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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
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(ФГБОУ ИВО «МГЭУ»)

УТВЕРЖДАЮ

Проректор по учебно-методической работе

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ОСВОЕНИЮ УЧЕБНОЙ ДИСЦИПЛИНЫ

**Б1.В.10 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ СФЕРЕ**

наименование дисциплины

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## 1. АННОТАЦИЯ

Настоящие методические рекомендации разработаны для обучающихся 2 курса заочной формы обучения с учетом ФГОС ВО и рабочей программы дисциплины Иностранный язык в профессиональной сфере.

Цель изучения дисциплины формирование иноязычной (межкультурной) составляющей профессионально ориентированной коммуникативной компетенции, позволяющей обучаемым в дальнейшем интегрироваться в мультиязыковую и мультикультурную профессиональную среду; развитие способностей и качеств, необходимых для формирования индивидуального и творческого подхода к овладению новыми знаниями.

Задачи изучения дисциплины

- формирование и развитие умений общения в профессиональной и научной сферах необходимых для освоения зарубежного опыта в изучаемой и смежных областях знаний, а также для дальнейшего самообразования;
- овладение терминологией по данному курсу и развитие умений правильного и адекватного использования этой терминологии;
- совершенствование навыков распознавания и понимания грамматических форм и конструкций в опоре на различные признаки грамматических явлений, а также навыков употребления грамматических конструкций в различных речевых ситуациях.
- развитие коммуникативной компетенции (лингвистической, социолингвистической, социокультурной, стратегической, дискурсивной и прагматической компетенций), необходимой для квалифицированной творческой деятельности в повседневном общении, в общественно-политической и научно-профессиональной сферах, а именно: в творческом поиске и обработке полученной информации, устном обмене информацией, письменной информационной деятельности;
- приобщение студентов к самостоятельной исследовательской работе над языком, развитие у студентов аналитического подхода к изучаемым языковым явлениям путем сопоставления их с соответствующими явлениями родного языка.

Процесс освоения учебной дисциплины направлен на формирование у обучающихся следующих компетенций:

Код компетенции	Содержание компетенции	Индикаторы достижения компетенции
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах)	УК-4.1. Знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации.
		УК-4.2. Умеет применять языковые средства для достижения профессиональных целей на русском и иностранном (-ых) языке (-ах).
		УК-4.3. Владеет способностями выстраивать стратегию устного и письменного общения на русском и иностранном (-ых) языке (-ах) в рамках межличностного и межкультурного общения.

## 2. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

### Темы и задания к практическим занятиям

#### Практическое занятие № 1.

##### Тема - Companies

##### Introduction

Can you think over and answer the following questions?

1. What is the difference between organizing and organization?
2. Can you think of the two meanings of the word organization?
3. Do you know anything about different organization structures?

##### Reading 1

1. Match these words with the definitions.

1 employee a) to change, esp. slightly

2 relationship b) the process of working, an activity

3 rational, adj c) to put into correct or desired order, to make preparations

4 maintain d) a person employed for wages

5 burdened e) sensible, based on or according to reason

6 operation f) to continue to have, do etc., as before; to keep in good condition

7 modify g) friendship or connection between people

8 available h) be loaded or troubled

9 arrange i) able to be had, obtained, used, seen, etc.

10 responsible j) having the duty of looking after someone or something

2. Read the text. What does it say about the questions in the introduction?

Find the answers as quickly as you can.

Whenever individuals come together for a common purpose, their separate activities must be coordinated to achieve maximum effectiveness. The term —organization‖ has come to acquire a number of meanings. An organization of people who meet and have some sort of formal relationship, such as a civic club, a political party, or an athletic team, may be called an organization. A business enterprise, with all its resources, personnel, equipment, and methods of production and distribution, is typically called an organization. The term ‘organization’, however, has its most proper meaning in a managerial context when it refers to the outcome of the organizing function. In the organizing process, management sets up the structure and rules that

control the way a company’s resources will interact to reach objectives. The resulting internal structure is the organization: this structure prescribes the tasks and activities to be carried out, the relationship between these activities, and the role each individual in the company will play in meeting planned objectives. Thus management is responsible for the organizing function or process and the organization itself. Organizational relationships within a business may be formal or informal. Formal organizations are consciously planned. They are arranged according to rational principles which are usually set down in writing. The purpose of formal organizations is to control the routine activities and decisions that keep the company running. Informal organizations exist without specific planning. The informal organization develops from social likes and dislikes of the

employees. Every business firm has its unique organization requirements. There are, however, certain principles that help to establish a sound internal structure. By following these principles, management creates an organization that is planned, suitable to purpose, well-defined, and as uncomplicated as possible. The principles are: a) organization follows planning; b) the structure of organization should fit its size and function; c) duties and relationships should be clearly

defined and specified; d) to achieve effective supervision, the number of subordinates should be limited.

Organizations can also vary in the extent to which authority is distributed down the chain of command to middle and lower level of management. A centralized organization is one in which almost all of the authority is concentrated in a few positions at the top. In a company with centralized organization, nearly all important operating decisions will be made by top management. The main task of those below is to carry out their decisions efficiently. A decentralized organization delegates much more authority to the managers who are closer to actual operations. In the long history of business management, three kinds of internal structures have evolved: line, line-and-staff, and functional. Most companies use one or more of these forms today.

An internal business structure in which every employee is a member of a direct chain of command from the top executives down through the levels of management is called line organization. It is called a line organization because authority flows in a direct line from the top of the organization to any individual worker at any level. The line organization has a distinct advantage in its simplicity; every employee can understand the organization and know where he or she stands.

The direct supervisor-subordinate relationship makes it easier to maintain discipline and quality of work. A great disadvantage of the line organization is that it is sometimes not capable of handling the complex management and technical needs of a large, modern company. Another disadvantage is that there are often insufficient formal means for communication and coordination between departments. Also, since managers are responsible for all of the work of their subordinates, they are often burdened with decisions about details. As the complexity and size of a company increase, managers usually find it necessary to modify the line organization by adding staff specialists to handle certain specific duties. This is called line-and-staff organization. It is the most common internal structure today, especially for large companies. The staff specialists perform technical services and provide expert guidance to line managers. The great advantage of the line-and-staff organization is that it allows specialists to handle highly technical or complex functions while the company retains many of the benefits of line organization. The disadvantage of a line-and-staff organization is that conflict often arises between line positions and staff positions. Line managers and workers may consider staff specialists as expensive extra baggage. Staff workers may resent managers who do not take their advice. An alternative way to organize a business is to assign managers the responsibility for all activities and decisions in certain defined functional areas of operation. This is called functional organization. This structure, for example, might have five managers supervising the workers in a manufacturing plant. The personnel manager would directly handle all personnel matters, the production manager would concentrate exclusively on production etc. The main advantage of functional organization is that it allows managers to specialize in one particular area of operations. Their expert guidance becomes directly available to all workers without an intervening line manager. The fact that every worker has more than one supervisor is a great disadvantage of functional organization, however. This can cause conflicting commands and loss of discipline and can make it difficult to put down the responsibility for decisions. For this reason, most businesses that choose a functional organization try to clearly restrict the degree of authority certain functions can exercise over other functions. A fourth kind of organization is used by firms that must manage a number of one-time projects – such as road, dam, or bridge building, or a research investigation. These firms use a matrix organization, which allows a project manager to exercise temporary authority over a number of specialists who also must report to different line managers for supervision in their specialties. This enables specialists to be assigned to projects where they are needed. It has the disadvantage, however, of asking an employee to report to two different bosses.

Vocabulary Focus

3. a) Study the meaning and use of the following words. Then fill in the gaps with these words.  
authority (n): power or right to give orders and make others obey; a person or a group of persons, having authority  
objective (n): object aimed at, purpose  
retain (v): keep, continue to have or hold  
internal (adj): of or in the inside  
handle (v): manage, deal with, control  
informal (adj): irregular, without ceremony or formality  
subordinate (n): a person junior in rank or position, working under another person  
dissatisfaction (n): the state of being not satisfied

b) Complete these sentences with words from the list above.

1. The ... structure of a business determines the relationships between a company's activities and personnel.

2. The internal structure proscribes the role each individual in the company will play in meeting planned ... .

3. ... is delegated to employees to allow them to meet their responsibilities.

4. The great advantage of the line-and-staff organization is that it allows specialists to ... highly technical or complex functions.

5. A poor organization causes confusion, waste and ... .

6. Personal friendships and conflicts are another force in the ... organization.

7. Centralized organizations usually give managers a limited but tighter span of control, with each manager having fewer ... .

8. A company with line-and-staff organization can ... many of the benefits of line organization.

4. Express in one word.

1) The right to take certain actions and to require subordinates to perform duties they are assigned – ... .

2) The duties an employee is obligated to fulfil while performing the job – ... .

3) An internal business structure in which every employee is a member of a direct chain of command from the top executive down through the levels of management – ... .

4) The modification of the line organization by adding staff specialists to handle certain specific duties – ... .

5) An internal business structure in which managers are assigned the responsibility for all activities and decisions in certain functional areas of operating – ... .

6) An organization which is consciously planned and which is arranged according to rational principles – ... . words for reference: responsibility, line organization, authority, line-and-staff organization, formal organization, functional organization

5. Match the English and the Russian equivalents.

a. to meet the objectives 1. ограничить полномочия

b. to handle duties 2. подчинённый

c. to retain benefits 3. сохранить преимущества

d. to restrict the authority 4. вмешиваться

e. expert guidance 5. назначать, поручать

f. to modify 6. доступный, имеющийся в наличии

g. to assign 7. достигнуть целей

h. available 8. выполнять обязанности

i. to intervene 9. видоизменять

j. subordinate 10. профессиональное руководство

6. Match the words from the text with their synonyms.

a. to modify 1 to allow, to authorize

b. to handle 2 to absorb, to contain

c. to assign 3 to accept, to acquire

d. to restrict 4 to alter, to change, to convert

e. to enable 5 to appoint, to choose

f. objective 6 benefit, convenience.

g. sufficient 7 to control, to direct, to guide, to operate

- h. to retain 8 to keep within bounds, to limit  
 i. advantage 9 aim, ambition, goal, n.  
 j. to assume 10 adequate, competent  
 7. a) Give the derivatives of the following words.

Verb Noun Adjective

1. modify
2. authoritative
3. delegate
4. production
5. assume
6. enable
7. guidance –
8. restrictive
9. benefit
10. serve –

b) Complete the following sentences using forms of the words from the table above.

modify

1. They tried to make ... in the training programme. 2. The industrial revolution ... the whole structure of the English society.

authoritative

I ... him to act for me while I am abroad. 2. An officer exercises ... over the soldiers under him. 3. He was reprimanded for his ... manner of speaking.

delegate

1. The chairman ... his rights to his depute. 2. Entrusting one's duties to another person is called ....

production

1. ... labour is our economic value. 2. The ... of manufactured goods rose by 10% at the end of the year. 3. We must ... more food ourselves and import less.

assume

1. Their ... that the war would end quickly was proved wrong. 2. You should ... the direction of the business. enable

1. He is a man of great .... 2. The collapse of the strike ... the company to resume normal bus service. 3. I wasn't ... to come to the office because I felt bad yesterday.

guidance

1. ... missiles are rockets which are directed to their destination by electronic devices. 2. ... is a kind of leadership. 3. Your sense of what is right or just must ... you.

restrictive

Is the consumption of alcohol ... by law in your country? 2. ... practices in industry are practices that hinder the most effective use of labour, technical resources and tend to damage productive efficiency. 3. The government placed ... on foreign trade.

benefit

1. Fresh air and good food are ... to the health. 2. Did you get much ... from your holiday? 3. The new railway will ... the district.

serve

1. The gardener ... the family for ten years. 2. His ... to the state have been immense. 3. The dinner is ... at 6 o'clock.

## Практическое занятие № 2

### Тема – Planning

In groups discuss the following questions.



1 What is management? Is it an art or a science? An instinct or a set of skills and techniques that can be taught?

2 What do you think makes a good manager? Which four of the following qualities do you think are the most important?

A. being decisive: able to make quick decisions

B. being efficient: doing things quickly, not leaving tasks unfinished, having a tidy desk, and so on

C. being friendly and sociable

D. being able to communicate with people

E. being logical, rational and analytical

F. being able to motivate and inspire and lead people

G. being authoritative: able to give orders

H. being competent: knowing one's job perfectly, as well as the work of one's subordinates

I. being persuasive: able to convince people to do things

J. having good ideas

K. being highly educated and knowing a lot about the world

L. being prepared to work 50 to 60 hours a week

M. wanting to make a lot of money

Are there any qualities that you think should be added to this list?

3 Which of these qualities can be acquired? Which must you be born with?

READING

#### Text 1. DEFINITION OF MANAGEMENT. ITS NATURE AND PURPOSE

2. Read the text and find answers to the questions.

#### DEFINITION OF MANAGEMENT. ITS NATURE AND PURPOSE

We define management as the process of designing and maintaining an environment in which individuals working together in groups, accomplish efficiently selected aims. This basic definition needs to be expanded.

1. As managers, people carry out the managerial functions of planning, organizing, staffing, leading and controlling.

2. Management applies to any kind of organization.

3. It applies to managers at all organizational levels. Management applies to small and large organisations, to profit and not-for-profit enterprises, to manufacturing as well as service industries. The term —enterprise<sup>1</sup> refers to business, government agencies, hospitals, universities, and other organizations. Effective managing is the concern of the corporation president, the

hospital administrator, the government first line supervisor and the like. Managers are charged with responsibility of taking actions that will make it possible for individuals to make their best contributions to group objectives. The scope of authority held may vary and the types of problems dealt with may be considerably different. But all managers obtain results by establishing an environment for effective group endeavour. Top-level managers spend more time on planning and

organising than lower-level managers,

Leading takes a great deal of time for first-line supervisors.

The aim of all managers.

In a very real sense, in all kinds of organizations, whether business or nonbusiness, the logical and most desirable aim of all managers should be a surplus — managers must establish an environment in which people can accomplish group goals with the least amount of time, money, materials and personal dissatisfaction<sup>1</sup>, or where they can achieve as much as possible of a desired goal with available resources. In a nonbusiness enterprise, such as a police department or hospital, that are not responsible for total business profits, managers still have goals and should strive to accomplish as much as possible with available resources.

1. How is management defined?
2. What kind of process is it?
3. How can this definition be expanded?
4. What kinds of organisations does management apply to?
5. What does the term "enterprise" refer to?
6. What is the main responsibility of managers?
7. What types of problems do they deal with?
8. What is their scope of authority?
9. How can managers obtain good results?
10. How do managerial functions differ on different levels of management?
11. What is the most desirable aim of all managers?
12. What should they do to achieve this aim?
13. How should they strive to accomplish their goals?
14. What is a nonbusiness (not for profit) enterprise?
15. How should managers at nonbusiness enterprise accomplish their goals

#### Text 2. THE COMPONENTS OF MANAGEMENT

4. Read the text and decide which of the following comments you would expect the writer to agree with. Use the text to support your answers.

##### Successful managers

1. start directing and controlling activities long before planning, coordinating and staffing;
2. should always find time for planning;
3. are reluctant to change their plans;
4. allow their employees to contribute to plans;
5. ignore what is going on outside their departments;
6. have the authority to enforce assignments and decisions,
7. understand that the attainment of goals must be the reason for any cooperative activity;
8. participate in recruiting applicants and hiring employees;
9. praise and promote their staff;
10. can handle any number of people;
11. set an example for their employees to follow;
12. use positive reinforcement to correct improper behaviour;
13. don't solicit employee ideas;
14. use control to ensure they are attaining their objectives;
15. use input from customers to evaluate the results.

#### THE COMPONENTS OF MANAGEMENT

The basic management components are planning, organizing, coordinating, staffing, directing, controlling, and evaluating. Each component defines what a manager must be able to do. In practice, the components are interrelated.

##### Planning

The planning process begins with top managers, who must create broad organizational goals to help managers and employees focus on what the property is trying to accomplish. Top and middle managers then create specific objectives that become the responsibility of various departments.

Daily activities require a third level of planning, Plans must also be generated for ; special events, new training programs, and other activities. Supervisors are responsible for much of this type of planning.

Effective planning incorporates the following principles:

- Goals must be established before plans can be developed.
- You must regularly set aside time to plan.
- You should be allowed to contribute to plans that affect your work. In turn, you should allow your employees to contribute to plans that affect their jobs.

- You should be flexible when planning. You should recognize that situations change and that other plans must be considered.
- Plans must be implemented.

#### Organizing

Organizing involves establishing the flow of authority and communication between people and organizational levels. General organizing principles and responsibilities include the following:

- Authority should flow in an unbroken line from the top to the bottom of the organization.
- Each employee should have only one supervisor.
- Relationships between departments in the organization must be considered when managers organize.

#### Coordinating

You must be able to coordinate the efforts of your employees through good planning and effective organization. Principles of coordinating include the following:

- Supervisors must have the authority to enforce assignments, commands, and decisions.
- Not only must you coordinate your resources and employees to complete your assigned tasks, you must also do your part to help coordinate the efforts of the organization as a whole.

#### Staffing

Staffing involves recruiting applicants and hiring those best qualified. In small operations, a manager or supervisor might recruit and hire applicants. In large properties, recruiting is frequently performed by a human resources (personnel) department, although line managers still are involved in interviewing and make the hiring decisions. All properties use basic principles of staffing such as the following:

- Personal qualities needed to adequately perform job tasks must be considered. These are recorded in job specifications.
- Job application forms should be used to collect information about applicants. Tests can be used to assess the abilities of applicants. Preliminary interviews and reference checks will also help eliminate unqualified applicants.
- Employee orientation, training, and evaluation programs should be developed and implemented.

#### Directing

Directing includes all the activities necessary to oversee, motivate, train, evaluate, and discipline employees. Directing incorporates the following principles.

- The number of employees each supervisor directs should be carefully determined. There is no formula for calculating the optimum number of employees for each supervisor. The right number of employees depends on many variables, including the supervisor's experience, complexity of the work, and frequency with which problems are likely to occur. No supervisor should be given more people than he/she can handle.
- Employees must know what they are expected to do.
- Delegation — the act of giving formal organizational authority to an employee — is a directing technique.
- Directing includes motivating your employees. Keep in mind that your attitude affects employee attitudes and performances,
- Don't relate to all employees the same way. Your leadership style should vary according to employee needs.
- It's important to gain employee cooperation. You should treat them fairly and honestly.
- Solicit employee ideas and, whenever possible, use them.
- Show your appreciation to employees who perform their jobs well.

#### Controlling

Controlling helps to ensure that you are attaining your objectives. The control process begins with establishing performance standards, continues with assessing actual performance, and then involves making a comparison between performance standards and actual performance to

determine whether — and to what extent — corrective action is necessary. Control is based on several principles:

- Operating budgets are the most important control tools.
- Preventive controls are more effective than controls imposed after things go wrong.

#### Evaluating

Evaluating means looking at how well you and your employees achieved your objectives. Evaluating principles include the following:

- Time to evaluate must be set aside regularly.
- Input from guests and others outside the property is useful in the evaluation process.

4. Discuss the following questions.

1. —Planning is looking ahead, and control is looking back. Comment.
2. If planning involves a rational approach to selected goals, how can goals or objectives be a type of plan?
3. Since people must occupy organization positions, and since an effective organization depends on people, it is often said that the best organization arises when a manager hires good people and lets them do a job in their own way. Comment.
4. List and evaluate external factors affecting staffing. Which ones are most critical today? Explain.
5. The "assessment center" is a technique for selecting and promoting managers. The candidates take various psychological tests, engage in management games, participate in a leaderless group discussion of some problem and are observed by their evaluators who also interview them from time to time.
6. Would you like to participate in such a center? Why, or why not?
7. Performing the function of evaluating, how would you measure the productivity of managers and other knowledge workers?

#### Text 3. THE FUNCTIONS OF MANAGEMENT

5. Read the text and decide what new information you can find in the text.

##### PLANNING AND ORGANISING

The main functions are planning, organising, staffing, leading and controlling. Planning involves selecting objectives and the actions to achieve them, it requires decision making. Decision making is choosing future courses of action from among alternatives. No real plan exists until a decision has been made. Before a decision is made, all we have is a planning study, an analysis, or proposal, but not a real plan. Planning bridges a gap from where we are to where we want to be in a desired future. It strongly implies not only the introduction of new things; but also sensible and workable implementation. There is no more important and basic element in establishing an environment for performance than enabling people to know their purposes and objectives, the tasks to be performed, and the guidelines to be followed in performing them. If group effort is to be effective, people must know what they are expected to accomplish. Organising. People working together in groups to achieve some goals must have roles to play, much like the parts actors fill in a drama. The concept of a —role implies that what people do has a definite purpose or objective; they know how their job objective fits into group effort, and they have the necessary authority, tools and information to accomplish the task. Organising is that part of managing that involves establishing an intentional structure of roles for people to fill in an organisation. It is intentional in the sense of making sure that all the tasks necessary to accomplish goals are assigned to people who can do them best. The purpose of an organisation structure is to help in creating an environment for human performance. To design an effective organisation structure is not an easy managerial task. Many problems are involved in making structures fit situations, including both defining the kind of jobs that must be done and finding the people to do them.

##### STAFFING, LEADING AND, CONTROLLING

Staffing involves filling and keeping filled the positions in the organization structure. This is done by defining work-force requirements, inventorying the people available, recruiting,

selecting, placing, promoting, planning the career, compensating and training. Leading is influencing people so that they will contribute to organisation and group goals; it has to do with the interpersonal aspect of managing. All managers would agree that their most important problems arise from people — their desires and attitudes, their behaviour as individuals and in groups. Effective managers also need to be effective leaders. Since leadership implies followership and people tend to follow those who offer a means of satisfying their own needs, wishes and desires, it is understandable that leading involves motivation, leadership styles and approaches, and communication. Controlling is the measuring and correcting of activities of subordinates to ensure that events conform to plans. It measures performance against goals and plans, shows where negative deviations exist and by correcting deviations helps ensure accomplishment of plans.

Although planning must precede controlling, plans are not self-achieving. The plan guides managers in the use of resources to accomplish specific goals.

Then activities are checked to determine whether they conform to plans. Control activities generally relate to the measurement of achievement. Each means of controlling shows whether plans are working out. If deviations persist correction is indicated. But what is corrected? Activities, through persons. Nothing can be done unless one knows who is responsible for these functions. Making events conform to plans means locating the persons who are responsible for results that differ from planned action and then taking the necessary steps to improve performance. Thus, outcomes are controlled by controlling what people do.

#### NOTES TO THE TEXT:

1 bridges a gap прокладывает мост, зд. является связующим звеном

2 much like the parts actors fill in a drama

очень похожие на те роли, которые актеры исполняют в сериале

3 an intentional structure зд. запрограммированная структура организации

4 making structures fit situations — подгонять структуру под конкретные условия работы

5 people tend to follow those who offer a means of satisfying their own needs

люди склонны следовать за теми, кто предлагает им средства для удовлетворения их потребностей

6 It measures performance against goals and plans. он (контроль) соизмеряет исполнение с целями и планами

7 if deviations persist если отклонения продолжаются

8 It means locating the persons who are responsible for results это означает найти тех, кто отвечает за результат ... (ответственных людей).

Answer these questions.

1. How is staffing defined?
2. What is to be done to perform staffing effectively?
3. How should leading influence people?
4. What aspect of managing is it?
5. What do the most important problems of managing arise from?
6. What does leadership imply?
7. What does leading involve?
8. What is controlling?
9. Why is it important?
10. Why is it necessary to check the activities of subordinates?
11. What does each means of controlling show?
12. How can deviations be corrected?

13. What does it mean to make events to conform to plans?

#### Text 4. WHAT IS MANAGEMENT?

7. This text summarizes some of Peter Drucker's views on management. As you read about his description of the work of a manager, decide whether the five different functions he mentions require the four qualities you selected in your discussion, or others you did not choose.

#### WHAT IS MANAGEMENT?

Peter Drucker, the well-known American business professor and consultant, suggests that the work of a manager can be divided into planning (setting objectives), organizing, integrating (motivating and communicating), measuring, and developing people. • First of all, managers (especially senior managers such as company chairmen -and women - and directors) set objectives, and decide how their organization can achieve them. This involves developing strategies, plans and precise tactics, and allocating resources of people and money. • Secondly, managers organize. They analyse and classify the activities of the organization and the relations among them. They divide the work into

manageable activities and then into individual jobs. They select people to manage these units and perform the jobs. • Thirdly, managers practise the social skills of motivation and communication. They also have to communicate objectives to the people responsible for attaining them. They have to make the people who are responsible for performing individual jobs form teams. They make decisions about pay and promotion. As well as organizing and supervising the work of their

subordinates, they have to work with people in other areas and functions. • Fourthly, managers have to measure the performance of their staff, to see whether the objectives set for the organization as a whole and for each individual member of it are being achieved. • Lastly, managers develop people - both their subordinates and themselves. Obviously, objectives occasionally have to be modified or changed. It is generally the job of a company's top managers to consider the needs of the future, and to take responsibility for innovation, without which any organization can only expect a limited life. Top managers also have to manage a business's relations with customers, suppliers, distributors, bankers, investors, neighbouring communities, public authorities, and so on, as well as deal with any major crises which arise. Top managers are appointed and supervised and advised (and dismissed) by a company's board of directors. Although the tasks of a manager can be analysed and classified in this fashion, management is not entirely scientific. It is a human skill. Business professors obviously believe that intuition and 'instinct' are not enough; there are management skills that have to be learnt. Drucker, for example, wrote nearly 30 years ago that 'Altogether this entire book is based on the proposition that the days of the "intuitive" manager are numbered,'\* meaning that they were coming to an end. But some people are clearly good at management, and others are not. Some people will be unable to put management

techniques into practice. Others will have lots of technique, but few good ideas.

Outstanding managers are rather rare.

\* Peter Drucker: An Introductory View of Management

8. Answer these questions.

1. What management functions are described in the text?
2. How is planning defined?
3. What activities does the organizing function involve?
4. What does Peter Drucker mean by the integrating function?
5. What does measuring mean?
6. What is the final function according to Peter Drucker?
7. What is the main job of a company's top manager?
8. Why can you say that management is a science?
9. What arguments does the author give to prove that management is an art.?

#### **Практические занятия № 3.**

## Контрольная работа

### Text 1. MATRIX MANAGEMENT

1/Before you read discuss these questions.

- What do you know about matrix management?
- What are its strengths and weaknesses?

#### MATRIX MANAGEMENT

The Oxford English Dictionary defines "matrix" as: "A situation or surrounding substance within which something else originates, develops or is contained." In the case of matrix management, the project team is the "situation...within which something originates or develops". Matrix management is the process of taking staff from different departments to work as a team to deliver a product or a service. Under this system, the organization of management is different to that in a more conventional, functional structure. In a functional management structure, the sales executive reports to the sales manager, who reports to the sales director and so on- i.e. everyone has just one boss. With the matrix approach, an employee would still work within his/her department, but may

also have a role within a project team. The various team members are brought together for a specific project, and may not work together again. Strengths of matrix management Each project brings together people with different skills and is not reliant on a static staffing resource. This enables teams to be developed quickly, with the necessary skills to deliver the service or product.

Individuals have access to wider opportunities, increasing motivation, recognition and career development. Employees can drive their career forward without being caught in one business area. Projects are short and diverse, and large achievements are possible. For example, involvement in a team responsible for a successful new product launch may help enormously in a person's self-confidence and career.

#### Weaknesses of matrix management

- The main weakness is the potential for conflicts of interest — between either the project team member and the project manager, or between the departments within the business. For instance a marketing manager may lack motivation towards a project dominated by IT staff.
- Business areas (such as the marketing department) and different project teams may all want the same well-reputed staff. The project with the highest priority will gain that resource, but this might weaken the departments or projects that lose out.

#### Conclusion

The key to success is that projects should be delivered to budget, on time and with quality — and often exceeding the customer's expectations. Without matrix management it would be difficult to be dynamic enough to meet the market place demand for changing skills and to keep pace with the ever-changing requirements of our customers. It might also be difficult to meet staff demands for interesting and challenging tasks. To keep ahead of our competitors, many companies utilize matrix management to change and evolve to meet customer's requirements. This can provide a complete solution calling upon all the experience of the firm across many different business areas and bringing these experiences together for a set period of time.

3.Read the text again and choose the best answer or ending to the following questions or statements:

1. According to the text, matrix management
  - a) is a conventional organization of a project team;
  - b) brings together people with the required skills from various business areas to fulfill the project;
  - c) supports one of the main principles of management, i.e. each employee should have only one boss.
2. What is NOT true about matrix .management?
  - a) Various team members may not work again after completing the project.
  - b) Employees may have to combine work in two departments.

- c) It hinders career development of employees.
- 3. It can be inferred from the text that matrix management
  - a) is applied to the most protracted and boring projects;
  - b) is applicable for an indefinite period of time;
  - c) may be a source of discord between the departments within the organization.
- 4. The expression "to keep pace" in the last paragraph is closest in meaning to
  - a) to advance;
  - b) to fall behind;
  - c) to stay even with others.

#### MANAGEMENT LEVELS

- 4. Before you read discuss these questions.
  - 1. What management levels do you know?
  - 2. Who is responsible for the general direction and success of the entire business?
  - 3. Who plans the day-to-day work of the employees of the company?
  - 4. Who are departments usually headed by?

#### MANAGEMENT LEVELS

Unless a business is very small, there will be several managers with responsibilities for leading the business. Every manager completes all of the management functions and has authority over other people and their work. Not every manager gives the same amount of attention and time to each of the functions. Most organizations have three levels of managers: executives, mid-managers, and supervisors.

#### Top Management

Executives are top-level managers with responsibilities for the direction and success of the entire business. They set long-term direction and plans. They are held accountable for the profitability and success of the business. Job titles of executives include chief executive officer, president, chief operating officer, and vice president. Executives spend most of their time on planning and controlling activities. They study the economy and competition. They are responsible for all major business communications.

All other managers report to executives.

#### Mid-Management

Mid-managers are specialists with responsibilities for specific parts of a company's operations. Examples of mid-management jobs are marketing manager, information technology manager, customer service manager; operations manager, and human resources manager. They take the business plans developed by executives and prepare specific plans for their part of the business. They must coordinate their work with other managers. Much of their time is devoted to the organizing, staffing, and implementing functions.

#### Supervisors

Supervisors are the first level of management in a business. They are responsible for the work of a group of employees. Supervisors often have non-management duties in addition to their management work. They plan the day-to-day work of the employees they supervise. They make sure that needed resources are available and used wisely. Supervisors often evaluate the work of their employees and solve problems that occur in their area. Supervisors spend most of their time implementing the plans of executives and mid-managers.

#### Management by Others

Employees who are not managers complete work that seems to be a part of one of the management functions. Employees plan and organize their work. They might take part in hiring and training new employees. They may evaluate the quality of the work they complete. Managers are responsible for the work of others and have authority over those employees. Without that authority and responsibility, the work of an employee is not considered part of management. Some experienced employees are asked to serve as leaders for their work group. They may be asked to lead a particular project or supervise the work of a new employee. Many companies are now organizing work teams. They are giving the teams both authority and



responsibility for much of their work. The team meets to make plans, determine how work will be completed, and divide the work among the team members. The team is responsible for meeting objectives and may even have some control over their budget. The team will still report to a manager and can ask for that person's

assistance when needed. Both work group leaders and employee teams are completing a limited number of management activities. Both of those situations are an effective way for employees to have experience with several management activities.

They can develop the skills needed by managers and decide whether they are interested in a management career.

5. Answer the following questions.

1. What levels of management do most organizations have?
2. Who are executives? What is their main function?
3. What job titles of executives do you know?
4. Who are mid-managers? What are they responsible for?
5. What is the first level of management? What is their function?
6. How can managers organize the work of their employees?

#### LISTENING

Sally Muggeridge is Management Development Director at Pearson plc. Listen to the interview and take notes about what makes a successful business person. Successful business people

1. know their job very thoroughly
2. ....

#### DISCUSSION QUESTIONS

1. Can you imagine a company performing successfully without management?
2. What is management? Is it an art or science?
3. Do you agree that a manager is a continual problem-solver, decision-maker, and innovator?
4. Do you share the opinion that "Poorly considered solution will be costly in dollars, happiness, or both?"
5. What qualities, from your point of view, is a person supposed to be born with or to acquire to become an effective manager?
6. Comment on the following: "Excellence costs, ... but in the long run mediocrity costs far more"

### **Практические занятия № 4**

**Тема – Starting your business.**

#### **1. Read the text and answer the questions**

1. The users of accounting information can be divided roughly into three groups:
  - 1) those who manage business;
  - 2) those outside a business enterprise who have a direct financial interest in the business;
  - 3) those persons, groups or agencies that have an indirect financial interest in the business.
2. Management is the group of people in a business who have overall responsibility for operating the business and for achieving the company's goals. Business enterprises have many goals. These goals include providing quality goods and services at low cost, creating new and improved products, increasing the number of jobs available, improving the environment and accomplishing many other social tasks.
3. To achieve these goals, of course, the company must be successful. Success and survival in a tough, competitive business environment require that management concentrate much of its effort on two important goals: profitability and liquidity. Profitability is the ability to make enough profit to attract and hold investment capital. Liquidity means having enough funds on hand to pay debts when they fall due,
4. Managers must constantly decide what to do, how to do, and whether the results match the original plans. Successful managers consistently make the right decisions on the basis of

timely and valid information. Many of these decisions are based on the flow of accounting data and their analyses.

5. Economics is a very broad concept having the two distinct aspects: technical and social. Both are reflected in management. In the technical sense, management has to do with machines, instruments, etc. Men control machines and mechanical systems, and this calls for professional knowledge and special skills.

6. In the social aspect of management of economy the objects of management are not things but men and their social relations. Using an analogy we may say that what interests us is not how the musician согъ троис his instrument, but how the conductor controls the orchestra.

7. Economics as a totality of the relations between men in the realm of the production, distribution, exchange and consumption of goods includes, of course, the movement of material values, that is, of things. But the point is that relations between men do not form on their own, but in regard to the production of the appropriation of goods. This is the basis of economic science.

### QUESTIONS

1. What is management?
2. Do business enterprises have many goals?
3. What do these goals include?
4. What must be done to be successful?
5. What is profitability?
6. What does management have to do with in the technical sense?

Relations between men do not form on their own, but in regard to the production of the appropriation of goods. Отношения между людьми складываются не сами по себе, а в отношении производства товаров.

13. What is the basis of economic science? Что лежит в основе экономической науки?

Economics as a totality of the relations between men in the realm of the production, distribution, exchange and consumption of goods includes, of course, the movement of material values, that is, of things. But the point is that relations between men do not form on their own, but in regard to the production of the appropriation of goods. This is the basis of economic science.

Экономика как совокупность отношений между людьми в сфере производства, распределения, обмена и потребления товаров включает, конечно, движение материальных ценностей, то есть вещей. Но дело в том, что отношения между людьми складываются не сами по себе, а в отношении производства товаров. Это основа экономической науки.

II. Подберите пары эквивалентов.

- 1) business enterprise g) предприятие, занимающееся бизнес-деятельностью
- 2) providing quality goods a) обеспечение качественными товарами
- 3) at a low cost f) при низких затратах, стоимости
- 4) competitive business environment l) среда конкурентноспособного бизнеса
- 5) creating a new and improved product e) создание нового улучшенного продукта
- 6) to achieve the goal j) достигать цели
- 7) to make profit m) давать прибыль
- 8) to attract and hold investment capital k) привлекать и удерживать инвестиционный капитал
- 9) to pay debts b) платить по долгам
- 10) to make the right decision d) принять правильное решение
- 11) the flow of accounting data h) бухгалтерский учет
- 12) exchange and consumption of goods c) обмен и потребление товаров
- 13) valid information i) достоверная информация

III. Переведите письменно текст.

### Менеджмент

1. Пользователей бухгалтерской информации можно условно разделить на три группы:
  - 1) те, кто управляет бизнесом;

2) те, кто находится за пределами предприятия и имеют непосредственную финансовую заинтересованность в бизнесе

3) те лица, группы или агентства, которые имеют косвенный финансовый интерес к бизнесу.

2. Менеджмент — это группа людей в бизнесе, которые несут общую ответственность за управление бизнесом и достижение целей компании. Коммерческие предприятия имеют много целей. Эти цели включают предоставление качественных товаров и услуг при низких затратах, создание новых и улучшенных продуктов, увеличение количества рабочих мест, улучшение окружающей среды и выполнение многих других социальных задач.

3. Конечно, для достижения этих целей, компания должна быть успешной. Успех и выживание в жесткой среде конкурентноспособного бизнеса требуют, чтобы руководство сконцентрировало свои усилия на двух важных целях: рентабельности и ликвидности. Рентабельность — это способность получать достаточную прибыль для привлечения и удержания инвестиционного капитала. Ликвидность означает наличие достаточного количества средств для платежей по долгам, когда происходит спад,

4. Менеджеры должны постоянно решать, что делать, как делать, и соответствуют ли результаты первоначальному плану. Успешные менеджеры постоянно принимают правильные решения на основе своевременной и достоверной информации. Многие из этих решений основаны на бухгалтерском учете и его анализе.

5. Экономика — это очень широкое понятие, имеющее два разных аспекта: технический и социальный. Оба отражены в менеджменте. В техническом смысле менеджмент связан с машинами, инструментами и т. д. Люди управляют машинами и механическими системами, и это требует профессиональных знаний и специальных навыков.

6. В социальном аспекте управления экономикой объектами менеджмента являются не вещи, а люди и их социальные отношения. Используя аналогию, мы можем сказать, что нас интересует не то, как музыкант использует свой инструмент, а то, как дирижер управляет оркестром.

7. Экономика как совокупность отношений между людьми в сфере производства, распределения, обмена и потребления товаров включает, конечно, движение материальных ценностей, то есть вещей. Но дело в том, что отношения между людьми складываются не сами по себе, а в отношении производства товаров. Это основа экономической науки.

IV. Переведите следующие предложения, обращая внимание на перевод сказуемых в страдательном залоге.

1. Prices **are regulated** by consumption and production in a market economy.

В рыночной экономике цены **регулируются** потреблением и производством.

2. In the countries that have free market economies production and consumption **are coordinated** through prices.

В странах с рыночной экономикой производство и потребление **координируются** через цены.

3. Resources that have command economics **are allocated** by central government planning.

При командной экономике ресурсы **распределяются** централизованным государственным планированием.

4. Prices of goods and resources **have been determined** to supply the production of goods and services that society demanded most.

Цены на товары и ресурсы **определены** для производства товаров и услуг, наиболее востребованных обществом.

5. Cheques and credit cards **are being used** much more than paper money and coins now.

Сейчас чеки и кредитные карты **используются** гораздо чаще, чем бумажные деньги и монеты.

6. A new currency - Euro- **was introduced** by the Common Market in 1999 and **was used** temporarily only in bank operations.

Новая валюта - евро - **была введена** Общим рынком (Европейским экономическим сообществом) в 1999 году и временно **использовалась** только в банковских операциях.

7. Profit **is defined** in terms of revenue and costs.

Прибыль **определяется** с точки зрения выручки и затрат.

8. Market supply **is defined** in terms of the quantities of a commodity all firms in a particular market offer as price varies and as all other factors **are assumed** constant.

Рыночное предложение **определяется** через количество товара, предлагаемого всеми фирмами в конкретном рыночном предложении, поскольку цена меняется и все другие факторы **считаются** постоянными.

9. Benefits **are** usually clearly seen.

Преимущества обычно четко **видны**.

10. The economy of the USA **is called** unplanned because the government does not regulate what **will be produced** and how it **will be marketed**.

Экономика США **называется** неплановой, потому что правительство не регулирует, что **будет производиться** и каким образом это **будет продаваться**.

11. Labour **is classified** into productive and unproductive.

Труд **подразделяется** на производительный и непродуктивный.

12. The consumer must decide on how much the good A **is preferred** to the good B.

Потребитель должен решить, насколько товар А **предпочтительнее** товара В.

13. Non-renewable goods **are used up** in one production cycle and **is fully transferred** to the final product.

Невозобновляемые товары **расходуются** за один производственный цикл и полностью **переносятся** в конечный продукт.

V. Преобразуйте следующие предложения со сказуемыми в действительном залоге в предложения со сказуемыми в страдательном.

1. Final goods adsorb the value of intermediate components and services.

The value of intermediate components and services is absorbed by final goods.

Стоимость промежуточных компонентов и услуг поглощается конечными товарами.

2. Investment in new production processes improve economic efficiency.

Economic efficiency is improved by investment in new production processes.

Экономическая эффективность повышается за счет инвестиций в новые производственные процессы.

3. Economics analyzes society's production and consumption level.

Society's production and consumption level is analyzed by economics.

Уровень производства и потребления общества анализируется экономикой.

4. People consume goods and services.

Goods and services are consumed by people.

Люди потребляют товары и услуги.

5. The producers of the goods maintain the revenue for every worker of the firm.

The revenue for every worker of the firm is maintained by the producers of the goods.

Доход для каждого работника фирмы поддерживается производителями товаров.

6. The primary sector extracts raw materials out of agriculture and industry.

Raw materials out of agriculture and industry are extracted by the primary sector.

Сырье из сельского хозяйства и промышленности добывается первичным сектором.

7. The governments buy a considerable part of total output of goods and services.

A considerable part of total output of goods and services is bought by the government.

Значительная часть общего выпуска производства товаров и услуг покупается государством.

VI. Переведите следующие международные слова.

Reserve - резерв, strategy - стратегия, exports - экспорт, equivalent - эквивалент, investment - инвестиция, statistics - статистика, dividend - дивиденд, migration - миграция, rent - рента, partner - партнер, special - специальный, specific - специфичный, dynamic - динамичный, to

finance - финансировать, tariff - тариф, licence - лицензия, dividend - дивиденд, subsidy - субсидия, imports - импорт, privatization - приватизация, standard - стандарт, quota - квота, indicator - индикатор, protectionism - протекционизм.

VII. Переведите предложения, обращая внимание на контекстуальные слова «it» и «one».

1. **It** is important to know that the product should be designed to function as efficiently as possible in relation to its price and use.

Важно знать, что продукт должен быть спроектирован так, чтобы функционировал как можно более эффективно применительно к его цене и использованию.

2. When a manufacturer sells more than **one** product, there is a brand choice issue.

Когда производитель продает более одного продукта, то возникает проблема выбора бренда.

3. **It** was our director who spoke about the losses of the company.

Именно наш директор рассказал о потерях компании.

4. **One** should remember that a consumer prefers the goods of high quality and of reasonable price.

Следует помнить, что потребитель предпочитает товары высокого качества и по разумной цене.

5. If the new system of management gives good results, **it** should be widely used.

Если новая система менеджмента дает хорошие результаты, ее следует широко использовать.

6. **It** is a reduction in incomes that influenced the quantity of the goods consumed.

Именно снижение доходов повлияло на количество потребляемых товаров.

7. I don't like this method, let us use another **one**.

Мне не нравится этот метод, давайте использовать другой.

8. **One** economizes by buying large amounts of goods.

Экономят за счет покупки большого количества товаров.

VIII. Переведите предложения, обращая внимание на модальные глаголы и их эквиваленты.

1. Cultural patterns and customs may dictate that sales **are to** be accompanied by certain non-business activities.

Культурные особенности и обычаи могут диктовать, что продажи **должны** сопровождаться определенной некоммерческой деятельностью.

2. Many salespeople **have to** earn a commission or percentage on the amount of products they se

Многим продавцам **приходится** зарабатывать комиссионные или проценты с количества продуктов, которые они продают.

3. Information about manufacturing **should** help managers identify costs that they may be able to reduce.

Информация о производстве **должна** помочь менеджерам определить затраты, которые они могут сократить.

4. Investors, creditors and others of financial accounting information **must** decide whether to invest in or lend to oiganization, and on what terms.

Инвесторы, кредиторы и другие лица, получающие финансовую бухгалтерскую информацию, **должны** решить, следует ли вкладывать средства в оданизацию или на каких условиях.

5. One **should** remember that accountants **need** to understand the three basic forms of business organization: sole proprietorships, partnerships, and corporations.

**Следует** помнить, что бухгалтерам **нужно** понимать три основные формы организации бизнеса: индивидуальное предпринимательство, партнерство и корпорации.

6. Most companies **should** borrow money for both long- and shortterm operating needs.

Большинство компаний **должны** занимать деньги как для долгосрочных, так и для

краткосрочных эксплуатационных нужд.

7. All public utilities, such as electric, gas, and telephone companies are regulated and **must** defend their rates with accounting reports.

Все коммунальные предприятия, такие как электрические, газовые и телефонные компании, регулируются и **должны** защищать свои тарифы с помощью бухгалтерских отчетов.

IX. Подберите пары эквивалентов.

- |                |                               |
|----------------|-------------------------------|
| 1) income      | 3) доход                      |
| 2) tax         | 1) налог                      |
| 3) output      | 2) выпуск, производительность |
| 4) statement   | 7) отчет                      |
| 5) investment  | 4) инвестирование             |
| 6) evaluation  | 6) оценка                     |
| 7) accountant  | 9) бухгалтер                  |
| 8) measurement | 5) измерение                  |
| 9) transaction | 8) сделка                     |

X. Переведите на английский язык, обращая внимание на случаи согласования времен.

1. Он сказал, что платит налоги своевременно.

He said he paid taxes on time.

2. Он сказал, что он занят, что он подсчитывает сумму налога, которую он должен заплатить.

He said he was busy, he was calculating the amount of tax that he had to pay.

3. Он сказал, что его фирма заплатила все налоги за прошлый год.

He said his company had paid all taxes for the past year.

4. Он сказал, что они будут обязательно платить налоги и в следующем году.

He said they would definitely pay taxes the following year.

XI. Прочитайте текст. Выберите из предложений после текста то, которое наиболее точно передает главную идею текста.

### **What is Commodity?**

The commodity is a product of labour made for exchange. Commodity production is a type of economic organization of society in which products are made for sale rather than for consumption by the producers themselves.

For products of labour to become commodities, it is necessary, first of all, to have a division of labour whereby a person produces not everything he needs for his own consumption but specializes in some kind of production. Secondly, the means of production must be owned by individuals or groups of individuals. When these two conditions exist, the sale and purchase of commodities become an economic necessity.

When we compare and evaluate commodities we are actually comparing the amount of labour contained in them. The labour embodied (воплощенный) in a commodity determines (определяет) the value of the commodity. Labour itself is not value. It only takes on value when commodities are produced for exchange.

### **Что такое товар?**

Товар — это продукт труда, предназначенный для обмена. Производство товаров — это тип экономической организации общества, в которой товары производятся для продажи, а не для потребления самими производителями.

Чтобы продукты труда стали товаром, необходимо, прежде всего, разделение труда, при котором человек производит не все, что ему нужно для собственного потребления, а специализируется на каком-то виде производства. Во-вторых, средства производства должны принадлежать отдельным лицам или группам лиц. Когда эти два условия существуют, то продажа и покупка товаров становятся экономической необходимостью.

Когда мы сравниваем и оцениваем товары, мы фактически сравниваем количество

труда, содержащегося в них. Труд, воплощенный в товар, определяет стоимость товара. Труд сам по себе не является ценностью. Он приобретает ценность только тогда, когда товары производятся для обмена.

2. The text is about commodity production and division of labour. Текст о производстве товаров и разделении труда

XII. Переведите на русский язык те предложения текста, в которых сказуемое стоит в страдательном залоге.

Commodity production is a type of economic organization of society in which products **are made** for sale rather than for consumption by the produces themselves.

Производство товаров — это тип экономической организации общества, в которой товары производятся для продажи, а не для потребления самими производителями.

Secondly, the means of production **must be owned** by individuals or groups of individuals.

Во-вторых, средства производства должны принадлежать отдельным лицам или группам лиц.

It only takes on value when commodities **are produced** for exchange.

Он приобретает ценность только тогда, когда товары производятся для обмена.

## Практические занятия № 5

### Тема - Conference

Подготовка к конференции, работа над проектом и защита проекта.

### 1. Основная литература

1. Моисеева Т. В. Английский язык для экономистов: учебное пособие для академического бакалавриата / Т. В. Моисеева, Н. Н. Цаплина, А. Ю. Широких. — 2-е изд., перераб. и доп. — Москва: Издательство Юрайт, 2019. — 157 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-08911-0. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <https://biblio-online.ru/bcode/441905>

2. Левченко В. В. Английский язык для экономистов (a2–b2): учебник для академического бакалавриата / В. В. Левченко, Е. Е. Долгалёва, О. В. Мещерякова. — Москва : Издательство Юрайт, 2019. — 351 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-01167-8. — Текст: электронный// ЭБС Юрайт [сайт]. — URL: <https://biblio-online.ru/bcode/432871>

3. Стогниева О. Н. Английский язык для экономистов (B1–B2). English for business studies in higher education : учебное пособие для академического бакалавриата / О. Н. Стогниева. — Москва : Издательство Юрайт, 2019. — 197 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-10008-2. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <https://biblio-online.ru/bcode/429129>

4. Уваров В. И. Английский язык для экономистов (a2–b2). English for business + аудиоматериалы в ЭБС: учебник и практикум для академического бакалавриата / В. И. Уваров. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2019. — 393 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-09049-9. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <https://biblio-online.ru/bcode/433189>

### 2. Дополнительная литература

1. Деловой иностранный язык (английский) : учеб.пособие / Рудинова, Юлия Ивановна [и др.] ; СПб. гос.инженерно-экономич.ун-т. - СПб. : СПбГИЭУ, 2011. - 140с.

2. Фомичева М.П., Богатырева С.Н., Белозерцева Н.В. Особенности обучения профессиональной иноязычной коммуникации студентов с ограниченными

возможностями здоровья: Методическое пособие / М.П. Фомичева, С.Н. Богатырева, Н.В. Белозерцева, О.С. Полозова и др. - М.: МГГЭИ, 2014. – 62с.

3. Халилова Л. А. English for students of economics: Английский язык для студентов-экономистов : учебник / Л.А. Халилова. — 4-е изд., перераб. и доп. — Москва : ФОРУМ : ИНФРА-М, 2018. — 383 с. — (Среднее профессиональное образование). - ISBN 978-5-16-106264-7. - Текст: электронный. - URL: <https://new.znanium.com/catalog/product/944973>

4. Business English for students of economics = Деловой английский для студентов-экономистов: учебное пособие / Б.И. Герасимов, О.А. Гливенкова, Н.А. Гунина ; под ред. М.Н. Макеева. - 2-е изд. - Москва:Форум, НИЦ ИНФРА-М, 2018. - 184 с. - ISBN 978-5-00091-116-7. - Текст: электронный. - URL: <https://new.znanium.com/catalog/product/966749>

### 3. Электронные ресурсы

1. <https://www.investopedia.com/terms/e/economics.asp> - Economics: Overview, Types, and Economic Indicators

2. <http://www.economics-journal.org/economics/journalarticles> - Economics Discussion Papers

3. <https://www.theguardian.com/business/economics>- Economics | Business | The Guardian

4. [https://www.economist.com/finance-and-economics/-\\_The\\_Economist](https://www.economist.com/finance-and-economics/-_The_Economist)

5. <https://www.aeaweb.org/resources/students/what-is-economics> - American Economic Association

6. <https://www.ted.com/topics/economics> - A collection of TED Talks (and more) on the topic of Economics

7. <https://www.khanacademy.org/economics-finance-domain/macroeconomics/macroeconomics-concepts> - Basic economics concepts

8. <http://whystudyeconomics.ac.uk/what-is-economics/> - The Annual Review of Economics

9. <https://www.annualreviews.org/journal/economics> - What is Economics?

№ п/п	Наименование раздела (темы)	Содержание раздела (тематика занятий)	Литература
	Companies. Типы компаний.	Успешные компании. Карьерный рост в компании Modals1: ability, requests and offers.	Левченко В. В. Английский язык для экономистов (a2–b2): учебник для академического бакалавриата / В. В. Левченко, Е. Е. Долгалёва, О. В. Мещерякова. — Москва : Издательство Юрайт, 2019. — 351 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-01167-8. — Текст: электронный// ЭБС Юрайт [сайт]. — URL: <a href="https://biblio-online.ru/bcode/432871">https://biblio-online.ru/bcode/432871</a>  Стогниева О. Н. Английский язык для экономистов (B1–B2). English for business studies in higher education : учебное пособие для академического бакалавриата / О. Н. Стогниева. — Москва : Издательство Юрайт, 2019. — 197 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-10008-2. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <a href="https://biblio-online.ru/bcode/429129">https://biblio-online.ru/bcode/429129</a>



<p>Planning. Планирование</p>	<p>Способы и секреты хорошего планирования. Планирование для экономического развития. Tenses. Active and Passive Voices.</p>	<p>Стогниева О. Н. Английский язык для экономистов (B1–B2). English for business studies in higher education : учебное пособие для академического бакалавриата / О. Н. Стогниева. — Москва : Издательство Юрайт, 2019. — 197 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-10008-2. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <a href="https://biblio-online.ru/bcode/429129">https://biblio-online.ru/bcode/429129</a></p> <p>Деловой иностранный язык (английский) : учеб.пособие / Рудинова, Юлия Ивановна [и др.] ; СПб. гос.инженерно-экономич.ун-т. - СПб. : СПбГИЭУ, 2011. - 140с.</p>
<p>Staff management. Управление персоналом.</p>	<p>Качества и умения хорошего менеджера. Молодые менеджеры Verbs and prepositions, Reported speech.</p>	<p>Моисеева Т. В. Английский язык для экономистов: учебное пособие для академического бакалавриата / Т. В. Моисеева, Н. Н. Цаплина, А. Ю. Широких. — 2-е изд., перераб. и доп. — Москва: Издательство Юрайт, 2019. — 157 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-08911-0. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <a href="https://biblio-online.ru/bcode/441905">https://biblio-online.ru/bcode/441905</a></p> <p>Фомичева М.П., Богатырева С.Н., Белозерцева Н.В. Особенности обучения профессиональной иноязычной коммуникации студентов с ограниченными возможностями здоровья: Методическое пособие / М.П. Фомичева, С.Н. Богатырева, Н.В. Белозерцева, О.С. Полозова и др. - М.: МГГЭИ, 2014. – 62с.</p> <p>Халилова Л. А. English for students of economics: Английский язык для студентов-экономистов : учебник / Л.А. Халилова. — 4-е изд., перераб. и доп. — Москва : ФОРУМ : ИНФРА-М, 2018. — 383 с. — (Среднее профессиональное образование). - ISBN 978-5-16-106264-7. - Текст: электронный. - URL: <a href="https://new.znaniium.com/catalog/product/944973">https://new.znaniium.com/catalog/product/944973</a></p>
<p>Conflicts. Конфликты</p>	<p>Конфликты. Разрешение конфликтных ситуаций на работе. Word building, Articles ( a/an, the and zero article),</p>	<p>Левченко В. В. Английский язык для экономистов (a2–b2): учебник для академического бакалавриата / В. В. Левченко, Е. Е. Долгалёва, О. В. Мещерякова. — Москва : Издательство Юрайт, 2019. — 351 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-01167-8. — Текст: электронный// ЭБС Юрайт [сайт]. — URL: <a href="https://biblio-online.ru/bcode/432871">https://biblio-online.ru/bcode/432871</a></p>

<p>Starting your business. Создание предприятия</p>	<p>Бизнес. Условия для начала нового бизнеса. Conditionals.</p>	<p>Моисеева Т. В. Английский язык для экономистов: учебное пособие для академического бакалавриата / Т. В. Моисеева, Н. Н. Цаплина, А. Ю. Широких. — 2-е изд., перераб. и доп. — Москва: Издательство Юрайт, 2019. — 157 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-08911-0. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <a href="https://biblio-online.ru/bcode/441905">https://biblio-online.ru/bcode/441905</a></p> <p>Левченко В. В. Английский язык для экономистов (a2–b2): учебник для академического бакалавриата / В. В. Левченко, Е. Е. Долгалёва, О. В. Мещерякова. — Москва : Издательство Юрайт, 2019. — 351 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-01167-8. — Текст: электронный// ЭБС Юрайт [сайт]. — URL: <a href="https://biblio-online.ru/bcode/432871">https://biblio-online.ru/bcode/432871</a></p> <p>Деловой иностранный язык (английский) : учеб.пособие / Рудинова, Юлия Ивановна [и др.] ; СПб. гос.инженерно-экономич.ун-т. - СПб. : СПбГИЭУ, 2011. - 140с.</p> <p>Халилова Л. А. English for students of economics: Английский язык для студентов-экономистов : учебник / Л.А. Халилова. — 4-е изд., перераб. и доп. — Москва : ФОРУМ : ИНФРА-М, 2018. — 383 с. — (Среднее профессиональное образование). - ISBN 978-5-16-106264-7. - Текст: электронный. - URL: <a href="https://new.znaniium.com/catalog/product/944973">https://new.znaniium.com/catalog/product/944973</a></p>
<p>Market Research. Изучение рынка</p>	<p>Структура рынка, освоение новых рынков сбыта, конкуренция и условия рынка. Modals: obligation, prohibition, possibility, permission, suggestions, refusal, promises, threats, willingness,</p>	<p>Моисеева Т. В. Английский язык для экономистов: учебное пособие для академического бакалавриата / Т. В. Моисеева, Н. Н. Цаплина, А. Ю. Широких. — 2-е изд., перераб. и доп. — Москва: Издательство Юрайт, 2019. — 157 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-08911-0. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <a href="https://biblio-online.ru/bcode/441905">https://biblio-online.ru/bcode/441905</a></p> <p>Фомичева М.П., Богатырева С.Н., Белозерцева Н.В. Особенности обучения профессиональной иноязычной коммуникации студентов с ограниченными возможностями здоровья: Методическое пособие / М.П. Фомичева, С.Н. Богатырева, Н.В. Белозерцева, О.С. Полозова и др. - М.:</p>

			МГГЭИ, 2014. – 62с.
Marketing. Маркетинг.	Основы, цели и концепции маркетинга. Аннотирование и реферирование текстов профессиональной направленности Infinitive, Participle I, Participle II.		Левченко В. В. Английский язык для экономистов (a2–b2): учебник для академического бакалавриата / В. В. Левченко, Е. Е. Долгалёва, О. В. Мещерякова. — Москва : Издательство Юрайт, 2019. — 351 с. — (Бакалавр. Академический курс). — ISBN 978-5-534-01167-8. — Текст: электронный// ЭБС Юрайт [сайт]. — URL: <a href="https://biblio-online.ru/bcode/432871">https://biblio-online.ru/bcode/432871</a> Деловой иностранный язык (английский) : учеб.пособие / Рудинова, Юлия Ивановна [и др.] ; СПб. гос.инженерно-экономич.ун-т. - СПб. : СПбГИЭУ, 2011. - 140с.
Conference. Конференция	Конференция. Этапы подготовки к конференции. Доклад. Аннотирование и реферирование текстов профессиональной направленности. Gerund.		Деловой иностранный язык (английский) : учеб.пособие / Рудинова, Юлия Ивановна [и др.] ; СПб. гос.инженерно-экономич.ун-т. - СПб. : СПбГИЭУ, 2011. - 140с. Фомичева М.П., Богатырева С.Н., Белозерцева Н.В. Особенности обучения профессиональной иноязычной коммуникации студентов с ограниченными возможностями здоровья: Методическое пособие / М.П. Фомичева, С.Н. Богатырева, Н.В. Белозерцева, О.С. Полозова и др. - М.: МГГЭИ, 2014. – 62с.  Business English for students of economics = Деловой английский для студентов-экономистов: учебное пособие / Б.И. Герасимов, О.А. Гливенкова, Н.А. Гунина ; под ред. М.Н. Макеева. - 2-е изд. - Москва:Форум, НИЦ ИНФРА-М, 2018. - 184 с. - ISBN 978-5-00091-116-7. - Текст: электронный. - URL: <a href="https://new.znanium.com/catalog/product/966749">https://new.znanium.com/catalog/product/966749</a>

### 3. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К САМОСТОЯТЕЛЬНОЙ РАБОТЕ

#### Самостоятельная работа № 1

#### Тема – Companies

#### Comprehension

1. Answer the questions basing on the text.
  1. What are the two meanings of the word ‘organization’?
  2. What is meant by the 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 difference between a centralized and decentralized organization?
  6. What is the main advantage of a line-and-staff organization over a line organization?
  7. What is the main disadvantage of a functional organization?
  8. From what two superiors is a person employed in a matrix organization likely to receive orders or instructions?
2. Expand the sentences.
  1. In the organizing process, management sets up ...
  2. Formal organizations are ...
  3. Informal organizations exist ...
  4. By following the four principles, management creates an organization that is ...
  5. The three major kinds of internal structures are ...
  6. A line organization is an internal business structure in which every employee ...
  7. The staff specialists perform ...
  8. An organization in which managers are assigned the responsibility for all activities and decisions in certain defined functional areas of operations is called ...
10. Put the following key sentences in the order according to the text.
  - a. Advantages and disadvantages of each organization structure.
  - b. The four principles of good organization.
  - c. The three basic organization structures.
  - d. The difference between organizing and organization.
  - e. Distinguishing between formal and informal organizations.

#### Reading 2

1. Here are some ideas for creating a good working environment. Which do you consider a) crazy? b) good for motivating staff?
  - singing at meetings
  - dressing in strange clothes at meetings
  - having no individual offices
  - unisex toilets
  - organizing company holidays
  - encouraging managers to invite staff home for dinner
  - buying birthday presents for staff
  - keeping animals and birds at head office
  - supplying flowers regularly for all offices
  - having no dress code
2. Read the article. Which of the ideas above are used by the Finnish company, SOL?

Smart in yellow uniforms, staff hurry about in Finland’s \$60 million-a-year SOL cleaning company carrying laptops and the latest Nokia mobile phones, as well as heavy-duty vacuum cleaners. This is a company in which people work when they like, and flexibility is being strongly tested. It is one that Dr. Joseph Juran, the management guru based in New York, considers to be the future. SOL’s owner, Liisa Joronen, a slim, charismatic brunette of 50, back from a 90-mile keep-fit cross-country ski run in Lapland, says that she has thrown out traditional management styles and hierarchies in favour of people motivation and the strict auditing of targets.

She has brought fun to the workplace in a nation noted for its engineering innovation, but also for its people's shyness and introversion. This most extrovert of Scandinavian business leaders sometimes dresses as a sunflower and sings at sales meetings if it will help. The company's name is from the Spanish for sun, and its sun logo has a curved line turning it into a smile. The key words around SOL are freedom, trust, goals, responsibility, creativity, joy of working and lifelong learning, Ms Joronen says. People's creativeness is restricted by routine and traditional office hours. As work becomes more competitive, so we need more flexible, creative and independent people. To help staff towards independence of mind, Liisa has abolished territorial space, such as individual offices and desks, and organized a communal area similar to a social club. It has a colourful playground, with trees, caged birds and small animals, a nursery, a billiard table, sofas, modern art and kitchen corners. Staff sit anywhere. There is not a secretary in sight. The boss makes the tea if everyone is on the phone to the field teams. Headquarters can be empty in the day and busy in the evenings and weekends. One headquarters worker, keen to go to midweek tango classes, was switching tasks with a colleague. The person supervising the cleaning of Helsinki's metro was working from home. Flying the country Economy Class, Liisa tells 3,500 staff at 25 branches to kill routine before it kills you. At SOL Days, Japanese-style motivation sessions, she has the whole hall dancing, and urges staff: The better you think you are, the better you will become. Half the country sees Liisa as a revolutionary boss, and several television programmes have been devoted to her. The other half thinks she is crazy. From The Times

3. Work in two groups. Group A completes the information file on Liisa Joronen. Group B completes the information file on her company, SOL. When you have finished, check each other's files.

A. Liisa Joronen

Age:

Position:

Physical appearance:

Personality:

Leadership ideas/style:

Public image:

B. SOL cleaning company

Location:

Number of staff:

Number of branches:

Logo:

Working conditions/practices:

4. Which of these adjectives describe the type of worker SOL likes to employ?

fun-loving competitive ambitious responsible animal-loving shy punctual independent flexible creative

5. Read these extracts from the article. Which word is similar in meaning to the highlighted word in each extract?

1. Smart in yellow uniforms, staff rush about in Finland's \$60 million-a-year SOL-cleaning company.

a) intelligent b) colourful c) well-dressed

2. SOL's owner, Liisa Joronen, a slim, charismatic brunette of 50...

a) powerful b) charming c) inspiring

3. This most extrovert of Scandinavian business leaders sometimes dresses as a sunflower...

a) lively b) quiet c) creative

4. People's creativeness is restricted by routine and traditional office hours.

a) developed b) destroyed c) limited

5. Liisa has abolished territorial space, such as individual offices and desks.

a) increased b) stopped c) reduced

6. One headquarters worker, keen to go to midweek tango classes, was switching tasks with a colleague.

a) changing b) planning c) sharing

6. Discuss these questions.

1. Would you like to work in a company like SOL?

2. Which of Liisa Joronen's ideas would you like to introduce into your own company or organization? Which would you not like to introduce? Why?

Listening

1. Listen to the first part of an interview with the British Airways

Project Manager for the new office complex, Waterside, and make notes. Then answer these questions.

1. What were Chris Byron's three main objectives concerning Waterside?

2. What three special features of Waterside does he mention?

2. Now listen to the second part of the interview and answer the questions.

1. What does Chris Byron mean by the term 'flexible working'? Give examples.

2. Which of the facilities below are provided at Waterside for employees? open-learning education

a supermarket in the building

electronic shopping

excellent meals

free videos

company cars

3. Why were there so few problems when staff moved to Waterside?

3. Discuss these questions.

1. How will Waterside help to improve efficiency and profitability?

2. What other facilities could Waterside provide for BA employees?

3. Would you like to work at Waterside? Give your reasons.

Translation

a) Translate the following passage from English into Russian paying attention to business vocabulary.

If one person sets up and runs the company, the form of ownership is called 'sole trader'. The person provides all the capital and has unlimited liability for business debts, even if this means selling personal assets. In a limited company (AmE corporation), the capital is divided into shares,

which are held by shareholders. Shareholders have limited liability, but they can vote at the Annual General Meeting to elect the Board of Directors. There are two types of limited company:

1) in a private limited company, all shareholders must agree before any shares can be bought or sold.

2) in a public limited company, shares are bought and sold freely, for example, on the stock exchange.

A partnership is created when a group of people provide the capital, set up the company and manage it together. There are two types of partnership:

1) Partners in an unlimited partnership are like sole traders – if the business fails they are fully liable for all debts, and may even have to sell personal assets.

2) In a limited partnership there can be sleeping partners who do not participate in the management of the company. Sleeping partners have limited liability – in the event of bankruptcy, they only lose their investment, not their personal assets.

b) Translate the following passage into English using your active vocabulary.

Из-за многообразия фирм их принято группировать, различая по разным признакам:

по размерам – малые, средние, крупные; по отраслевой принадлежности – промышленные, строительные, финансовые, инвестиционные, страховые и пр.; по организационной структуре – линейная, функциональная и пр. Линейное и функциональное руководство – это система управления в крупных организациях, где существуют две самостоятельные иерархии:

линейное руководство включает линейных руководителей, отвечающих за определение политики и выполнение основных функций организации (таких, как производство, сбыт и т.п.), в то время как функциональное руководство и самостоятельные функциональные руководители отвечают за обеспечение необходимых для этого условий, таких, как материально-техническое и финансовое обслуживание, складирование, бухгалтерский учёт, транспорт, все вопросы кадрового обеспечения и политики, эксплуатации и ремонта оборудования. На практике применяются все перечисленные группировки и целый ряд других. Однако определяющий критерий разделения фирм – форма собственности. В этом случае в рамках частной собственности можно выделить три вида (три формы) фирм: индивидуальная (семейная) фирма; товарищество; корпорация. Каждая из этих форм различается по четырём признакам: по числу собственников, по степени ответственности, по способу привлечения капитала, по характеру распределения доходов.

#### Self-study section. Grammar revision

Choose the correct or best phrases in each group.

- 1 a) the secretary of Mr Lorenzo  
b) Mr Lorenzo's secretary  
c) Mr Lorenzo secretary
- 6 a) a personnel's policy  
b) a policy of personnel  
c) a personnel policy
- 2 a) our company future  
b) our companies future  
c) our company's future
- 7 a) a salary increase  
b) an increase of salary  
c) a salaries increase
- 3 a) last year's results  
b) last year results  
c) the results of last year
- 8 a) a contract breach  
b) a contract's breach  
c) a breach of contract
- 4 a) our sales target  
b) our sale target  
c) our target of sales
- 9 a) unemployment figures  
b) figures of unemployment  
c) unemployment's figures
- 5 a) last month board meeting  
b) last month's board meeting
- 10 a) 5-million-dollars project  
b) a 5-million-dollar project  
c) board meeting of last month c) a project of 5 million dollars

#### Самостоятельная работа № 2

#### Тема - Planning

#### THE FUNCTIONS OF MANAGEMENT

1. Read the text and decide what new information you can find in the text.

### PLANNING AND ORGANISING

The main functions are planning, organising, staffing, leading and controlling. Planning involves selecting objectives and the actions to achieve them, it requires decision making.

Decision making is choosing future courses of action from among alternatives. No real plan exists until a decision has been made. Before a decision is made, all we have is a planning study, an analysis, or proposal, but not a real plan. Planning bridges a gap from where we are to where we want to be in a desired future. It strongly implies not only the introduction of new things; but also sensible and workable implementation. There is no more important and basic element in establishing an environment for performance than enabling people to know their purposes and objectives, the tasks to be performed, and the guidelines to be followed in performing them. If group effort is to be effective, people must know what they are expected to accomplish. Organising. People working together in groups to achieve some goals must have roles to play, much like the parts actors fill in a drama. The concept of a —role implies that what people do has a definite purpose or objective; they know how their job objective fits into group effort, and they have the necessary authority, tools and information to accomplish the task. Organising is that part of managing that involves establishing an intentional structure of roles for people to fill in an organisation. It is intentional in the sense of making sure that all the tasks necessary to accomplish goals are assigned to people who can do them best. The purpose of an organisation structure is to help in creating an environment for human performance. To design an effective organisation structure is not an easy managerial task. Many problems are involved in making structures fit situations, including both defining the kind of jobs that must be done and finding the people to do them.

### STAFFING, LEADING AND, CONTROLLING

Staffing involves filling and keeping filled the positions in the organization structure. This is done by defining work-force requirements, inventorying the people available, recruiting, selecting, placing, promoting, planning the career, compensating and training. Leading is influencing people so that they will contribute to organisation and group goals; it has to do with the interpersonal aspect of managing. All managers would agree that their most important problems arise from people — their desires and attitudes, their behaviour as individuals and in groups. Effective managers also need to be effective leaders. Since leadership implies followership and people tend to follow those who offer a means of satisfying their own needs, wishes and desires, it is understandable that leading involves motivation, leadership styles and approaches, and communication. Controlling is the measuring and correcting of activities of subordinates to ensure that events conform to plans. It measures performance against goals and plans, shows where negative deviations exist and by correcting deviations helps ensure accomplishment of plans.

Although planning must precede controlling, plans are not self-achieving. The plan guides managers in the use of resources to accomplish specific goals.

Then activities are checked to determine whether they conform to plans. Control activities generally relate to the measurement of achievement. Each means of controlling shows whether plans are working out. If deviations persist correction is indicated. But what is corrected? Activities, through persons. Nothing can be done unless one knows who is responsible for these functions. Making events to conform to plans means locating the persons who are responsible for results that differ from planned action and then taking the necessary steps to improve performance. Thus, outcomes are controlled by controlling what people do.

### NOTES TO THE TEXT:

1 bridges a gap прокладывает мост, зд. является связующим звеном

2 much like the parts actors fill in a drama

очень похожие на те роли, которые



актеры исполняют в сериале

3 an intentional structure зд. запрограммированная структура организации

4 making structures fit situations —подгонять структуру под конкретные условия работы

5 people tend to follow those who offer a means of satisfying their own needs

люди склонны следовать за теми, кто предлагает им средства для удовлетворения их потребностей

6 It measures performance against goals and plans. он (контроль) соразмеряет исполнение с целями и планами

7if deviations persist если отклонения продолжаются

8 It means locating the persons who are responsible for resultsэто означает найти тех, кто отвечает за результат ... (ответственных людей).

Answer these questions.

1. How is staffing defined?
2. What is to be done to perform staffing effectively?
3. How should leading influence people?
4. What aspect of managing is it?
5. What do the most important problems of managing arise from?
6. What does leadership imply?
7. What does leading involve?
8. What is controlling?
9. Why is it important?
10. Why is it necessary to check the activities of subordinates?
11. What does each means of controlling show?
12. How can deviations be corrected?
13. What does it mean to make events to conform to plans?

#### WHAT IS MANAGEMENT?

This text summarizes some of Peter Drucker's views on management. As you read about his description of the work of a manager, decide whether the five different functions he mentions require the four qualities you selected in your discussion, or others you did not choose.

#### WHAT IS MANAGEMENT?

Peter Drucker, the well-known American business professor and consultant, suggests that the work of a manager can be divided into planning (setting objectives), organizing, integrating (motivating and communicating), measuring, and developing people. • First of all, managers (especially senior managers such as company chairmen -and women - and directors) set objectives, and decide how their organization can achieve them. This involves developing strategies, plans and precise tactics, and allocating resources of people and money. • Secondly, managers organize. They analyse and classify the activities of the organization and the relations among them. They divide the work into manageable activities and then into individual jobs. They select people to manage these units and perform the jobs. • Thirdly, managers practise the social skills of motivation and communication. They also have to communicate objectives to the people responsible for attaining them. They have to make the people who are responsible for performing individual jobs form teams. They make decisions about pay and promotion. As well as organizing and supervising the work of their subordinates, they have to work with people in other areas and functions. • Fourthly, managers have to measure the performance of their staff, to see whether the objectives set for the organization as a whole and for each individual member of it are being achieved. • Lastly, managers develop people - both their subordinates and themselves. Obviously, objectives occasionally have to be modified or changed. It is generally the job of a company's top managers

to consider the needs of the future, and to take responsibility for innovation, without which any organization can only expect a limited life. Top managers also have to manage a business's relations with customers, suppliers, distributors, bankers, investors, neighbouring communities, public authorities, and so on, as well as deal with any major crises which arise. Top managers are appointed and supervised and advised (and dismissed) by a company's board of directors. Although the tasks of a manager can be analysed and classified in this fashion, management is not entirely scientific. It is a human skill. Business professors obviously believe that intuition and 'instinct' are not enough; there are management skills that have to be learnt. Drucker, for example, wrote nearly 30 years ago that 'Altogether this entire book is based on the proposition that the days of the "intuitive" manager are numbered,'\* meaning that they were coming to an end. But some people are clearly good at management, and others are not. Some people will be unable to put management

techniques into practice. Others will have lots of technique, but few good ideas.

Outstanding managers are rather rare.

\* Peter Drucker: An Introductory View of Management

3. Answer these questions.

1. What management functions are described in the text?
  2. How is planning defined?
  3. What activities does the organizing function involve?
  4. What does Peter Drucker mean by the integrating function?
  5. What does measuring mean?
  6. What is the final function according to Peter Drucker?
  7. What is the main job of a company's top manager?
  8. Why can you say that management is a science?
  9. What arguments does the author give to prove that management is an art.?
4. Summarize information and retell the text

### **Самостоятельная работа № 3**

#### **Тема- Staff management**

##### **Speaking**

Read the case critique and answer the following questions.

What is the name of the reporting system that the chief executive officer of the Thomas National Group originally set up for the organization? What were some of its shortcomings?

2. What was the form of departmentalization originally chosen? What were some of its limitations?
3. What new form of departmentalization was added to the old structure?
4. Is the new organization structure more centralized or less centralized than before? What are its advantages and disadvantages?

When Tom Barrea, chief executive officer, set up an organization structure for his company, he did it all by the book. The Thomas National Group would provide data processing services to other companies for a fee. The company would be relatively small, with about 100 employees. As chairperson, Tom had three vice presidents reporting to him. Each was in charge of a separate function – marketing, programming, and data processing. In turn, each of these vice presidents had a number of specialized managers reporting to them. Under this system, when someone down the line had a problem, the employee would bring it to his or her manager for an answer. If it couldn't be resolved at that point, the problem would be relayed up the line to the next level for solution. Work had been delegated so that each person knew the limits of responsibility and authority and who his or her boss was. Problems began, however, when this vertical system kept the company's relatively small staff of people from communicating with one another across functions. If a programmer got an idea, for example, it would have to pass up the line to the president before getting the benefit of the thinking in, say, the data processing department. The company was also adding new services to be offered to its customers. Under the original

organization system, there would have to be a specialist for the new service in each department. Gradually, communications in the company broke down. Problems took forever to be solved. Management was increasingly indecisive. Finally, Barrea changed the company's organization structure. Instead of a narrow, vertical pattern, he created a broader, horizontal one. Now Barrea has only the three functional vice presidents reporting to him, he also has an executive vice president to coordinate administrative affairs and three vice presidents who head up the new special services. Each vice president has been given greater authority to deal with problems in his or her area. Barrea is in constant touch with all seven vice presidents. He encourages communications between departments. And even the lowest-ranking person in the organization has only a level or two to get to the top.

#### **Самостоятельная работа № 4**

##### **Тема – Conflict**

##### **INDIVIDUAL ACTIVITIES**

1. Summarize the information of the Unit to be ready to speak on Management.
2. Choose any question (problem, topic) relating to Management and make a 10-12 minute report in class. Refer to different additional sources to make your report instructive, interesting and informative.
3. Study the classified advertising section of a newspaper or an employment web site. Identify three management job listings. One of the listings should describe a top management position, another a mid-management position, and the third a supervisor position. Develop a table that lists the main duties the person in each position needs to perform. Classify these duties within the management functions.
4. Use the Internet or library to identify and gather information on the top executive of a large corporation. Prepare a report on the manager, describing the person's career path to his or her current position. Identify the important responsibilities of the executive in leading the company.
5. What advice would you give to senior managers on how to avoid and manage in a crisis?

#### **Самостоятельная работа № 5**

##### **Тема - Starting your business**

### **I Grammar**

#### **Put the verb into the correct form (Present Simple, Present Continuous, Present Perfect, Past Simple, Past Continuous, Future Simple, be going to)**

1. With whom you \_\_\_\_\_ (to talk) yesterday?
2. I \_\_\_\_\_ (to see) this film this week. I like it very much.
3. When I \_\_\_\_\_ (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner.
4. They \_\_\_\_\_ (to go) to the Hermitage last week.
5. They \_\_\_\_\_ (to be) to the Hermitage twice this week.
6. Yesterday afternoon he \_\_\_\_\_ (to come) home, \_\_\_\_\_ (to have) dinner, \_\_\_\_\_ (to read) an article from the latest magazine and \_\_\_\_\_ (to begin) doing his homework.
7. When your friend \_\_\_\_\_ (to return) from the south? — She (to return) yesterday. — You (to go) to the station to meet her? — No, I ..., I \_\_\_\_\_ (to be) too busy.
8. Your brother \_\_\_\_\_ (to return) from the north? — Yes, ... He \_\_\_\_\_ (to come) back a few days ago.
9. \_\_\_\_\_ You \_\_\_\_\_ (to be) to the Crimea? When \_\_\_\_\_ you (to be) there? — I \_\_\_\_\_ (to be) there in 2005.
10. As soon as I \_\_\_\_\_ (to see) him, I \_\_\_\_\_ (to understand) that he \_\_\_\_\_ (to work) hard. He \_\_\_\_\_ (to write) something and \_\_\_\_\_ (not to notice) anything.

11. When I \_\_\_\_\_ (to come) home yesterday, the children \_\_\_\_\_ (to run) and \_\_\_\_\_ (to sing) merrily. «We \_\_\_\_\_ (to learn) a new song!» they cried.
12. When \_\_\_\_\_ I (to hear) a cry, I \_\_\_\_\_ (to run) out of the room and \_\_\_\_\_ (to see) that a child \_\_\_\_\_ (to lie) on the ground and \_\_\_\_\_ (to cry). «What \_\_\_\_\_ (to happen)? Why \_\_\_\_\_ you (to cry)? You \_\_\_\_\_ (to hurt) yourself?» I asked.
13. Sam \_\_\_\_\_ just (to have) breakfast. He \_\_\_\_\_ (not to have) it yesterday because he \_\_\_\_\_ (to have) no time.
14. What \_\_\_\_\_ you (to do) now? I \_\_\_\_\_ (to write) a letter. I \_\_\_\_\_ (to send) it tomorrow.
15. They \_\_\_\_\_ (to travel) every year but they \_\_\_\_\_ (not to go) anywhere last year.
16. Look! The puppy \_\_\_\_\_ (to sleep).
17. Have you ever \_\_\_\_\_ (to be) to London? Yes, \_\_\_\_\_
18. The weather \_\_\_\_\_ (to be) terrible yesterday. I hope it \_\_\_\_\_ (to be) better tomorrow. And What \_\_\_\_\_ the weather (to be) today? It \_\_\_\_\_ (to be) cloudy.
19. We \_\_\_\_\_ (not to have) the lesson yesterday because the teacher \_\_\_\_\_ (to be) late.
20. My cousin \_\_\_\_\_ (to do) morning exercises every day. \_\_\_\_\_ You (to do) morning exercises? No, \_\_\_\_\_
21. Kate and her brother \_\_\_\_\_ (not to go) to school by bus. Kate \_\_\_\_\_ (to go) by taxi and Mike \_\_\_\_\_ (to go) by tram.
22. What \_\_\_\_\_ you usually (to do) after school?
23. He \_\_\_\_\_ (not to finish) his homework yet.
24. When \_\_\_\_\_ Tom (to come) home yesterday? He \_\_\_\_\_ (to come) at 9.
25. Who \_\_\_\_\_ (to watch) TV every day? I \_\_\_\_\_
- 26.. A: Why are you turning on the television? B: \_\_\_\_\_ (I/watch) the news.
27. A: Oh, I've just realized. I haven't got any money. B: Haven't you? Well, don't worry. \_\_\_\_\_ (I/lend) you some.
28. A: I've got a headache. B: Have you? Wait there and \_\_\_\_\_ (I/get) an aspirin for you.
29. A: Why are you filling that bucket with water? B: \_\_\_\_\_ (I/wash) the car.
30. A: I've decided to repaint this room. B: Oh, have you? What colour \_\_\_\_\_ (you/paint) it?
31. A: Where are you going? Are you going shopping? B: Yes, \_\_\_\_\_ (I/buy) something for dinner.
32. A: I don't know how to use this camera. B: It's quite easy. \_\_\_\_\_ (I/show) you.
33. A: What would you like to eat? B: \_\_\_\_\_ (I/have) a sandwich, please.
- 34.A: Did you post that letter for me? B: Oh, I'm sorry. I completely forgot. \_\_\_\_\_ (I/do) it now.
- 35 A: The ceiling in this room doesn't look very safe, does it? B: No, it looks as if \_\_\_\_\_ (it/fall) down.

## II Vocabulary

Answer the questions using active vocabulary

1. What is corporate culture?

2. What advantages and disadvantages of business plan do you know?

3. How to plan in a proper way?

## III. Listening

Listen the interview and answer the questions in details.

1. Listen to Richard Rawlinson, Vice-President of the management consultants 8002 & Co. Which four areas does 8002 & Co look at when analysing a company's organisation?
2. What can the comparison recognise?
3. How does Booz & Co analyse a company in more depth?
4. How was the American company organised?
5. What did Manufacturing and Marketing do?
6. What was the company not very good at?
7. How did the consultants want to change the organisation?

**Самостоятельная работа № 6 -7**

**Тема - Market Research and Marketing**

1. Watch the video and answer the questions:

1. What reasons are there for advertising, apart from selling a product?
2. What are the four stages of a typical advertising campaign?
3. What are viral campaigns?
4. Regarding the Ronaldinho viral, what did people argue about?
5. What will be better for the company: viral or advertising campaigns ? Give your own opinion.

2. Watch the video and make a project using a chart:

**Use the following chart to make notes on the four Ps of one of your company's products or services. Then use your notes to give a short presentation of the product or service to the class.**

<b>Product</b> What are the important aspects of your product? Why do people want to buy your product?	
<b>Price</b> What factors affect your price?	
<b>Placement</b> When and where is your product available to customers?	
<b>Promotion</b> List the ways in which you reach customers. What are your contact points?	

**Самостоятельная работа №8**

**Тема – Conference**

**Make a speech and presentation.**

You are attending a meeting of BNI and have to give 7-minutes speech to introduce the bank. ( Using information, words, phrases from Units “how to make a presentation” and “banking” )

Follow the plan:

- 1.The history of the bank
2. The type of the bank
- 3.Head office
4. Subsidiaries
- 5.Staff ( training)
- 6.Products/Service
7. Strategy of development
- 8.Turnover
- 9.Profits (last year)
- 10.Statistics and figures

### Литература для самостоятельного изучения

№ п/п	Наименование раздела (темы)	Вид работы	Литература
	Companies. Типы компаний.	-Подготовка к устному фронтальному опросу - подготовка к тестированию -Подготовка презентаций	Шевелёва С. А. English on Economics : пособие для вузов / Шевелёва, Светлана Александровна ; 3-е изд., перераб. и доп. - Текст на английском языке. - М.: ЮНИТИ-ДАНА, 2014. - 439с.: ил. - (Special English for Universities, Colleges). - ISBN 978-5-238-01587-3: 516.01.  Grant D., Hudson J.Mclarty R. Business Result pre-intermediate /Oxford university press. 2010 Marketing for dummies. A. Hiam. IDGBooksWorldwide. 1998
	Planning. Планирование	-Подготовка к устному фронтальному опросу - подготовка к тестированию -Подготовка презентаций	Шевелёва С. А. English on Economics : пособие для вузов / Шевелёва, Светлана Александровна ; 3-е изд., перераб. и доп. - Текст на английском языке. - М.: ЮНИТИ-ДАНА, 2014. - 439с.: ил. - (Special English for Universities, Colleges). - ISBN 978-5-238-01587-3: 516.01.  Grant D., Hudson J.Mclarty R. Business Result pre-intermediate /Oxford university press. 2010 Marketing for dummies. A. Hiam. IDGBooksWorldwide. 1998
	Staff management. Управление персоналом.	-Подготовка к устному фронтальному опросу - подготовка к тестированию -Подготовка презентаций	Шевелёва С. А. English on Economics : пособие для вузов / Шевелёва, Светлана Александровна ; 3-е изд., перераб. и доп. - Текст на английском языке. - М.: ЮНИТИ-ДАНА, 2014. - 439с.: ил. - (Special English for Universities, Colleges). - ISBN 978-5-238-01587-3: 516.01.

			Grant D., Hudson J.Mclarty R. Business Result pre-intermediate /Oxford university press. 2010 Marketing for dummies. A. Hiam. IDGBooksWorldwide. 1998
Conflicts. Конфликты	-Подготовка к устному фронтальному опросу - подготовка к тестированию -Подготовка презентаций	Шевелёва С. А. English on Economics : пособие для вузов / Шевелёва, Светлана Александровна ; 3-е изд., перераб. и доп. - Текст на английском языке. - М.: ЮНИТИ-ДАНА, 2014. - 439с.: ил. - (Special English for Universities, Colleges). - ISBN 978-5-238-01587-3: 516.01.  Grant D., Hudson J.Mclarty R. Business Result pre-intermediate /Oxford university press. 2010 Marketing for dummies. A. Hiam. IDGBooksWorldwide. 1998	
Starting your business. Создание предприятия	-Подготовка к устному фронтальному опросу - подготовка к тестированию -Подготовка презентаций	Шевелёва С. А. English on Economics : пособие для вузов / Шевелёва, Светлана Александровна ; 3-е изд., перераб. и доп. - Текст на английском языке. - М.: ЮНИТИ-ДАНА, 2014. - 439с.: ил. - (Special English for Universities, Colleges). - ISBN 978-5-238-01587-3: 516.01.  Grant D., Hudson J.Mclarty R. Business Result pre-intermediate /Oxford university press. 2010 Marketing for dummies. A. Hiam. IDGBooksWorldwide. 1998	
Market Research. Изучение рынка	-Подготовка к устному фронтальному опросу - подготовка к тестированию -Подготовка презентаций	Шевелёва С. А. English on Economics : пособие для вузов / Шевелёва, Светлана Александровна ; 3-е изд., перераб. и доп. - Текст на английском языке. - М.: ЮНИТИ-ДАНА, 2014. - 439с.: ил. - (Special English for Universities, Colleges). - ISBN 978-5-238-01587-3: 516.01. Grant D., Hudson J.Mclarty R. Business Result pre-intermediate /Oxford university press. 2010  Marketing for dummies. A. Hiam. IDGBooksWorldwide. 1998	
Marketing. Маркетинг.	-Подготовка к устному фронтальному опросу - подготовка к тестированию -Подготовка презентаций	Шевелёва С. А. English on Economics : пособие для вузов / Шевелёва, Светлана Александровна ; 3-е изд., перераб. и доп. - Текст на английском языке. - М.: ЮНИТИ-ДАНА, 2014. - 439с.: ил. - (Special English for Universities, Colleges). - ISBN 978-5-238-01587-3: 516.01.	

			Grant D., Hudson J.Mclarty R. Business Result pre-intermediate /Oxford university press. 2010 Marketing for dummies. A. Hiam. IDGBooksWorldwide. 1998
Conference. Конференция	-Подготовка к устному фронтальному опросу - подготовка к тестированию -Подготовка презентаций		Шевелёва С. А. English on Economics : пособие для вузов / Шевелёва, Светлана Александровна ; 3-е изд., перераб. и доп. - Текст на английском языке. - М.: ЮНИТИ-ДАНА, 2014. - 439с.: ил. - (Special English for Universities, Colleges). - ISBN 978-5-238-01587-3: 516.01.  Grant D., Hudson J.Mclarty R. Business Result pre-intermediate /Oxford university press. 2010 Marketing for dummies. A. Hiam. IDGBooksWorldwide. 1998

Основной целью самостоятельной работы является обеспечение условия для успешной профессиональной подготовки специалистов высокой квалификации, обладающих достаточным уровнем сформированности профессиональных знаний и умений. Эвристический потенциал самостоятельной работы заключается в подготовке специалистов, способных профессионально и максимально эффективно достигать поставленных целей. В процессе организации и функционирования самостоятельной работы решаются следующие задачи: обучение эффективным когнитивным умениям; формирование таких личностных качеств как активность и ответственность. Тем не менее, самостоятельная работа не исключает контроля со стороны преподавателя, более того, ее формирование происходит в процессах определения целей, постановки задач и преподавательского контроля.

Что касается организации самостоятельной работы на занятиях по иностранному языку на неязыковом факультете, то основное внимание сосредоточено на формировании у студентов иноязычной коммуникативной компетенции. Это предполагает обеспечение интеграции студентов в многоязычную профессиональную среду. Следует учитывать, что иноязычная коммуникативная компетенция, в свою очередь, представляет собой совокупность знаний, умений и навыков, достаточных для получения профессиональных знаний и участия в процессах межкультурной коммуникации.

Для формирования адекватной мотивации необходимо: понимание студентами значимости выполняемой работы; активное участие студентов в исследовательской деятельности (проекты, презентации) с привлечением дополнительных источников информации (электронных, печатных). Познавательная самостоятельность студентов реализует следующие эвристические умения: коммуникативные (говорение); когнитивные (поиск и актуализация информации); речемыслительные (анализ, обобщение, интеграция, дифференциация). Такие компоненты содержания самостоятельной работы студентов как культура умственного труда, приобщение к творческим видам деятельности, развитие интеллектуальных способностей и обеспечение возможностей реализации творческого потенциала студентов свидетельствуют о значимости этого вида учебной деятельности и требуют от преподавательского состава пристального внимания и их применения в учебном процессе.

## 2. Чтение и перевод текстов профессиональной направленности



Тексты профессиональной направленности на иностранном языке помимо своей основной задачи – информативности – помогают пополнить общий и тематический словарный запас, тренируют в произношении английских слов и выражений, закрепляют правила английской грамматики путем разбора типичных примеров, встречающихся в тексте и их многократного повторения с целью запоминания, способствуют развитию навыков устной речи.

Самостоятельная работа является важной составляющей частью учебной подготовки. Начинать ее надо с постепенного изучения теоретических источников, и в первую очередь – с изучения правил чтения, основ построения разных типов предложений, вспомогательных частей речи.

Для отработки навыков чтения требуется многократное повторение вслух. Необходимо также постоянно сверяться с правилами чтения, пока не выработается навык, но при поступлении в обиход новой лексики рекомендуется свериться со словарем и проверить соответствие ее произношения норме.

Важную роль играют приведенные в каждом разделе любого учебника тексты и комментарии к ним. В большинстве используемых учебных пособий тексты снабжены поурочными словарями.

Тексты для внеаудиторного чтения предназначены для чтения и перевода с помощью словаря. Их цель – развитие навыков самостоятельного чтения и обогащение словарного запаса, расширение кругозора, повышение культурного уровня студентов. Работа с текстами дает возможность овладения различными видами чтения (просмотровым, изучающим, детальным), выбор которого зависит от целей стоящих перед студентом.

## **1. Работа с текстом**

Тексты профессиональной направленности на иностранном языке помимо своей основной задачи – информативности – помогают пополнить общий и тематический словарный запас, тренируют в произношении английских слов и выражений, закрепляют правила английской грамматики путем разбора типичных примеров, встречающихся в тексте и их многократного повторения с целью запоминания, способствуют развитию навыков устной речи.

Этапы работы с текстом.

### **1.1. Предтекстовый этап:**

- прочтите заголовок и скажите, о чем (о ком) будет идти речь в тексте;
- ознакомьтесь с новыми словами и словосочетаниями (если таковые даны к тексту с переводом);
- прочитайте и выпишите слова, обозначающие \_\_\_ (дается русский эквивалент);
- выберите из текста слова, относящиеся к изучаемой теме;
- найдите в тексте незнакомые слова.

### **1.2. Текстовый этап:**

- прочтите текст;
- выделите слова (словосочетания или предложения), которые несут важную (ключевую информацию);
- выпишите или подчеркните основные имена (термины, определения, обозначения);
- сформулируйте ключевую мысль каждого абзаца;
- отметьте слово (словосочетание), которое лучше всего передает содержание текста (части текста).

### **1.3. Послетекстовый этап:**

- озаглавьте текст;
- прочтите вслух предложения, которые поясняют название текста;
- найдите в тексте предложения для описания \_\_\_
- подтвердите (опровергните) - словами из текста следующую мысль \_\_\_
- ответьте на вопрос;

- составьте план текста;
- выпишите ключевые слова, необходимые для пересказа текста;
- перескажите текст, опираясь на план;
- перескажите текст, опираясь на ключевые слова.

При подготовке пересказа текста рекомендуется воспользоваться следующей памяткой:

1. После прочтения текста разбейте его на смысловые части.
2. В каждой части найдите предложение (их может быть несколько), в котором заключен основной смысл этой части текста. Выпишите эти предложения.
3. Подчеркните в этих предложениях ключевые слова.
4. Составьте план пересказа.
5. Опираясь на план, перескажите текст,
6. Опираясь на ключевые слова, расскажите текст.

При пересказе текста рекомендуется использовать речевые клише.

2. Работа с грамматическим материалом (грамматические и лексико-грамматические упражнения)

При работе с лексико-грамматическим материалом необходимо стремиться не только к узнаванию слова или грамматического оборота, но и к пониманию цели его употребления в данном контексте, функциональной нагрузки, которой данная языковая единица обладает.

Изучаемый материал требует практического применения, прежде всего в виде лексико-грамматических упражнений, которые следует выполнять только после тщательной проработки всего материала. Изучение грамматики нельзя начать «с середины». Каждый новый раздел учебника базируется на изученном прежде материале и усложняет его. Правильность овладения новыми лексико-грамматическими структурами можно проверить при помощи тестов с готовыми «ключами». Однако изучение только грамматики без правильного произношения и знания лексики остается «вещью в себе». Лишь комплексный подход и постепенный переход от простого к сложному может дать требуемый результат.

При подготовке задания по грамматике (выполнение упражнений) сначала следует прочесть текст из раздела (занятия), ознакомиться с грамматическими поурочными комментариями в конце учебника, просмотреть записи, сделанные на занятии, где дается образец выполнения упражнения. При подготовке к тестированию требуется также просмотреть весь лексико-грамматический материал, в том числе домашние письменные упражнения.

Студентам рекомендуется использовать обучающие компьютерные программы, которые дают возможность не только прослушать правильное фонетическое оформление речи, но и выработать навыки использования правильных лексико-грамматических структур при помощи упражнений.

При изучении определённых грамматических явлений английского языка рекомендуется использовать схемы, таблицы из справочников по грамматике, тщательно готовить их для обеспечения прочного усвоения. При построении английского предложения следует располагать слова в строго определённом порядке, учитывая, что порядок слов в повествовательном предложении, вопросительном и отрицательном предложении отличается от порядка слов в русском предложении.

### **3. Работа над восприятием иностранного текста на слух**

Аудирование текстов, также как и чтение, письменную речь и устную речь, необходимо правильно организовать и использовать при этом определенные техники и стратегии. Насколько точно должен быть понят прослушанный текст, зависит от типа текста и от целевой установки. Для того чтобы понять услышанное, не всегда необходимо понимать каждое слово. В данном случае, как и при чтении, важно определить цели и задачи

прослушивания, а также выбрать соответствующую им технику. В аудировании разделяют глобальное, селективное и детальное прослушивание.

3.1. Ознакомительный этап: необходимо сконцентрироваться не на каждом слове, а на следующих аспектах:

- кто говорит;
- где и когда проходит данный разговор;
- о чём говорится;
- цели и намерения участвующих в беседе людей.

3.2. Селективный этап: отбор и поиск необходимой информации.

- концентрация на ключевых словах и определённых выражениях;
- слушая текст, выстраивать последовательную цепочку действий, событий, о которых говорится в тексте.

3.3. Детализированный этап: важно понять каждое слово.

- текст прослушивается многократно;
- необходимо разделить текст на смысловые части и делать между ними паузы во время прослушивания.

Следующие фазы аудирования помогают облегчить понимание текстов и выполнение поставленных задач.

Перед аудированием - цель: сконцентрироваться на поставленных задачах:

- Что я знаю о содержании текста на основе сформулированных заданий?
- К каким аспектам мне необходимо делать записи?
- Какую информацию я ожидаю в тексте?

Во время прослушивания - цель: определить ситуацию и узнать:

- Кто говорит?
- Где находятся говорящие?
- О чём идёт речь?

После прослушивания - цель: закрепить результаты прослушивания

- дополнить записи новыми деталями содержания;
- сформулировать ключевые слова и выражения в высказывания, которые соответствуют содержанию;
- дополнить информацию, которую не удалось понять с первого раза.

Часто, зная тип текста, можно предположить, какие темы затрагиваются в нём. Об этом могут сообщить вам как тип текста, так и его название.

Как и при чтении, ключевые слова важны для понимания содержания текста, поскольку именно они несут наибольшую смысловую нагрузку и чаще всего повторяются в тексте.

Ключевые слова обычно:

- а) стоят в начале текста;
- б) находятся под смысловым ударением;
- в) повторяются многократно;
- г) могут заменяться синонимами.

При прослушивании сложных текстов часто происходит так, что вы не можете понять отдельные слова и выражения. Эти «пробелы» необходимо попытаться восполнить. Это удаётся сделать, если вам знаком контекст и ситуация, в которой находятся говорящие.

### **Методические указания по выполнению презентации**

Презентации должны быть выполнены в формате Power Point и состоять из 10 слайдов:

- 1 слайд должен содержать название учебного заведения, тему презентации, название темы, специальности номер и «наименование», ФИО, группу выполнившего презентацию обучающегося и ФИО проверяющего презентацию преподавателя;

- 2...9 слайды должны раскрывать суть заданной темы. При этом необходимо соблюдать требования по созданию презентаций (фон, размер шрифта, анимацию и т.д.);
- 10 слайд «Спасибо за внимание!».

#### 5. Методические указания по выполнению доклада (реферата)

Доклад (реферат)— вид самостоятельной научно —исследовательской работы, где автор раскрывает суть исследуемой проблемы; приводит различные точки зрения, а также собственные взгляды на нее.

Этапы работы над докладом (рефератом) :

- подбор и изучение основных источников по теме (как и при написании реферата рекомендуется использовать не менее 8 —10 источников);
- составление библиографии;
- обработка и систематизация материала. Подготовка выводов и обобщений;
- разработка плана доклада;
- написание;
- публичное выступление с результатами исследования.

#### Общая структура доклада (реферата) :

- цель работы (в общих чертах соответствует формулировке темы исследования и может уточнять ее);
- актуальность исследования;
- методика проведения исследования (подробное описание всех действий, связанных с получением результатов);
- выводы исследования.

Требования к оформлению письменного доклада (реферата) :

- титульный лист;
- содержание (в нем последовательно указываются названия пунктов доклада (реферата), указываются страницы, с которых начинается каждый пункт);
- введение (формулируется суть исследуемой проблемы, обосновывается выбор темы, определяются ее значимость и актуальность, называются цель и задачи доклада (реферата), дается характеристикаиспользуемой литературы);
- основная часть (каждый раздел ее доказательно раскрывает исследуемый вопрос);
- выводы и заключение (подводятся итоги или делается обобщенный вывод по теме доклада (реферата));
- литература.

Доклад (реферат) оформляется на одной стороне листа белой бумаги формата А 4 (210x297 мм). Интервал межстрочный - полуторный. Цвет шрифта - черный. Гарнитура шрифта основного текста — «Times New Roman» или аналогичная. Кегль (размер) от 12 до 14 пунктов. Размеры полей страницы (не менее): правое — 10 мм, верхнее – 15 мм, нижнее – 20 мм, левое — 25 мм. Формат абзаца: полное выравнивание («по ширине»). Отступ красной строки одинаковый по всему тексту – 15 мм.

Страницы должны быть пронумерованы с учётом титульного листа (на титульном листе номер страницы не ставится). В работах используются цитаты, статистические материалы. Эти данные оформляются в виде сносок (ссылок и примечаний).

