МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ

**АУДИРОВАНИЕ**

Овладение навыками аудирования на иностранном языке согласно шкале уровней для самооценки, опубликованной в официальной брошюре Совета Европы.

**Дескриптор:** Я могу понять достаточно сложные и развернутые доклады и лекции по знакомой мне теме. Я понимаю почти все программы новостей и содержание художественных фильмов, если их герои говорят на литературном языке.

**Методические указания для преподавателей***:*

Развитие навыков восприятияна слух и понимания устной монологической речи,направленной на передачу информации**.** Этот вид аудирования чаще всего реализуется при прослушивании лекций, аудиозаписей литературных произведений, информационных радиопередач, при просмотре документальных видеофильмов и телепрограмм.

**Методические указания для студентов:**

*Упражнения, обучающие одновременно аудированию и говорению*

* Прослушайте текст, перескажите его содержание на иностранном языке.
* Прослушайте текст, раскройте ситуацию, аналогичную той, о которой идет речь в рассказе.
* Выделите основные положения;
* Приготовьте сообщение о прослушанном;
* Используйте материал текста для подготовки выступления “За круглым столом”.

**Возможные формы самостоятельного контроля:**

1. Проверьте ответы по прилагаемым ключам.
2. Проверьте содержание текстов по прилагаемым скриптам.
3. Запишите смысловые блоки и проверьте их по словарю.
4. Проверьте задания через on-line ключи (при on-line заданиях)

**Дескриптор:** Я могу понимать развернутые сообщения сложной структуры, даже если смысловые связи недостаточно выражены. Я почти свободно понимаю различные телепрограммы и фильмы.

**Методические указания для преподавателей:**

* Совершенствование навыков восприятия на слух фрагментов радиопередач, просмотр новостей, отрывков художественных и документальных фильмов.
* Формирование умений активно добиваться понимания: переспрашивать, задавать уточняющие вопросы, просить повторить, объяснить, выразить мысль иначе, то есть перефразировать сказанное.
* Развитие умений воспринимать речевые сообщения в условиях, приближающихся к естественному речевому общению.

**Методические указания для студентов:**

1. Определите наиболее информативные части сообщения;
2. Соотнесите текст с ситуацией общения;
3. Письменно зафиксируйте основную часть информации.
4. Выделите главную мысль;
5. Определите отношение говорящего (автора сообщения) к излагаемым фактам, действующим лицам
6. Ответьте на вопросы по тексту.

**Возможные формы самостоятельного контроля:**

1. Проверьте содержание по прилагаемым ключам
2. Запишите смысловые блоки и проверьте их по словарю или с помощью видеозаписи
3. Напишите краткое резюме, письмо коллеге с изложением содержания и рекомендациями посмотреть данную передачу или фильм , или письмо в редакцию передачи, режиссеру.

**Дескриптор:** Я свободно понимаю устную речь в любом стиле при непосредственном или опосредованном общении. Я свободно понимаю говорящих в быстром темпе, если есть возможность привыкнуть к их индивидуальным особенностям произношения.

**Методические указания для преподавателей:**

* Совершенствование навыков восприятия аутентичных текстов.
* Совершенствование умения воспринимать естественно звучащую речь, причем, как в ситуациях прямого контакта (лицом к лицу), так и при опосредованном общении.

**Методические указания для студентов:**

*Упражнения, обучающие одновременно аудированию и говорению*

* Прослушайте текст, перескажите его содержание на иностранном языке (лекцию, доклад, содержание фильма, телепрограммы).
* Выделите основные положения;
* Приготовьте сообщение о прослушанном;
* Ответьте на вопросы по тексту.

**Возможные формы самостоятельного контроля:**

1. Проверьте содержание новостей на сайте BBC или CNN
2. Напишите краткое резюме, письмо коллеге с изложением содержания и рекомендациями посмотреть данную передачу или фильм.

**ГОВОРЕНИЕ**

Овладение навыками говорения на иностранном языке согласно шкале уровней для самооценки, опубликованной в официальной брошюре Совета Европы.

**Дескриптор**: умение достаточно свободно без подготовки участвовать в диалогах с носителями изучаемого языка, умение участвовать в дискуссии на знакомую тему, обосновывая свою точку зрения.
**Методические указания для преподавателя**:

Задачей данного этапа является развитие коммуникативных умений студента, его готовности вступить в диалог и поддержать его, высказать и обосновать свою точку зрения. Работа над диалогической речью на данном этапе практически неотделима от работы над другими видами речевой деятельности: чтением, аудированием и письмом. Диалог здесь – это обсуждение полученной информации.

**Методические указания для студента**:

Основное упражнение на данном этапе – это участие в максимально возможном количестве диалогов.

1. Выберите картинку и составьте список слов, описывающих ее, используйте разные части речи. С каждым из выписанных слов составьте цепочку как минимум из трех слов, так чтобы вместе эти слова описывали некоторую ситуацию.
2. Составьте микродиалог с каждой из полученных цепочек.
3. Соедините максимальное количество микродиалогов в один большой диалог.
4. Составьте таблицу из нескольких идей. Соедините их вместе, задействуйте максимально возможное количество идей, используйте различные союзы, так чтобы ваша речь звучала естественно.

**Дескриптор.** Я могу без подготовки и бегло выражать свои мысли, без усилий подбирая слова. Моя речь разнообразна, и языковые средства используются в соответствии с ситуацией общения. Я могу точно формулировать свои мысли и активно поддерживать любую беседу.

**Методические указания для преподавателя**:

Задача данного этапа – развитие коммуникативной компетенции, умения различать стилистические особенности слов, употреблять идиоматические выражения, адекватное ситуации использование богатого набора языковых лексических и грамматических средств, построения адекватной коммуникативной стратегии.

**Методические указания для студента**:

При овладении навыками данного дескриптора ваша главная задача – это адекватное ситуации общения использование языковых средств.

1. Используйте в работе только толковый словарь (англо-английский). Работая со словами, смотрите их значение в словаре, уделяя особое внимание стилистическим и жанровым различиям (разговорное, термин и т.п.).
2. Обратите внимание на те части речи и грамматические конструкции, которые вы изменили, адаптируя диалог под разные ситуации общения.
3. Выберите некоторую проблему, которая в последнее время широко обсуждается в СМИ.

**Возможная форма самостоятельного контроля:** Воспользуйтесь любым аутентичным учебником по говорению, рассчитанному на уровень С1 и содержащему ключи. Сверьте изменения, вносимые вами в диалоги, с изменениями, указанными в учебнике.

**ЧТЕНИЕ**

Овладение навыками чтения на иностранном языке согласно шкале уровней для самооценки, опубликованной в официальной брошюре Совета Европы.

**Дескриптор:** понимание текстов на повседневные и узкопрофессиональные темы, в которых используются достаточно употребительные слова и конструкции; понимание описания событий, чувств, намерений в письмах личного характера.

**Методические указания для преподавателя**:

Студента следует ориентировать на работу с более развернутыми, сложными по структуре текстами, написанными языком повседневного общения, а также с короткими простыми текстами на темы, связанные с профессиональной деятельностью.

**Методические указания для студента**:

1. Прочтите текст, разделите его на смысловые части, подберите названия к каждой из них.

2. Повторно прочтите текст и перечислите вопросы, освещаемые в нем.

3. Соедините простые предложения с помощью подчинительных союзов.

4. Определите и изучите новые грамматические явления в тексте.

5. Прочтите предложения и найдите в них многозначные слова. Укажите новые для вас значения этих слов.

6. Переведите авторскую прямую речь в косвенную.

7. Составьте предложения из самостоятельно выбранных ключевых фраз.

**Возможная форма самостоятельного контроля:** реферативный устный или письменный перевод текста небольшого объема (до 1000 печатных знаков) с иностранного языка на русский. В переводе необходимо использовать адекватные структуры родного языка, в результате чего не должна искажаться основная идея и фабула текста.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО КОНТРОЛЮ ЗНАНИЙ СТУДЕНТОВ

**“ДЕЛОВОЙ АНГЛИЙСКИЙ ”**

***Рекомендуемое содержание экзамена (начинающие, продолжающие)***

Экзамен включает письменную и устную формы тестирования, по результатам которых выставляется общая оценка.

Письменная часть:

лексический тест

Устная часть:

текст для обсуждения

cобеседование по предложенным ситуациям: монологическое высказывание до 1 мин., беседа с экзаменатором.

**“ДОМАШНЕЕ ЧТЕНИЕ”**

***Рекомендуемое содержание письменной экзаменационной работы***

Письменное изложения короткого рассказа

**“ ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ ”**

***Рекомендуемое содержание экзамена***

Экзамен включает письменную и устную формы тестирования, по результатам которых выставляется общая оценка.

Письменная часть:

лексический тест

Устная часть:

текст для обсуждения

cобеседование по предложенным ситуациям: монологическое высказывание до 1 мин., беседа с экзаменатором.

ОБРАЗЦЫ ТЕСТОВЫХ ЗАДАНИЙ (Устная практика)

Начинающие

1. Complete the sentences with one word.

Example: *Do* they live in Spain?

\_\_\_\_\_\_\_\_\_\_ you like Japanese food?

2. Underline the correct word or phrase.

Example: He’s my **teachers’** / **teacher’s** wife.

It’s **the Ben’s** / **Ben’s** brother.

3. Complete the sentences with the correct form of the verb in brackets.

Example: My brother *drives* (drive) a nice car.

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (work) in an office.

4. Write the jobs.

Example: I work in the theatre. I’m an **a***ctor*.

I work in an office or a hotel. I’m a **r**\_\_\_\_\_\_\_\_\_\_.

5. Complete the phrases with the correct words.

exercise listen lunch play ~~eat~~ go glasses flat smoke

Example: *eat* fast food

do \_\_\_\_\_\_\_\_\_\_

6. Underline the stressed syllable.

Example: coffee

7. Match the words with the same sound.

**sh**ower **th**umb **z**ebra **~~k~~**~~eys~~ **w**itch **j**azz

**th**irteen \_\_\_\_\_\_\_\_\_\_

8. Read the email and tick (✓) A, B, or C.

9. Mark the sentences as true or false.

10. Write an email to a new friend. Answer these questions. (75–100 words)

ОБРАЗЦЫ УСТНОГО КОНТРОЛЯ (Устная практика)

Начинающие

**About Myself and my Family**

1. Introduce yourself
* Your name
* Your age
* Your occupation
1. Place you come from
2. Your family
* What are your parents like? (their appearance and character)
* What do your parents do?

Your brothers, sisters or cousins

* How old are they? What do they look like?
* Describe in a few words their character
* What do they do?
1. What are your main traits of character?
2. Traditions of your family (food, holidays, reunions)
3. Choosing a present for a close person (difficult, easy, exiting, a headache)
4. Relations with close people and family conflicts, what to do with them.

**My Daily Routine**

1. Your occupation. How important is rhythm in your working day? What rules do you follow?
2. Your working day routine (get up, breakfast, time to study, evening, activities)
3. Your typical weekend (people, activities, different from the weekdays)
4. Your special weekend (activities, places, etc.)
5. Healthy habits in your daily routine.

**Leisure Time**

1. Are you a busy person? How much spare time do you have? Describe the way you like to spend it.
2. Your hobbies or interests
* What special interests or hobbies do you have?
* When did you get interest in it?
* Why do you like doing it?
1. Do you like to spend holidays travelling? What does travelling give you? Describe one of the trips you had (where and when, who with, transport, sights, where stayed, activities, problems).
2. What is your dream holiday? (country, place to stay, activities)

**My Favorite Hero**

1. Introduce your favorite hero (name, place/ country, famous for)
2. How did you get to know about him/her? What impressed you?
3. What do you know about his childhood or young years?
4. What traits of character did she/he have?
5. Do people remember his/her name today? Are there any streets, museums, festivals dedicated to him/her?

**A Place to live**

1. Living in a house and a flat: advantages and disadvantages.
2. Where would you like to live?
3. Where do you live? (flat, house, hostel, rent a flat, etc.)
4. What are the features of your type of accommodation?
5. Describe things in your room/flat that you can’t live without/ you need most.
6. Describe your favorite place in your house/ flat.
7. Is it difficult to leave your homeland and go abroad? What are the possible problems?

ОБРАЗЦЫ ТЕСТОВЫХ ЗАДАНИЙ (Устная практика)

Продолжающие

1. Translate the following words and expressions into English:

*Зависимый,*

*недостаток,*

*неизбитый путь*

1. Translate the following words and expressions into Russian

*Vitamins intake*

*Affordable*

1. Complete the sentences with the necessary prepositions:

*These products are quite high \_\_\_\_\_\_ protein, calcium, iron, phosphorus, the B vitamins, and zinc.*

1. Give the synonyms to the following words:

*tasty (2),*

*ailment (2)*

1. Match the words with the given definitions:

 *a style of cooking (usually national) –* cuisine

1. Complete the sentences with appropriate words (or their forms) or expressions from the box. Change the form of the word if necessary. There are two extra words:

 *Though his condition is grave, he* ***\_\_\_\_\_\_\_\_\_*** *to the treatment.*

 *We wish you a \_\_\_\_\_\_\_\_\_ recovery! Get well soon!*

1. Give words to the definitions:

 *The act of marrying or the celebration of a marriage -* wedding

ОБРАЗЦЫ УСТНОГО КОНТРОЛЯ (Устная практика)

Продолжающие

1. Describe the type of travelling you prefer. Explain your preferences. What type of traveller are you?
2. You are going on a trip around Europe. Your friend advises you to go couch-surfing. Would you agree? Explain your choice.
3. It has recently been announced that a new restaurant is going to be built in your neighbourhood. What cuisine would you like it to offer? Describe this cuisine; say why you prefer it, its specific dishes.
4. Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.

ОБРАЗЕЦ УСТНОГО КОНТРОЛЯ (Деловой английский)

(продолжающие)

Economy

1. Introduction

2. What is Economy?

3. Economics and its Branches

4. Goals of macro and micro policies

5. How the Market Economy Works

6. Business Cycles

7. Conclusion

Questions for review

1. What is economy?

2. Why is it important to learn/ know economic terminology?

3. What is meant by economic reasoning?

4. What is economics?

5. What are the branches of economics?

6. What does macroeconomics study?

7. What does microeconomics study?

8. What is meant by factors of production?

9. What factors of production do you know?

10. Why does scarcity occur?

11. Explain the concept of invisible hand.

12. Explain the concept of laissez-faire.

13. What is demand?

14. What is supply?

15. What does the intersection of the supply and demand curves determine?

16. What types of economic competition do you know?

17. What is a business cycle?

18. What are the stages of a business cycle?

19. What is GDP?

20. What is GNP?

21. Why do many economists complain that GNP is sometimes misleading?

Business Organization

1. Introduction

2. What is an organization?

3. Structure of an organization

4. Types of business organizations

5. Forms of business organizations

6. 0Becoming a learning organization

7. Conclusion

Questions for review

1. What is the meaning of an organization?

2. Give your definition of an organization.

3. What are the components of the organization theory?

4. What role do power and authority play in building every organization?

5. What is the starting point for the design of an organization?

6. What is delegation and why is it necessary in today’s organization?

7. Which is more important: formal or informal structure?

8. Can you give any example of an ad hoc organization?

9. Do all organizations need structure? Give your reasons.

10. Define the term authority and explain how it is related to formal and informal organizations.

11. Explain how responsibility, authority, and accountability should be related to each other in the ideal organization.

12. Take an organization with which you are familiar and see if you can explain the way it works (principles, goals, structure, objectives, climate, and so forth).

13. List each organization you belong to. Do they have any impact on your life? List and discuss each impact.

14. Because of its broad global environment, a number of disciplines (geography, history, law, economics, political science, anthropology) are useful to help explain the conduct of international business. Prove it with your own examples.

15. What is a business entity?

16. What types of business organizations do you know?

17. What forms of business organizations do you know?

18. Differentiate between a sole proprietorship and a partnership.

19. Differentiate between a partnership and a corporation.

20. Differentiate between private and public company.

21. Who runs a company?

22. Who elects the Board of Directors?

23. What are the functions of the Board of Directors?

24. What is a limited liability?

25. What do the names of companies reflect? Give some examples.

26. What types of international business do you know?

27. Explain the concept of ‘learning organization’

28. Explain the concept of “systems thinking”

29. What is at the heart of P. Senge’s vision of ‘learning organization’?

30. What are the arguments for and against the ‘learning organization’?

31. How do people react to any changes taking place in an organization?

32. Those affected by changes usually tend to fall into three groups. What are they? Describe them.

33. What kinds of risks do companies face?

34. In what way do high-trust and low-trust societies relate to economic prosperity?

Corporate Culture

1. Introduction

2. The definition(s) of a corporate culture

3. Strong corporate culture. Company’s core values

4. Organizational climate vs corporate culture

5. Specific cultural values of an organization

6. Types of corporate culture

7. Conclusion

Questions for review

1. Which of the definitions of corporate culture appeals to you the most? Why?

2. What do you think strong corporate culture means?

3. What is meant by a value?

4. What core values underpinning the way people do business can you name?

5. Do people’s values change in the course of time? What does it depend on?

6. What values do you find most important? Why?

7. Why do companies consider corporate culture a powerful strategic tool?

8. Why is corporate culture a key component in the achievement of an organization’s mission?

9. Why is a company’s image like an orchestra? What impression can it create?

10. What is meant by business intangibles? Why are they important?

11. What is organizational climate? Is it the same as the corporate culture? Why, why not?

12. What specific values can a company have? On what are they based? What may they concern?

13. How are corporate culture and success related?

14. Comment on the statement: “Often companies succeed because their employees can identify, embrace, and act on the values of the organization.”

15. How can cultural environment influence organizational climate? What else can affect corporate culture?

16. What values would you adhere to in your business? Could you walk over someone in achieving your goals?

17. What values would you prefer in your business partner?

18. Why do organizations tend to have their specific culture?

19. What may the specific cultural values of an organization concern?

20. Is it important to consider the culture of your client / customer? Prove it with your own examples.

21. Comment on the corporate philosophy of the Kritz-Carlteen Hotel Company.

22. Agree or disagree with the following statement: “A company’s culture is often buried so deeply inside rituals, assumptions, attitudes, and values that it becomes transparent to an organization’s members only when, for some reason, it changes.” (Rob Goffee, US writer, consultant, and academic)

Cross Cultural Differences

1. Introduction

2. Define cross cultural differences

3. Understanding intercultural differences

4. High- and Low-context cultures

5. Intercultural communication in the global workplace

6. Managing cultural differences

7. Conclusion

 Questions for review

1. What is culture?

2. What does culture determine?

3. What is meant by cross cultural differences?

4. What is a culture’s traditional role?

5. How can cultural understanding help us in our day-to-day relationships?

6. What can you say about the role, qualities and tasks of a manager working across national borders?

7. What is meant by the expression “an effective global manager”? What are the criteria?

8. What is intercultural management? Speak about its main focus.

9. Differentiate between:

b) individualistic and collectivist cultures;

c) masculine and feminine cultures;

d) hierarchical and egalitarian cultures:

e) cautious and risk-taking

10. What can you say about hidden cultural differences? What difficulties do they often cause?

11. What difficulties is a serious problem for intercultural communication?

12. Speak about the types of cultural differences you know.

13. Differentiate between high- and low-context cultures.

14. What is Edward Hall’s contribution to the problem of cross-cultural communication?

15. What differences between the cultures generate problems?

16. How do new employees learn their organisation’s culture?

17. What problems can we observe while working with different national or organisational cultures?

18. How are these problems handled?

19. Are there any tensions between dominant and subordinate cultures?

20. Dwell on the role of humour in various cultures and business.

21. Differentiate between organizational and corporate culture.

22. What does the NSN case illustrate?

23. Is there a difference in cross-cultural communication about language?

24. What happens if cultural differences are not brought to the surface?

25. How has globalization changed/influenced intercultural management?

26. Explain the term ethnocentrism.

27. Comment on the recommendations from intercultural consultant Kate Berardo.

ОБРАЗЕЦ ТЕСТОВЫХ ЗАДАНИЙ (Деловой английский)

 I. Give the definition to the following terms: sole proprietorship, delegation

( 10 points )

 II. Translate the following words and word-combinations:

 ( 5 points )

1. mixed venture 1. совместное предприятие

2. unpaid debts 2. факторы ввода, ресурсы

3. parent company 3. результат, выпуск продукции

4. transfer obligations 4. первичный, основной

III. Give the synonyms to the following words:

( 3 points )

1. facilities 2.to be in charge of 3.model 4. terms 5. alter

IV. Insert the necessary preposition:

( 2 points )

1. Weigh … all pros and cons.

2. It is directly relevant … to what we are discussing.

3. Structure the organization ... function

V. Complete the text about teams with the words below. There are some odd words.

( 3 points )

Breathing, output, launch, report, producing, carry out, feedback, guiding, issuing, progress, report back, running

The ability to lead is a key skill in the modern business world. The team leader has to move between a variety of approaches: ….1 instructions and supervising closely at times, ….2 and offering advice at other times.

The team leader is of course responsible for monitoring overall ….3, but once the team is up and ….4, and the objectives and team roles are clearly defined, then he or she may be able to take a back seat for short periods of time.

VI. Match the team roles in the box to the descriptions below.

( 3 points )

Coordinator, innovator, evaluator, finisher, implementer, promoter, shaper, specialist, teamworker

“Head” people (good at thinking and problem solving)

1.\_\_\_\_\_\_\_\_\_\_\_\_-solves difficult problems with creative ideas; not afraid to challenge norms; may ignore details.

2.\_\_\_\_\_\_\_\_\_\_\_-thinks carefully and accurately about things; listens patiently; may lack energy to inspire others.

VII. Supply one word which forms word combinations with all the words in a line ( 3 points )

1. Description, specification, mobility

2. Poorly, well, ill chosen

3. Mechanical, administrative, interpersonal

4. Employee commitment, loyalty, team

VIII. Choose the correct words to complete each sentence. ( 3 points)

1. The tax on wages and salaries, and business profits in the US, is called… .

a. direct tax b. income tax с wealth tax

2. A tax that is levied at a higher rate on higher incomes is called a... tax.

a. progressive b. regressive с value-added

3. Property taxes, sales taxes, customs duties on imports, and excise duties on tobacco, alcoholic drinks, petrol, etc. are...taxes.

a. direct b. indirect с value-added

IX. Match the words in the box with the definitions below. ( 3 points )

agent broker consumer customer

distributor franchisee merchant middlemen

outlet sales force retailer wholesaler

1. ...: an agent in a particular market, such as securities, commodities, insurance, etc.

2. ...: a general term for agents, brokers, dealers, merchants, traders, wholesalers, retailers, and other marketing intermediaries.

3. ...: a merchant, such as a shopkeeper, who sells to the final customer.

4. ...: a place where goods are sold to the public; a shop, store, kiosk, market stall, etc.

X. Give the word to the following definitions. ( 5 points )

1. Logical, linear, individualistic, and action-oriented are … cultures.

2. The overall favourability of member attitudes with reference to specific activities of an organization.

3. Goods that visibly leave and enter countries.

XI. Give antonyms to the following words: ( 3 points )

1) Retailer, 2) powerless, 3) a loss, 4) a senior manager, 5) assets, 6) to pay late, 7) gross profit

Составила Л.В. Бедрицкая

ОБРАЗЕЦ ТЕСТОВЫХ ЗАДАНИЙ (Деловой английский)

(начинающие)

I. Translate into Russian:

1.customer loyalty

2. parent company

3. to run a company

4. shareholders

II. II. Translate into English:

1. предоставлять услуги

2. доставка товаров

3. по местным тарифам

4. приемлемые цены

III. Insert the necessary prepositions:

1. They want customers to buy … them again and again.

2. We cannot reply … all applicants.

3. These models are not earning money … the company.

4. The male approach is to go … the heart … the problem… taking … account secondary considerations.

VI. Give the synonyms to the following words:

1. candidate 2. objective

V. Match the definition with words given below. There are two odd words.

Customer profile, wholesaler, retailer, labour cost, balance sheet

1. How much money the company spends on workers’ wages.

2. Document showing assets and liabilities.

3. A person or a company that buys products from a manufacturer and sells it to a middleman.

VI. Give the definitions:

Goods, SWOT analysis, parent company

Составила: И.В. Синяпкина

ОБРАЗЕЦ УСТНОГО КОНТРОЛЯ (Деловой английский)

(начинающие)

A

1. You have decided to start your own business. What will you be: a retailer or a wholesaler? Why? Give your reasons.

2. Choose 3-4 subjects you study at the University (at school). Draw the graph showing how your interest in these subjects (from September to December) has increased /decreased. Describe the graph.

3. You are a managing director of a company producing throwaway products. Your profits start decreasing. What measures will you take to make your products more competitive and popular?

B

1. There is a Chinese proverb: “To open a shop is easy, to keep it open is an art”. Comment on it.

2. Once John Foster Dulles said: “The measure of success is not whether you have a tough problem to deal with, but whether it's the same problem you had last year”. Do you agree with this statement? Why? Why not?

ОБРАЗЕЦ ТЕСТОВЫХ ЗАДАНИЙ

Домашнее чтение (продолжающие)

***Term 1***

***Read the text (for 20 minutes) and write its reproduction.***

**LITTLE SPECK IN GARNERED FRUIT**

***by O. Henry***

The honeymoon was at its full. The bride sat in the **rocker**[[1]](#footnote-1) with her feet resting upon the world. She was wrapt in rosy dreams and a kimono of the same hue. She wondered what the people in Greenland and Tasmania and Beloochistan were saying one to another about her marriage to Kid McGarry. There was no **welter-weight** [[2]](#footnote-2)from London to the Southern Cross that could stand up four hours … no … four rounds with her bridegroom. And he had been hers for three weeks.

Love, when it is ours, is the other name for **self-abnegation** [[3]](#footnote-3)and sacrifice.

The bride looked thoughtfully at the distemper Cupids on the ceiling.

"Precious," said she, with the air of Cleopatra asking Antony for Rome done up in tissue paper and delivered at residence, "I think I would like a peach."
 The Kid McGarry arose and put on his coat and hat. He was serious, shaven, sentimental, and **spry**[[4]](#footnote-4).
"All right," said he, as coolly as though he were only agreeing to sign articles to fight the champion of England. "I'll step down and cop one out for you, see?"
"Don't be long," said the bride. "I'll be lonesome without my naughty boy. Get a nice, ripe one."
After a series of farewells, the Kid went down to the street. Here he not unreasonably hesitated, for the season was yet early spring, and there seemed small chance of finding any peaches.
At the Italian's fruit-stand on the corner he stopped and cast a contemptuous eye over the display of papered oranges, highly polished apples and sunny bananas.
"Gotta da peach?" asked the Kid in the tongue of Dante, the lover of lovers.
"Ah, no" sighed the vender. "Not for one mont com-a da peach. Too soon. Gotta da nice-a orange. Like-a da orange?"
The Kid entered the all-night chop-house, cafe, and bowling-alley of his friend and admirer, Justus O'Callahan. The O'Callahan was about in his institution, looking for leaks.
"I want it straight," said the Kid to him. "**The old woman** [[5]](#footnote-5)**has got a hunch** [[6]](#footnote-6)that she wants a peach. Now, if you've got a peach, Cal, get it out quick. I want it and others like it if you've got 'em in plural quantities."
"The house is yours," said O'Callahan. "But there's no peach in it. It's too soon. I don't suppose you could even find 'em at one of the Broadway joints. That's too bad. When a lady fixes her mouth for a certain kind of fruit nothing else won't do. It's too late now to find any of the first-class fruiterers open. But if you think the missis would like some nice oranges I've just got a box of fine ones in that she might"
"Much obliged, I'll try further."
The time was nearly midnight as the Kid walked down the West-Side avenue. The Kid's eye caught sight of a window that was lighted and gorgeous with nature's most entrancing colors. The light suddenly went out. The Kid sprinted and caught the fruiterer locking his door.
"Peaches?" said he, with extreme **deliberation**[[7]](#footnote-7).
"Well, no, Sir. Not for three or four weeks yet. I haven't any idea where you might find some. There may be a few in town from under the glass, but they'd be hard to locate. Maybe at one of the more expensive hotels – some place where there's plenty of money to waste. I've got some very fine oranges though."
The Kid lingered on the corner for a moment, and then set out briskly toward a pair of green lights that flanked the steps of a building down a dark side street.
"Captain around anywhere?" he asked of the **desk sergeant**[[8]](#footnote-8) of the police station.
At that moment the captain came briskly forward from the rear. He was in plain clothes and had a busy air.
"Hello, Kid," he said. "Thought you were bridal-touring?
"Got back yesterday. Think I'll take an interest in municipal doings. How would it suit you to get into Denver Dick's place to-night, Cap?
"Past performances," said the captain, twisting his moustache. "Denver was closed up two months ago."
"Correct," said the Kid. "Rafferty chased him out of the Forty-third. He's running in your precinct now, and his game's bigger than ever. I'm down on this **gambling** [[9]](#footnote-9)business. I can put you against his game."
"In my precinct?" growled the captain. "Are you sure, Kid? I'll take it as a favor. Have you got the entree? How is it to be done?"
"Hammers," said the Kid. "They haven't got any steel on the doors yet. You'll need ten men. No, they won't let me in the place. Denver has been trying to do me. He thought I **tipped** him **off** [[10]](#footnote-10)for the other raid. I didn't, though. You want to hurry. I've got to get back home. The house is only three blocks from here."
Before ten minutes had sped the captain with a dozen men stole with their guide into the hallway of a dark and virtuous-looking building in which many businesses were conducted by day.
"Third floor," said the Kid, softly. "I'll lead the way."
Two **axe men** [[11]](#footnote-11)faced the door that he pointed out to them.
"It seems all quiet," said the captain, doubtfully. "Are you sure your tip is straight?"
"Cut away!" said the Kid. "It's on me if it ain't."
The axes crashed through the as yet unprotected door. The big room was furnished with magnificence dear to Denver Dick's western ideas. Various well-patronized games were in progress. About fifty men who were in the room rushed upon the police in a grand break for personal liberty. More than half the **patrons**[[12]](#footnote-12) escaped.
Denver Dick had graced his game with his own presence that night. He led the rush that was intended to sweep away the smaller body of raiders, But when he saw the Kid his manner became personal. Being in the heavyweight class he cast himself joyfully upon his slighter enemy, and they rolled down a flight of stairs in each other's arms. On the landing they separated and arose, and then the Kid was able to use some of his professional tactics.
After vanquishing his adversary the Kid hurried upstairs and through the gambling-room into a smaller apartment connecting by an arched doorway.
Here was a long table set with choicest chinaware and silver, and lavishly furnished with expensive food.

"Get up!" commanded the Kid. "Are you in charge of this free lunch?"
"Yes, sah, I was. Has they done pinched us ag'in, boss?"
"Looks that way. Listen to me. Are there any peaches in this layout?

"There was three dozen, sah, when the game opened this evenin'; but I reckon the gentlemen done eat 'em all up. If you'd like to eat a fust-rate orange, sah, I kin find you some."
"Get busy," ordered the Kid, sternly, "and move whatever peach crop you've got quick or there'll be trouble. If anybody offers to me oranges again tonight, I'll knock his face off."
The raid on Denver Dick's high-priced luncheon revealed one lone, last peach. Into the Kid's pocket it went, and he departed immediately with his prize. With scarcely a glance at the scene on the sidewalk below, where the officers were loading their prisoners into the patrol wagons, he moved homeward with long, swift strides.
His heart was light as he went. The Kid's lady had commanded him and he had obeyed. True, it was but a peach that she had craved; but it had been no small deed to glean a peach at midnight from that wintry city where yet the February snows lay like iron. She had asked for a peach; she was his bride; in his pocket the peach was warming in his hand that held it for fear that it might fall out and be lost.
The bride waited in the rosy glow of the pink lamp shade. The miracles were not all passed away. By breathing a desire for some slight thing – a flower, a pomegranate, a… oh, yes, a peach … she could send forth her man into the night, into the world which could not **withstand**[[13]](#footnote-13) him.
And now he stood by her chair and laid the peach in her hand.
"Naughty boy!" she said, fondly. "Did I say a peach? I think I would much rather have had an orange."
Blest be the bride.

***Term 2***

***Write an essay on any of the topics below:***

1. The value of beauty and youth in the novel “The portrait of Dorian Gray” by O.Wilde.
2. The significance of the portrait in the novel “The portrait of Dorian Gray” by O.Wilde.
3. The art of manipulation in the novel “The portrait of Dorian Gray” by O.Wilde.

ОБРАЗЕЦ ЗАДАНИЙ УСТНОГО КОНТРОЛЯ

***I. Recall the whole situation. Give reasons for these utterances or ac­tions.***

1. "I'm in Lady Agatha's black books at present."

2. "Dorian's whims are laws to everybody".

3. "Mere words! One couldn't escape from them."

***II. Discuss the following questions:***

1. Prove that Dorian Gray treated Basil Hallward in a wilful and petulant manner.

2. Describe Dorian's appearance as Lord Henry perceived it.

3. Dwell upon Lord Henry's philosophy on immorality of influence.

4. Enlist the main ideas of Lord Henry's panegyrick on youth and beauty. Do you share them?

5. Speak on changes in Dorian's attitude towards Basil after he had met Lord Henry.

***III. Relate the events of the chapter as if you were:***

a) Lord Henry Wotton;

b) Dorian Gray.

***IV. Give your opinion of the following statements:***

1.Nowadays people know the price of everything, and the value of nothing.

2.Men marry because they are tired; women marry because they are curious; both are disappointed.

3.There are only two kinds of women; the plain and the coloured.

***IV. Discuss Chapter Six by means of the following roles:***

Announcers (2 students);

Word Masters (2 students);

Summarizers (2students);

Discussion Leaders (2 students);

Conclusion Makers (1–2 students);

Culture Collectors (2 students).

Методические рекомендации по самостоятельной работе студентов

Самостоятельная работа студентов является необходимым компонентом процесса обучения и представляет собой творческую деятельность обучающихся, направленную на приобретение ими новых знаний, умений и навыков. Управляемая самостоятельная работа студентов (далее - УСРС) выполняется по заданию и при методическом руководстве преподавателя и контролируется им на определенном этапе обучения.

Основными задачами УСРС являются:

* целенаправленное обучение студентов навыкам самостоятельной работы;
* овладение студентами научными методами познания, углубленное и творческое освоение ими изучаемого материала;

УСРС проводится с целью:

* систематизации, углубления и закрепления полученных теоретических знаний и практических навыков обучающихся;
* формирования умений пользоваться различными источниками информации и документами;
* развития познавательной способности и активности, исследовательских умений обучающихся.

Видами УСРС являются:

* работа с текстами учебников, учебных пособий, справочников, нормативных документов, другой специальной литературы;
* составление плана и тезисов ответа на вопросы и задания;
* подготовка сообщений на семинаре, рефератов на заданную тему, докладов, презентаций;
* ответы на контрольные вопросы

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5. Моя старушка (зд.) [↑](#footnote-ref-5)
6. Придти в голову/на ум [↑](#footnote-ref-6)
7. Обдумывание [↑](#footnote-ref-7)
8. Дежурный полицейский сержант [↑](#footnote-ref-8)
9. Азартная игра [↑](#footnote-ref-9)
10. Сообщить полиции о преступнике (зд.) [↑](#footnote-ref-10)
11. Мужчины, вооруженные топорами [↑](#footnote-ref-11)
12. Завсегдатай (зд.) [↑](#footnote-ref-12)
13. Противостоять [↑](#footnote-ref-13)