) were buying / should visit
- E) buy / shall visit

4. If you are free, watch the film they ___ on TV.

- A) shows
- B) showed
- C) are showing
- D) had showed
- E) have showed

5. If my friend ___ to our town next year I ___ him the sights of the city.

- A) shall come / show
- B) comes / shall show
- C) has come / is showing
- D) is coming / will show
- E) come / shows

6. If he ___ in Tokyo he ___ us.

- A) was / will visit
- B) were / would visit
- C) will be / will visit
- D) is / would visit
- E) are / will visit

7. What would you do if a millionaire ___ you a lot of money.

- A) gave
- B) give
- C) will give
- D) giving
- E) gives

8. If I ___ the car myself I ___ you use it.

- A) needed / would let
- B) don't need / would let

- C) didn't need / wouldn't let
- D) didn't need / would let
- E) doesn't need / would let

9. If I ___ you I ___ never her.

- A) am / shall forgive
- B) was / don't forgive
- C) were / would forgive
- D) had been / forgave
- E) shall be / would have forgiven

10. Many people would be out of work if that factory ___ down.

- A) had been closed
- B) were closed
- C) was closing
- D) is closed
- E) will be closed

11. The boy ___ at home an hour before, if he ___ his school at one o'clock last Monday.

- A) would be / had left
- B) was / would leave
- C) had been / had left
- D) has been / left
- E) would have been / had left

12. If you ___ him yesterday he ___ you everything.

- A) asked / told
- B) has asked / will tell
- C) asked / would tell
- D) had asked / would have told
- E) would ask / would have told

13. If you ___ to me yesterday, we ___ this article.

- A) came / shall translate
- B) would come / should translate
- C) had come / should have translated
- D) come / having translated

E) were coming / should be translating

14. She ___ if she ___ that she was ill.

- A) won't go out / knows
- B) didn't go out / knew
- C) hasn't gone out / has known
- D) wouldn't have gone out / had known
- E) doesn't go out / knows

15. "I ___ my work if you ___ me then. Thank you."

- A) shan't finish / don't help.
- B) haven't finished / don't help.
- C) shouldn't have finished / hadn't helped.
- D) don't finish / won't help.
- E) didn't finish / helped.

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Marketing mix

A marketing mix is a combination of four major ingredients: product (ideas, goods, or services), price, place (distribution), and promotion. A marketer creates a blend of these ingredients - also known as the four Ps - to respond to the needs of the intended customers or audience:

Product. A businessperson's first marketing task is to decide on the goods or services that will attract customers. The key is to determine the needs and wants of customers and then translate those needs and wants into desirable products. Social trends often provide a clue to the types of products that consumers will want. Rising crime rates, for example, have created a growing need among small businesses for security services. Similarly, the rapid increase in the number of working women has inspired clothing manufacturers to produce more women's suits.

Price. Having made basic decisions about its products, the company must decide on how to price them. Sometimes low prices maximize profits. On the other hand, the desirability of some products - like Nike shoes - depends on a high-quality image, which a high price helps to confer.

Place. The third element in the marketing mix is place (or distribution): how products get to customers. Transportation comes into play here, but place also entails decisions about distribution outlets. Many alternatives are possible. Most clothing manufacturers sell to retailers, who resell to consumers.

Promotion. Often, the most important decision a company makes is how it should inform prospective customers about its products. The alternatives are many, and the choice may determine the success of a marketing effort. Some companies, such as Avon and Mary Kay Cosmetics, emphasize direct selling and spend most of their promotion dollars training and paying salespeople. Others, including the many producers of soap and headache remedies, promote their products through advertising, mainly on television. Department stores also spend heavily on advertising, but they choose local newspapers as the most effective medium.

Comprehension Questions:

1. What is the marketing mix?
2. What is the first marketing task of any business?

3. How can you characterize the second component of the marketing mix- price?
4. What is the role of place (distribution) in the marketing mix?
5. How do companies promote their products?
6. What are the most important Ps in your opinion?

CASE STUDY

Hobson and Walker, a medium sized insurance broking firm in the city, had a season ticket loan scheme for their staff. No one was entitled to a loan until they had completed one year's service.

The personnel manager, Fred Garstang, was approached towards the end of a long hard day by Maurice Smith, the overseas manager, who asked for a concession for one of his staff, who had only been with the firm four months but badly needed a season ticket loan. Smith emphasised that the individual concerned was invaluable and would leave if she were not given a loan.

Although Garstang had recently turned down several requests from other departments to give loans to staff with less than a year's service, he allowed himself to be persuaded by Smith that this was a special case. Smith promptly told his subordinate that she could have the loan and the latter equally promptly filled up her application form.

Garstang woke up very early the next morning with the nasty feeling that he had made a bad decision which could create a dangerous precedent. The more he thought about it the worse it became.

1. What is the case study about?
2. What sort of work is carried on at Hobson & Walker's?
3. What kind of a staff loan was in existence there?
4. How long did you have to work there to get a loan?
5. Were any exceptions made to this rule?
6. Who requested an exception be made to the rule?
7. On behalf of whom was the request made?
8. Was this a special case? Why?
9. Why did Garstang feel that he had made a bad decision?
10. In your opinion, should Garstang maintain his position and insist that this was a special case - or should he reverse his decision?

Marketing strategy and the marketing plan

A – Marketing strategy vs. marketing plan

A company's **marketing strategy** describes how it will position itself and the **products** it sells or the **services** it provides in the **competitive marketplace**. The strategy includes a discussion of target markets, product and pricing policies, and proposed marketing and promotional initiatives (see Units 1–2 for more about the **marketing mix**).

The company's **marketing plan** is the written document which details the **marketing methods** selected (advertising, price promotions, etc.) and

specific **marketing actions** or **marketing activities** (for example, a back-to-school promotional offer). It also examines the **resources** needed (both financial and human) to achieve specified **marketing objectives**, such as an increase in sales or a successful product launch, over a given period of time.

B - Developing the marketing plan

You can **develop a marketing plan** using the stages known as **AOSTC** (Analysis, Objectives, Strategies, Tactics and Control).

ANALYSIS	Current market situation	Information on the competitors and the marketplace.
	Competitor analysis	The competition in the marketplace. You will also need to include information on their positioning – how they control the way the customers see the products or services.
	Product/service analysis	What you sell or provide, and your Unique Selling Point (USP) – that is, what distinguishes your product or service from others on the market. Originally USP stood for Unique Selling Proposition, a concept developed by Rosser Reeves in the 1940s.
	Target market	Your customer groups or segments – for example, teenagers or business people (see Unit 19).
OBJECTIVES	Marketing goals	What you want to achieve, in terms of image and sales.
	Set SMART objectives	<ul style="list-style-type: none"> • Specific – Be precise about what you are going to achieve. • Measurable – Quantify your objectives. • Achievable – Are you attempting too much? • Realistic – Do you have the resources to make the objective happen (manpower, money, machines, materials, minutes)? • Timed – When will you achieve the objective? (Within a month? By February 2015?)
STRATEGIES	The approach to meeting the objectives	<p>Which market segment?</p> <p>How will we target the segment?</p> <p>How should we position within the segment?</p>
TACTICS	Convert your strategy into	<ul style="list-style-type: none"> • Product • Price

	the marketing mix, including the 4 Ps	<ul style="list-style-type: none"> • Place • Promotion
CONTROL	Tracking	How the success of the marketing plan will be measured (see Unit 24). How each marketing activity will be assessed.

CASE STUDY

Adriano in place to beef up Salisbury's empire

Roman emperors used to like appointing sons and generals to rule parts of their Empire alongside them. It often caused more problems than it solved - and the Empire still crumbled away.

Sainsbury chairman David Sainsbury is trying the same approach-and may find the same results. After intense City pressure, he is abandoning the role of chief executive, but remains full-time chairman.

Deputy chairman Tom Vyner is to become joint chief executive, concentrating on the UK supermarkets. He will work alongside rising star Dino Adriano, who will run Homebase and the US operations.

As expected. Adriano, 52, will move over to run the UK supermarkets when Vyner retires at the end of next year.

Sainsbury's will then appoint someone to take over Homebase. Is this all just musical chairs? Apparently not. Adriano is no newcomer- he joined Sainsbury's in 1964. But he has been atop executive at Homebase since 1981 and is credited with making it the most successful DIY chain.

Vyner, by contrast, has been blamed by the City for the supermarkets' recent plodding performance. Asda, Tesco and even Safeway have steadily raised their standards to match Sainsbury's and, at the same time, have launched noisy price promotions.

Meantime, Sainsbury's has hardly reacted, behaving as if it still had a commanding lead.

Its share price tells the story. In the last two years, it has fallen 20pc against the stock market, 40pc against Tesco and 75pc against Asda. Can Adriano stop the rot? The shares fell another penny to 388p on his appointment. Brokers respect his record, but want to see results. Will chairman David really become 'hands-off'? The City hopes so.

1. The Roman emperors used to like appointing sons and generals to rule parts of their Empire. Was it a good idea? What happened to the Roman Empire?
2. What does Sainsbury's Empire consist of?
3. Who is the chairman?
4. Is he using the same approach as the Roman Emperors? Will he find the same results?

5. Who is taking over the position of joint chief executive and on what will he concentrate?
6. Who is the company's rising star? How old is he?
7. What is his present position? What will he run at the end of next year when Vyner retires?
8. Is Adriano new at Sainsbury's? Is he a successful top executive?
9. Has Vyner been equally successful?
10. Does the fall in the sales of Sainsbury's shares on the stock market reflect the company's recent plodding performance? In your opinion will Adriano stop the rot if chairman David becomes 'hands-off'?

Marketing ethics

A – Social marketing

Social marketing is the use of marketing techniques to **convince** people to change their

behaviour for their own good or for the benefit of society. Encouraging smokers to stop

smoking or persuading people to eat more fresh fruit and vegetables are examples. The

aim of social marketing is to minimize **social problems** such as crime or poverty.

B – Corporate social responsibility (CSR)

The advantages for a company of being **socially responsible** – that is, taking positive

actions for the benefit of its staff and society as a whole – include enhanced brand image,

and greater ease in attracting staff. There are different ways for a company to show **corporate social responsibility (CSR)**.

- **Cause related marketing (CRM)** is when a company **donates money to a charity**, a **non-profit organization** or a good cause, such as UNICEF or Oxfam. The brand is then associated with the charity. For example, a US non-profit wild cat sanctuary, Big Cat Rescue, wants to create a **marketing partnership** with another organization:
- Big Cat Rescue is looking for the right **corporate partner** for a **mutually beneficial** cause related marketing campaign. We need financial **donations** to be able to afford to make our good work more effective. Today most of this **funding** comes from private individuals. We are looking for a corporate partner that **shares our principles and values**.

Note: The abbreviation **CRM** also refers to Customer Relationship Management – see Unit 23.

Green marketing is the development and distribution of **eco-friendly**, or **environmentally friendly**, goods – for example, washing powder that is not harmful to the environment.

6 degrees.ca is a Canadian web-based forum that promotes green marketing and **environmental protection**:

- 6 degrees.ca believes that if a business is behaving in an **ethical** or moral way then they will contribute to **environmental sustainability**. **Sustainable development** is development that meets the needs of today without compromising the ability of future generations to meet their needs. Responsible citizens are aware of **environmental concerns** such as global warming, and act to **protect the environment**.

Responsible purchasing is another way that a company can **build** or **maintain a good**

reputation. Companies can refuse to buy materials or goods made using **child labour**

or that have been **tested on animals**. As well as showing concern for **human rights** and

animal testing, a company can implement a policy of **sustainable purchasing** and only buy products that come from renewable sources.

1. Make word combinations using a word from each box. Two words can be used twice.

animal beneficial /money donate /problems environmental /purchasing mutually responsible responsible /sustainability social /testing socially

2. Complete the texts describing examples of CSR. Then decide whether the companies are involved in CRM, green marketing or social marketing. Look at A and B opposite to help you.

- a. In 2008, we are proud to continue our marketing (1) _____ with the Arlette Foundation. We will promote the (2) _____ in our stores and we will sell a range of products displaying the charity's distinctive logo. For each product sold, we will (3) _____ money to the Arlette Foundation, with a minimum (4) _____ of .250,000. We are committed to being (5) _____ responsible.

- b. The Push Play campaign in New Zealand has successfully (6) _____ New Zealanders to

do more exercise. The campaign aimed to limit the twin epidemics of obesity and diabetes, (7) _____ problems now affecting countries worldwide.

- c. **CASE STUDY: Woody Pens – Designed for the Environment**

Instead of making its pens from plastic, Goodkind Pen Company uses wood scraps from local furniture makers, and its pens are designed to be refillable. By carefully designing its product to be eco-(8) _____ and of high quality, it is mutually (9) _____ for the environment and the consumer. Goodkind has made a product with a super-green profile and, in the process, enjoys a high level of satisfaction from environmentally conscious

consumers and companies with a responsible (10) _____ policy.

Goodkind embraces environmental (11) _____.

- 3.

<i>Noun</i>	<i>Adjective</i>	<i>Adverb</i>
environment		
		responsibly
society		socially
		sustainably

Over to YOU: Think about the brands you buy. How does ethical marketing influence your purchasing decisions?

The market environment

The micro environment

Learnmarketing.net provides information for marketing students. Its website says the following about the **micro environment**:

SOCIOLOGICAL FACTORS

Dominant religions: Mainly Christian, with significant minorities in some regions. Special diets in some areas.

Leisure activities: Watching TV, cooking, socializing.

Gender roles: Now that younger men shop as much as women, we need to target both sexes equally.

Birth rates: Birth rates are continuing to decline, with fewer babies born every year.

Average life expectancy: This is increasing so we should think about products for older customers.

Attitudes to foreign products: Consumers like to experiment with foreign food and drink.

Opinions on environmental issues: We should use only recyclable packaging and hybrid-fuel delivery vans.

TECHNOLOGICAL FACTORS

Innovation and technological advances:

Production: New product lines and product types are continually coming onto the market.

Offer: We now offer a new service – ordering by mobile phone.

Distribution: Online ordering has changed the way supermarkets operate. We no longer need actual shops.

Communication with consumers: Broadband internet connections make it possible to include more product photos on our site. We could even think about adding video.

ECONOMIC FACTORS

The economic forecast is good:

Interest rates: stable at 5%

Unemployment rate: less than 9% of people are out work

GDP (Gross Domestic Product): growing steadily

POLITICAL FACTORS

Political stability: Very good. Consumers feel relaxed about the political situation and ready to use consumer credit.

New tax / business legislation: No changes to the law for our business sector in the near future.

International trade agreements: We can import products from the EU without paying extra import duties.

B

The following factors have a direct impact on the company and its stakeholders: consumers, employees, shareholders and suppliers. The company has an influence over these factors. **consumers** A company must **understand consumer needs** and meet them. **competitors** You must **differentiate your brand from your competitors**'.

employees Employing the right people and keeping them motivated is essential.

Training and development play a key role in the service sector. **media**

Positive or **adverse** (negative) **media attention** can seriously affect an organization. **Consumer programmes** on TV and **consumer magazines** that people read have a powerful effect on the marketplace. **shareholders** It is important to **satisfy shareholders' needs** without harming the

brand in the long term. **suppliers** Changes in the price or quality of **raw materials** – for example wood, or metals – will affect the marketing mix. **Good relations with suppliers** will make business easier.

The macro environment: STEP analysis

A **STEP analysis** (also known as a **PEST analysis**) looks at **sociological, technological, economic** and **political** factors in the market environment on a **macro** level – often looking at a particular country or region. The relationship between the company and these factors is indirect. This is a STEP analysis for an online supermarket in Britain.

1. Decide whether the following market environment characteristics are micro factors or macro factors. Look at A and B opposite to help you.

Micro Macro

1 High unemployment in a region reduces spending on leisure activities.

2 The internet has opened up new distribution and marketing channels.

3 Good relations between a supplier and a company mean that goods are always delivered on time.

4 Legislation in European countries is restricting the right to smoke in public places.

5 Positive reports in the national press about a brand.

6 The staff for the telephone hotline of an internet bank are trained to be polite and friendly.

7 During the FIFA World Cup, more snack food is consumed in front of the TV set.

2. Complete the action plans (1–6) and then match them with the micro factors (a–f). Look at A opposite to help you. The first one has been done for you.

1 Convince shareholders that the best way to their needs in the long term is to invest in research and development.

2 Carry out market research to better needs and desires.

3 Prepare a press release for a magazine about the launch of a new product.

4 Build and maintain good by always paying on time.

5 Do a SWOT analysis to assess how to your brand from your competitors’.

6 Implement a training and plan to motivate and keep good members.

a competitors **c** employees **e** shareholders

b consumers **d** media **f** suppliers

Complete the STEP analysis of France. Look at B opposite to help you.

France is a member of the European Union and as such has trade (1) with the other members. It has one of the worst unemployment (2) in Europe and the government is keen to bring this down.

France has one of the highest (3) rates in Europe (1.9 children per woman) and a large proportion of French mothers go back to work, reflecting changes in (4) roles. Men are almost as likely as women to do the shopping for the family and take care of the children.

The dominant (5) is Catholicism, but there is a large Muslim community.

The religious beliefs do not significantly affect the marketplace, except at Christmas and

Easter time when the demand for Christmas trees and chocolate increases dramatically.

Internet penetration is high: most households own a computer and have high speed internet access. This has opened up new channels of (6) and there are now several internet grocery stores. Nearly all teenagers own a mobile phone and they are increasingly using SMS messages to keep in touch with their peers. Marketing campaigns are beginning to exploit this line of (7) by sending SMS messages to their audience.

CASE STUDY

The Board of Directors are meeting to discuss the appointment of a new Overseas Sales Manager. The incumbent, Larry Wells, has been invited to the Board as Sales Director, and this is his first Board meeting. There are two names which have been put forward for the post:

Wolfgang Schwartz-11 years with the Corporation - present position Maintenance and Components Division Manager - 49 years of age -previously with General Motors.

Jim Lazarus - 6 years with the Corporation - present position Personal Assistant to Overseas Sales Manager (Larry Wells until now) - 32 years of age- previously in the RAF - helicopter pilot-short service commission.

Geoff Daly supports Jim Lazarus for the position and mentions that his nominee personally designed the modified skirt on the military version of (the hovercraft which is now in production. Jim was Daly's PA before he was transferred to Larry Wells.

Tim Feather, one of the founders of the firm, favours Wolfgang Schwartz. This comes as no surprise to the other directors. Schwartz is his son-in-law. Feather only owns 10% of the voting shares now but his children own another 15% through a trust he has set up in their favour.

Larry Wells takes to his directorial role like a duck to water.

"My vote would go to Wolfgang too, Mr Chairman," he says. "I admit he's less of an ideas man than Jim but he's developed a good team on the Maintenance side and I know my boys would get on well with him."

Daly has not given up by any means.

"Yes, but what about Wolfgang's health," he asks, "after that heart attack last year0 Will he be fit enough to travel all over the world0 No one knows better than you Larry how much traveling is involved."

1. Do you believe in internal promotion at work?
2. What job did Larry Wells do before his promotion to Sales Director?
3. How many candidates have been put on the short-list for the post of Overseas Sales Manager?
4. What are the candidates' names?
5. What age difference is there between the candidates?
6. Generally do you prefer the older candidate or the younger candidate? Why?
7. Why does Tim Feather favour Wolfgang Schwartz?
8. Do you believe in nepotism?
9. What sort of a health problem does Wolfgang Schwartz have and how would this affect his work as Ova-seas Sales Manager?
10. Why does Geoff Daly support Jim Lazarus for the post?

12. Legal aspects of marketing

A Legal definitions

The World Intellectual Property Organization gives the following definition:

Intellectual property refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images and designs used in commerce. Intellectual property is divided into two categories:

1. *Industrial property* includes patents, which give the exclusive right to make, use and sell an invention in a given geographical area; trademarks (words or symbols that differentiate a company); and industrial designs. A granted patent gives patent protection for 20 years in the UK. After that time you must renew the patent. In order to trademark, or register your trademark, you will need to complete a registration process.

2. *Copyright* protects literary and artistic works. Copyright protected work includes novels, plays, films, musical works, and artistic works such as drawings, photographs, and architectural designs. Copyright protected work is said to be subject to copyright.

B Legal problems

Legal problems may arise if another person had used copyright protected work without the copyright owner's (or holder's) permission. The UK Patent Office says: "Intellectual property (IP) crimes include counterfeiting and privacy. Counterfeiting is deliberate or willful trademark infringement and privacy is willful copyright infringement. Infringement means reproducing copyright work without permission from the IP owner".

If a trademark or copyright holder believes that another person has made unauthorized use of trademark or copyright, then this may lead to a lawsuit, where one company takes another to court to enforce the trademark or copyright. The infringer, the person who has broken the copyright, may have to pay damages or compensation to the trademark holder, normally financial.

Most company websites include a page called terms and conditions or copyright information. Visitors to the site must agree to the terms and conditions. The terms and conditions usually contain what a visitor may download or take from the web page and post or upload to the web page, and a disclaimer to say the company is not legally responsible for the misuse of its web pages.

Comprehension questions:

1. What legal aspects of marketing do you know?
2. In what case may legal problems arise?
3. What may lead to a lawsuit?
4. What do most company websites include?

CASE STUDY

Gamma Furniture Ltd

The company grew out of a one-man business established by Louis Steiner at the turn of the century. Even between the Wars (1918-1939) the business was operating on a comparatively small scale, with Louis, his two sons, and a handful of workers producing handmade furniture of high quality.

Louis died during the early postwar period and his son Morris took over the reins. His first step was to form a limited company. Next, he borrowed heavily from the bank, using as security:

- 1) assets of the new company;

2) the personal guarantee of his brother-in-law.

He was then able to sell the rather small workshop in which his either had started the business, and buy a modern factory on the outskirts of London. The company prospered sufficiently to go Public in the early 1960s. Morris and his immediate family retaining approximately 40% of the voting shares.

At this stage, when everything seemed well set, there was a period of disappointment. The company found itself in the doldrums largely as a result of rising costs of production and intensive competition. For three successive years profits were insufficient to warrant payment of a dividend. Morris demonstrated his business acumen by discovering a talented young designer on his staff who was able to change the fortunes of the firm. Danny Schaffer produced a succession of very distinctive and highly successful designs for interlocking furniture units which found a ready market. These were sold under the description of Unit Five Furniture.

Gamma became revitalised. The demand for Unit Five Furniture was so great that a new factory was opened up at Reading 2 years ago and another is under course of construction on the outskirts of Bristol.

All this is history. This morning Danny Schaffer has sought an audience with Morris Steiner.

"I'm going into business on my own", he tells his boss. "I've been able to put my hands on a bit of capital and I want to try a few ideas out for myself.

Morris ponders. He has never failed to appreciate Danny's value to the firm and his loss could be a blow to Gamma's Plans for expansion.

1. What is a one man business?
2. When was the Louis Steiner business launched?
3. How long did it remain a small family business?
4. What did Morris do to expand the company?
5. When the company went Public, what proportion of the voting shares was retained by the family?
6. Why did the company find itself in the doldrums?
7. Who was Danny Schaffer and what did he do?
8. When Gamma became revitalised, where were the new factories sited?
9. What news had Danny Schaffer to tell his boss one day?
10. In your opinion, should Morris endeavour to retain Danny?
What would be the consequences of Danny's sudden departure?

13. What is Marketing Research?

The definition of marketing research recognizes the complexity of the process and the different activities that may be performed.

Marketing research links the consumer, the customer, and the public through information used to:

Identify and define marketing opportunities.

Generate, refine, and evaluate marketing actions.

Monitor marketing performance.

Improve understanding of marketing as a process.

Marketing research:

Specifies the information required to address these issues.

Designs the methods for collecting information.

Manages and implements the data collection process.

Analyzes the results.

Communicates the findings and implications.

This definition emphasizes the generation of information that assists in managerial decision making. Marketing research is useful in planning, problem solving, and control. Marketers use marketing research to provide guidance in decision making. This enables them to spend their resources more effectively. Researchers must understand the research process, the marketing process, and the industries in which the firm operates. Take the research team for Stouffers, a national organization that manages private restaurants and clubs, for examples. Stouffers researchers must understand the growth and image objectives of the organization, besides identifying new market opportunities and conducting customer satisfaction surveys. Only by knowing the club business a meaningful research can be conducted to support the Stouffers organization. Pizza Hut now links its unit managers' bonuses to the results of customer satisfaction surveys. Questions address satisfaction with service, food quality, and other issues.

Marketing research is often used to evaluate the characteristics and potential of markets prior to making decisions about product introductions and new-market entry. Research is helpful in evaluating new-product concepts and advertising campaigns under consideration. It is also used to monitor market performance and competitive reaction. Nielsen Inc., one of the oldest and largest marketing research firms, provides data to packaged-goods manufacturers like Coca-Cola and Nabisco about their product sales. Research is also used to identify and solve problems. Municipalities, for example, frequently conduct marketing research to identify citizens' needs and methods for attracting shoppers to the area.

Most important, marketing research should support the firm's overall market orientation. Research links marketers to markets through information and scientific study. It is used to explore opportunities and problems, monitor performance, refine marketing strategy, and improve understanding of marketing efforts and markets themselves. As such, research enhances a firm's closeness with its customers and enables the marketer to anticipate latent unfulfilled needs and wants.

Kinds of questions marketing research can help answer:

Planning

What kinds of people buy our products? Where do they live? How much do they earn? How many of them are there?

Are the markets for our products increasing or decreasing? Are there promising markets that we have not yet reached?

Are the channels of distribution for our products changing? Are new types of marketing institutions likely to involve?

Problem solving

Product

Which of various product designs is likely to be the most successful?

What kind of packaging should we use?

Price

What price should we charge for our products?

As production costs decline, should we lower our prices or try to develop higher quality products?

Place

Where and by whom should our products be sold?

What kinds of incentives should we offer the trade to push our products?

Promotion

How much should we spend on promotion? How should it be allocated to products and to geographic areas?

What combination of media – newspapers, radio, television, magazines – should we use?

Control

What is our market share overall? In each geographic area? By each customer type? Are customers satisfied with our products? How is our record for service? Are there many returns?

How does the public perceive our company? What is our reputation with the trade?

Comprehension questions:

1. What does marketing research recognize?
2. What information links the customer, the consumer and the public?
3. Where and why is marketing research useful?
4. What is research? What is research used to?
5. Can you name the questions marketing research help to answer?

CASE STUDY

Background

Fast-Track Inc., based in Boston, US, sells corporate training videos and management training courses. Fast-Track is looking for a new Sales Manager for its subsidiary in Warsaw, Poland. Fast-Track advertised the vacancy only inside the company as it believes in offering career opportunities to its staff.

The subsidiary's recent sales results were poor. Sales revenue was 30% below target. The reasons are:

- Sales representatives are not motivated and staff turnover is high.
- The previous manager had no clear strategy for developing sales in the area.
- Very few sales contracts were made.

A new appointment

There are three candidates for the position. They all already work for Fast-Track either in Boston or in Poland. Here is an extract from the job description for

the position.

The successful candidate will be responsible for:

- developing sales, achieving results and increasing customer numbers
- managing the sales team so that it is more motivated, dynamic and effective

He/She will be:

- a natural leader
- energetic, confident and outgoing

He/She will have:

- strong sales ability
- organisational and interpersonal skills
- a good academic background
- suitable experience
- numeracy skills and the ability to handle administration
- linguistic ability

The position will involve frequent travel throughout the region.

Profiles of the candidates

1. Barbara Szarmach

Polish, aged 30 Education Finished secondary school. Diploma in Marketing.

Experience: Has worked for Fast- Track as a sales representative since leaving school. Has a good knowledge of computing.

Achievements: Has had the best sales results of the team during the last five years.

Languages: Excellent Polish and Russian. English - good vocabulary but not very fluent.

Interviewer's comments: Very strong personality. Energetic and confident. Sometimes appeared aggressive during the interview. Will she be a good team player?

2. Tadeusz Vajda

Polish, aged 52 Education University degree (Engineering)

Experience: Wide experience in a variety of industries. Joined Fast-Track Bye years ago as Regional Manager for the south of Poland.

Achievements: Has been fairly successful, increasing sales by 12% over the five-year period.

Languages: Fluent Polish and English. Interviewer's comments Very calm and relaxed, he moves and talks slowly. A hard worker. Not creative but happy to get ideas from the creative members of a team. Current staff think he is practical and reliable.

3. Eva Rheinberger

German, aged 42 Education University degree (History)

Experience: Over 15 years as a sales representative in Germany, the US and Poland. Joined Fast- Track a year ago.

Achievements: A good sales record in all her previous jobs. In her first year with Fast- Track her sales results have been satisfactory.

Languages: Fluent German, English and Polish. Interviewer's comments Quiet but knows her own mind. Rather nervous at the interview. Might be good at team building but would probably depend too much on other people. Likes administration. Didn't seem to have many ideas about the future of the company.

TASK

1 Work in groups. You are members of the interviewing team. Discuss the strengths and weaknesses of each candidate. Decide who to select for the vacant position. Note down the reasons for the choice.

2 Meet as one group. Discuss your choices. Decide who should fill the vacant position.

Writing

Complete this e-mail from the head of the interviewing team to Liz Steiner, Sales Director of Fast-Track. Write about at least three strengths of the candidate you have chosen. Then explain how these strengths relate to the job description.

Dear Liz,

We recently interviewed three candidates for this position. We have decided to appoint ...

I will briefly describe the candidate's strengths and explain the reasons for our decision

14. New product development

A Workflow

Companies need to organize their workflow efficiently to move quickly through the new product development process and beat the competitors to market – that is, get to market first with a successful product launch. Efficient product development processes increase the chance of doing well, or likelihood of success. The amount of time a new product or service in the development pipeline – or how long it takes to develop – is referred to as time to market.

During the process, the project team, made up of a project leader and the people needed to complete the project, completes key activities (for example, carrying out market research) to advance the project and collects information to manage risk – to make decisions that will reduce the risk of failure in the future. Prioritization decisions are made to identify the most important things to do next and resources are allocated to the best projects. An action plan, a list of what needs to be done next, is defined.

B Product Development and Optimization

Many product concepts exist only as a description – a drawing, or a very basic model known as a mock-up. For example, car makers prepare clay models of new car designs. Product modeling uses CAD (computer aided design) to turn ideas into 3D representations. The R&D team creates a prototype, a first example of the product, to test its functionality and to eliminate product flaws. Prototyping helps cut costs and allows for marketer testing.

For software, the first stage is an alpha test, where the program is tested by company employees to remove any errors, or bugs. Then the software is sent for external testing; this is known as beta testing.

Product optimization studies are carried out to improve the product or service as it is being developed. They may include sensory research to evaluate how a product smells, tastes or feels.

C Test Marketing

The next step is to collect information on how the proposed product or service will perform in the marketplace. The company tests the product and its marketing plan on a small test market before a full launch. This allows the company to forecast or predict sales, uncover problems with the product, and to fine-tune, or adjust, the marketing plan. The amount and type of testing depends on the costs and risks of introducing the product.

D Commercialization

Commercialization, also known as market introduction, is the final stage in the new product development process. The distribution network and marketing communications action plan must be ready by the launch date or commercialization date – the date the product goes on sale. The company may launch the product simultaneously in all markets or prepare a step-by-step market rollout in different cities and countries.

Comprehension questions:

1. Why do companies need to organize their workflow?
2. What is beta testing?
3. Why do companies test the product on a small test market?

CASE STUDY

Clippers

Karen left school at sixteen and went to the local College of Further Education where she took a course in hairdressing. At the end of the course she was taken on part-time at large hairdressers in the town. She gained some useful experience and eventually got a full-time job at a small shop near where she lived. After two years of working she was becoming bored and felt that there were few promotion prospects. She wanted to set up on her own but was unable to raise enough finance to buy or rent a shop. She then had the idea of cutting people's hair in their own houses. Many old people in the area found it difficult to get to the hairdressers and other people, such as mothers with young children, found it hard to get out of the house during the day.

Karen had managed to save enough out of her wages to buy the basic equipment, such as razors and driers, as well as a small stock of shampoos, conditioners and other materials. She was also the proud owner of a small car which she had bought after passing her test.

She started off by working in the evenings cutting the hair of friends and relatives and worked full time at the shop during the day. After six months she had managed to build up enough business to give up her job at the shop and to work just

for herself.

After a year Karen is still in business. She finds it very hard work because she needs to work the hours that suit her customers. Business also varies and some weeks she is left with less money than her earnings at the shop. Despite this, Karen likes working for herself and hopes that she can eventually make enough money to get her own shop.

1. Is Karen's business a service or a manufacturing business?
2. How did Karen raise enough money to start her own business?
3. What was the market for Karen's business? (Who were her customers?)
4. Why do you think Karen has been successful in staying in business so far?
5. Karen often works longer hours and takes home less pay than she did working at the shop. Why do you think she wants to work for herself?
6. Suggest three ways in which Karen could possibly improve her business in the future.
7. Businesses need to use the essential equipment. Think of all the items Karen would need in her business.

15. Branding.

Many firms focus considerable attention to building brands because brands are important to consumers and marketers.

The first step in brand building typically focuses on generating brand awareness.

Brand awareness is achieved when target consumers know about a brand and call it to mind when thinking about the product category. For example, Procter & Gamble has achieved brand awareness with Tide, which many consumers automatically recall when thinking about buying laundry detergent.

Brand awareness must then be translated into a brand image, or the impression that consumers have about the brand. Marketers should ensure that consumers have accurate ideas of the brand's advantages and positive impressions of it. P&G is successful if consumers perceive that Tide gets clothes cleaner than do competitive brands. Consumer's image of a brand should match the brand identity established by the company.

With a positive brand image established in their minds, some consumers will normally purchase Tide when shopping for laundry detergent. Such buyers exhibit brand loyalty. The most brand-loyal customers will select Tide on almost every purchasing opportunity.

The highest point of brand awareness, image, and loyalty is the development of brand equity, or the value that the brand has in the market place. Brand equity has a financial dimension, especially important in any merger or acquisition transaction.

The financial value of P&G Tide would be significant in any discussion of an acquisition price, for instance.

Brand equity also affects marketing efforts. The same marketing strategy and level of expenditures used for different brands are likely to have different results, depending on brand equity. Typically, marketing efforts built on an established positive brand awareness, image, and loyalty-or high brand equity-are more successful.

The typical approach to building strong brands is to focus efforts on media advertising to generate brand awareness, to develop a desired brand image, and to get consumers to visit their sites. But it is only part of the brand building process. Research indicates that strong brands are built on the favorable experiences consumers have with a firm's products and services. Effective advertising can only drive consumers to an Internet site or retail store or to try a product or service. Brand loyalty and brand equity depend on the experiences consumers have once at the Internet site, retail store, or when the product or service is purchased.

Comprehension questions:

1. Why are brands so important?
2. What is brand building focused on?
3. When is brand awareness achieved?
4. What is brand loyalty?
5. What is the typical approach to building strong brands?

CASE STUDY

Intel

Intel is the world's leading maker of silicon chips. A chip consists of a huge number of transistors of tiny transistors. The chips are vital to computers. Without them computers could not process. The Internet has become a big part of our way of life. Without chips, we would not be able to access it. Intel has been working to make the transistors smaller. The drawback was that this also made them hotter. In 2007, Intel developed cooler chips. The transistors are so small that you could fit 2,000 of them on a full stop. Intel uses 'Moore's law' to focus its plans. This was set out by its founder Gordon Moore. It says the number of transistors on a chip will double roughly every two years.

A business can follow two routes for development:

- Product-orientated. Make the product and then market it.
- Market-orientated. Find out what customers want, and then produce it.

Intel responds to both of these routes.

Research and Development (R&D) leads to better products and better methods of making them. It also brings more market opportunities. Intel conducts research into both manufacturing and materials. It has research laboratories all around the world. It looks into what opportunities technology can offer. It also considers what customers want. The result is products that customers want and that Intel can produce. Before making a product, It asks key questions about how it will

work and what it will do. Intel then produces a 'blueprint'. This shows what a chip will be expected to do. To answer these questions, Intel works with customers, software companies and its own staff.

Manufacturing

Intel can develop a product and bring it to market faster than any other similar company. It locates its manufacturing plants close to skilled labour markets and customers. Its production process uses robots. Plants are built identical to each other no matter where in the world they are. They also have to be super-clean. Intel sets the highest standards in super-clean plants. Intel does not outsource any of its work. It completes all stages from R&D to manufacturing. This ensures quality.

Competitive advantage

This means that a business does something better than its rivals. Intel uses what it calls the 'tick-tock' strategy to maintain its leadership. In 'tick' years it will introduce a new product or process. In 'tock' years it improves a product design. Intel brings together ideas from all areas. It completes everything in-house. It both designs quality products and makes them itself. This makes it competitive on all fronts.

Intel is a driving force in the world of computers. This makes it vital to business and leisure. It makes sure personal computers are faster and better. It helps to give everyone the fastest Internet performance. It takes new products from drawing board to market. It ensures quality by carrying out all processes itself.

1. Identify three key steps (innovations) in the development of microchip technology. In each case explain how the innovation has transformed people's work, life and/or leisure.
2. What is meant by a) market-led and b) product-led new product development? Give two examples to show how Intel has combined market-led and product-led approaches.
3. Show how research and development has enabled Intel to develop a new product that is aimed at a specific group of users.
4. Why is it so important for businesses like Intel to invest in R&D? Explain with examples how R&D has enabled Intel to gain competitive advantage.

16. Market segmentation

Targeting Market Segments

To select target segments, the firm must consider a combination of factors, including the segment's potential sales volume and profits, competition currently selling to the segments, and the firm's abilities and objectives.

Although large segments with a substantial number of buyers seem to promise high potential sales volume and profits, smaller segments served by a unique marketing mix may also provide lucrative business opportunities. Specialty stores in large

malls serve many of these segments. For example, General Nutrition Center targets health-conscious people, and Lady Foot Locker, women sports enthusiasts.

The large markets may also attract the greater number of competing firms (the majority fallacy). In general, a firm will have to assess market potential in light of competitive issues. If the firm has a competitive advantage that cannot be easily copied, it may attempt to approach the larger market segments.

The selection of target markets has a lot to do with the firm's objectives and distinctive competence. A firm specializing in innovative technological products, for example, may compete on total value, rather than on price alone, focusing on one segment or a few segments where high-quality, innovative products appeal.

Targeting also requires designing advertising and promotional mixes to reach the intended segments. Resources are wasted if the advertising results in duplication of audience or reaches nontarget market consumers. Accurate identification of the marketing segments appropriate for a particular product is critical if firms are to target those segments efficiently.

Technology brings new precision to both the selection of specific target segments and the ability to reach them. The benefits of targeting are prevalent in the marketplace – the grocery, clothing, and shoe industries included. For example, the use of in-store scanners and grocery card loyalty programs are enabling grocery retailers to more precisely target their consumers. These customers are targeted with special promotions and advertisements designed to increase their transaction numbers per store visit. Moreover, data on the preferences of these desirable consumers are useful in determining shelf-space allocations among competing brands. Targeting specifically toward baby boomers has also enabled a new Balance to compete successfully with Nike in the very competitive athletic-shoe market.

Comprehension questions:

1. What must a firm do to select target markets?
2. What does targeting require?
3. What is the role of technology in targeting?
4. What are the benefits of targeting?

Motivation marketing

For most organizations, staff is the key to success – the most important tool for the organization's success – and they can be motivated to promote their company's product or service. Motivation marketing engages staff and gets them interested by using events or incentives. It also aims to recognize and reward staff efforts by offering prizes or rewards for goods performance – for example, with a monthly incentive.

Other benefits of motivation marketing include:

- increased job satisfaction: happier people at work
- improve productivity: more work done in less time
- improved performance: the work is done better
- encouraging behavior changes: for example, introducing new work practices
- increased sales force effectiveness: for example, to achieve higher sales figures
- improved product launches: boost market penetration and gain market share more quickly.

Staff incentive schemes, also known as incentive programmes – formal schemes designed to encourage staff to act in a certain way – are used by a wide range of companies in order to improve staff and distributor performance. Incentives such as prizes, rewards or gifts can boost morale (make staff feel more positive about their job and their employer). Building staff loyalty will result in lower staff turnover or churn – that is, fewer people leaving the company. Another benefit is reduced staff absenteeism, a reduction in the number of days when employees are not at work through sickness. Measuring staff reaction and getting feedback – finding out what staff thinks about the programme – are essential to getting it right.

In order to motivate staff, a company may choose to use cash substitutes or noncash awards such as a travel incentive – sending staff on a short trip or holiday.

Big ticket giveaways, such as cars or very expensive holidays, are effective sales incentives – they can help motivate staff to sell more. During the qualifying period for an award or prize, teams are usually more motivated. Nominations for awards can come from colleagues. Sometimes an employee may be nominated by a manager, perhaps because of high sales figures.

Events, such as parties, weekends away, games and competitions, can be very successful for team building – increasing effective teamwork within a company or department.

CASE STUDY UNISON

In a workplace, it is not easy for every individual employee to discuss issues with management. This is why workers may need representation. Issues at work include things like health and safety, working conditions and fair treatment. A trade union provides this help and support. The largest public services trade union in Britain is UNISON, with over 1.3 million members. Public services include local authorities, hospitals, schools and colleges. It also represents workers in utility companies like those that provide water and gas. UNISON aims to help improve the work environment and at the same time tackle climate change. One challenge is the way businesses affect the environment. To do this UNISON has proposed new

ways of working. It is focusing on two approaches to make workplaces 'greener'. It has talked to both government and employers to raise the issue.

UNISON has set targets for its members to help them combat climate change. It has shown ways to reduce energy use, reduce waste and recycle more. Unison wants its green targets to fit in with its overall aims. It wants to support UNISON members to focus on environmental issues and tackle climate change. It has put together a set of key objectives to reach these aims. These show it to be a 'green' organisation. This has helped relations with employers and put UNISON in a better position to drive change.

UNISON has developed a long-term strategy. This set of plans involves both the government and its members. Most of UNISON'S members work in the public sector, a large part of the UK economy. Big organisations can have a big effect on the environment. They may have higher carbon emissions. UNISON has shown the government how its plans could reduce these. UNISON has developed shorter-term plans called tactics to help it reach each target. These include training materials, courses and events to promote increased environmental awareness in the workplace.

SMART targets are:

- Specific
- Measurable
- Achievable
- Realistic
- Time related.

UNISON has added to these 'understandable' and 'challenging'. SMART targets help organisations to know when they have achieved the results they want. UNISON'S targets relate to three key areas:

- reduce UNISON'S own carbon footprint. It is changing power suppliers, recycling more and changing UNISON staff cars to hybrid vehicles
- make workplaces more environmentally friendly
- run campaigns focused on environment issues like reducing carbon emissions.

UNISON's stakeholders include its members, the government and the managers of the organisations its members work in. UNISON wants to communicate its message about the environment to all its stakeholders. To do this it has held conferences, produced publicity materials like posters and hosted events.

UNISON is having a positive influence on workers and the environment. It has been praised for showing real leadership over climate change issues.

1. Describe the purpose of a trade union.
2. Explain the difference between aims and objectives.
3. Identify the benefits that an organisation receives from using the SMART framework to set objectives.
4. Using an example, evaluate how an organisation's strategies differ from its tactics.

Customer relationship management

Customer relationship management (CRM) is a combination of organizational strategy, information systems, and technology that is focused on providing better customer service. CRM uses emerging technology that allows organizations to provide fast and effective customer service by developing a relationship with each customer through the effective use of customer database information systems. The objectives of CRM are to acquire new customers, retain the right current customers, and grow the relationship with an organization's existing customers. An integrated business model that ties together technology, information systems, and business processes along the entire value chain of an organization is critical to the success of CRM.

CRM can also be considered a corporate strategy because it is a fundamental approach to doing business. The goal is to be customer-focused and customer-driven, running all aspects of the business to satisfy the customers by addressing their requirements for products and by providing high-quality, responsive customer service. Companies that adopt this approach are called customer-centric, rather than product-centric.

To be customer-centric, companies need to collect and store meaningful information in a comprehensive customer database. A customer database is an organized collection of information about individual customers or prospects. The database must be current, accessible, and actionable in order to support the generation of leads for new customers while supporting sales and the maintenance of current customer relationships. Smart organizations are collecting information every time a customer comes into contact with the organization. Based on what they know about the individual customer, organizations can customize market offerings, services, programs, messages, and choice of media. A customer database ideally would contain the customer's history of past purchases, demographics, activities/interests/opinions, preferred media, and other useful information. Also, this database should be available to any organizational units that have contact with the customer.

CRM has also grown in scope. CRM initially referred to technological initiatives to make call centers less expensive and more efficient. Now, a lot of organizations are looking at more macro organizational changes. Organizations are now asking how they can change their business processes to use the customer data that they have gathered. CRM is changing into a business process instead of just a technology process.

The marketing budget.

Marketing must contribute to the profitability of a business – how much profit it makes. The marketing budget presents the cost of the marketing plan. It can include the cost of distribution and different marketing actions such as advertising or market research. The annual marketing budget shows what the marketing department is planning to spend over the year. Management may ask the marketing

team to justify or modify the budget before giving approval,

There are several approaches to setting the marketing budget – that is, fixing spending on marketing – for example, investment in research or advertising:

- the affordable approach. The company forecasts revenues (predicts the amount of money it expects from sales), deducts costs, and allocate a part of the remaining funds to promotion. Marketing is considered as a cost that can be cut (reduced), depending on what the company can afford – that is, how much money it has left.
- the percentage of sales approach. A percentage of current or anticipated sales (what a company expects to sell) is allocated to marketing actions. Typically, the percent of net sales is spent on promotion.
- the objective-and-task approach. The company costs out, or calculates, the cost of reaching its marketing objectives. For example, new products will need large advertising budget to build awareness.
- competitive parity. Competitor investment is tracked, or monitored, and used as a rule of thumb (a guideline) to set the promotion budget. The objective is to beat (spend more than) or match (spend the same as) the investment of competitors.

Whichever approach is chosen, marketers need to respect the budget – that is, not go over budget (spend more than planned) or be under budget (invest less than planned).

Marketers are accountable for – that is, responsible for – their budget. They must demonstrate that their marketing actions are cost-effective (productive relative to the cost) and not a waste of money. The marketing plan establishes how to measure the return on investment (ROI) or the cost-effectiveness of different marketing actions – the amount of profit made based on the amount of resources needed to make it. Monthly, quarterly and annual reviews of performance against budget measure projected, or forecast, results against real performance – how the company actually performed. Many companies use statistics called marketing metrics to quantify the performance of their marketing activities. They can include items such as market share, advertising spend or response rates for direct marketing.

Comprehension questions:

1. What does marketing budget present?
2. What does the annual marketing budget show?
3. What approaches to setting the marketing budget do you know?
4. What are marketers responsible for?
5. What does the marketing plan establish?

20. How to Promote a New Product & Marketing Activities

Getting a new product out for customers to see and try out is the first step in selling that product successfully. Even the best product will do little good for the public if they do not know it exists. Therefore, business owners or marketing professionals must utilize various marketing techniques to guarantee that the right audience

knows about the product and that they receive the knowledge as effectively as possible. Fortunately, there are a number of fairly simple marketing opportunities for spreading the word and ensuring sales.

Step 1 Offer promotional products. The majority of people love freebies, and creating an event at which you give away products is more likely to draw customers that might not otherwise have been interested. In addition, a promotional event creates an opportunity for you to send out a press release about the event - as well as the product - and thus utilize the local media outlets, such as newspapers and news programs, for getting the word to the public.

Step 2 Order printed promotional material that shares information about the products. Printed promotional material can range from simple flyers to more elaborate pamphlets that detail product specifications. In addition, business cards can be an excellent marketing tool. If the company features one product in particular, the business card can note that the company is home of the _____ product; or something along those lines, to keep the connection in mind for customers. And be sure to hand out as many of these printed promotional items as possible, to reach the widest desired audience.

Step 3 Create sample sizes of products and offer them to those who can review the products and offer feedback or a positive response. Focus on sending the samples to those with credibility in the industry, such as professionals or experts whose feedback will have more effect on convincing customers to try the product.

Step 4 Collect testimonials from customers who have used and enjoyed the product. Testimonials can be a powerful tool for convincing potential customers to take the plunge, because they create the link between customers who trust the opinions of others like themselves. Suppose, for instance, that you have designed and are marketing a new range of hand lotion. Testimonials from customers can be powerful for persuading others to pass by more familiar names to use your product. What is more, testimonials that speak to specific cases such as reduced psoriasis or elimination of chapping on hands can help to convince others with similar concerns. by Kristie Lorette, Demand Media 8

Exercise2. Answer the questions:

1. What are the reasons for getting a new product for customers to see and try?
2. What are the steps of promoting a new product?
3. What opportunities do promotional events create?
4. What types of promotional materials are mentioned in the text?
5. What is the main principle concerning the informational items?
6. What audience is preferable when sending the samples?
7. Why testimonials can be a powerful tool in the product promotion? Give three reasons.

Exercise3. Mark the statements as true or false. Correct the false ones.

1. It's necessary to combine different marketing techniques to succeed in product

promotion.

2. Customers are usually not interested in promotional events.
3. Media resources are not really effective for getting the word to the public.
4. There is a variety of printed promotional materials.
5. A business card is one of the effective promotional tools.
6. Product samples should be sent to the widest audience, no matter the response.
7. Positive testimonials may convince consumers to buy the product.
8. The testimonials that speak to specific cases usually arouse suspicion.

Exercise 4. Guess the meaning of highlighted words, first match them with the definitions and then put them into the sentences:

Definitions: to make someone feel certain that something is true • to have or use something with other people • advice, criticism etc about how successful or useful something is • someone who buys goods or services from a shop, company etc. • to make someone decide to do something, especially by giving them reasons why • they should do it, or asking them many times to do it a detailed instruction about how a car, building, piece of equipment etc should be • made to make certain that something will happen properly • especially • a small amount of a product that people can try in order to find out what it is like • to use something for a particular purpose • films, events etc advertise something •

Sentences: 1. We don't have enough books so you'll have to

2. of a new shampoo were distributed at the fair.

3. I finally managed to her to go out for a drink with me. 9

4. The airport building had been constructed to FAA

5. Try to give each student some..... on the task.

6. We aim to offer good value and service to all our

7. It was a good concert - I enjoyed the last song

8. We must consider how best to what resources we have.

9. Her arguments didn't everyone, but changes were made.

10. The hospital tries to that people are seen quickly.

11. We should organise a event if we want our product to be sold well.

Exercise 5. Find the English equivalents for the following word combinations: 1. продавать успешно 2. получать знания 3. достаточно простой 4. в другом случае не заинтересованы 5. сказать слово публике 6. варьироваться от ... до 7. отличный инструмент 8. самая широкая аудитория 9. доверие в промышленности 10. собирать отзывы 11. похожие проблемы

Exercise 6. Match the words from the text (column A) with their synonyms (column B) and their antonyms (column C) column A column B column C owner obtain stop guarantee believe gap receive great number despised spread imposing give majority specialist strange elaborate proprietor amateur connection wanted doubt desired recognizable break expert promise usual 10 trust link renter familiar

advance minority

Exercise 7. Find the following pronouns in the text. What nouns do they refer to?
... if they do not know... • ... that they receive... • ... that shares information... •
... that detail product specifications. • ... and offer them to those ... • ... who have
used and enjoyed... • ... because they create the link... • ... that speak to specific
cases... Exercise 8. Speak about the ways to promote a new product.

ТЕМАТИКА ЭССЕ

1. Logistics management in the General management system
2. Talent management in the organization
3. Organization of management in the field of education

ТЕМАТИКА ПРЕЗЕНТАЦИЙ

1. New aspects of team working
2. It's hard/ easy to be in a team
3. Features of a woman's business career

ТЕМАТИКА РЕФЕРАТОВ

1. Formal and informal factors of hiring and promoting employees in the organization
2. Fundamentals of system analysis theory: quality and choice
3. Communication in innovation
4. The image of a modern leader

Тема 10. ACCOUNTING

Задание 1. Перечень вопросов по теме для устного обсуждения

1. Is the work of accountant important or not?
2. What work does the accountant?
3. What is accountancy or accounting?
4. How we call officially licensed accountants?
5. What is auditing?
6. What is the essence of the double-entry book-keeping system?
7. Who invented the basic concepts of modern accounting?
8. What does the process of accounting imply?
9. What do the assets mean?
10. What are the liabilities of a business?

Задание 2. Перечень контрольных вопросов по теме:

1. What is the equity?
2. What is a balance sheet?
3. What is the income of a business?
4. What are the expenses of a business?
5. What is the income statement?
6. What is a debit?
7. What is a credit?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test . Преобразуйте прямую речь в косвенную.

1. He says, "You are right."
a) he says that I am right
b) he says which I right
c) he says I was right
d) he said I are right
2. She says to him, "I have a right to know."
a) she tells him that she would have a right to know
b) she tell him she have a right to know
c) she says him she has a right to know
d) she tells him that she has a right to know
3. We said to them, "We have no money."
a) we told them that we have no money
b) we told them that we had no money
c) we told them we have no money
d) we told to them that we had no money
4. He said, "I have changed my opinion."
a) he said that he had changed his opinion
b) he said that he have changed his opinion
c) he said that he would have changed his opinion
d) he said that he changed his opinion
5. He said, "I will bring you a book tomorrow".
a) he said that he would bring me a book the next day
b) he said that he will bring me a book the next day
c) he said that he brings me a book tomorrow
d) he said that he would bring me a book tomorrow
6. They said, "We were in the USA the day before yesterday".
a) they said that they had been in the USA two days after
b) they said that they had been in the USA the days before yesterday

- c) they said that they have been in the USA two days before
 d) they said that they had been in the USA two days before
7. He asked her, "Do you speak English?"
 a) he asked her if she have spoke English
 b) he asked her if she speaks English
 c) he asked her if she had spoke English
 d) he asked her if she spoke English
8. I asked them, "Have you been to Africa?"
 a) I asked them whether they had been to Africa
 b) I asked them whether they have been to Africa
 c) I asked them whether they were to Africa
 d) I asked them whether they would be to Africa
9. He asked us, "What are your names?"
 a) he asked us our names what were
 b) he asked our what names are
 c) he asked us what our names are
 d) he asked us what our names were
10. She said to me, "Don't talk to me".
 a) she told me not to talk to her
 b) she told me to not talk to her
 c) she told me not to talk to me
 d) she told me do not to talk to her

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма.

Упражнения по теме «Прямая и косвенная речь, согласование времен»

Ex.1. Раскройте скобки, выбирая нужную форму глагола.

1. She realized that nobody (will come/would come).
2. We understood that she (sees/saw) nothing.
3. He said he (will arrive/would arrive) in some days.
4. My mother was sure I already (have come/had come).
5. I didn't know they (are/were) in the room.
6. We supposed the rain (will stop/would stop) in some hours.
7. He said he never (has been/had been) to London.
8. We wanted to know who (is singing/was singing) in the next room.
9. I always thought he (is/was) a brave man.
10. When I saw him, he (is working/was working).
11. We know she always (comes/came) in time.
12. They thought he (will have finished/would have finished) his work by the evening.
13. She said she (has/had) a terrible headache.

14. We supposed they (will send/would send) us the documents.
15. He said he (has not seen/had not seen) us for ages.

Ex.2. Раскройте скобки, употребляя глагол в нужном времени.

1. Her brother said he never (to see) that film before.
2. He came home and listened: his son (to play) the piano.
3. They didn't worry too much because they (to lock) the door.
4. I asked her when she (to give) me that book to read.
5. We wanted to know if they (to enjoy) the meal.
6. She supposed she (to like) the hotel.
7. I am afraid they (not to come) yet.
8. He wanted to know if the station (to be) far away.
9. Eric doesn't know who (to phone) him at five o'clock.
10. He admitted he (not to be) here for weeks.
11. She was sorry she (to arrive) so late.
12. Jean promised she never (to speak) to me again.
13. Andy said he just (to buy) a new car.
14. My mother decided that she never (to drink) coffee late at night.
15. I hear you already (to find) a new job.
16. We were sure our children (to sleep).
17. I didn't think they still (to discuss) that problem.
18. It is remarkable that you (to come) at last.
19. My doctor thinks I (to be) allergic to pineapples.
20. Sophia knew her aunt (to be) glad to visit her in two days.

Ex.3. Преобразуйте предложения в косвенную речь.

1. Ann asked me: "Have you been shopping here all morning?"
2. She said to me: "I am married and I've got one daughter".
3. The woman told me: "I'm talking my niece to see the city".
4. They said to me: "How long have you been a hairdresser?"
5. He asked the man: "Could I possibly borrow your magazine?"
6. She asked him: "Do you have any friends in Moscow?"
7. Ann said to her friend: "I am meeting my cousin but the train is late".
8. I told him: "You are much more open-minded then other people".
9. Nick asked Tom: "How long have you been married?"
10. I asked Liz: "Do you mind very much if I open the window?"
11. Jane said: "I hear someone playing the guitar in the flat above".
12. She asked me: "Who cooks and cleans for you?"
13. I asked them: "Are you going to see anything interesting?"
14. They said to me: "We have just moved into a new flat".
15. Nick's father asked him: "Bring me a cup of coffee, please"

Ex.4. Прочитайте и переведите текст:

Accountancy (British English) or accounting (American English) is the measurement, disclosure or provision of assurance about information that helps managers and other decision makers make resource allocation decisions. Financial accounting is one branch of accounting and historically has involved processes by which financial information about a business is recorded, classified, summarized, interpreted, and communicated. Auditing, a related but separate discipline, is the process whereby an independent auditor examines an organization's financial statements in order to express an opinion (with reasonable but not absolute assurance) as to the fairness and adherence to generally accepted accounting principles, in all material respects.

Practitioners of accountancy are known as accountants. Officially licensed accountants are recognized by titles such as Chartered Accountant (UK) or Certified Public Accountant (US). Accountancy attempts to create accurate financial reports that are useful to managers, regulators, and other stakeholders such as shareholders, creditors, or owners. The day-to-day record-keeping involved in this process is known as bookkeeping.

At the heart of modern financial accounting is the double-entry book-keeping system. This system involves making at least two entries for every transaction: a debit in one account, and a corresponding credit in another account. The sum of all debits should always equal the sum of all credits. This provides an easy way to check for errors. This system was first used in medieval Europe, although some believe that the system dates back to Ancient Greece.

According to critics of standard accounting practices, it has changed little since. Accounting reform measures of some kind have been taken in each generation to attempt to keep book-keeping relevant to capital assets or production capacity. However, these have not changed the basic principles, which are supposed to be independent of economics as such.

Text

Accounting

Accounting shows firm's financial conditions, it helps to measure the activity of a business. Accounting records give important financial data of the firm and they can be used by managers, independent analysts, auditors and government. Usually accountants of the firm prepare two types of accounting records, namely: income statement and balance sheet. A balance sheet is a statement of the assets and liabilities of an economic unit, such as a household or a firm. It is necessary to prepare them as they show how money was get and how money was spent by the firm. In order to know that the firm is operating efficiently and gets profit the accounting department should do ratio analysis. There are three main types of ratio analysis, namely: ratio dealing with profitability, ratio dealing with assets and liabilities, ratio dealing with the overall financial structure of the firm. The first ratio analysis is used to measure the firm's operating efficiency. The second is

used to evaluate the current financial position of the firm. The third one analyses the value of the ownership of the firm.

Послетекстовые упражнения

(The exercises to be done after reading the text)

Упражнение 5. Выберите из правой колонки соответствующий перевод английским словам из левой колонки.

1. accounting	a. доходность
2. income statement	b. пассив
3. balance sheet	с. актив
4. get profit	d. текущее финансовое положение
5. profitability	e. измерить эффективность
6. assets	f. балансовый отчет
7. liabilities	g. стоимость собственности
8. current financial position	h. отчет о доходах
9. value of the ownership	i. бухгалтерия
10. measure the efficiency	k. получать прибыль

Упражнение 6. Закончите предложения, выбрав соответствующий вариант окончания.

- The purpose of accounting is to show
 - income statement and balance sheet.
 - overall financial structure.
 - firm's financial conditions.
- Accountants prepare
 - income statement and balance sheet.
 - overall financial structure of the firm.
 - operating efficiency of the firm.
- Ratio analysis is done to know
 - income statement and balance sheet.
 - overall financial structure of the firm.
 - efficiency and profitability of the firm's operation.

Упражнение 7. Ответьте на вопросы.

- What is the aim of accounting?
- What do accounting records show?
- Who uses the data prepared by the accounting department?
- What types of accounting records do you know?
- Why should the accounting department do ratio analysis?
- What purposes is ratio analysis used for?

Упражнение 8. Переведите предложения на английский язык.

- Бухгалтерский учет необходим, чтобы показать финансовое состояние фирмы.

2. Существует два типа бухгалтерских отчетов, а именно: отчет о доходах и балансовый отчет.
3. Для того чтобы знать, что фирма работает эффективно, необходимо проводить анализ относительных показателей.
4. Существует три типа анализа относительных показателей: прибыльности, актива и пассива, полной финансовой структуры.

Упражнение 9. *Прочтите и переведите текст.*

Accounting shows a financial picture of the firm (the enterprise). An accounting department records and measures the activity of a business. Accounting records give a very important data. Managers, stockholders, creditors, banks and government use it.

Management of economic process dates back to ancient days. It originated from Egypt. It makes possible efficient and coordinated development of production. To be effective a future manager must develop a set of professional skills. They are of three types: technical, administrative, interpersonal, which probably is the most important skill.

Marketing includes all the business activities connected with the movement of goods and services from producers to consumers. Marketing operations include product planning, buying, storage, pricing, promotion, selling, credit, traffic and marketing research. Traditionally, the computer in business is used to process data. Now the computer has become more involved in business operations at the highest administrative level. While studying at the Institute we get training in handling the computers because it is necessary to know programming languages to be able to solve many complicated problems in economics. But theory must be supported by practice. That is why students are engaged in practical work at the enterprise. The cooperative plan of combining a strong academic program with the work at the enterprise helps the students to become good specialists (experts) in economics.

ORAL PRACTICE

Упражнение 10. *Прочтите диалог.*

Dialogue

Iren: Hi, Susan! Glad to meet you. You look very tired. What is the matter?

Susan: Hi, Iren. As you know, I'm the head of the accounting department and this is the end of the year. A lot of work must be done.

Iren: I know. A lot of accounting reports.

Susan: The income statement and the balance sheet are the major ones.

Iren: Why do you think so?

Susan: Because these statements show how money was received and spent by our firm.

Iren: And what are the results?

Susan: The balance sheet and the profit statement are ready. So the assets and liabilities and the profit of the company can be checked. On the whole the firm's affairs are good.

Iren: How can you manage to prepare the financial statement in a short period of time? Do you have a lot of accountants?

Susan: No, of course not. All accounts are done through the computers.

Iren: You are right. Thank you for your information. I'll try to use your experience.

Susan: Oh, it's my pleasure.

Упражнение 11. *Разыграйте диалог в парах.*

Упражнение 12. *Расскажите, кем работает Сьюзен? Какие отчеты ей необходимо делать в конце года?*

CASE STUDY



Josef Volavka/iStockphoto

Spinning the Career Wheel

How will the study of accounting help you? A working knowledge of accounting is desirable for virtually every field of business. Some examples of how accounting is used in business careers include:

General management: Managers of **Ford Motors**, **Massachusetts General Hospital**, **California State University—Fullerton**, a **McDonald's** franchise, and a **Trek** bike shop all need to understand accounting data in order to make wise business decisions.

Marketing: A marketing specialist at **Procter & Gamble** must be sensitive to costs and benefits, which accounting helps them quantify and understand. Making a sale is meaningless unless it is a profitable sale.

Finance: Do you want to be a banker for **Citicorp**, an investment analyst for **Goldman Sachs**, or a stock broker for **Merrill Lynch**? These fields rely heavily on accounting knowledge to analyze financial statements. In fact, it is difficult to get a good job in a finance function without two or three courses in accounting.

Real estate: Are you interested in being a real estate broker for **Prudential Real Estate**? Because a third party—the bank—is almost always involved in financing a real estate transaction, brokers must understand the numbers involved: Can the buyer afford to make the payments to the bank? Does the cash flow from an industrial property justify the purchase price? What are the tax benefits of the purchase?



How might accounting help you? (See page 49.)

The Basic Accounting Equation

LEARNING OBJECTIVE 6

State the accounting equation, and define its components.

The two basic elements of a business are what it owns and what it owes. **Assets** are the resources a business owns. For example, **Google** has total assets of approximately \$93.8 billion. Liabilities and stockholders' equity are the rights or claims against these resources. Thus, Google has \$93.8 billion of claims against its \$93.8 billion of assets. Claims of those to whom the company owes money (creditors) are called **liabilities**. Claims of owners are called **stockholders' equity**. Google has liabilities of \$22.1 billion and stockholders' equity of \$71.7 billion.

We can express the relationship of assets, liabilities, and stockholders' equity as an equation, as shown in Illustration 1-5.

Illustration 1-5
The basic accounting equation

$$\text{Assets} = \text{Liabilities} + \text{Stockholders' Equity}$$

D) are you go

3. *We all _____ a terrible shock.*

A) were getting

B) gets

C) getting

D) got

4. I _____ lots of books every year.

A) will read

B) am reading

C) read

D) am going to read

5. I _____ a new flat a few months ago.

A) bought

B) have been buying

C) have bought

D) buy

6. Nurses _____ after people in hospital.

A) looks

B) is looking

C) will look

D) look

7. _____ to go out tonight?

A) Do you want

B) Are you wanting

C) Is you want

D) Would you want

8. He _____ some new shoes last month.

A) bought

B) buying

C) buy

D) buys

9. *I _____ four languages.*

A) am speaking

B) speak

C) speaks

D) am speak

10. Every morning Tessa _____ at 7.30.

A) is getting up

B) got up

C) get up

D) gets up

11. The sun _____ in the day time.

A) shine

B) shone

C) is shining

D) shines

12. I _____ a very good program on TV last night.

A) was seeing

B) see

C) am seeing

D) saw

13. *In Britain people _____ on the right.*

A) are driving

B) drives

C) drive

D) drove

14. Jack's a policeman but he _____ a uniform.

A) doesn't wear

B) isn't wearing

C) no wear

D) wears

15. How many children _____?

A) are you having

B) do you have

C) do you have got

D) are you have

16. We _____ to have a cup of coffee.

A) decided

B) were deciding

C) decides

D) will deciding

17. How _____ your finger?

A) are you cutting

B) were you cutting

C) did you cut

D) you cut

18. I _____ the champion last week.

A) saw

B) have seen

- C) see
 D) seen
 19. The Flash's concert _____
 fantastic 3 years ago.
 A) was
 B) has been
 C) have been
 D) are

20. A: _____ you _____ Jane last
 month?
 B: No, I _____ .
 A) * / saw / didn't
 B) Did / see / didn't
 C) Did / saw / didn't
 D) Did / see / did

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Упр. 1. Перепишите следующий текст в прошедшем времени.

On Monday we have five lessons. The first lesson is Russian. At this lesson we write a dictation and do some exercises. Nick goes to the blackboard. He answers well and gets a "five". Pete does not get a "five" because he does not know his lesson. After the second lesson I go to the canteen. I eat a sandwich and drink a cup of tea. I do not drink milk. After school I do not go home at once. I go to the library and take a book. Then I go home.

Упр. 2. Перепишите следующий текст в прошедшем времени (что рассказала мама).

On Tuesday I get up at half past six. I go to the bathroom and wash my hands and face and clean my teeth. Then I dress, go to the kitchen and cook breakfast for my family. At half past seven my son gets up and has breakfast. I have breakfast with my son. My son eats a sandwich and drinks a cup of tea. I don't drink tea. I drink coffee. After Breakfast my son leaves home for school. I don't leave home with my son. On Tuesday I don't work in the morning. I work in the afternoon. In the evening I am at home. My husband and my son are at home, too. We rest in the evening. My son watches TV, my husband reads newspapers and I do some work about the house. At about eleven o'clock we I go to bed.

Упр. 3. Перепишите следующий текст в прошедшем времени.

Boris wakes up when it is already quite light. He looks at his watch. It is a quarter to seven. Quick! Boris jumps out of bed and runs to the bath-room. He has just time to take a cold shower and I drink a glass of tea with bread and butter. He is in a hurry to catch the eight o'clock train. At the railway station he meets three other boys from his group. They all have small backpacks and fishing-rods. In less than an hour they get off the train at a small station near a wood. They walk very quickly and soon find themselves on the shore of a large lake. The boys spend the whole day there fishing, boating and swimming. They return home late at night, tired but happy.

Сравните употребление *Present Simple* и *Past Simple*

Упр. 4. Раскройте скобки, употребляя глаголы в *Present* или *Past Simple*.

1. I (to go) to bed at ten o'clock every day. 2. I (to go) to bed at ten o'clock yesterday. 3. My brother (to wash) his face every morning. 4. Yesterday he (to wash) his face at a quarter past seven. 5. I (not to have) history lessons every day.

6. We (not to rest) yesterday. 7. My brother (not to drink) coffee yesterday. 8. My mother always (to take) a bus to get to work, but yesterday she (not to take) a bus. Yesterday she (to walk) to her office. 9. You (to talk) to the members of your family every day? - Yes, I But yesterday I (not to talk) to them: I (to be) very busy yesterday. 10. You (to come) home at six o'clock yesterday? - - No, I Yesterday I (to come) home from school at half past eight. I (to be) very tired. I (to have) dinner with my family. After dinner I (to be) very thirsty. I (to drink) two cups of tea. Then I (to rest). 11. Your sister (to go) to school every day? - - Yes, she

Упр. 5. Раскройте скобки, употребляя глаголы в *Present* или *Past Simple*,

1. My friend (to know) Spanish very well. 2. Who (to ring) you up an hour ago? 3. He (to live) on the third floor. 4. It (to take) you long to find his house yesterday? 5. When your lessons (to be) over on Monday? 6. I (to have) dinner with my family yesterday. 7. Her friends (to be) ready at five o'clock. 8. One of her brothers (to make) a tour of Europe last summer. 9. Queen Elizabeth II (to be) born in 1926. She (to become) Queen of England in 1952. 10. You always (to get) up at seven o'clock? — No, sometimes I (to get) up at half past seven.

Сравните употребление *Present Simple*, *Past Simple* и *Future Simple*

Упр. 6. Раскройте скобки, употребляя глаголы в *Present*, *Past* или *Future Simple*.

1.1 (to go) to bed at ten o'clock every day. 2.1 (to go) to bed at ten o'clock yesterday. 3. I (to go) to bed at ten o'clock tomorrow. 4. I (not to go) to the cinema every day. 5. I (not to go) to the cinema yesterday. 6. I (not to go) to the cinema tomorrow. 7. You (to watch) TV every day? 8. You (to watch) TV yesterday? 9. You (to watch) TV tomorrow? 10. When you (to leave) home for school every day? 11. When you (to leave) home for school yesterday? 12. When you (to leave) home for school tomorrow? 13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock, 14. You (to have) a PT lesson yesterday? — No, I..., 15. What you (to buy) at the shop yesterday? -I (to buy) a book. 16. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

Сравните употребление

Present Continuous*, *Present Simple*, *Past Simple* и *Future Simple

Упр. 7. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Continuous*, *Present Simple*, *Past Simple* или *Future Simple*.

1. He (to spend) last summer in the country. 2. He (not to spend) last summer in the country. 3. He (to spend) last summer in the country? 4. Where he (to spend) last summer? 5. She (to help) mother yesterday. 6. She (not to help) mother yesterday. 7. She (to help) mother yesterday? 8. How she (to help) mother yesterday? 9. Kate (to cook) dinner every day. 10. Kate (to cook) dinner tomorrow. 11. Kate (to cook) dinner now. 12. Kate (to cook) dinner yesterday. 13. I (not to eat) ice-cream every day. 14. I (not to eat) ice-cream now, 15. I (not to eat) ice-

cream tomorrow. 16. I (not to eat) ice-cream yesterday. 17. You (to go) to school every day? 18. You (to go) to school now? 19. You (to go) to the south next summer? 20. You (to go) abroad last summer? 21. What your brother (to do) every day? 22. What your brother (to do) now? 23. What your brother (to do) tomorrow? 24. What your brother (to do) yesterday?

Упр.8. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Continuous, Present Simple, Past Simple* или *Future Simple*.

1. Mother (to cook) a very tasty dinner yesterday. 2. Tomorrow Nick (not to go) to school. 3. Look! My friends (to play) football. 4. Kate (not to write) letters every day. 5. You (to see) your friend yesterday? 6. Your father (to go) on a business trip last month? 7. What Nick (to do) yesterday? 8. When Nick (to get) up every morning? 9. Where your mother (to go) tomorrow? 10. I (to invite) my friends to come to my place tomorrow. 11. He (not to play) the piano tomorrow. 12. We (to see) a very good film last Sunday. 13. Your [mother (to cook) every day? 14. We (to make) a [fire last summer. 15. I (to spend) last summer at the sea-side. 16. Where you (to spend) last summer? 17. Where he (to spend) next summer? ! 18. What mother (to do) now? — She (to cook) dinner. 19. I (not to play) computer games yesterday. 20. Last Sunday we (to go) to the theatre. 21. I (to (meet) my friend yesterday. 22. I (to write) a letter [to my cousin yesterday. 23, You (to write) a dictation tomorrow? 24. I (not to write) a report now.

Упр.9. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Continuous, Present Simple, Past Simple* или *Future Simple*.

1. We (to go) on a tramp last Sunday. 2. Your brother (to go) to the country with us next Sunday? 3. Granny (not to cook) dinner now. 4. We (to cook) our meals on a fire last summer. 5. My sister (to wash) the dishes every morning. 6. When you (to go) to school? 7. What you (to prepare) for breakfast tomorrow? 8. You (to invite) your cousin to stay with you next summer? 9. How you (to help) your sister last summer? 10. I (to send) a letter to my friend tomorrow. 11. Every morning on the way to school I (to meet) my friends. 12. My friend (to go) to the library every Wednesday. 13. He (not to go) to the country yesterday. 14. Why you (to go) to the shop yesterday? 15. We (to grow) tomatoes next summer. 16. What you (to do) now? 17. He (to sleep) now. 18. Where your father (to work) last year? 19. You (to go) to the south next summer! 20. He (not to watch) TV yesterday. 21. Yesterday we (to write) a test-paper. 22. I (to buy) a very good book last Tuesday. 23. My granny (not to buy) bread yesterday. 24. What you (to buy) at the shop tomorrow? 25. Don't make noise! Father (to work).

Упр. 10. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Continuous, Present Simple, Past Simple* или *Future Simple*.

1. Various kinds of sports (to be) popular in Russia. 2. Both children and grown-ups (to be) fond of sports. 3. What (to be) the matter with her? She (to be) so excited. -- I (not to know). 4. Where you (to go)? - - I (to go) to the Dynamo stadium to see the match which (to take) place there today. 5. You (to know) that very interesting match (to take) place last Sunday? 6. He (to go) to the south a week ago, 7. When I (to be) about fifteen years old, I (to enjoy) playing football. 8.

Our football team (to win) many games last year. 9. Where (to be) Boris? - He (to play) chess with his friend. 10. I (to be) sorry I (to miss) the match yesterday. But I (to know) the score. It (to be) 4 to 2 in favour of the Spartak team. 11. Nellie (to leave) for Moscow tomorrow, 12. I (to be) in a hurry. My friends (to wait) for me. 13. You (to be) at the theatre yesterday. You (to like) the opera? — Oh yes, I (to enjoy) it greatly. 14. You (to go) to London next

Types of plans

I. Отметьте, правильны или нет следующие утверждения.

1. Corporate objectives tell us where we want to go. True/ False
2. Marketing plan tells us how to achieve our goals in terms of marketing. True/ False
3. Strategic management involves top and senior managers and not subordinates. True/ False
4. Strategic management does not use tools like the 'product life cycle' to plan future actions. True/ False
5. The action plan tells us what we have to do now. True/ False
6. Corporate strategy and strategic management are the same things. True/ False
7. Operations management is associated with the conversion or transformation of resources into products and services. True/ False

Planning

II. Приведите в соответствие термин (справа) и его определение (слева).

1. Процесс, нацеленный на обеспечение будущего организации и достижение определенных целей	a. objectives
2. План, который относится к функционированию организации в целом, оценку внутренних и внешних факторов и действий, необходимых для достижения долгосрочных целей	b. budget
3. План, разрабатываемый для конкретного подразделения организации на более короткий период времени	c. business plan
4. Конкретный краткосрочный план, нацеленный на достижение одной общей цели	d. action plan
5. План, в котором раскрывается новая сфера коммерческой деятельности или причины создания нового предприятия	e. operational plan
6. Цели и задачи, которые руководство считает необходимым выполнять	f. planning
7. Краткосрочный план для исполнителя с перечнем конкретных задач	g. tactical plan
8. План, в котором прогнозируются финансовые затраты на выполнение проекта или конкретной работы	h. strategic plan

Business strategy

III. Приведите в соответствие выбор стратегии компании (1–10) с описанием того, что это для нее означает (a–j).

1. Acquisition	a. собрать документы и рассказать сотрудникам о положении компании и планах на будущее
2. Merger integration teams	b. разработать широкий спектр мер с целью повышения качества работы
3. Strategic alliances	c. принять стандарты ISO 9000
4. Strategic planning	d. регулярно и детально сравнивать работу отдельных подразделений в пределах одной организации с работой лучших организаций
5. Mission and value statements	e. работать систематически и планомерно, с прицелом на будущее
6. Customer satisfaction measurement	f. создать группу людей, чьей задачей будет формирование общей культуры для новой большей компании
7. Benchmarking	g. приобретать другие компании
8. Total quality management	h. создать совместное предприятие
9. Re-engineering	i. добиваться 100%-ного удовлетворения клиентов
10. A balanced scorecard	j. реструктурировать процессы внутри фирмы для повышения эффективности работы

Project management

IV. Дополните этапы менеджмента проектов (1–10) нужным словом (a–m).
The following are typical stages in project management:

1. Set	a. in progress
2. Establish	b. support
3. Appoint project leader and create	c. objectives
4. Estimate costs and provide a	d. tender
5. Put work out to	f. results
6. Discuss	g. teams
7. Negotiate with	h. budget
8. Sign	i. contracts
9. Plan and schedule	j. the work
10. Provide necessary	k. proposals
11. Monitor the work	l. definitions
12. Evaluate	m. Tendering companies

ТЕМАТИКА ЭССЕ

1. Prepare oral compositions: «The decision making process and its role for earning additional company's profits» and «Risk management in the marketplace». Let's discuss them within our classes.
2. What does programmed decision mean? Show its advantages and disadvantages. Prove your answer. Give some examples of manager's programmed decisions.
3. What does non-programmed decision mean? Show its role for the company's improvement. Give some examples of managers' non-programmed decisions that have produced some additional benefits for your company.

ТЕМАТИКА ПРЕЗЕНТАЦИЙ

1. Compare the sole expert and collective decisions. Which of them is more effective? When is a sole expert's decision more effective?
2. The difference between a centralized and decentralized organization/ give your own opinion.

ТЕМАТИКА РЕФЕРАТОВ

1. Two meanings of the word "organization".
2. Internal organization of a business.
3. How does formal organization differ from informal organization?
4. What are some of the principles of organization mentioned in the text?
5. What is the main advantage of a line-and-staff organization over a line organization?

ТЕМА 12. NEWSPAPER STYLE

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Have you ever belonged to a newspaper club?
2. Did it change your opinion of the person who recommended the book or the newspaper?
3. What is the longest newspaper article you have ever read?
4. Is there a time in your life when you read all the time?
5. What is your favorite time of day for reading?
6. What is your favorite book/newspaper of all time?
7. How many books/newspaper have you read in your life?
8. Most people say the book is better than the movie. Is this true for you?
9. Do you think that it is more valuable to read a newspaper than to watch television?
10. What books did you read?

Задание 2. Перечень контрольных вопросов по теме:

1. Do you think that the internet and television will eventually make books/newspapers obsolete?
2. Is there a newspaper that you have read more than once?
3. What newspapers have you recommended for other people?
4. Do you read newspapers based on recommendations?
5. Have you ever tried to read a newspaper in English?
6. What are some of the newspapers that were recommended to you?
7. What factors are important to you when choosing a book to read?
8. What is the funniest article you have ever read?
9. Do you often read newspapers before go to bed?
10. Do you have any ideas for a story for you to write?
11. How do you choose the books/an article you are going to read?
12. What genre of book do you enjoy most?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1.

1. The origin of English newspaper style dates back to the ... century.
 - a. 15 th
 - b. 16 th
 - c. 17 th
2. The first English newspaper was ...
 - a. "The London Gazette"
 - b. "The daily courant"
 - c. "Weekly news"
3. The first English newspaper had existed for ... years.
 - a. 20
 - b. 25
 - c. 30
4. The first English daily newspaper was ...
 - a. "The London Gazette"
 - b. "The daily courant"
 - c. "Weekly news"
5. What abbreviation doesn't have anything to do with economic?
 - a. GNP
 - b. VAT
 - c. CV
6. What abbreviation doesn't have anything to do with organizations?
 - a. CV
 - b. CIA

- c. UNO
7. При пересказе газетной статьи повествование должно вестись от ...
- 1-го лица
 - 3-го лица
 - Не имеет значения
8. При пересказе газетной статьи возможно использование только ... времен.
- прошедших
 - настоящих
 - будущих
9. Newspaper style is the ... one in the English literary language.
- newest
 - oldest
 - first
10. A shop that sells newspapers is ...
- newsagent
 - newspaper shop
 - bookstand
11. The number of copies of a newspaper that are sold each time it is produced is ...
- edition
 - circulation
 - tirage
12. ... is an article that is written about a person's life, soon after they have died.
- review
 - interview
 - obituary
13. An article that describes and gives an opinion about a new book, film or play is ...
- column
 - review
 - report
14. An article which describes a news event is ...
- report
 - interview
 - obituary
15. ... is an article that is based on the answers that a particular person gave to a set of questions.
- column
 - interview
 - story
16. A person whose job is to collect, write or publish news is ...
- journalist
 - correspondent
 - editor

17. The person who is in charge of planning a newspaper is ...
 - a. reporter
 - b. editor
 - c. journalist
18. The copies of a particular newspaper that are printed at the same time:
 - a. issue
 - b. edition
 - c. copy
19. The quality papers were also called
 - a. tabloids
 - b. broadsheets
 - c. the gutter press
20. ... , a Sunday tabloid, sells more copies than any other newspaper in Britain.
 - a. "The News of the World"
 - b. "The Sun"
 - c. "The Mirror"

Test 2. Text. Mass media

The British are a nation of newspaper readers. Many of them have a daily paper delivered to their home just in time for breakfast.

British newspapers can be divided into two groups: quality and popular. Quality newspapers are more serious and cover home and foreign news thoughtfully while the popular newspapers like shocking, personal stories as well as some news. These two groups of newspapers can be distinguished easily because the quality papers are twice the size of the popular newspapers.

- **Quality daily newspapers:**

The Times

The Guardian

The Daily Telegraph

The Financial Times

The Independent

- **Quality Sunday newspapers:**

The Sunday Times

The Observer

The Sunday Telegraph

- **Popular daily newspapers:**

The News of the World

The People

The Mail on Sunday

The Sunday Mirror

The Sunday Express

British newspapers are often associated with Fleet Street, located in Westminster City of London. Fleet Street was the home of the nation's newspapers till the recent past. But not long ago practically all the newspapers

moved their headquarters to Docklands, a newly developed business centre in the eastern part of London. Only two newspapers *The Daily Express* and *The Daily Telegraph* are still in Fleet Street. However, people still say 'Fleet Street' to mean 'the press'.

Watching television is one of the great British pastimes! Broadcasting in the United Kingdom is controlled by the British Broadcasting Corporation (BBC) and the Independent Broadcasting Authority (IBA). The BBC receives its income from the Government, but the private companies controlled by the IBA earn money from advertising. The BBC has two TV channels. The IBA is responsible for looking after the regional independent TV companies who broadcast their own programmes and those they have bought from other regions.

National radio is controlled by the BBC, and listeners can choose between four stations. There are many local stations, some private and some run by the BBC. Their programmes consist mainly of music and local news.

1. Insert articles:

... British are... nation of newspaper readers.

Many of them have... daily paper delivered to their home.

Fleet Street was... home of... nation's newspapers till... recent past.

Docklands is... newly developed business centre in... eastern part of London.

... *Financial Times* is widely read by businessmen.

Watching television is one of... great British pastimes. Broadcasting in... United Kingdom is controlled by... BBC and... IBA.

... BBC receives its income from... government.

... private companies controlled by... IBA earn money from advertising.

2. Insert prepositions:

The IBA is responsible... looking... the regional independent TV companies.

They also broadcast programmes they have bought... other regions.

National radio is controlled... the BBC.

Listeners can choose... four stations.

Some local stations are run... the BBC.

Their programmes consist mainly... music and local news.

3. Sum up what the text said about:

- English newspapers
- the BBC
- the IBA

Find English equivalents in the text:

Английские газеты можно разделить на две группы.

Эти две группы можно легко отличить друг от друга

Английские газеты часто ассоциируют с Флит стрит

Радио Англии контролирует Би-Би-Си.

4. Complete as much as you remember:

- The British are a nation...

Many of them have ... delivered.

British newspapers can be divided...

Quality newspapers .. while popular newspapers
 These two groups... distinguished... British newspapers are often associated...
 Fleet Street was the home...
 But not long ago. . Docklands
 Only... Fleet Street.
 However... to mean 'the press'.
 • Watching .. pastimes
 Broadcasting... the BBC and... the IBA
 The BBC receives... but... advertising .
 The BBC... channels.
 • National radio is controlled... and... four...
 There are many local... private... the BBC.
 Their programmes consist...
5. Translate into Russian the sentence starting with:
 'The IBA is responsible....'.

ТЕМАТИКА ЭССЕ

1. Publicist Style (Journalese)
2. Newspaper Style.
3. Official Style. / The Style of Official Documents
4. Colloquial (Conversational) Style
5. Functional Style

ТЕМАТИКА РЕФЕРАТОВ

1. Language means of the style of official documents
2. Language means the colloquial style
3. Language Norm and Speech Culture
4. Functional Stylistics
5. Problems of the Functional Styles Classification

ТЕМАТИКА КРУГЛЫХ СТОЛОВ, ДИСКУССИЙ

1. Where do you usually get the news from?
2. How often do you read newspapers?
3. Do you ever buy newspapers?
4. Do you prefer newspapers or magazines?
5. What's in the news today?
6. How is it important to stay up to date with current affairs?
7. Do you like being up to date with current affairs?
8. Do you like discussing the news with your colleagues?
9. What do you think about people who invent the news about themselves?
10. What do you think about reporters who invent the news?
11. What annoys you about reporting the news in your country?

12. What would you like to see more in the news?
13. What would you like to see less in the news?
14. How big is the influence of media on people's minds?
15. Should some media be banned?
16. Will there still be newspapers in 100 years?
17. Have you ever been involved in a story that was featured in the news?
18. Can you imagine your life without the news?

Role play

Imagine you are speaking with an English businessman. Ask him a few questions about:

- English newspapers
- English radio
- English television programmes

Tell him what television programmes you like.

ТЕМА 13. LETTER WRITING

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Do you usually write letters, or emails?
2. When did you first send someone an email?
3. Do you think people will still use a pen and paper to write with in the future?
4. What can you say about the structure of formal letter?
5. What can you say about the structure of informal letter?

Задание 2. Перечень контрольных вопросов по теме:

1. What can you say about letter writing in the UK?
2. What can you say about letter writing in the USA?
3. What can you say about letter writing in Russia?
4. What do you know about the structure of business letters?
5. Can you give an example of resume?
6. Can you give an example of CV?
7. Can you give an example of enquiry?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test

1. Обращение Messrs в адресе получателя обозначает обращение по отношению к:

- a. замужней женщине
- b. двум или более мужчинам
- c. женщине, о которой неизвестно, замужем она или нет

2. Сокращение ... указывает, что к письму приложены документы.
 - a. Enc(s)
 - b. cc:
 - c. p.p.
3. Сокращение ... используется в неофициальных письмах для того, чтобы добавить то, что было упущено в основной части письма.
 - a. p.p.
 - b. PS:
 - c. cc:
4. Сокращение ... означает фамилии тех, кто должен получить копию письма.
 - a. Enc(s)
 - b. cc:
 - c. Ref:
5. Примечания типа To whom it may concern находятся:
 - a. после адреса получателя
 - b. после адреса отправителя
 - c. в конце письма
6. Пометки типа Urgent, To be called for, Private делаются:
 - a. в верхнем правом углу
 - b. в верхнем левом углу
 - c. в нижнем правом углу
7. Вы пишете письмо подруге, обращаясь Dear Sarah, и заключительной формулой будет:
 - a. Best wishes
 - b. Sincerely
 - c. Yours truly
8. Вы пишете официальное письмо деловому партнеру, обращаясь Dear Mr Shaw, и заключительной формулой будет:
 - a. Yours sincerely
 - b. Regards
 - c. All the best
9. Вы пишете неофициальное письмо деловому партнеру, обращаясь Dear David, и заключительной формулой будет:
 - a. Regards
 - b. Yours faithfully
 - c. All the best
10. Вы пишете официальное письмо лицу, чья фамилия и пол вам неизвестны, обращаясь Dear Sir/Madam, и заключительной формулой будет:
 - a. Sincerely
 - b. Yours faithfully
 - c. Best wishes

Резюме

11. В Великобритании при написании резюме в пункте, где говорится о профессиональном опыте работы, первым указывается:

- a. Первое место работы
- b. Последнее место работы
- c. Не имеет значения

Пунктуация

Пунктуация имеет первостепенное значение, особенно если вам диктуют письмо или адрес.

12. Каким знаком обозначается термин semi-colon:

- a. :
- b. ;
- c. .

13. Каким знаком обозначается термин inverted commas:

- a. "..."
- b. ,
- c. ;

14. Каким знаком обозначается термин brackets:

- a. "..."
- b. (...)
- c. :

Электронное сообщение

15. Выберите правильное определение. E- business:

- a. economic business
- b. electronic business

16. Выберите правильное определение. IMO:

- a. international monetary organization
- b. in my opinion

17. Выберите правильное определение. SPAM:

- a. unwanted mail
- b. compacted meat

18. Выберите правильное определение. TTYL:

- a. talk to you later
- b. the time you left

19. Выберите правильное определение. HSIK:

- a. how should I know
- b. have something in kit

20. Выберите правильное определение. C2B:

- a. customer to business
- b. client to boss

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

1. You have received a letter from your English-speaking pen-friend Tom who writes:

... My tennis coach says I'm a natural. My elder brother thinks I can play tennis professionally. But I like tennis as much as football or volleyball. I think, sport's just my hobby, the best way to spend free time. I'm not sure I want to make it my profession. Which sports do you prefer to play? Are you a sport fan and if yes, which sport do you prefer? Do you think sport is OK for a career? By the way, next week we're going to the theatre with our class.

Write a letter to Tom.

**In your letter answer his questions ask 3 questions about his summer plans
Write 100–140 words.**

Remember the rules of letter writing.

**2. You have received a letter from your English-speaking pen-friend
Todd who writes:**

... In July I'm going to a science youth summer camp. It's an international camp, but the working language is English. My elder brother went to this camp last year and liked it there a lot. He could also practice his French.

By the way, is science your favourite subject? Would you like to join me? What kind of youth summer camps do you have in Russia? ... As for the latest news, I've passed my driving test and my elder brother said he'll let me use his car!

Write a letter to Todd.

**In your letter answer his questions ask 3 questions about his summer plans
Write 100–140 words.**

Remember the rules of letter writing.

**3. You have received a letter from your English-speaking pen-friend
who writes**

... We moved to a new house a few weeks ago and I changed school. At first I was a bit afraid but I made new friends sooner than I expected. The teachers are nice and everything seems to be working out well. And what about you? Have you made any friends in your new school? Do you enjoy studying there? Have you got any new subjects this year? I've got to go now! It's time for my music lesson. Drop me a line when you can. Lots of love, Emily

Write a letter to Emily.

**In your letter — answer her questions and tell her about your new school —
ask 3**

Questions about her preferences in music

Write 100-140 words

Remember the rules of letter writing.

4. You have seen the following advertisement in *The Moscow Times*.

World Aid is looking for volunteers to work in our camp in Tanzania:

- *to work in the local wildlife reserve;*
- *to help look after elderly people;*
- *to teach basic Maths to primary children. Write to us saying what kind of work you are interested in and why. Give details about yourself and say why you think you are suitable for the work. Successful applicants will receive free transportation, accommodation and board.*

Contact: Michael Cartwright, World Aid, 23 Market Street, Ludford, BN537S, UK

Write a letter to answer the advertisement. In your letter — explain why you decided to write — describe your appearance and character — ask about the accommodation and the time required to do this work.

Write 100-140 words.

Remember the rules of letter writing.

5. You have seen the following advertisement in *The Moscow News*.

Burger King are looking for new team members we are looking for Team Members who are motivated, friendly and ready to provide excellent guest service! Applicants should be prepared to work in a team and on a part-time or possibly casual basis. Previous experience would be an advantage. Apply for the job now! Tell us more about you and why you think you would make a great addition to our winning team. If your letter is chosen, we will invite you to an interview to discuss your application further.

Send your letters of application to Burger King Corporation, 5 Leninsky Avenue, Moscow 115645

Write a letter to answer the advertisement.

In your letter — explain why you decided to write — describe your education and experience —ask about the pay and the time required to do this work.

Write 100-140 words.

Remember the rules of letter writing.

6. You have seen the following advertisement in *The St. Petersburg Times*.

SPARTAADVENTURES

International Summer Camp

Group leaders wanted Athens, Attica, Greece

1-14 July/ 15-30 July/ 1-15 August

- *Do you speak English?*
- *Do you play sports?*
- *Are you friendly and easy to get on with?*
- *Do you think you would make a good leader?*

The job:

to be responsible for a group of 15 children

The salary:

100 euro per week and free food and accommodation

All applicants must be fit and healthy!

Write to:

5 Zalokosta Street, Athens, Attica, 10671 Greece Write a letter to answer the advertisement. In your letter — describe your qualifications and experience — explain why you would make a good leader —ask about the accommodation and the period of work.

Write 100-140 words.

Remember the rules of letter writing.

7. This is part of a letter from your English-speaking pen-friend.

...Do you often have arguments with your parents? I do. My mother thinks that I spend too much time hanging around with my friends. Do you often meet your friends? What do you usually do together? And what do you do when you disagree with your parents about how you spend your free time? Write back soon. Love, Ann

Write back to Ann.

In your letter — answer her questions —ask 3 questions about her relations with her younger sister

Write 100-140 words.

Remember the rules of letter writing.

8. Translate the following letters from English into Russian:

1. My dear friend,

You will probably be surprised to receive a letter from a person whom you have never met, so I will first of all introduce myself to you.

I am a second year student at St. Petersburg University, I am majoring in the English language and literature and I also listen to lectures on history, philosophy, linguistics, etc. After my lectures I like to play volleyball and tennis, I am a member of our University volleyball team, in the evenings I read books or go out for a walk, or go to a movie for relaxation.

I would like very much to hear about your studies and about your interests. I am enclosing some snap-shots which I have taken.

Yours sincerely,

Peter

2. Dear friend,

My English professor has told me that you would like to correspond with a guy from Russia. He has also given me your address and told me that I could write to you and suggest we correspond. I am doing this with great pleasure.

As I understand we are both studying foreign languages: you at a college and I at the university. That means that we should have a lot in common. Please let me know soon if you are interested in my suggestion. If yes, please, write me about yourself, your family, your interests and hobbies.

I am looking forward to receive your letter.

Your pen friend,

1. Dear Matthew,

My English professor has given me your name and address and told me you would like to exchange visits with someone of the same age in my country.

How would you like to spend June or July with us at our country house on the river? Then I could visit you in August or September. Would that be possible?

We are both studying foreign languages at universities, and we should have a lot in common. I think you would enjoy your holiday, because we have a boat, and we would be able to swim and sunbathe. The weather here is usually marvelous at this time of the year.

Please let me know soon if you are interested.

Yours sincerely,

Leonid

Ex.1. Текст письма разбит произвольным образом. Составьте буквенную формулу письма-предложения.

Dear Mr Heathrow

- d. If you are interested in being represented in Russia, I am confident that you would be satisfied with our services.
- b. Our company "Soft-System" has been working in the software field for more than 10 years, and we are very interested in representing you and selling your system software in Russia. Please let us know if you are interested in distributing your software in Russia.
- a. We received your address from the Moscow branch of the American Chamber of Commerce.
- e. We enclose a brochure and further details of our organization for your information.
- f. I look forward to hearing from you soon,
- c. We currently represent two American and one French company of great renown here in Russia. I would like to point out that we enjoy above average sales results. We employ a well-trained and efficient sales staff, and also have adequate facilities and means of transportation.

Sincerely yours,

M. Popov
President and CEO,
Soft- System

Ex.2. Составьте правильную формулу положительного ответа на запрос.

Dear Mrs Knowing

- a. Once again, thank you for your interest in our company. Please do not hesitate to contact us if you require further information.

- b. We produce our jewellery using the highest quality materials and natural stones. It is all fully guaranteed for three years.
- c. We are not in a position to allow credit terms. We are however prepared to allow a discount of three percent for payment within two weeks.
- d. Many thanks for your letter of April 21 inquiring about our range of traditional Russian jewellery and souvenirs. I am enclosing a catalogue together with a price-list.

Ex.3. Составьте буквенную формулу ответа на запрос (отказ из-за отсутствия товара).

Dear Mr Hopkins

- b. We are very sorry to inform you these CD-ROMs are not available at the moment.
- c. However, we are in the process of publishing a new series in the end of September.
Please find attached our current catalogue and price list.
- d. Yours sincerely,
- a. Thank you for your order from August 20, 2000 for the software "Business Letters".

Rony Chang,
Managing Director

Ex.4. Переведите ответ на письмо-запрос

Vitabiotics Ltd.
1 Apsley Way
London NW2 7HF,
United Kingdom
Tel: +44 20 8955 2600
Fax: +44 20 8955 2601

PharmaLinc Co.
6 Velizhskaya St.
Ivanovo 153022, Russia

28 th November 2017

Dear Ms

Thank you for your letter of October 25 inquiring about our products.

I am enclosing our catalogue with prices covering insurance and delivery. We allow quantity discounts: 5% for 100 drug packages, 10% for 300 drug packages, 15% for 500 drug packages. Our usual method of payments is by letter of credit. All our products can be delivered at the shortest possible time by air freight.

Please do not hesitate to contact us if you require further information.
With hope for future cooperation.

Yours sincerely,
PROFESSOR A.H.BECKETT,
CHAIRMAN, VITABIOTICS

Encl.: Catalogue of Pharmaceutical Products

Tests and Assignments

I. Выберите нужное производное слов в скобках и вставьте в предложение.
Первое дано как образец.

Comparing/ Contrasting

The portrait shows a lot of talent. A very good (like) *likeness*.

1. I offered him \$ 400, and he wanted \$ 500, so we split the (differ) _____ and settled on \$ 450.
2. I had a great (distinct) _____ of being invited to speak at the meeting.
3. We have to find out more before we can make a proper (compare) _____.
4. It seemed hardy (like) _____ that they would agree to a discount.
5. They were gentlemen in their early thirties, but that was only (resemble) _____.
6. There were points of (similar) _____ between them.
7. 'Judgment' is a (vary) _____ spelling of 'judgment'.

Expressing Cause and Effect

II. Вставьте в предложение правильные слова в скобках. Первое дано как образец.

1. Salaries fell last quarter. _____ motivation to work has decreased. (As a result of/ Therefore)
Salaries fell last quarter. Therefore, motivation to work has decreased.
2. _____ wage and price increases, almost everyone is hurt. (Thus/ As a result of)
3. A rise in incomes will create increased purchasing power, _____ stimulating demand for goods and services (as a consequence/ thus)
4. He has to earn lots of money _____ he can buy his children nice food and clothes. (as a consequence/ so that)
5. I nearly failed to submit a report on time _____ going there. (therefore/ as a result of)
6. _____ inadequate policy, this report was not published. (As a consequence of/ Thus)
7. Obviously, _____ the whole report must be written on the basis of the Results. (so that/ therefore)

Simplifying Sentences

III. Упростите предложения (начало предложения в скобках дано как подсказка).

1. It should be noted that good summaries and simplifications will in time find their way into textbooks.
(Note that ...)

Note that good summaries and simplifications are to find their way into textbooks

2. The intention of the IRS is to audit the records. (The IRS . . .)
3. Our discussion concerned a tax cut. (We . . .)
4. There is a need for an analysis of the intensity of library use to provide a reliable projection of new resource requirements. (We must analyze . . .)
5. Our analysis of the results of the experiment still did not provide an explanation of why the failure occurred. (When we . . . , . . .)
6. The successful implementation of a new curriculum depends on the cooperation of faculty with students in setting achievable goals within a reasonable time-frame. (In order to . . . , . . .)
7. It is my understanding of the reason that the significance of the results is not discussed or not discussed adequately. (I understand . . .)

Careful, Balanced Style

СООТНЕСИТЕ ЛЕВУЮ И ПРАВУЮ ЧАСТИ ТАБЛИЦЫ.

1. Giving both sides of an argument	a. substantially/ relatively/ slightly more...
2. Making a statement less general	b. usually/ typically/ some of the findings...
3. Making a statement less certain	c. in general/ on the whole/ however...
4. Making a comparison less strong	d. on balance/ taking all the above into consideration...
5. Concluding	e. it seems/ appears that/ tends to be...
6. Unity is the continuity of a single idea (the thesis)	f. to help the text flow and progress logically and clearly.
7. Coherence means that each point should be linked to the previous and following points	g. throughout the document.

ТЕМАТИКА ЭССЕ

1. Letter writing
2. Business letters
3. Formal letter
4. Informal letters
5. Letter of Order

ТЕМАТИКА РЕФЕРАТОВ

1. The profile of an effective bank manager
2. The profile of an effective office manager
3. Business associations
4. Business relationships in Russia
5. Control in management system

ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ

ВОПРОСЫ К ЭКЗАМЕНУ

Дискуссионные вопросы:

1. What are your plans for future?
2. What do you think about your Institute?
3. What's your favourite subject?
4. Do you like to write letters?
5. Do you like to read articles in different newspapers in original?
6. What does the UK mean?
7. Where is the UK situated?
8. What parts does Great Britain consist of?
9. What places of interest in England do you know?
10. What do you come to know about your future profession?
11. What are you and who are you?
12. Where are you from?
13. Where do you study?
14. What is your hobby?
15. What can you say about your native town?
16. What can you say about your family?
17. What is your favorite book?
18. What was the last book you read?
19. Have you got many friends?
20. Have you got a close friend?
21. Do you like your Institute?
22. Where were you born?
23. Do you like to go to the café or to the cinema?
24. Do you like to play sports games? What is your favorite sports game?
25. What's your favorite season? Why?
26. What do you want to be?
27. What are your plans for future?
28. What do you think about your Institute?
29. What's your favorite subject?
30. Do you like English language?
31. What do you think about your Institute?
32. What's your favorite subject?
33. Do you like English language?
34. Do you like to speak to your friends by the phone?
35. What was your longest telephone conversation?
36. How do you think, what does the proverb "Money is power" mean?
37. What is marketing?
38. Do you know what a marketer is responsible for, his duties?
39. Do you know what means «marketing company»?

40. Why did you decide to become a marketer?
41. What is money?
42. What is "marketing organizations", "marketing individuals"?

Устные разговорные темы:

1. What is a marketing?
2. The Requirements for the managers
3. Decision making and Risk accepting
4. Time management and planning
5. Human resource management
6. Team nature
7. Management of organization
8. Foundation documents of the company
9. Ethical Business Considerations
10. Decision making

Грамматические и лексические тесты:

Test 1. Подберите к профессиям (1 - 10) соответствующие им определения (a - j):

- | | |
|--|---|
| <p>1. a cashier
person,
and making appointments and</p> | <p>a. an employee in an office, usually working for another
dealing with letters, typing, filing etc.
arrangements</p> |
| <p>2. a lawyer
in a bank, shop,</p> | <p>b. a person whose job is to receive and pay out money
hotel etc.</p> |
| <p>3. an insurer</p> | <p>c. a person who is trained and qualified in legal matters</p> |
| <p>4. a secretary</p> | <p>d. a person who writes programs for a computer</p> |
| <p>5. a scientist</p> | <p>e. someone who works or is trained in science</p> |
| <p>6. a receptionist
etc.</p> | <p>f. a person undertaking to make payment in case of loss</p> |
| <p>7. a solicitor</p> | <p>g. a person to whom money is owed</p> |
| <p>8. a programmer
receive</p> | <p>h. a person employed to make appointments for and
clients at a hotel</p> |
| <p>9. a creditor
clients</p> | <p>i. a lawyer who prepares legal documents, advises
on legal matters, and speaks for them in the lower
courts</p> |
| <p>10. a merchant</p> | <p>j. a wholesale trader, especially one who trades with
foreign countries</p> |

Test 2. Поставьте название профессии (а - j) в соответствие каждому рекламному объявлению (1 – 10):

- | | |
|--------------------------|----------------------|
| a) accountant | f) computer operator |
| b) advertising executive | g) chauffeur |
| c) assembly person | h) receptionist |
| d) salesperson | i) personnel officer |
| e) clerk | j) R&D Manager * |

- R&D Manager – research and development manager

1. You will be in charge of a team of highly creative individuals delivering new quality products and enhancing our existing range.
2. Reporting directly to Managing Director. You will take over financial control for all aspects of daily operation.
3. Successful applicant will be articulate and presentable. Remuneration includes retainer and car allowance plus commission structure.
4. Duties include filling, mailing, reception and other general office work.
5. Needed for night shift. Clean modern factory. Varied work. Good eyesight essential.
6. You will be an essential member of an agency responsible for some of the country's top accounts. You will be responsible for the administration of local and national promotions.
7. Some experience in the above-mentioned software is essential but training will be given to the successful applicant.
8. Sober habits, clean driving licence, able to be on call 7 days per week at times. Uniform supplied.
9. You are the first person our clients will meet so you need to be friendly, stylish and efficient.
10. With particular responsibilities for recruitment and selection. Communication skills and a pragmatic approach to solve essential problem.

Грамматические тесты:

Test I. Choose the correct versions.

1. He had to spend about six months in a class with...students.
 - a. more younger
 - b. younger
 - c. the youngest
2. It was absolutely the...food I have ever had.
 - a. worst
 - b. worse
 - c. most had
3. She's...I am.
 - a. elder than
 - b. older then

- c. more old than
4. Nowadays Bob is eating more and exercising ... than he used to.
- little
 - less
 - the least
5. It's not the ...place to live if you want a quiet life.
- better
 - good
 - best
6. You should practice speaking English...
- most
 - more
 - the most
7. Ann is ...girl I have ever met.
- the most beautiful
 - a more beautiful
 - the beautifulest
8. You can't run as fast...
- as me
 - than I can
 - as I
9. Dick was ... of the three brothers.
- the eldest
 - the oldest
 - elder
10. She speaks French...
- very good
 - very well
 - very goodly
11. Peter will pass the exam if he works...
- hard
 - hardly
 - in a hard way
12. At about 5 o'clock the executive director arrived ... the office.
- at
 - in
 - to
13. They decided to spend an evening ... the cinema.
- in
 - at
 - inside
14. I've lost my key! How are we going to get ... the flat?
- into
 - to

- c. through
15. They arrived ... Spain about two hours ago.
- a. at
 - b. in
 - c. to
16. The house is on fire! We'd better get ...!
- a. out
 - b. off
 - c. from
17. I really hate walking ...!
- a. on feet
 - b. on foot
 - c. by foot
18. His wife wasn't feeling too well and she wanted to go ... home.
- a. to
 - b. for
 - c. -
19. As a child, I was afraid of traveling
- a. in the air
 - b. by the air
 - c. by air
20. If I ... late, wait for me a little bit.
- a. am
 - b. will be
21. Do you think they ... our terms?
- a. accept
 - b. will accept
22. I wonder if the weather ... fine tomorrow.
- a. is
 - b. will be
23. Do you know when the Production manager ... from his business trip?
- a. is back
 - b. will be back
24. If you ... to the countryside tomorrow, let me know.
- a. go
 - b. will go
25. Do you know when they ... house
- a. move
 - b. will move

Test II. Choose the correct versions.

1. ... that time my knowledge of English was minimal.
- a. in
 - b. at

- c. ...
2. My father comes home so tired that he can do little work ... the evening.
- in
 - at
 - on
3. The BBC is showing this program ...Friday.
- at
 - in
 - on
4. A lot of people were killed ... the war.
- for
 - at
 - during
5. They've been building the house ... March.
- during
 - for
 - since
6. They went to London ... Friday morning.
- in
 - on
 - at
7. I usually wake up ... 7 o'clock ... weekdays.
- in ... at
 - at ... on
 - on ...in
8. She was born ...1999.
- in
 - during
 - at
9. Kate and Ted are getting married ... this July.
- in
 - ...
 - at
- 10.They met again ...the spring of 2005.
- on
 - at
 - in
- 11.Jane heard ... into the table.
- that he bumped
 - him bump
 - him bumping
- 12.Some firms expect ... twelve hours ...?
- the guards to work
 - that the guards work

- c. the guards work
13. Don't you feel the house ...?
- a. to shake
 - b. shaking
 - c. shook
14. The crowd parted to let the happy couple ... through.
- a. going
 - b. to go
 - c. go
15. I saw him ... the road and ... down a staircase that led to the Underground.
- a. crossing ... disappeared
 - b. crossed ... disappearing
 - c. crossing ... disappearing
16. What kind of world do we want our children ... from us?
- a. to inherit
 - b. inherit
 - c. inheriting
17. Experienced teachers help you ... quickly.
- a. learn
 - b. to learn
 - c. learning
18. I was sitting on my windowsill, eating bread and cheese and watching the sun ...
- a. going down
 - b. go down
 - c. to go down
19. You should use the money to make your home ... lovely.
- a. to look
 - b. looking
 - c. look
20. Did I hear you ... would like to sell your car?
- a. said
 - b. say
 - c. saying
21. I believed ... the most reliable person.
- a. her to be
 - b. her be
 - c. in her to be
22. Mary hated her boyfriend ...
- a. laugh at
 - b. to be laughed at
 - c. laughed at
23. I'd like ... with us for another week.
- a. you to say

- b. that you will say
 - c. you say
24. I could feel the earth ... as the earthquake began.
- a. that shook
 - b. to shake
 - c. shake
25. I expect ... her test this time.
- a. Anna pass
 - b. Anna to pass
 - c. Anna passing

Test III. Choose the correct versions.

1. He can play golf well, ...?
 - a. ..., doesn't he?
 - b. ..., can he?
 - c. ..., can't he?
2. You like black coffee, ...?
 - a. ..., aren't you?
 - b. ..., don't you?
 - c. ..., do you?
3. I met my (good) friend yesterday.
 - a. goodest
 - b. better
 - c. best
4. Dorothy is (young) in her family.
 - a. the youngest
 - b. the younger
 - c. young
5. Nowadays Bob is eating more and exercising ... than he used to.
 - a. little
 - b. less
 - c. the least
6. It's not the ... place to live if you want a quiet life.
 - a. better
 - b. good
 - c. best
7. Diana can't ski and she can't skate
 - a. too
 - b. also
 - c. either
8. She's ... work from 9 a.m. to 6 p.m.
 - a. in
 - b. at
 - c. on
9. She sat down ... him on the sofa.

- a. alongside
 - b. next to
 - c. with
10. Last year he spent a lot of time traveling ... London and Liverpool.
- a. between
 - b. from
 - c. in
11. Everyone ... that women are equal to men.
- a. know
 - b. knows
 - c. is knowing
12. Too ... people still smoke.
- a. many
 - b. much
 - c. a lot of
13. She doesn't speak ... English.
- a. many
 - b. much
 - c. a lot of
14. (3) were absent from the lecture.
- a. Three
 - b. Third
 - c. thirty
15. The (2) lesson begins at eleven o'clock.
- a. two
 - b. second
 - c. twenty
16. ... of students were present at the meeting.
- a. Hundreds
 - b. The hundred
 - c. A hundred
17. ... of people greeted the Russian representatives.
- a. The thousand
 - b. Thousand
 - c. Thousands
18. We aren't rich. We aren't poor
- a. too
 - b. either
 - c. so
19. Mrs. Potts wants to live in the country. ... does Mr. Potts.
- a. either
 - b. so
 - c. neither
20. In most countries you ... a special license to hunt wild animals.

- a. have to need
 - b. can have
 - c. may have
21. My aunt leaves for work at (8.30).
- a. half past eight
 - b. thirty to seven
 - c. quarter past eight
22. I usually get up at (7.10).
- a. ten minutes to six
 - b. ten minutes to seven
 - c. ten minutes past seven
23. My father likes driving
- a. really fast
 - b. very fastly
 - c. fastly
24. "What are you doing?" – "I ... the fish to see if it's all right."
- a. am smelling
 - b. smell
 - c. do the smelling
25. Someone ... to speak to you on the phone.
- a. is wanting
 - b. want
 - c. wants

Test IV. Choose the correct versions.

1. ... strange began to happen.
 - a. Anything
 - b. Something
 - c. Nothing
2. I believed ... the most reliable person.
 - a. her to be
 - b. her be
 - c. in her to be
3. Mary hated her boyfriend
 - a. laugh at
 - b. to be laughed at
 - c. laughed at
4. I'd like ... with us for another week.
 - a. you to say
 - b. that you will say
 - c. you say
5. I tried to get her on the phone but she
 - a. already left
 - b. already had left

- c. had already left
6. Please be quite! Don't say ... !
- a. nothing
 - b. anything
 - c. something
7. He ... his wallet on the train.
- a. lost
 - b. had lost
 - c. has lost
8. The boy ... his hand because he knew the right answer to the question.
- a. rose
 - b. raised
 - c. has risen
9. No one of my classmates has ... London.
- a. been to
 - b. been in
 - c. gone to
10. Since I ... university, I've been interested in sociology.
- a. have been met
 - b. was at
 - c. has gone to
11. After leaving school, James ... it very difficult to get a good job.
- a. has found
 - b. found
 - c. had found
12. When ... her new fur coat?
- a. did she buy
 - b. has she bought
 - c. did she bought
13. When we finally got to the airport, the plane ... yet.
- a. hadn't landed
 - b. didn't land
 - c. wasn't landing
14. Christina said that ... week had been the longest one in his life.
- a. that night
 - b. tonight
 - c. last night
15. My neighbour said that her nephew had been killed in a skiing accident a few days
- a. ago
 - b. before
 - c. before long
16. Charles said that he hadn't seen the office manager
- a. last night

- b. the night before
 - c. yesterday in the evening
17. I ... give up algebra because it got difficult for me.
- a. was able to
 - b. was allowed
 - c. had to
18. Nobody ... Charlie Chaplin completely.
- a. knew
 - b. has known
 - c. was know
19. When ... from his business trip?
- a. has he returned
 - b. did he return
 - c. was he returning
20. How long ago ...?
- a. did they marry
 - b. have they married
 - c. they married
21. Letters ... sent to all our clients every week.
- a. are
 - b. have been
 - c. are been
22. Nothing can ... done about this.
- a. be
 - b. be being
 - c. have been
23. Ann ... taken to hospital only tomorrow.
- a. will be
 - b. is
 - c. is being
24. When she was young, she ... people. Nobody liked it.
- a. had always criticized
 - b. was always criticizing
 - c. always criticizing
25. Everybody ... the party when the police arrived.
- a. were leaving
 - b. was leaving
 - c. had left

TEXTS

Read the text and do the exercises given below.

Text 1. Channels of marketing

Individual consumers and corporate/ organizational buyers are aware that thousands of goods and services are available through a very large number of diverse channel outlets. What they may not be well aware of is the fact that the channel structure, or the set of institutions, agencies, and establishments through which the product must move to get to them, can be amazingly complex.

Usually, combinations of institutions specializing in manufacturing, wholesaling, retailing, and many other areas join forces in marketing channel arrangements to make possible the delivery of goods to industrial users or customers and to final consumers. The same is true for the marketing of services. For example, in the case of health care delivery, hospitals, ambulance services, physicians, laboratories, insurance companies, and drugstores combine efforts in an organized channel arrangement to ensure the delivery of a critical service. All these institutions depend on each other to cater effectively to consumer demands.

Therefore, marketing channels can be viewed as sets of interdependent organizations involved in the process of making a product or service available for use or consumption. From the outset, it should be recognized that not only do marketing channels satisfy demand by supplying goods and services at the right place, quantity, quality, and price, but they also stimulate demand through the promotional activities of the units (e.g., retailers, manufacturers' representatives, sales offices, and wholesalers) comprising them. Therefore, the channel should be viewed as an orchestrated network that creates value for the user or consumer through the generation of form, possession, time, and place utilities.

A major focus of marketing channel management is on delivery. It is only through distribution that public and private goods can be made available for consumption. Producers of such goods (including manufacturers of industrial and consumer goods, legislators framing laws, educational administrators conceiving new means for achieving quality education, and insurance companies developing unique health insurance coverage) are individually capable of generating only form or structural utility for their «products». They can organize their production capabilities in such a way that the products they have developed can, in fact, be seen, analyzed, debated, and, by a select few perhaps, digested. But the actual large-scale delivery of the products to the consuming public demands different types of efforts which create time, place, and possession utilities. In other words, consumers cannot obtain a finished product unless the product is transported to where they can gain access to it, stored until they are ready for it, and digested, exchanged for money or other goods or services so that they can gain possession of it. In fact, the four types of utility (form, time, place, and possession) are inseparable: there can be no «complete» product without incorporating all four into any given object, idea, or service.

Read the text and do the exercises given below.

MARKETING RESEARCH AND CHANNELS OF MARKETING

Philip Kotler defines marketing as «a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products and values with others». Marketing research is used to assess the market's response to the firm's marketing inputs which include promotional activities such as price discounting, placement of in-store displays, multimedia advertising, and couponing; expanding distribution; and product development and enhancement. The goal of marketing research is to assist the firm in determining the most effective, i.e. most profitable, mix of marketing inputs given knowledge of the marketplace.

As a formal scientific discipline marketing research began in the early twentieth century with most analyses being based on survey data. In the 1930s, the A. C. Nielsen Company began collecting in-store data using manual audits. Today, with the advent of scanning technology, the amount of timely data available from stores and household panels has grown exponentially. Coincident with this data explosion, the data delivery systems and the techniques used to analyze the data have become increasingly sophisticated. Marketing research is an integral part of organizations in both the consumer durable and nondurable goods sectors, and in recent years the use of marketing principles has become increasing prevalent among nonprofit and government sectors.

Marketing research is interdisciplinary requiring the knowledge of economists, operations researchers, psychologists, and statisticians. For the economist, the economic theory of consumer behavior and the theory of the firm provide basic building blocks. Marketing research can be viewed as an operational or tactical activity and as a strategic activity. Although both activities require knowledge of the workings of the marketplace at both the macroeconomic and microeconomic levels, tactical analyses focus on monitoring a product's performance and testing the effectiveness of marketing programs relative to competitors. Strategic research involves selecting and optimizing marketing opportunities.

In order to understand the marketplace, the researcher must define the market in terms of both the geographic unit and the product class and collect data. Data on consumer purchases permit an analyst to determine what was sold and how particular brands performed relative to each other. In addition to sales and price information, causal data assist the analyst in understanding the reason that sales took place. Examples of causal data are newspaper advertising which indicates the extent of retailer advertising support, display activity, and coupon ads. Another important source of information for understanding the source of sales is television advertising. Measuring the effects of television advertising is relatively difficult owing to the dynamic effects such advertising has on consumer behavior, however.

Once the data are collected, the analyst may choose to evaluate the information by simply looking at the raw series together over time or compute straightforward measures such as market share in order to arrive at a qualitative assessment of market activity. Statistical models might be estimated in order to address issues such as temporary price reduction, effectiveness, the extent of cannibalization due to promotional activity, i.e.. the extent to which sales of one specific product decline as a result of promoting another similar product produced by the same manufacturer, the competitive effects of promotions, differences between markets, competitive pricing points, and long-term price elasticity.

Forecasting is an activity likely to be undertaken by a business economist working in a marketing research department. Conventionally, business economists have been responsible for producing forecasts for the macroeconomic environment or for activity within industry groups. More recently, forecasting movements in mature product categories, in segments within categories, and in brands has increased in importance.

Forecasting the success or failure of new product introductions is also important. New product introductions require a considerable amount of a firm's resources, and failure to read the marketplace correctly and early in the development process can lead to costly errors. The development of a new brand begins with the identification of new market opportunities. Consumer survey research directed at identifying the market response to the brand concept and elements of the marketing mix, e.g., pricing, is typically conducted. On the basis of the survey a firm may decide to continue with the development plans for the brand, revise current plans in response to the survey results and retest, or cancel development plans completely. Comparisons may also be made between attitudes toward the new concepts and existing products.

Письменно ответьте на вопросы к тексту.

- 1) How does Philip Kotler define marketing?
- 2) What is marketing research used for?
- 3) What is the goal of marketing research?
- 4) When did marketing research begin as a «formal scientific discipline»?
- 5) What knowledge does marketing research require?
- 6) What are basic steps of marketing research?
- 7) According to the text, how can marketing research be viewed?
- 8) What are the sources of information of marketing researcher?

Marketing

Text. GENERALITIES

One of the areas of management is marketing. Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.

Marketing makes products available where customers want them by transferring the ownership of products to buyers. The entire business organization is involved in a dual process of satisfying customer needs and achieving organizational goals.

Implementation of marketing concept begins and ends with marketing information about customers — first to determine what customers need, and later to evaluate how well the firm is meeting those needs.

A market consists of people with their needs, the ability to buy, and the desire and ability to sell. Markets are classified as consumer and industrial markets.

Text 4. The evolution of management thought

Management thought has evolved in bits and pieces over the years. Although the practice of management dates back to the earliest recorded history, the systematic study of management is largely a product of the twentieth century. An information explosion in management theory has created a management theory jungle. Five conventional approaches to management are: (1) the universal process approach, (2) the operational approach, (3) the behavioral approach, (4) the systems approach, and (5) the contingency approach. A modern unconventional approach centers on Peters' and Waterman's attributes of corporate excellence.

Henri Fayol's universal process approach assumes that all organizations, regardless of purpose or size, require the same management process. Furthermore, it assumes that this rational process can be reduced to separate functions and principles of management. The universal process approach, the oldest of the various approaches, is still popular today.

Dedicated to promoting production efficiency and reducing waste, the operational approach has evolved from scientific management to operations management. Frederick W. Taylor, the father of scientific management, and his followers revolutionized industrial management through the use of standardization, time and motion study, selection and training, and pay incentives. Largely a product of the post-World War II era, operations management has broadened the scientific pursuit of efficiency to include all productive organizations. Operations management specialists often rely on sophisticated models and quantitative techniques.

Management has turned to the human factor in the human relations movement and organizational behavior. Emerging from such factors as unionization, the Hawthorne studies, and the philosophy of industrial humanism, the human relations movement began as a concerted effort to make employees' needs a high management priority. Today, organizational behavior tries to identify the multiple determinants of job performance.

Advocates of the systems approach recommend that modern organization, be viewed as open systems. Open systems depend on the outside environment for survival, whereas closed systems do not. General systems theory, an interdisciplinary field based on the assumption that everything is systematically

related, has identified a hierarchy of systems and has differentiated closed and open system.

The contingency approach is an effort to determine through research which managerial practices and techniques are appropriate in specific situations. It is characterized by an open-system perspective, a practical research orientation, and a multivariate approach to research.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

approach, survival, behavior, pursuit, determinant, priority, quantitative techniques, waste, job performance, contingency, effort, environment

Exercise 2. Answer the questions:

- 1) What are conventional approaches to management?
- 2) What does the universal process approach assume?
- 3) What has the operational approach evolved from?
- 4) What do operations management specialists often rely on?

Exercise 3. Match the left part with the right:

1. Today, organizational behavior tries	a) the oldest of the various approaches, is still popular today.
2. Henri Fayol's universal process approach assumes	b) the scientific pursuit of efficiency to include all productive organizations.
3. The universal process approach,	c) to identify the multiple determinants of job performance.
4. Operations management has broadened	d) that this rational process can be reduced to separate functions and principles of management.

Exercise 4. Open brackets choosing the right words:

Dedicated to promoting production efficiency and (increasing/reducing) waste, the operational approach has (evolved/resumed) from scientific management to operations management.

Text 5. Planning and decision making

Planning has been labeled the primary management function because it sets the stage for all other aspects of management. Recent research has uncovered the following trends in corporate planning: more planners with actual management experience; greater teamwork, customizing, and flexibility; and more translation of broad strategies into how-to-do-it plans. Along with many other practical reasons for planning, two conceptual reasons for planning are limited resources and an uncertain environment. To cope with environmental uncertainty, organizations can respond as defenders, prospectors, analyzers, or reactors.

A properly written plan tells what, when, and how something is to be accomplished. Clearly written organizational mission statements tend to serve as a useful focal point for the planning process. Strategic, intermediate, and operational plans are formulated by top, middle, and lower-level management, respectively. Objectives have been called the single most important feature of the planning process. Well-written objectives spell out in measurable terms what should be accomplished and when it is to be accomplished. Good objectives help managers by serving as targets, acting as measuring sticks, encouraging commitment, and strengthening motivation. Objective setting begins at the top of the organization and filters down, thus forming a means-ends chain. Priorities affect resource allocation by assigning relative importance to objectives. Plans are formulated and executed as part of a more encompassing planning/control cycle.

Management by objectives (MBO) is an approach to planning and controlling that is based on measurable and participatively set objectives. MBO basically consists of four steps: (1) set objectives participatively, (2) develop action plans, (3) periodically reevaluate objectives and plans and monitor performance, and (4) conduct annual performance appraisals. Objective setting in MBO flows from top to bottom. MBO has both strengths and limitations and requires a supportive climate favorable to change, participation, and the sharing of authority.

Break-even analysis, or cost-volume-profit analysis, can be carried out algebraically or graphically. Either way, it helps planners gauge the potential impact of price changes and profit objectives on sales volume. A major limitation of break-even analysis is that specialized accounting knowledge is required to identify relevant fixed and variable costs.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

objective, target, measuring sticks, resource allocation, trend, teamwork, conceptual reasons, environmental, defender, respectively, priority, appraisal, gauge, profit

Exercise 2. Answer the questions:

- 1) Why has planning been labeled the primary management function?
- 2) What are two conceptual reasons for planning?
- 3) Who formulates intermediate plans?
- 4) What is management by objectives based on?

Exercise 3. Match the left part with the right:

1. A properly written plan tells what, when, and how	a) flows from top to bottom.
2. Objective setting in MBO	b) organizations can respond as defenders.
3. Objectives have been called	c) something is to be accomplished.
4. To cope with environmental	d) the single most important feature of

uncertainty,	the planning process.
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Exercise 4. Open brackets choosing the right words:

Good objectives (hamper/help) managers by serving as targets, acting as measuring sticks, (encouraging/discouraging) commitment, and strengthening motivation.

Text 6. Organizing

Organizing is an important managerial function that translates strategy into a systematic structure of authority relationships and task responsibilities. Contingency organization design has grown in popularity as environmental complexity has increased. Organization charts are helpful visual aids for organizers. Representing the organization's structural skeleton, organization charts delineate vertical hierarchy and horizontal specialization.

The idea behind contingency design is to structure the organization to fit situational demands. Consequently, contingency advocates contend that there is no one best organizational setup for all situations. Diagnosing the degree of environmental uncertainty is an important first step in contingency design. Field studies have validated the assumption that organization structure should vary according to the situation. Burns and Stalker discovered that mechanistic (rigid) organizations are effective when the environment is relatively stable and that organic (flexible) organizations are best when unstable conditions prevail. Lawrence and Lorsch found that differentiation (division of labor) and integration (cooperation among specialists) increased in successful organizations as environmental complexity increased.

There are four basic departmentalization formats, each with its own combination of advantages and disadvantages. Functional departmentalization is the most common approach. The others are product-service, geographic location, and customer departmentalization. In actual practice, these pure types of departmentalization usually are combined.

Design variables available to organizers are span of control (the number of people who report directly to a manager), decentralization, line and staff, and matrix. As organizers have come to realize that situational factors dictate how many people a manager can directly supervise, the notion of ideal span of control has become obsolete. Decentralization, the delegation of decision authority to lower-level managers, has been praised as being democratic and criticized for reducing top management's control. Strategic business foster a high degree of decentralization. Line and staff organization helps balance specialization and unity of command. Functional authority serves to make staff organization more organic by giving staff specialists temporary and limited line authority. Matrix organizations are highly organic because they combine vertical and horizontal lines of authority to achieve coordinated control over complex projects.

Delegation of authority, although generally resisted for a variety of reasons, is crucial to decentralization. Effective delegation permit managers to tackle

higher-priority duties while helping train and develop lower-level managers. Although delegation varies in degree, it never means abdicating primary responsibility.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

environmental complexity, contingency, relationships, responsibilities, advantage, differentiation, temporary, staff, rigid, flexible, authority, stable

Exercise 2. Answer the questions:

- 1) Why is organizing an important managerial function?
- 2) What is the idea behind contingency design?
- 3) What did Burns and Stalker discover?
- 4) What are design variables available to organizers?

Exercise 3. Match the left part with the right:

1. Decentralization, the delegation of decision authority to lower-level managers, has been praised	a) as environmental complexity has increased.
2. Contingency organization design has grown in popularity	b) by giving staff specialists temporary and limited line authority
3. Functional authority serves to make staff organization more organic	c) each with its own combination of advantages and disadvantages.
4. There are four basic departmentalization formats,	d) as being democratic and criticized for reducing top management's control.

Exercise 4. Open brackets choosing the right words:

As organizers have come to (deny/realize) that situational factors dictate how many people a manager can directly supervise, the notion of ideal span of control has (become/combined) obsolete.

Text 7. Market and Command Economies

Economics is a science that analyses what, how, and for whom society produces. The central economic problem is to reconcile the conflict between people's unlimited demands with society's ability to produce goods and services. In industrial Western countries markets are to allocate resources. The market is the process by which production and consumption are coordinated through prices. In a command economy, a central planning office makes decisions on what, how, and for whom to produce. Economy cannot rely entirely on command, but there was extensive planning in many Soviet bloc countries. A free market economy has no government intervention. Resources are allocated entirely through markets. Modern economies in the West are mixed and rely mainly on the market but with a large dose of government intervention. The optimal level of government

intervention remains a problem which is of interest to economists. The degree of government restrictions differs greatly between countries that have command economies and countries that have free market economies. In the former, resources are allocated by central government planning. In the latter, there is not any government regulation of the consumption, production, and exchange of goods. Between the two main types lies the mixed economy where market and government are both of importance.

Text 8. Organizations

Organizations need to be understood and intelligently managed because they are an ever-present feature of modern life. When people gather together and formally agree to combine their efforts for a common purpose, an organization is the result. All organizations, whatever their purpose, have four characteristics: (1) coordination of effort, (2) common goal or purpose, (3) division of labor, and (4) hierarchy of authority. If one of these characteristics is absent, an organization does not exist. Coordination of efforts multiplies individual contributions. A common goal or purpose gives organization members a rallying point. By systematically dividing complex tasks into specialized jobs, an organization can efficiently use its human resources. Division of labor permits organization member to become more proficient by repeatedly doing the same specialized task. Organization theorists have defined authority as the right to direct the action of others. Without a recognized hierarchy of authority, coordination of effort is difficult, if not impossible, to achieve.

Organizational classifications aid systematic analysis and study of organizations. There is no universally accepted classification scheme among organization theorists. Two useful ways of classifying organizations are by purpose and technology. In regard to purpose, organizations can be classified as business, not-for-profit service, mutual benefit, or common weal. In regard to technology, there are long-linked, mediating, and intensive technologies. Each of these technologies has characteristic strengths and weaknesses.

Modern organization theorists tend to prefer open-system thinking because it realistically incorporates organizations' environmental dependency. Early management writers proposed tightly controlled authoritarian organizations. Max Weber, a German sociologist, applied the label bureaucracy to his formula for the most rationally efficient type of organization. Bureaucracies are characterized by their division of labor, hierarchy of authority, framework of rules, and impersonality. Unfortunately, in actual practice, bureaucracy has become a synonym for a red tape and inefficiency. The answer to this bureaucratic paradox is to understand that bureaucracy is a matter of degree. When bureaucratic characteristics, which are present in all organizations, are carried to an extreme, efficiency gives way to inefficiency.

Barnard's acceptance theory of authority and growing environmental complexity and uncertainty questioned traditional organization theory. Open-system thinking became a promising alternative because it was useful in explaining the necessity of creating flexible and adaptable rather than rigid organizations.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

impact, purpose, goal, not-for-profit service, mutual benefit, common weal, division of labor, hierarchy of authority, framework of rules, impersonality, bureaucracy, red tape, inefficiency

Exercise 2. Answer the questions:

- 1) Why do organizations need to be understood and intelligently managed?
- 2) What systems do modern organization theorists tend to prefer?
- 3) What are bureaucracies characterized by?
- 4) When does efficiency give way to inefficiency?

Exercise 3. Match the left part with the right:

1. By systematically dividing complex tasks into specialized jobs,	a) are by purpose and technology
2. Bureaucracies are characterized	b) an organization can efficiently use its human resources.
3. Modern organization theorists tend to prefer open-system thinking	c) by their division of labor, hierarchy of authority, framework of rules, and impersonality.
4. Two useful ways of classifying organizations	d) because it realistically incorporates organizations' environmental dependency.

Exercise 4. Open brackets choosing the right words:

When bureaucratic characteristics, which are present in all organizations, are (carried/divided) to an extreme, efficiency (grows/gives) way to inefficiency.

Text 9. The 5 Must-Have Qualities Of The Modern Employee

There are five trends which are shaping the future of work. To keep pace there are five qualities that the modern employee needs to possess. Employees have grown accustomed to doing things a certain way. They have used to the same technologies and the same processes for many years but that doesn't mean that those technologies and ways of doing things are the best for our companies or for ourselves. Consider that in a few years millennials are going to become the majority workforce in the United States. These are people who grew up using social and collaborative tools to communicate, collaborate, and find people and information. This new workforce means new behaviors and new technologies; employees should be stepping forward together and embracing the change that is going to make their jobs and lives easier. As Winston Churchill said, "To improve is to change; to be perfect is to change often." For the first time in the history of business "leader" and "manager" are not mutually exclusive. Leaders no longer to

have to be managers, they have to be people who are passionate, knowledgeable, and comfortable with sharing (which is another key quality mentioned below).

New collaborative technologies are empowering every single employee within an organization to share their passions, interests, ideas, and feedback. If you care about something you have the opportunity to become a leader and a known voice on that topic within your organization. However, this can't happen if you don't speak up. You can't become a leader if you are scared of sharing your voice and your opinions. This means using the new collaborative technologies that are available to you to get recognized within your company. Why be an employee when you can become a leader? Now that employees have the ability to work from anywhere at anytime, being self-directed is crucial. There is no longer a manager watching your every move and reminding you to "get back to work." This is a privilege but it's also a responsibility. A great deal of trust is being placed on you to accomplish your tasks. As a modern employee you must be capable of executing on your deliverables whether you are in an office, cafe, or at home. This was one of the key qualities for the modern manager but it's also a key quality for the modern employee. Traditionally employees wanted to keep ideas to themselves to get credit for their own contributions. This model is no longer effective.

With the emergence of collaborative tools, ideas and feedback can easily be traced back to individuals within an organization. Sharing not only benefits the team but it also benefits you as an employee. Your peers and managers will recognize your can-do attitude and ability to lend a helping hand. Sharing can take many forms; you can share your ideas, feedback, what you are working on, documents, or anything else that you choose to. By sharing, your team and neighboring departments will recognize your name. To be a modern employee you must become comfortable with sharing and helping others. In today's work environment we are pulled in many directions. We are on meetings while we check email, simultaneously tweeting, editing a document, and IMing with a colleague. With the proliferation of content and tools that coworkers and friends can "ping" us on it's all too easy to lose focus. With emerging technology employees must remember to focus on what needs to get done. This means being able to put people and messages "over ice." Information bombards employees from every direction which means employees need to become adept at filtering out and focusing on what's crucial.

Tasks

- 1. Scan the text.**
- 2. Look up all unknown words.**
- 3. Name the paragraphs with the headings:** *Filter and focus. Embrace change. Have a voice in your company. Be autonomous. Share and help others.*
- 4. Write a short annotation to the article.**
- 5. What other qualities do you think are crucial for the modern employee?**

Text 10. Communicating

Observational research indicates that managers at all levels spend the majority of their workday communicating. Communication is a social process

involving the transfer of information and understanding. Links in the communication process include sender, encode, medium, decode, receiver, and feedback. Noise is not an integral part of the chainlike communication process, but it may influence the process at any or all points. As the term is used here, noise is any interference with the normal flow of understanding from one person to another.

Perception is important to communication because it helps senders and receivers give meanings to environmental stimuli, including messages. Three perceptual subprocesses are selectivity, organization, and interpretation. Perceptual defense enables one to screen out irrelevant stimuli, and perceptual set does the opposite. Grouping, figure-ground, and closure help people perceptually organize otherwise meaningless stimuli. Specialists often interpret situations differently because of their restricted perspectives.

Four dynamics of organizational communication are structural considerations, the grapevine, nonverbal communication, and upward communication. Research suggests a trend toward greater centralization of the overall communication function. The unofficial and informal communication system that sometimes complements and sometimes disrupts the formal communication system has been labeled the grapevine. A sample of managers surveyed had predominantly negative feelings toward it. Recognizing that the grapevine cannot be extinguished, managers are advised to monitor it constructively. Nonverbal communication, including facial, gestural, and postural body language, accounts for most of the impact of face-to-face communication. Managers can become more effective communicators by doing a better job of receiving and giving nonverbal communication. Upward communication refers to a process of systematically encouraging subordinates to share with management their feelings and ideas. It can be stimulated by using formal grievance procedures, employee attitude and opinion surveys, suggestion boxes, an open-door policy, informal gripe session, task forces, and exit interviews.

Process, physical, semantic, and psychosocial barriers and sexist communication are common organizational communication problems. Awareness of the various barriers can improve communication effectiveness. Constructive steps also can be taken to become a better listener, writer, and meeting chairperson.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

transfer, sender, receiver, decode, interference, perception, interpretation, perceptual defense, restricted perspectives, disrupt, sample, attitude, opinion survey, grievance, extinguish, feedback

Exercise 2. Answer the questions:

- 1) What is communication?
- 2) Why is perception important?
- 3) How can managers become more effective communicators?

4) What enables one to screen out irrelevant stimuli?

Exercise 3. Match the left part with the right:

1. Perception is important to communication	a) structural considerations, the grapevine, nonverbal communication, and upward communication.
2. Research suggests a trend toward	b) because it helps senders and receivers give meanings to environmental stimuli, including messages.
3. Communication is a social process	c) greater centralization of the overall communication function.
4. Four dynamics of organizational communication are	d) the transfer of information and understanding.

Exercise 4. Open brackets choosing the right words:

(Recognizing/disagreeing) that the grapevine cannot be extinguished, managers are (dissuaded/advised) to monitor it constructively.

КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПРИ ЗАЧЕТЕ / ЭКЗАМЕНЕ

Сумма баллов по дисциплине	Оценка /зачет	критерии оценивания
85 – 100	«отлично» /зачтено	Оценка «отлично» выставляется студенту, если он глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и приемами выполнения практических задач по формированию общепрофессиональных компетенций.
70 - 84	«хорошо» /	Оценка «хорошо» выставляется студенту, если он

	<i>зачтено</i>	твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по дисциплине.
51 – 69	<i>«удовлетворительно» / зачтено</i>	Оценка «удовлетворительно» выставляется студенту, если он имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает сложности при выполнении практических работ и затрудняется связать теорию вопроса с практикой.
менее 51	<i>«неудовлетворительно» / незачтено</i>	Оценка «неудовлетворительно» выставляется студенту, который не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы. Как правило, оценка «неудовлетворительно» ставится студентам, которые не могут продолжить обучение без дополнительных занятий по данной дисциплине.

IV. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ, ХАРАКТЕРИЗУЮЩИЕ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

Процедура оценивания – порядок действий при подготовке и проведении аттестационных испытаний и формировании оценки.

Процедура промежуточной аттестации проходит в соответствии с Положением о промежуточной (рубежной) аттестации знаний студентов и учащихся ДГУНХ.

- Аттестационные испытания проводятся преподавателем (или комиссией преподавателей – в случае модульной дисциплины), ведущим лекционные занятия по данной дисциплине, или преподавателями, ведущими практические и лабораторные занятия (кроме устного экзамена). Присутствие посторонних лиц в ходе проведения аттестационных испытаний без разрешения ректора или проректора не допускается (за исключением работников университета, выполняющих контролирующие функции в соответствии со своими должностными обязанностями). В случае отсутствия

ведущего преподавателя аттестационные испытания проводятся преподавателем, назначенным письменным распоряжением по кафедре .

- Инвалиды и лица с ограниченными возможностями здоровья, имеющие нарушения

опорно-двигательного аппарата, допускаются на аттестационные испытания в сопровождении ассистентов-сопровождающих.

- Во время аттестационных испытаний обучающиеся могут пользоваться программой учебной дисциплины, а также с разрешения преподавателя справочной и нормативной литературой, непрограммируемыми калькуляторами.

- Время подготовки ответа при сдаче зачета/экзамена в устной форме должно составлять не менее 40 минут (по желанию обучающегося ответ может быть досрочным). Время ответа – не более 15 минут.

- При подготовке к устному экзамену экзаменуемый, как правило, ведет записи в листе устного ответа, который затем (по окончании экзамена) сдается экзаменатору.

- При проведении устного экзамена экзаменационный билет выбирает сам экзаменуемый в случайном порядке.

- Экзаменатору предоставляется право задавать обучающимся дополнительные вопросы в рамках программы дисциплины текущего семестра, а также, помимо теоретических вопросов, давать задачи, которые изучались на практических занятиях.

- Оценка результатов устного аттестационного испытания объявляется обучающимся в день его проведения. При проведении письменных аттестационных

испытаний или компьютерного тестирования – в день их проведения или не позднее следующего рабочего дня после их проведения.

- Результаты выполнения аттестационных испытаний, проводимых в письменной форме, форме итоговой контрольной работы или компьютерного тестирования, должны быть объявлены обучающимся и выставлены в зачётные книжки не позднее следующего рабочего дня после их проведения.

Порядок подготовки и проведения промежуточной аттестации в форме зачета/экзамена

действие	сроки	методика	ответственный
выдача вопросов для промежуточной аттестации	1 неделя семестра	на лекционных /практических и др.занятиях, на офиц.сайте вуза и др.	ведущий преподаватель
консультации	последняя неделя семестра/период сессии	на групповой консультации	ведущий преподаватель

промежуточная аттестация	в период сессии	устно, письменно, тестирование бланочное или компьютерное, по билетам, с практическими заданиями	ведущий преподаватель, комиссия
формирование оценки	на аттестации		ведущий преподаватель, комиссия