

**Федеральное государственное бюджетное образовательное
учреждение высшего образования
«РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА
И ГОСУДАРСТВЕННОЙ СЛУЖБЫ
ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ»**

**ИНСТИТУТ ЭМИТ
ЭКОНОМИЧЕСКИЙ ФАКУЛЬТЕТ**
кафедра Политико-правовых дисциплин и социальных коммуникаций

УТВЕРЖДЕНА
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дисциплин и социальных коммуникаций
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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Б1.О.14 «Иностранный язык (английский)»

по направлению подготовки 38.03.01 Экономика

направленность «Экономика и финансы»

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1. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения программы

1.1 Дисциплина Иностранный язык обеспечивает овладение следующими компетенциями:

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
УК ОС-4	Способность осуществлять коммуникацию в том числе деловую, в устной и письменной формах на государственном и иностранном(ых) языках	УК ОС-4.2	способен осуществлять коммуникацию на иностранном (английском) языке

1.2 В результате освоения дисциплины у студентов должны быть сформированы:

ОТФ/ТФ (при наличии профстандарта)	Код этапа освоения компетенции	Результаты обучения
ведение аналитической работы в области экономики и финансов	УК ОС-4.2	на уровне знаний: о проведении дискуссий на английском языке, о письменных формах коммуникаций
		на уровне умений: публично выступать на английском языке в рамках профиля, вести письменную коммуникацию на английском языке в рамках профиля
		на уровне навыков: коммуникации на английском языке

2. Объем и место дисциплины в структуре ОП ВО

Объем дисциплины

16 ЗЕ, 256/192 ак. часов на контактную работу с преподавателем, 304/228 ак. часов на самостоятельную работу обучающихся.

Место дисциплины в структуре ОП ВО

- Б1.О.14 «Иностранный язык (английский)», 1,2 курсы, 1,2,3,4 семестры
- дисциплина реализуется после изучения дисциплин:
иностранный язык в объеме школьной программы
- дисциплина может реализоваться частично или полностью с применением ЭО и/или ДОТ. Учебные материалы дисциплины размещаются по адресу lms.ranepa.ru
- форма промежуточной аттестации – зачет с оценкой.

3. Содержание и структура дисциплины

№ п/п	Наименование тем (разделов)	Объем дисциплины (модуля), ак. час./ час.						Форма текущего контроля успеваемости *, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий**				СР	
			Л	ЛР	ПЗ	КСР		
Очная форма обучения								
Тема 1	Discussion: Living abroad, working abroad; Grammar: The verb. Present Simple. Vocabulary: Living abroad.	36			16		20	О, ДЗ, Э

№ п/п	Наименование тем (разделов)	Объем дисциплины (модуля), ак. час./ час.						Форма текущего контроля успеваемости*, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий**				СР	
			Л	ЛР	ПЗ	КСР		
Очная форма обучения								
Тема 2	Discussion: Dealing with customers; Grammar: Countable and uncountable nouns, requests and offers; Vocabulary: Telephoning and customer care.	36			16		20	О, ДЗ, Э, КР (Темы 1-2)
Тема 3	Discussion: Operations; Grammar: The verb. Present Continuous, adverbs, Present Simple Passive; Vocabulary: Trends and planning	34			16		18	О, ДЗ, Э
Тема 4	Discussion: Success stories. Grammar: The verb: Past Simple, Past Continuous and used to; Vocabulary: Describing yourself and being successful.	34			16		18	О, ДЗ, КР (Темы 3-4)
Промежуточная аттестация		4						Зачет с оценкой
Всего:		144/108			64/48		76/57	
Тема 5	Discussion: Marketing and selling; Grammar: Comparatives and superlatives; Vocabulary: Marketing, sales and advertising	36			16		20	О, ДЗ, Э
Тема 6	Discussion: Entrepreneurship Grammar: Modal Verbs; have to, don't have to, must, be 9not) allowed to, should, shouldn't; Vocabulary: Business organization and people	36			16		20	О, ДЗ, КР (Темы 5-6)
Тема 7	Discussion: Business costs; Grammar: Future forms and First conditional; Vocabulary: People in business.	32			16		16	О, ДЗ, Э
Тема 8	Discussion: Global trade; Grammar: Present Perfect Vocabulary: Franchising and project management	36			16		20	О, ДЗ, Э, КР (Темы 7-8)
Промежуточная аттестация		4						Зачет с оценкой
Всего:		144/108			64/48		76/57	
Тема 9	Competitive Markets	18			8		10	О, Д, ДЗ
Тема 10	Economic Growth	16			8		8	О, Д, ДЗ
Тема 11	Externalities and Public Goods	18			8		10	О, Д, ДЗ
Тема 12	Economic Fluctuations	18			8		10	О, Д, ДЗ
Тема 13	Implications of Game Theory	16			8		8	О, Д, ДЗ
Тема 14	Open Economy	18			8		10	О, Д, ДЗ
Тема 15	Gaming and Strategic Decisions I	18			8		10	О, Д, ДЗ
Тема 16	Currencies and Exchange Rates	18			8		10	О, Д, ДЗ
Промежуточная аттестация		4						Зачет с оценкой

№ п/п	Наименование тем (разделов)	Объем дисциплины (модуля), ак. час./ час.						Форма текущего контроля успеваемости*, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий**				СР	
			Л	ЛР	ПЗ	К С Р		
Очная форма обучения								
Всего:		144/108			64/48		76/57	
Тема 17	Probability Theory I	18			8		10	О, Д, ДЗ
Тема 18	Pricing with Market Power	18			8		10	О, Д, ДЗ
Тема 19	Inflation vs. Unemployment	16			8		8	О, Д, ДЗ
Тема 20	Oligopolistic Competition	16			8		8	О, Д, ДЗ
Тема 21	Monetary Policy in Practice	16			8		8	О, Д, ДЗ
Тема 22	Gaming and Strategic Decisions II	14			8		6	О, Д, ДЗ
Тема 23	Macroeconomic Policies	14			6		8	О, Д, ДЗ
Тема 24	Risk and Uncertainty	14			6		8	О, Д, ДЗ
Тема 25	Probability Theory II	14			4		10	О, Д, ДЗ
Промежуточная аттестация		4						Зачет с оценкой
Всего:		144/108			64/48		76/57	
Итого по дисциплине		576/432			256/192		304/228	

Примечание*: формы текущего контроля успеваемости: эссе (Э), домашнее задание (ДЗ), опрос (О), контрольная работа (КР)

Примечание **: в рамках указанной контактной работы с обучающимися учебные занятия могут проводиться с использованием ДОТ и/или ЭО

Содержание дисциплины

Тема 1. Discussion: Living abroad, working abroad; Grammar: The verb. Present Simple. Vocabulary: Living abroad.

Подготовка рассказа о себе: “Have you ever lived or worked abroad? Do you know anyone who lives or works abroad? What everyday problems do people who live abroad have?”; “Areas you want to work in”: написание эссе; your career plan. Обсуждение в мини группах; Грамматические упражнения: Present Simple. Интерактивное задание: разбор ситуации в виде устного обсуждения: “Describe a local festival or custom either in your home town or the place where you are studying. Think about special food, clothes and typical activities that take place on this day”.

Тема 2. Discussion: Dealing with customers; Grammar: Countable and uncountable nouns, requests and offers; Vocabulary: Telephoning and customer care.

Обсуждение: “What is your favourite shop? How often do you go there? What do you like to buy there? Do you shop in the department stores? Why/ why not?”

“What kinds of complaints do you expect the following types of business to receive: an airline, an advertising agency, a bank, a mobile phone company, a computer manufacturer?”, обсуждение в мини группах;

Аудирование и обсуждение: “Three telephone conversations between customer service assistants and dissatisfied customers”.

Письменный анализ: “Breuninger. The beautiful things in life”

Подготовка презентации: “The Panorama conference”

Аудирование: “The Panorama Conference”; Грамматические упражнения: Countable and uncountable nouns, requests and offers;

Интерактивное задание: You and your colleague who work in the same office. You are both are about to go on holiday tomorrow and you need each other’s help to finish your work.”

Тема 3. Discussion: Operations; Grammar: The verb. The verb. Present Continuous, adverbs, Present Simple Passive;

Vocabulary: Trends and planning.

Подготовка презентации: Wine production n California. Sales trends for natural cosmetics in Europe.

Обсуждение: “Toyota production system”;

Грамматические упражнения: Present Continuous, adverbs, Present Simple Passive

Интерактивное задание: Ролевая игра: You are the managing directors at ScotAir, a traditional airline with a long history. ScotAir is in trouble. It is losing a lot of passengers to its low cost competitors. Share prices are falling and the stockholders are demanding that something be done.

Тема 4. Discussion: Success stories. Grammar: The verb: Past Simple, Past Continuous and used to; Vocabulary: Describing yourself and being successful.

Обсуждение: “How to be a successful business owner”;

Подготовка презентации: “Describe any successful company”;

Аудирование: “Listen to a podcast about cosmetics producer Estee Lauder.”

Обсуждение статьи: The sweet smell of success.

Грамматические упражнения: Past Simple, Past Continuous and used to

разбор ситуации в виде устного обсуждения: “The factors which can make a company successful”

Тема 5. Discussion: Marketing and selling; Grammar: Comparatives and superlatives Vocabulary: Marketing, sales and advertising.

Обсуждение: “Four P’s: product, price, promotion, place”;

Подготовка презентации: “Speak about any marketing campaign which impressed you”;

Обсуждение: “Sales versus marketing. The war is over”;

Обсуждение “An interview with Managing Consultant at Oxford Strategic Marketing”;

Грамматические упражнения: change the sentences from active voice into passive voice;

Интерактивное задание: Деловая игра: «Ways to successfully promote a product”

Тема 6. Discussion: Entrepreneurship; Grammar: Modal Verbs; have to, don’t have to, must, be (not) allowed to, should, shouldn’t;; Vocabulary: Business organization and people

Обсуждение: “A new or an existing business?”;

Обсуждение в мини группах: “The most important thing to do when planning a business”;

Письменный анализ: “SWOT analysis”;

Подготовка презентации: “Examples of businesses which were helped through good planning”;

Грамматические упражнения: Modal verbs.

Интерактивное задание: Деловая игра: “A meeting to promote a sandwich bar”

Тема 7. Discussion: Business costs; Grammar: Future forms and First conditional; Vocabulary: People in business.

Обсуждение: “Fixed costs, variable costs and investments”

Обсуждение статьи: “How can companies lose millions but still stay in business?”

Обсуждение: “How can managers prepare themselves for problems of managing International teams?”;

Грамматические упражнения: Future forms and First conditional;

Интерактивное задание: Деловая игра: “A negotiation with a travel agency”

Тема 8. Discussion: Global trade; Grammar: Present Perfect

Vocabulary: Franchising and project management Рассказ о себе: “How good are you at managing conflict?”

Обсуждение: “A franchise investment”

Обсуждение статьи: “Franchising – a golden opportunity for developing countries”;

Грамматические упражнения: Present Perfect.

Интерактивное задание: Presentation: “Presenting a project schedule using a Gantt chart”.

Тема 9. Competitive Markets.

Focus on Academic Reading: Industry Supply: Fixed Factors and Fixed Supply. Working with Multimedia: Perfect Competition. Learning from Economic Journalism: The Rise of the Sharing Economy. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Economics.

Тема 10. Economic Growth.

Focus on Academic Reading: Thinking about Growth. Working with Multimedia: Is Rising Inequality Necessarily Bad? Learning from Economic Journalism: For Every Economic Growth Laggard, there Is a Gazelle. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Economics.

Тема 11. Externalities and Public Goods.

Focus on Academic Reading: Externalities: The Tragedy of the Commons. Working with Multimedia: Negative Externalities. Learning from Economic Journalism: A Short Essay on Local Public Goods. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Economics.

Тема 12. Economic Fluctuations.

Focus on Academic Reading: Putting the *IS* and the *LM* Relations Together. Working with Multimedia: Government spending and the IS-LM model. Learning from Economic Journalism: What does "above potential" mean? Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Economics.

Тема 13. Implications of Game Theory.

Focus on Academic Reading: The Use and Misuse of Game Theory. Working with Multimedia: Why parties to cartels cheat. Learning from Economic Journalism: Game theory in practice. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Game Theory.

Тема 14. Open Economy.

Focus on Academic Reading: Openness in Goods Markets. Working with Multimedia: Balance of payments. Current account. Learning from Economic Journalism: Common market economics. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Economics.

Тема 15. Gaming and Strategic Decisions I.

Focus on Academic Reading: Seeing Through Your Rival's Strategy: Dominant Strategy. Working with Multimedia: Game Theory of Cheating Firms. Learning from Economic Journalism: Nash's Nobel prize. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Game Theory.

Тема 16. Currencies and Exchange Rates.

Focus on Academic Reading: Choosing between Exchange Rate Regime. Working with Multimedia: Financial crisis in Thailand caused by speculative attack. Learning from Economic Journalism: The emerging-market squeeze. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Economics.

Тема 17. Probability Theory I.

Focus on Academic Reading: Introduction to Probability Theory. Working with Multimedia: Birthday Probability Problem. Learning from Economic Journalism: A crash course in probability. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Probability Theory.

Тема 18. Pricing with Market Power.

Focus on Academic Reading: Monopoly Behavior: Price Discrimination. Working with Multimedia: Monopolist Optimizing Price, Total Revenue. Learning from Economic Journalism:

Big, bad Amazon. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Economics.

Тема 19. Inflation vs. Unemployment.

Focus on Academic Reading: The Phillips Curve. Working with Multimedia: Phillips Curve – Monetary and Fiscal Policy. Learning from Economic Journalism: How does inflation matter? Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Economics.

Тема 20. Oligopolistic Competition.

Focus on Academic Reading: Oligopoly Behavior: Choosing a Strategy. Working with Multimedia: Oligopolies and Monopolistic Competition. Learning from Economic Journalism: Boring can still be bad. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Economics.

Тема 21. Monetary Policy in Practice.

Focus on Academic Reading: Monetary Policy and Inflation. Working with Multimedia: Stagflation. Learning from Economic Journalism: Low inflation is a choice. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Economics.

Тема 22. Gaming and Strategic Decisions II.

Focus on Academic Reading: Cooperation and Coordination. Working with Multimedia: Prisoner's Dilemma. Learning from Economic Journalism: Debt Armageddon puts game theory to test. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Game Theory.

Тема 23. Macroeconomic Policies.

Focus on Academic Reading: Expectations and Policy. Working with Multimedia: Monetary and Fiscal Policy. Learning from Economic Journalism: Central Banking, State Capitalism, and the Future of the Monetary System. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Economics.

Тема 24. Risk and Uncertainty.

Focus on Academic Reading: Uncertainty: Contingent Consumption. Working with Multimedia: Risk and Reward. Learning from Economic Journalism: Stress best. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Economics.

Тема 25. Probability Theory II.

Focus on Academic Reading: Queueing Theory. Working with Multimedia: Simple Hypothesis Testing. Learning from Economic Journalism: Chances Are. Работа с глоссарием по теме. Обсуждение вопросов из рубрики Let's Talk Probability Theory.

4. Материалы текущего контроля успеваемости обучающихся и фонд оценочных средств промежуточной аттестации по дисциплине

4.1. Формы и методы текущего контроля успеваемости.

4.1.1. В ходе реализации дисциплины Б1.О.14 «Иностранный язык (английский)» используются следующие методы текущего контроля успеваемости обучающихся:

Тема (раздел)	Методы текущего контроля успеваемости
Тема 1	Опрос 1, Домашнее задание 1, Эссе 1
Тема 2	Опрос 2, Домашнее задание 2 Эссе 2, Контрольная работа (Темы 1-2)
Тема 3	Опрос 3, Домашнее задание 3, Эссе 3
Тема 4	Опрос 4, Домашнее задание 4, Контрольная работа (Темы 3-4)
Тема 5	Опрос 5, Домашнее задание 5, Эссе 4
Тема 6	Опрос 6, Домашнее задание 6, Контрольная работа (Темы 5-6)
Тема 7	Опрос 7, Домашнее задание 7, Эссе 5
Тема 8	Опрос 8, Домашнее задание 8, Эссе 6, Контрольная работа (Темы 7-8)

Тема (раздел)	Методы текущего контроля успеваемости
Тема 9	Опрос 9, Диспут 9, Домашнее задание 9
Тема 10	Опрос 10, Диспут 10, Домашнее задание 10
Тема 11	Опрос 11, Диспут 11, Домашнее задание 11
Тема 12	Опрос 12, Диспут 12, Домашнее задание 12
Тема 13	Опрос 13, Диспут 13, Домашнее задание 13
Тема 14	Опрос 14, Диспут 14, Домашнее задание 14
Тема 15	Опрос 15, Диспут 15, Домашнее задание 15
Тема 16	Опрос 16, Диспут 16, Домашнее задание 16
Тема 17	Опрос 17, Диспут 17, Домашнее задание 17
Тема 18	Опрос 18, Диспут 18, Домашнее задание 18
Тема 19	Опрос 19, Диспут 19, Домашнее задание 19
Тема 20	Опрос 20, Диспут 20, Домашнее задание 20
Тема 21	Опрос 21, Диспут 21, Домашнее задание 21
Тема 22	Опрос 22, Диспут 22, Домашнее задание 22
Тема 23	Опрос 23, Диспут 23, Домашнее задание 23
Тема 24	Опрос 24, Диспут 24, Домашнее задание 24
Тема 25	Опрос 25, Диспут 25, Домашнее задание 25

4.1.2. Зачет проводится с применением следующих методов (средств): в форме письменного реферирования заданного текста и монологического высказывания на предложенную тему в 1 и 2 семестрах, в форме письменного реферирования заданного текста в 3 и 4 семестрах.

4.2. Материалы текущего контроля успеваемости обучающихся **Типовые оценочные материалы по теме 1.**

Опрос 1. Варианты вопросов для обсуждения.

1. Which of the following statements do you agree with? Which do you disagree with?

Why?

- a) There are no new ideas.
- b) Most of the best ideas are discovered by accident.
- c) Research and development is the key to great business ideas.
- d) There is nothing wrong with copying and improving the ideas of others.
- e) The best way to kill an idea is to take it to a meeting.

2. What should companies do to encourage new ideas?

3. What examples of great business ideas do you know?

4. What makes a business idea a really great idea? Brainstorm as many points as you can

Домашнее задание 1. Вариант грамматических упражнений.

Раскройте скобки, употребляя глаголы в Present Simple.

(USUALLY) 1. Andrea Schatzmann, an exchange student from Switzerland, (to live) with the Connor family in San Francisco. She (to get) up at 7 am and (to take) a shower. She normally (not to have) breakfast. At half past seven she (to catch) the bus. Her first class (to **start**) at a quarter past eight. She always (to have) lunch at 12 o'clock in the **Cafeteria**. The **Cafeteria** food (to be) OK and **it** (to be) cheap too. Her **afternoon** classes (to be) **from** 1.15 till 3.00 pm, so she (to be) at school all day. She usually (to have) dinner with the Connors at about 8.00. On Saturdays she (to have) lunch at the restaurant. Once a week, usually on Sunday mornings, she (to go) swimming. A few friends usually (to go) along, too. One of her friends has **got** a car, so he (to pick) them up and then he (to **drive**) them home. After **swimming** they often (to go) out for a pizza. On Saturday

evenings she **sometimes** (to go) out **with** friends to a party or maybe to a concert. Sometimes she (to invite) friends to her house and they (to listen) to music and (to talk). Mr and Mrs Connor often (to take) them for a **Camping** weekend to the seaside or to the mountains. From time to time she (to call) her family in Switzerland. They never (to talk) for very long because it (to be) **expensive**. She usually (to call) on Sundays because it (to be) cheaper then. 2. What time Andrea usually (to **get**) up? 3. When she (to catch) the bus? 4. She (to take) a shower in the morning? 5. She (to go) home for lunch? 6. When she (to go) swimming? 7. How she (to **get**) to the pool? 8. What she (to do) on Saturday evenings?

Темы Эссе 1. What helps when trying to move ahead in your career?

Типовые оценочные материалы по теме 2.

Опрос 2. Варианты вопросов для обсуждения.

1. What do you or don't you like about shopping? What are the advantages of shopping online?
2. Which of the items listed have you bought online?
 1. Books and magazines/ designer clothes/ CDs/ perfume/ holiday/ groceries/ jewellery/ travel or concert tickets
3. Which of those items would you not buy online, and why? Give three reasons why some people not prefer to buy goods or services online.

Домашнее задание 2. Вариант грамматических упражнений

Use the plural form of the nouns.

1. It's a very difficult question to answer. 2. I think I have that cake on the right. 3. Look at that pumpkin! It's the biggest one I've seen this year. 4. Is this your scarf? 5. That was a cookie jar. 6. What is that child's name? 7. The cat has caught a mouse. 8. There was a lady, a gentleman, a boy, and a girl in the room. 9. In the farmyard we could see an ox, a sheep, a cow, and a goose. 10. Is this worker an Englishman or a German? — He is a Frenchman. 11. Why don't you eat this potato? 12. This strawberry is still green. 13. The withered leaf has fallen to the ground. 14. Can you see a bird in that tree? 15. Does your tooth still ache? 16. I held up my foot to the fire to warm it. 17. His child studies very well. 18. This man works at our office. 19. There is a new house in our street. 20. This story is very exciting. 21. I have hurt my foot. 22. The wolf has been shot. 23. He keeps his toy in a box. 24. Put this knife on that table.

Темы Эссе 2: “Disagreement is a form of conflict. In what ways can it make meetings and discussions more productive?”

Контрольная работа 1.

Fill in the missing letters in these services and benefits that shops can offer their customers:

Facilities: cu _ _ _ er parking/ ch _ _ _ care / private f _ _ ing rooms/ beau _ _ sal _ _ /haird _ _ _ _ er's/ cosmetic wor _ _ _ ops/ café on each f _ _ _ r/ live enter _ _ _ _ ment

Services: alter _ _ _ n services/ made-to-meas _ _ re services/ gift wr _ _ _ ing/ home del _ _ _ ery

Financial services and benefits: money-off v _ _ cher/ sto _ _ card/ special o _ _ _ _ _ s/ refu _ _ _ s

Fill in the gaps with much, many, little, few, a little или a few.

1. When we walked ... farther down the road, we met another group of students. 2. Have you got ... money on you? — I'm sorry. I have very ... money at the moment. 3. At the Conference we met ... people whom we knew well. 4. There are very ... old houses left in our street. Most of them have already been pulled down. 5. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 6. There are ... things here which I cannot understand. 7. Shall I bring ... more chalk? — No, thank you. There is ... chalk on the desk. I hope that will be enough for our lesson. 8. He had ... English books at home, so he had to go to the library for more books. 9. She gave him ... water to wash his hands and face. 10. I'd like to say ... words about my journey. 11. After the play everybody felt ... tired. 12. Let's stay here ... longer: it is such a nice place. 13. Were there ... new words in the text? Did Peter spend ... time learning them? 14. There was not ... hay in the barn, and the children could play there. 15. My friend is going to the concert this evening because he hasn't got ... work to do. 16. My mother knows German ... and she can help you with the translation of this letter. 17. He's got very ... time left. If he doesn't hurry up, he'll miss the plane. 18. I have very ... drinking water left.

Match each item below to its definition.

Convenience, escalator, fitting, flagship, household, lifestyle, made-to-measure, refund, voucher, wrapping

1. Used in homes, or relating to homes ____
2. Money that you get back if you return goods that you do not like ____
3. Moving stairs that take people from one level of the building to the next ____
4. The way that someone lives, including their work, their activities and what they own ____
5. The paper or plastic that covers something that you buy ____
6. Something that helps you to avoid wasting time and effort ____
7. Used in the phrase „____ room“ to mean a room in a shop where you can put on clothes before buying them
8. Made to a particular size (=tailor-made) ____
9. A piece of paper that you buy something with (instead of money) ____
10. The biggest, the most important, or the best thing in a group (an idea that comes from the navy) ____

Make a plural form of the nouns:

A baby, a plant, a lemon, a peach, a banana, a brush, a star, a mountain, a tree, a Shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato, a secretary, a crowd, the airport, a theatre, the tornado, a shop, the tragedy.

Make requests and offers using the words below. You may have to add words, or change the form:

1. Could/ open the door/ form me?
2. Would/ mind/ open the door/ form me?
3. Do/ want/ to open the door/ for you?
4. Would you/ me/ open the door/ for you?

Complete the dialogue with Present Simple forms of the verbs given below:

Attend, be, be, be, do, do, employ, enjoy, interview, want

A: So, you ____ a Human Resource Manager. How interesting! What exactly ____ you ____ in your job?

B: Well, I ____ a lot of meetings related to company policy development, and the course I ____ candidates for jobs.

A: And how big is the HR department in your company?

B: Well, we ____ many people in the HR section – only me and two others. So you can't really call it a department!

A: And your husband – what ____ he ____?

B: He ____ a computer programmer. But, I have to say, he ____ really ____ his job very much. In fact he ____ to change jobs.

A: I ____ sure he'll find a new job easily, there are always jobs in the IT sector.

Раскройте скобки, употребляя глаголы в Present Simple или Past Simple.

1. Tom always (to eat) breakfast. 2. Yesterday he (not to eat) breakfast because he (to get) up late.

3. We (to like) to cook but we (not to like) to wash the dishes. 4. He never (to shout) at his students. He (to be) a wonderful teacher, I remember. 5. My friend (to know) Spanish very well. 6. Who (to ring) you up an hour ago? 7. He (to live) on the third floor. 8. It (to take) you long to find his house yesterday? 9. When your lessons (to be) over on Monday?

I (to have) dinner with my family yesterday.

Her friends (to be) ready at five o'clock. 12. One of her brothers (to make) a tour of Europe last summer. 13. Queen Elizabeth II (to be) born in 1926. She (to become) Queen of England in 1952. 14. You always (to get) up at seven o'clock? — No, sometimes I (to get) up at half past seven. 15. Antonio Stradi-vari (to make) wonderful violins. 16. Who (to paint) the world-known picture "Mona Lisa"? 17. She (to know) all the works of Chopin. She (to enjoy) listen-ing to his waltz last night. 18. Steven's friends (to come) to his birthday party last night and (to give) him wonderful presents. His parents (to cook) a special dinner for him. His girlfriend (to promise) to come, but she (not to be) there. He (to try) to phone, but he couldn't get through. He (to be) really upset. Only she (not to wish) him a Happy Birthday.

Типовые оценочные материалы по теме 3.

Опрос 3. Варианты вопросов для обсуждения.

1. Which of these companies would you like to work for and why?
2. Why do people give presentations?
When you give a presentation what are the most important things to remember?
3. Do you know about changes in the aviation industry? Are things improving for a) large airlines b) passengers c) the environment d) the airline stuff?

Домашнее задание 3. Вариант грамматических упражнений

Раскройте скобки, употребляя глаголы в Present Continuous или в Present Simple.

1. I (not to know) what to give my brother for his birthday. 2. They (to want) to publish this book in July? 3. She (to think) he (to drive) dangerously. 4. He (to understand) that he (to eat) noisily, but he always (to forget) about it. 5. Who that man (to be) who (to stand) in the doorway? — You (not to recognize) him? It (to be) John, my cousin. 6. I (to have) no time now, I (to have) dinner. 7. Your family (to leave) St Petersburg in summer? — Yes, we always (to go) to the seaside. We all (to like) the sea. Mother (to stay) with us to the end of August, but father (to return) much earlier. 8. Where Tom and Nick (to be) now? — They (to have) a nice walk in the garden. 9. What you (to do) here now? — We (to listen) to tape recordings. 10. You (to want) to see my father? — Yes, I... 11. Michael (to know) German rather well. He (to want) to know English, too, but he (to have) little time for it now. 12. What magazine you (to read)? — It (to be) a French magazine. There (to be) good articles on sports here. You (to be) interested in sports? — Yes, I But I (not to know) French. 13. We (to have) an English lesson now.

Тема эссе 3: “Describe the company which you would like to work in. Explain your choice”.

Типовые оценочные материалы по теме 4.

Опрос 4. Варианты вопросов для обсуждения.

1. How ambitious are you?
2. Do you have a career plan? Where do you want to be in 10 years' time?
3. Which of the following would you prefer to do?
 - a) Work for one company during your career
 - b) Work for several different companies
 - c) Work for yourself
4. Which of the following areas would you like to work in? (Sales and marketing/ finance/ management/ administration and personnel/ production/ research and development (R&D))
5. What helps when trying to move on in your career?

Домашнее задание 4. Вариант грамматических упражнений

Put the verb in brackets into Past Simple or Past Continuous:

1.1 (to wash) the dishes after dinner. 2.1 (to wash) the dishes from six till seven yesterday. 3. She (to finish) cooking at four o'clock yesterday. 4. At half past four yesterday we (to have) dinner. 5. We (to work) the whole morning yesterday. 6. Mother (to cook) dinner at three o'clock yesterday. 7. They (to go) to the wood last Sunday? 8. When they (to sail) down the river, they (to see) a little island. 9. They (to translate) a difficult text yesterday. 10. I (to open) the window at six o'clock yesterday. 11. You (to go) to the cinema yesterday? 12. I (not to see) Mike last week. 13. When I (to open) the door, my friends (to sit) around the table. 14. When you (to begin) doing your homework yesterday? 15. We (to discuss) the latest news from three till four yesterday. 16. When I (to read) the newspaper yesterday, I (to find) an interesting article on UFOs. 17. You (to watch) TV yesterday? — Yes, we (to watch) TV the whole evening yesterday. 18. When you (to go) to bed yesterday? 19. I (to go) to bed at ten o'clock yesterday. 20. At half past ten yesterday I (to sleep). 21. When I (to come) home from school yesterday, my little brother (to sit) on the floor with all his toys around him. He (to play) with them. I (to tell) him to put his toys into the box as he (to make) too much noise.

Контрольная работа 2

Fill in the gaps with Present Continuous or Present Simple.

1. He (to work) in the centre of Chicago. 2. He (to work) in the centre of Chicago? 3. He (not to work) in the centre of Chicago. 4. They (to read) a lot of books. 5. They (to read) many books? 6. They (not to read) many books. 7. The children (to eat) soup now. 8. The children (to eat) soup now? 9. The children (not to eat) soup now. 10. You (to play) **Volleyball** well? 11. When you (to play) **Volleyball**? 12. What Nick (to do) in the evening? 13. He (to go) to the cinema in the evening? 14. We (not to dance) every day. 15. Look! Kate (to dance). 16. Kate (to sing) well? 17. Where he (to go) in the morning? 18. He (not to sleep) after dinner. 19. My granny (to sleep) after dinner. 20. When you (to sleep)? 21. Nina (not to sleep) now. 22. Where John (to live)? — He (to live) in England. 23. My friends from Switzerland (to speak) four languages. 24. Elvire (to speak) English, German and French? — Yes, she 25. She only (not to speak) Italian.

Write each of the given words to its closest meaning:

Increase, rise, grow, decrease, fall, shrink

1. Move upwards to a higher position; increase in size, amount, quality or strength _____
2. Become taller, increase in size, strength or importance _____
3. Become larger in number or amount _____
4. Go down to a lower level or amount: go quickly down onto the ground _____
5. Become less _____
6. Become smaller _____

Fill in the gaps with Simple or Past Continuous.

The sun (to go) down behind the hills when I (to reach) a village which (to be) only a few miles from the sea. The working day (to be) over, and the villagers (to come) home from the fields. Along the road two boys (to drive) cows and sheep in the direction of the village. I (to approach) a group of people **Standing** near the road and (to ask) them if I could find a place in the village to spend the night. An old man (to say) he would help me. He (to take) me to his small cottage at the far end of the street. A fire (to burn) in the stove when we (to enter) the house. One girl of about eighteen (to prepare) supper in the kitchen while two other girls still (to do) something in the kitchen garden near the house. The old man (to invite) me to have supper with them. They all (to seem) to be nice people and we (to have) a friendly talk. After supper my new friends and I (to go) out into the garden. The moon (to shine) high in the sky, and the night (to be) warm and beautiful. That evening (to be) very pleasant, and I'll remember it all along time.

Fill in the missing letters in these phrases used in presentation

- 1 I'd like to s_____ by giving you a short o_____w of today's presentation.
- 2 First _____, we're going to look at the sales f_____s for the last two years.
- 3 After that, we'll look at how this has affected our s_____ price.
- 4 M_____ to the next slide, you can see that ...
- 5 Let's go _____ and look at the previous slide again.
- 6 I'd like to finish _____ showing you how we aim to re_____ this tar_____.

Make phrases by matching an item on the left with an item on the right.

- | | |
|-------------------|------------------------|
| 1 go | |
| 2 use sales | A hands-on approach |
| 3 have a | B and effort into smth |
| 4 Look | C techniques |
| 5 Put time | D on sale |
| 6 Quality speaks | E Stylish |
| 7 Pioneer an | F away free samples |
| 8 Give | G Into a global leader |
| 9 have relief | H in yourself |
| 10 Turn a company | I for itself |
| | J idea |

Типовые оценочные материалы по теме 5.

Опрос 5. Варианты вопросов для обсуждения.

Think of some products you have bought recently. Why did you buy them? Which of the four Ps influenced your decision to buy?

Tell about a marketing campaign that impressed you.

Choose a well-known brand for each of these categories.

- Cars
- Newspapers and magazines
- Watches/ jewellery
- Clothing

Give typical consumer profiles for each brand. Include the following:

- Age
- Sex
- Job
- Income level
- Other products the consumer might buy

What sort of advertising campaign could you have for each of the brands you choose? How else could you try to increase the sale of each brand?

Imagine you want to promote a brand. Which of these strategies would you most like to use and why?

- a) Celebrity endorsement
 - b) Product placement in films
 - c) Direct marketing
 - d) Sponsorship
4. Are there any advertisements or commercials that you regard as 'art'? why?

Домашнее задание 5. Вариант грамматических упражнений

Переведите следующие предложения на английский язык.

1. Эта работа легче той. 2. Этот роман более увлекательный, чем тот. 3. Этот молодой человек был более талантливым актером, чем другие. 4. Эти люди более приятные, более вежливые и более гостеприимные, чем те. 5. Этот дом выше того. 6. Сегодня вода в реке холоднее, чем вчера. 7. Папа умнее тебя. 8. Китай больше Индии. 9. Его бабушка моложе дедушки. 10. Груши вкуснее яблок. 11. Наша кошка меньше нашей собаки. 12. Мой брат моложе меня. 13. В прошлом году февраль был холоднее января. 14. Днепр короче Волги. 15. Эрмитаж богаче Русского музея.

Написание эссе 4: «What actions may contribute to successful marketing»;

Типовые оценочные материалы по теме 6.

Опрос 6. Варианты вопросов для обсуждения.

What qualities and skills should a good manager have? Choose the six most important from the list and explain your choice.

To be a good manager you need to:

1. Like people.

2. Enjoy working with others.
3. Give orders.
4. Listen to others.
5. Make suggestions.
6. Judge people's abilities.
7. Plan ahead.
8. Be good with numbers.
9. Make good presentations.
10. Be persuasive.
5. If you are managing people from different cultures, what other qualities and skills do you need?
6. What would you find difficult if you had to go and work in a very different culture from your own?
7. What advice would you give to a foreign manager who is going to manage staff in your country?
8. In your culture, how usual is it to see young people in management positions? What do people generally think of them?
9. What challenges do young managers face, compared to older ones?
10. What may be the advantages of being a relatively young manager?

Домашнее задание 6. Вариант грамматических упражнений

*Вставьте модальные глаголы **should** или **had to**. Раскройте скобки, употребляя требующуюся форму инфинитива.*

1. Mike isn't here. He ... (to leave) early. 2. The car broke down and they ... (to call) a taxi. 3. You ... (to disconnect) the **Computer** yesterday. There's something wrong with it. You can't send an e-mail. 4. She ... (to go) **Shopping** last Friday because there was nothing in the fridge. 5. Peter ... (to write) this essay yesterday, but he was too busy as he ... (to translate) a very long text from English. 6. I ... not (to take) my little brother to the evening Performance, he was so excited; but I really ... (to do) so, for there was nobody at home to leave him with. 7. You ... (to see) our team play! You have missed a lot. You ... (to go) to the Stadium. 8. It was a very important meeting and we ... (to attend) it. That's why we returned home late. 9. He ... (to attend) the lesson: the material which the teacher explained was very difficult, and now it will be impossible for him to write the paper well. 10. Although his friend felt ill, he ... (to attend) the lesson, because the teacher explained some very difficult material.

Типовые оценочные материалы по теме 7

Опрос 7. Варианты вопросов для обсуждения.

- 1 Think about your personal budget. What are your fixed costs and your variable costs? Make two lists.
- 2 If your income decreases, which costs can you reduce?
- 3 What investments could you make to save money in the long term?
- 4 Think about a company you know. What are its fixed and variable costs?
- 5 If its revenues decrease, which costs can it reduce?
- 6 What investments could it make to save money in the long term?

Домашнее задание 7. Вариант грамматических упражнений

*Раскройте скобки, употребляя глаголы в **Future Simple**.*

1. I want to get a medical checkup. I (to go) to my doctor tomorrow. 2. He (to give) me a complete examination. 3. The nurse (to lead) me into one of the examination rooms. 4. I (to take) off my clothes and (to put) on a hospital gown. 5. Dr Setton (to come) in, (to shake) my hand, and (to say) hello. 6. I (to stand) on his scale so he can measure my height and my weight. 7. He (to take) my pulse. 8. Then he (to take) my blood pressure. 9. After he takes my blood pressure, he (to take) some blood for a blood analysis. 10. He (to examine) my eyes, ears, nose, and throat. 11. He (to listen) to my heart with a stethoscope. 12. Then he (to take) a chest X-ray and (to do) a cardiogram (ECG or EKG). 13. After the checkup I (to go) home and (to wait) for Dr Setton's call. 14. Dr Setton (to call) me tomorrow afternoon and (to say) to me: "Stop worrying! Your blood analysis is excellent." He is a very good doctor.

Написание Эссе 5: "Why not buy into business?"

Типовые оценочные материалы по теме 8

Опрос 8. Варианты вопросов для обсуждения.

Why is franchising an exciting opportunity in emerging markets? Give four reasons.

Why isn't it enough to *'put up a Dunkin' Donuts sign and wait for customers'*?

Which issues do these examples illustrate?

- a) A US franchise was surprised that a local law allowed Moscow franchisees to ignore its prices.
- b) A French restaurant franchise in Argentina had no red wine left to sell to customers.
- c) Customers at a fashion boutique in Indonesia were upset by photos of models in bikinis.
- d) A franchise in Mexico did not translate its website into Spanish.

What justifies the extra effort of investing in Indonesia rather than in Europe?

Discuss these statements.

- 1. Making list of things to do is a waste of time.
- 2. You should plan your retirement from an early age.

If you make a plan, you should stick to it.

Домашнее задание 8. Вариант грамматических упражнений

Раскройте скобки, употребляя глаголы в требующейся форме, так чтобы получить Present Continuous или Present Perfect.

1. What are you (to do) here? — I am (to write) a letter to my friends. 2. Who has (to write) this article? 3. What language are you (to study)? 4. We have already (to learn) a lot of English words. 5. What is she (to teach) them? 6. Who has (to teach) you to do it? 7. He has just (to do) something for us. 8. Have you (to find) the book? 9. What are you (to look) for? 10. What are you (to talk) about? 11. We have just (to talk) about it. 12. He has just (to say) something about it. 13. She is (to tell) them some interesting story. 14. He has (to tell) us nothing about it. 15. She has (to tell) them some stories about dogs. 16. We have (to have) two lessons today. 17. They are (to have) a meeting. 18. She has not (to speak) yet. 19. They have (to ask) me several questions. 20. He has already (to learn) the rule. 21. I am (to write) an exercise. 22. What is he (to do)? — He is (to read) a newspaper. 23. Have you (to read) any stories by Jack London? 24. I am (to answer) the telephone right now. 25. He has (to fix) his car and now he is (not to have) any trouble with the brakes anymore. 26. Have you just (to hear) to-morrow's weather forecast? 27. I have (to read) this interesting book lots of times. 28. I don't think he has ever (to do) it.

Написание Эссе 6: "Franchising – a golden opportunity to start your own business?"

Контрольная работа 4

Make sentences 1-6 more business-like using the phrases given below:.

a fall in sales, an increase in revenue, forecast sales revenues fixed costs income can go down sales are down 50%

1 We can easily predict the amount of money coming into the company from the sales of our products.

We can easily-----

2 Last quarter, the number of products we sold went down.

Last quarter, there was _____

3 In the first quarter, the money we got from sales went up.

In the first quarter, there was _____

4 The money a family gets from salaries can decrease.

Family-----

5 We are only selling half the number of products that we did before.

Our _____

6 We need to analyse the part of our spending which doesn't change much from month to month.

We need to analyse our _____

Раскройте скобки, употребляя глаголы в Present Continuous, Present Simple или Future Simple.

1. You (to come) to my place next Sunday? 2. You (to read) this book next week? 3. You (to read) books every day? 4. You (to read) a book now? 5. I (not to see) him tomorrow. 6. What you (to do) tomorrow? 7. What your friend (to do) tomorrow? 8. Where you (to go) next summer? 9. Where you (to go) every morning? 10. Where you (to go) now? 11. Look! Mary (to dance). 12. She (to dance) every day. 13. She (to dance) tomorrow? 14. He (to go) to the theatre tomorrow. 15. We (to go) to school in the morning. 16. Look! Kate (to go) to school. 17. You (to help) your mother tomorrow? 18. I (not to play) the guitar now. 19. My brother (to play) the guitar every evening. 20. They (not to take) care of the garden next summer. 21. You (to like) apples? 22. You (to eat) apples tomorrow? 23. Nick (to read) a lot of books. 24. Mother (to work) every day. 25. He (not to sleep) now. 26. Your brother (to go) to the exhibition next Sunday? 27. We (not to go) to the zoo tomorrow. 28. I (not to learn) the poem now. 29. She (to live) in San Francisco. 30. My father (to shoot) very well. 31. He is very strong. Look! He (to carry) a very heavy box.

Раскройте скобки, употребляя глаголы в Present Perfect, Present Continuous, Present Simple или Past Simple.

1. What you (to do) here at such a late hour? You (to write) your essay? — No, I (to write) it already. I (to work) on my report. — And when you (to write) your essay? — I (to finish) it two days ago. 2. I say, Tom, let's have dinner. — No, thank you, I already (to have) dinner. 3. What the weather (to be) like? It still (to rain)? — No, it (to stop) raining. 4. Please give me a pencil, I (to lose) mine. 5. I (not to meet) Peter since Monday. 6. Nina just (to finish) work. 7. Where Sergei (to be)? — He (to go) home. He (to leave) the room a minute ago. 8. What you (to read) now? — I (to read) "Jane Eyre" by Charlotte Bronte. 9. They (to read) "Ivanhoe" by Walter Scott a month ago. What about you? You (to read) "Ivanhoe"? 10. My watch (to stop). There (to be) something wrong with it. 11. You (to see) Jack today? — Yes, I (to see) him at the institute. 12. You (to hear) the new symphony by M.? — Yes, I... — When you (to hear) it? — I (to hear) it last Sunday. 13. You (to change) so much. Anything (to happen)?

Underline *will* or *be going to* to complete the grammar rules. Then use the rules to complete the sentences. Use contractions.

1 *will I be going to* is more common for general predictions.

We ____ probably have to increase our prices next year.

2 *will I be going to* is more common for predictions with strong evidence in the present.

Quick! Catch it! It ____ fall!

3 *will I be going to* is used for instant decisions (made at the moment of speaking).

I ____ have the roast chicken, please.

4 *will I be going to* is used for plans and decisions already made.

We ____ open a new production facility in Turkey next year.

5 *will I be going to* is used for promises.

I ____ confirm the details by email.

Underline the correct time expression in *italics*.

1 a) *Last year* I *This year* we made a profit of €4 million.

b) *Last year* I *This year* we've made a bigger profit close to €6 million.

2 a) *A few months ago* I *So far this month* we've had 15,000 hits on our website.

b) *A few months ago* I *So far this year* we only had an average of 8,000 hits per month.

3 a) I've worked on this project *since it started* I *in the early stages*, and I'm sure it's going to be a success.

b) I worked on that project *since it started* I *in the early stages*, but I don't work on it now.

Типовые оценочные материалы по теме 9

Опрос 9. Вариант вопросов:

Give definitions of terms and provide context where possible. You may use English- English dictionary for reference. The first term has been done for you.

economic ideal – an imaginary ideal situation in an economy. *Example: we can talk about an economic ideal if we reduce the number of variables to a minimum.*

perfect competition

perfectly competitive

ground rules

identical products & services

good price information

barriers to entry

advantage for established or existing firms to approximate perfect competition

zero economic profit

Диспут 9. Варианты задач и вопросов:

(1) Drawing on what you have learnt so far, label each of the following statements True, False, or Uncertain. Explain your choice.

(a) The model of entry presented in the text of this Unit implies that the more firms in a given industry, the (steeper, flatter) is the long-run industry supply curve.

(b) It is possible to have an industry in which all firms make zero economic profits in the long-run equilibrium.

(c) The market for a good is in equilibrium when the government unexpectedly imposes a quantity tax of 2\$ per unit. In the short run, the price will rise by 2\$ per unit so that firms can regain their lost revenue and continue to produce.

- (2) According to the model presented in the text of this Unit, what determines the amount of entry or exit a given industry experiences?
- (3) Why do firms enter an industry when they know that in the long run economic profit will be zero?
- (4) What is the difference between the following terms: economic profit, accounting profit, producer's surplus and consumers' surplus?
- (5) Rock musicians sometimes earn more than \$1 million per year. Can you explain this large income in terms of economic rent?
- (6) A New York City cab operator appears to be making positive profits in the long run after carefully accounting for the operating and labor costs. Does this violate the competitive model? Why _____ or _____ why _____ not?

Домашнее задание 9. Вариант задач:

In the article, you have come across the name Norman Bates. It was created by an American fiction writer Robert Bloch as the main character in his novel *Psycho*, the basis for the film of the same name by Alfred Hitchcock. Look it up and say what is so peculiar about the personality of this character? In the box below, you will find a list of several other book and film characters, who have become common names and have made the list of 50 Greatest Villains created by the American Film Institute in 2003. Look them all up on the Internet, and be ready to give a brief description of these characters in class.

Gordon Gekko, Alex DeLarge, Michael Corleone, Nurse Ratched, Darth Vader, Dr. Hannibal Lecter, Clyde Barrow and Bonnie Parker, Freddy

Типовые оценочные материалы по теме 10.

Опрос 10. Вариант вопросов:

Give definitions of terms and provide context where possible. You may use English- English dictionary for reference. The first term has been done for you.

to address or fix a problem – to solve a problem. Example: *Some economic problems are very difficult to fix in the short term.*

“fixed pie economy”

total national income in a given period

10 top per cent of earners

static national income

zero sum game

per capita income

to be well-off / better-off / worse-off

inevitable by-product

to lessen inequality

to stifle economic growth

by-product of economic growth

Диспут 10. Варианты задач и вопросов:

Drawing on what you have learnt so far, label each of the following statements True, False, or Uncertain. Explain your choice.

- (a) The aggregate production function is a relation between output on one hand and labor and capital on the other.
- (b) Evidence suggests that happiness in rich countries increases with output per person.
- (c) In virtually all countries, output per person is converging to the level of output per person in the United States.
- (d) For about 1,000 years after the fall of the Roman Empire, there was essentially no growth in output per person in Europe, because any increase in output led to a proportional increase in population.
- (e) Capital accumulation does not affect the level of output in the long run; only technological progress does.

Домашнее задание 10. Вариант задач:

Go to the World Bank website page listing countries in terms of their GDP per capita at purchasing power parity (PPP): <http://data.worldbank.org/indicator/NY.GDP.PCAP.PP.CD>. Do the following tasks:

- List the 10 countries with the highest levels of GDP per person in 1990. Do the same for the latest available year. How are the two lists different?
- Which countries have achieved the highest GDP growth per capita over the past quarter century? What lies behind their success?
- Are there any countries whose GDP per capita declined in the past 25 years? What might be the reason behind such decline?
- Look at the graphs on the right of the table depicting GDP growth per capita for each country. What is the overall trend in GDP growth in most countries? What might the sudden drops in the level of GDP per capita indicate?

Типовые оценочные материалы по теме 11.

Опрос 11. Вариант вопросов:

Give the definition of these terms and provide context where possible. You may use an English-English dictionary for reference. The first term has been given for you.

positive externality - the positive effect an activity imposes on an unrelated third party. *The effect of a new road attracting more customers to local businesses is an example of a positive externality.*

negative externality

cost associated with sth

opportunity cost

demand curve

marginal benefit

marginal cost

equilibrium price

equilibrium quantity

aggregate total benefit

total surplus

to bear cost

net benefit

excess quantity

Диспут 11. Варианты задач и вопросов:

Read the following statements and decide which statements are correct and which are wrong. Then recombine the sentences as they appear in the text and give reasons for the changes you make.

- a. The New England Fisheries Management Council has fallen dramatically.
- b. According to marine biologists, large lobsters have risen almost two degrees Celsius in the last 20 years.
- c. Careful husbandry practiced by the fishing industry has yielded a significant growth in the lobster population.
- d. Such conservation measures produce more offspring and larger offspring.
- e. Further south, in Massachusetts and New York, the lobster catch has alleviated the problem by banning new entry to the industry.
- f. Another culprit is warming water: Narragansett Bay temperatures imply a substantial reduction in the number of fishing boats in the industry.

Домашнее задание 11. Вариант задач:

- 1) Explain the fundamental difference between negative and positive externalities.
- 2) What can the government do to correct or minimize negative externalities?
- 3) Give examples of negative and positive externalities in consumption.
- 4) Give examples of negative and positive externalities in production.
- 5) Smoking in public places is now banned in Russia as well as in many other countries. Is smoking a negative externality? If yes, in what way?
- 6) Give an example of an externality which is a mixture of both positive and negative externalities.

Типовые оценочные материалы по теме 12.

Опрос 12. Вариант вопросов:

Give the definition of these terms and provide context where possible. You may use an English-English dictionary for reference. The first term has been given for you.

Keynesian Cross - a diagram which demonstrates the relationship between aggregate demand and aggregate supply. Example: *The Keynesian cross produces an equilibrium under several assumptions.*

government expenditure
aggregate income
disposable income
planned investment
net exports
equilibrium GDP
marginal propensity to consume
fiscal policy
liquidity preferences
to be affected by/impacted by (government spending)

Диспут 12. Варианты задач и вопросов:

(1) Drawing on what you have learnt so far, label each of the following statements True, False, or Uncertain. Explain your choice.

- The IS curve is downward sloping because a goods market equilibrium implies that an increase in taxes leads to a lower level of output.
- If government spending and taxes increase by the same amount, the IS curve does not shift.
- The LM curve is upward sloping because a higher level of money supply is needed to increase output.
- An increase in government spending leads to a decrease in investment.
- Government policy can increase output without changing the interest rate only if both monetary and fiscal policy variables change.

(2) According to the *IS–LM* model, what happens to the interest rate, income, consumption, and investment under the following circumstances?

- The central bank increases the money supply.
- The government increases government purchases.
- The government increases taxes.
- The government increases government purchases and taxes by equal amounts.

Домашнее задание 12. Вариант задач:

Draw a graph illustrating business cycles and their stages (recession, recovery, and expansion) according to the ideas of Antonio Fatas and Ilian Mihov presented in the article. Use the graph to explain Fatas and Mihov's approach to analyzing business cycles.

Типовые оценочные материалы по теме 13.

Опрос 13. Вариант вопросов:

Complete the table using the proper word form.

VERB	NOUN	ADJECTIVE
compare require	satisfaction	
		arguable
	consideration	
		foreseeable
entertain		
		extendable / extended
	designation motivation	
		applicable / applied
define		
oppose		
	quarrel	
imply		implied

VERB	NOUN	ADJECTIVE
interfere		
determine	detachment	
	specification	
		restrained

Диспут 13. Варианты задач и вопросов:

- What is cheating?
- Give four examples of cheating in economic behavior.
- What are the characteristics of a duopoly?

Домашнее задание 13. Вариант задач:

- Watch the video in UNIT 5 several times, referring to the script if necessary;
- Pay close attention to the graphs and calculations in the video – you will have to explain them just as the presenter did;
- Practice with your partner before giving the presentation. Make sure that you divide the presentation equally.

Типовые оценочные материалы по теме 14.

Опрос 14. Вариант вопросов:

Drawing on what you have learnt so far, label each of the following statements True, False, or Uncertain. Explain your choice.

- Given the definition of the exchange rate given in this section, if the dollar is the domestic currency and the euro the foreign currency, a nominal exchange rate of 0.75 means that 0.75 dollars is worth 0.75 euros.
 - The nominal exchange rate at which a given basket of goods and services would cost the same in each country describes the balance of payments on the current account.
 - Real appreciation means that domestic goods become less expensive relative to foreign goods.
 - The multilateral real exchange rate, or real exchange rate for short, is a weighted average of bilateral real exchange rates, with the weight for each foreign country equal to its share in trade.
- Name the main components of current account.
 - What does a deficit of current account mean?
 - What does a surplus of current account mean?
 - Which country has currently the largest current account deficit in absolute monetary terms? Which country has the largest current account surplus? If necessary, use the Internet to find the information you need.

Домашнее задание 14 Вариант задач:

Search the Internet for historical data showing the nominal exchange rates between the Russian ruble and the U.S. dollar from 1997 to present time.

- (b) Plot the ruble versus the dollar curve on a graph. During which time period(s) did the dollar appreciate? During which period(s) did the dollar depreciate?
- (c) Given the current Russian economic slump (at the time of writing), one way of increasing demand for Russian exports would be to make Russian-made goods more attractive. Does this require an appreciation or a depreciation of the ruble?
- (d) What has happened to the ruble during the past few years? Has it appreciated or depreciated? Is this good or bad for the Russian economy as a whole?

Типовые оценочные материалы по теме 15.

Опрос 15. Вариант вопросов:

Give the definition of these terms and provide context where possible. The first term has been given for you.

zero economic profit - the revenue needed for a company to break even and meet operating costs without a loss. Example: *In the long term a firm operating at zero economic profit will lack the ability to attract investors.*

to be at the expense of sb/sth

to keep one-upmanship

Pareto optimal state

to hold other things constant = (Lat.) *ceteris paribus*

to happen incrementally

to drive down a price

average total cost

negative economic profit

Диспут 15. Варианты задач и вопросов:

- (1) How do you differentiate between simultaneous-move games and sequential-move games? Give examples.
- (2) What is a dominant strategy? What is the general feature of dominant strategies? Illustrate your point with one or two examples of your own.
- (3) Games in which each side has a dominant strategy are the simplest games from the strategic perspective. Explain why.
- (4) What are the two common misperceptions of a dominant strategy?
- (5) What is the difference in the use of a dominant strategy in simultaneous-move games and sequential-move games? Illustrate your point with an example.

Домашнее задание 15. Вариант задач:

- Watch the video in UNIT 7 several times, referring to the script if necessary;
- Pay close attention to the graphs and calculations in the video – you will have to explain them just as the presenter did;
- Practice with your partner before giving the presentation. Make sure that you divide the presentation equally.

Типовые оценочные материалы по теме 16.

Опрос 16. Вариант вопросов:

Give the definition of these terms and provide context where possible. You may use an English-English dictionary for reference.

exchange rate – the price of a nation's currency in terms of another currency. Example: *The currency exchange rate is vulnerable to sharp changes in the cost of a country's balance of payments.*

speculative attack on a currency

banking crisis

currency devaluation

the Thai baht

currency pegged to the dollar

enterprising person

currency appreciation / currency depreciation

real estate

speculative bubble

to run out of reserves

Диспут 16. Варианты задач и вопросов:

Discuss these questions:

- (a) What major *problem* of the international monetary and exchange rate system does the author address in this text?
- (b) According to the extract, what is the *reason* why the problem emerged?
- (c) What are the alternative *solutions* to the problem that have been offered in the text?
- (d) What are the *benefits and drawbacks* associated with the solutions to the problem?
- (e) Provide examples illustrating the *causes* of the problem and *effects* of the given monetary policy.

Домашнее задание 16. Вариант задач:

Fill the table below to summarize the positive and negative effect of QE. The first line has been done for you.

Benefits of QE	Risks of QE	Concerns about QE
<i>Encourages investment</i>	<i>Increases inflation</i>	<i>May weaken domestic currency</i>

Типовые оценочные материалы по теме 17

Опрос 17. Вариант вопросов:

Give the definition of these terms and provide context where possible. You may use an English-English dictionary for reference. The first term has been given for you.

outcome - something that happens as a result of an activity or process. Example: The outcome of economic policies are often unpredictable.

to work out = to figure out

to select randomly

to share sth with smb

to simplify a problem

probability space

distinct = separate

to be confused

to cancel out

to ensure

squared

to the 30th power

Диспут 17. Варианты задач и вопросов:

- (1) We have 15 people, each of them of a different age. You need to guess their actual birthday, not just their age.
 - (2) Choose 5 random people from the group.
 - (3) Each of these 5 people gives you four distinct possible dates, which they have chosen before the quiz started (so they will not change their options later in the game). One of these dates is correct.
 - (4) When you have guessed the date for all five, they will tell you how many correct guesses you had. They will not tell you which guesses were correct.
-
- (a) What is the probability of guessing one specific person's birthday in the first try?
 - (b) How many times would you expect to guess to get one person's birthday right?
 - (c) How many times would you expect to guess to get all 15 people's birthday right?
 - (d) What is the probability of getting one person's birthday right in less than 200 guesses?
 - (e) What is the probability of getting everyone's birthday right in less than 3000 guesses?

Домашнее задание 17. Вариант задач:

(Do some research on a mathematician or statistician whose accomplishments in probability theory have been internationally recognized and who has significantly contributed to the study of phenomena in fields such as engineering, computer science, management science, physical and social sciences, and operations research. Prepare a brief presentation, providing information on his/her (a) academic career, (b) discoveries and achievements, (c) recognition and legacy.

Типовые оценочные материалы по теме 18.**Опрос 18. Вариант вопросов:**

Give the definition of these terms and provide context where possible. You may use an English-English dictionary for reference. The first term has been given for you.

to maximize profit – to make as much profit as possible. Example: *Profit maximization is a vital goal for any firm.*

total revenue

marginal revenue

marginal cost

different quantities

downward facing parabola

a curve with a dotted line

price as a function of quantity

quadratic

line tangent

slope of the tangent line

Диспут 18. Варианты задач и вопросов:

- (1) Will a monopoly ever provide a Pareto efficient level of output on its own?
- (2) Suppose a firm can practice perfect, first-degree price discrimination. What is the lowest price it will charge, and what will its total output be?
- (3) Suppose that an amusement park owner can practice perfect, first-degree price discrimination by charging a different price for each ride. Assume that all rides have zero marginal cost and all consumers have the same preferences for the rides. Will the monopolist do better charging for rides and setting a zero price for admission, or by charging for admission and setting a zero price for rides? Explain your answer.
- (4) Electric utilities often practice second-degree price discrimination. Why might this improve consumer welfare?
- (5) When pricing automobiles, car companies typically charge a much higher percentage markup over cost for “luxury option” items (such as leather trim, etc.) than for the car itself or for more “basic” options such as power steering and automatic transmission. Explain why.

Домашнее задание 18. Вариант задач:

- Watch the video in UNIT 10 several times, referring to the script if necessary;
- Pay close attention to the graphs and calculations in the video – you will have to explain them just as the video presenter did;
- Practice with your partner before giving the presentation. Make sure that you divide the presentation equally.

Типовые оценочные материалы по теме 19.

Опрос 19. Вариант вопросов:

Give the definition of these terms and provide context where possible. You may use an English-English dictionary for reference. The first term has been given for you.

correlation – a statistical measure that indicates the extent to which two or more variables fluctuate together. Example: *There is often a correlation between inflation and unemployment*
 to capture imagination
 inverse relationship
 common sense terms
 utilization of labor or capital
 to have leverage
 to attract and retain employees
 buying power
 factors of production
 to run at full capacity
 stagflation
 supply shock
 to stimulate or inhibit demand
 technological improvement

Диспут 19. Варианты задач и вопросов:

- (a) The original Phillips curve is the negative relation between unemployment and inflation that was first observed in the United Kingdom.
- (b) The original Phillips curve relation has proven to be very stable across countries and over time.
- (c) The aggregate supply relation is consistent with the Phillips curve as observed before the 1970s, but not since.
- (d) Policy makers can exploit the inflation – unemployment trade-off only temporarily.
- (e) The expectations-augmented Phillips curve is consistent with workers and firms adapting their expectations after the macroeconomic experience of the 1960s.
- (f) An increase in expected inflation will shift the short-run Phillips curve upward.

Домашнее задание 19. Вариант задач:

Economist Alan Blinder, whom Bill Clinton appointed Vice Chairman of the Federal Reserve, once wrote the following: *“The costs that attend the low and moderate inflation rates experienced in the United States and in other industrial countries appear to be quite modest—more like a bad cold than a cancer on society. . . . As rational individuals, we do not volunteer for a lobotomy to cure a head cold. Yet, as a collectivity, we routinely prescribe the economic equivalent of lobotomy (high unemployment) as a cure for the inflationary cold”* What do you think Blinder meant by the metaphor of a lobotomy as cure for a cold? What are the policy implications of the viewpoint Blinder is describing? What could an alternative economic policy look like? What famous economist is associated with first formulating such a policy? Drawing on what you have learnt so far, label each of the following statements True, False, or Uncertain. Explain your choice.

Типовые оценочные материалы по теме 20.

Опрос 20. Вариант вопросов:

Give the definition of these terms and provide context where possible. You may use an English-English dictionary for reference. The first term has been given for you.

perfect competition – a perfect market that is defined by several conditions. Example: *Only a few markets meet the conditions of perfect competition.*

polar opposites

price taker

price maker

barriers to entry

two dimensional spectrum

number of competitors

low differentiation / high differentiation

utility

high-end goods

branded goods market

mutual benefit

self-evident statement

Диспут 20. Варианты задач и вопросов:

(1) Do oligopolies produce an efficient level of output? Why or why not?

(2) In the Stackelberg model, the firm that sets output first has an advantage. Explain why.

(3) Can the leader ever get a lower profit in a Stackelberg equilibrium than he would get in the Cournot equilibrium? Why?

(4) Suppose that we have two firms that face a linear demand curve $p(Y) = a - bY$ and have constant marginal costs, c , for each firm. Solve for the Cournot equilibrium output.

(5) Why is the Cournot equilibrium stable? (i.e., Why don't firms have any incentive to change their output levels once in equilibrium?) Even if they can't collude, why don't firms set their outputs at the joint profit-maximizing levels (i.e., the levels they would have chosen had they colluded)?

Домашнее задание 20. Вариант задач:

The table below features a number of industries. Consult the Internet to find examples of price cartels in these industries. Your examples can be current or historical. Try to find out how these cartels were exposed and what penalties, if any, were imposed on cartel members. Prepare to share your findings in a group discussion.

Agriculture	
Banking	
Car parts	
Consumer detergents	
Electrical equipment	

Crude oil production	
Telecommunications	
Transportation	

Типовые оценочные материалы по теме 21.

Опрос 21. Вариант вопросов:

Give the definition of these terms and provide context where possible. You may use an English-English dictionary for reference. The first term has been given for you.

over-regulation – too much regulation, excessive regulation. Example: *Over-regulation can make the labor market excessively rigid.*

weird or bizarre circumstance

classic example

to affect the economic chain

transportation costs

to be pervasive

to plummet

capacity utilization

U.S. centric point of view

shock to the system

to throw a monkey wrench into sth

Диспут 21. Варианты задач и вопросов:

- (1) Stagflation often causes the nominal profits to rise but the real profits (profits adjusted for inflation) to fall. Explain why.
- (2) What would stagflation do to people's purchasing power and choices? How would the substitution affect work during a stagflation?
- (3) Under what conditions would a firm still maintain a high level of investment despite stagflation?
- (4) What would be the most effective way to combat stagflation as described in the video?
- (5) Does the phenomenon of stagflation contradict the Phillips Curve? Does it mean the Phillips Curve is flawed in some way?
- (6) Stagflation is notoriously difficult to alleviate through economic policies. Look at the diagram in the video and try to explain why.

Домашнее задание 21. Вариант задач:

Complete the summary, using words from the box below. You will need to use each word more than once.

Unemployment; interest rate; inflation; money growth

Traditionally, the design of monetary policy was focused on nominal 1..... . But, because of the poor relation between 2..... and nominal 3....., this approach was abandoned by most central banks. Central banks now typically focus on a/an 4..... rate target rather than a nominal 5..... rate target. And they think about monetary policy in terms of determining the nominal 6..... rather than determining the rate of nominal money growth. The Taylor rule gives a useful way of thinking about the choice of the nominal 7..... . The rule states that the central bank should move its 8..... in response to two main factors: the deviation of the 9..... rate from the target rate of 10....., and the deviation of the 11..... rate from the natural rate of 12..... . A central bank that follows this rule will stabilize activity and achieve its target 13..... rate in the medium run.

Типовые оценочные материалы по теме 22.

Опрос 22. Вариант вопросов:

Give the definition of these terms and provide context where possible. You may use an English-English dictionary for reference. The first term has been given for you:

to make an arrest – to arrest somebody. Example: *Two men were arrested last night and charged with illegal financial speculation.*
 to convict smb for sth
 to commit a serious offence
 armed robbery
 hard evidence
 to get a reduced prison sentence
 to confess
 to have loyalty
 non-optimal scenario
 unstable optimal scenario
 payoff matrix
 Nash Equilibrium

Диспут 22. Варианты задач и вопросов:

- (1) How do you understand Adam Smith's concept of the 'invisible hand'? Why is it invisible? What is its function?
- (2) Why has Adam Smith's idea that individuals' selfish actions can effectively promote a good end for society been so popular with free market advocates?
- (3) What is the function of pricing in efficiently allocating scarce resources and controlling individual desires? Consult paragraph 5 before answering this question.
- (4) Does Adam Smith's idea of selfish individualism benefiting society always work in the real world? What are the conditions under which the 'invisible hand' works best? When does it not work so well?
- (5) Look at the examples in the text illustrating the failures of the 'invisible hand'. Explain the concept of a zero-sum game. How can a zero-sum game be turned into a win-win situation with the help of a collective agreement?
- (6) Why is arranging a self-enforcing cartel often difficult? Turn to the example provided in paragraphs 13-14 for making your point.

Типовые оценочные материалы по теме 23.

Опрос 23. Вариант вопросов:

Give the definition of these terms and provide context where possible. You may use an English-English dictionary for reference. The first term has been given for you.

quasi-independent – semi-independent, not fully independent. Example: *In many countries the central bank is quasi-independent from the government.*

government structure

appointees

excess profits

U.S. Treasury

member banks

treasury bonds

implicitly / explicitly

interest payments

short-term / long-term money

debt market

source of revenue

to ratchet up debt

to restrain economy

Диспут 23. Варианты задач и вопросов:

- 1) How do you understand ‘optimal control theory’? What are its principles, methods and implications?
- (2) What is meant by the “time inconsistency” of economic policy? Why might policymakers be tempted to renege on an announcement they made earlier? In this situation, what is the advantage of a policy rule?
- (3) When cities pass laws limiting the rent landlords can charge on apartments, the laws usually apply to existing buildings and exempt any buildings not yet built. Advocates of rent control argue that this exemption ensures that rent control does not discourage the construction of new housing. Evaluate this argument in light of the time-inconsistency problem.
- (4) Drawing on what you have learnt so far, label each of the following statements True, False, or Uncertain. Explain your choice.
 - (a) There is so much uncertainty about the effects of monetary policy that we would be better off not using it.
 - (b) Governments would be wise to announce a no-negotiation policy with hostage takers.
 - (c) If hostages are taken, it is clearly wise for governments to negotiate with hostage takers, even if the government has announced a no-negotiation policy.
 - (d) When a central bank announces a target inflation rate, it has no incentive to deviate from the target.
- (5) Suppose the government amends the constitution to prevent government officials from negotiating with terrorists. What are the advantages of such a policy? What are the disadvantages?

Домашнее задание 23. Вариант задач:

Explain how the Prisoner's Dilemma can play out in the real-life scenarios below, i.e. how a non-optimal scenario could be rationally chosen by two or more players.

- (1) Nation-states stockpiling nuclear weapons.
- (2) Women wearing makeup.
- (3) Nation-states not restricting CO2 emissions.
- (4) Athletes using performance-enhancing drugs.
- (5) Advertisers determining advertising budgets.
- (6) Other health-independent hygiene: shaving, deodorant, cutting hair.
- (7) OPEC & the game to control oil prices.
- (8) Overfishing.

Типовые оценочные материалы по теме 24.

Опрос 24. Вариант вопросов:

Give the definition of these terms and provide context where possible. The first term has been given for you.

risk and reward – a ratio that assesses risk vs. reward. Example: *Assessing the balance of risk and reward is vital in any business investment strategy.*

assets

reputable company

portfolio of stocks

returns on investment

to go bankrupt

investment options

money-making scheme

annual interest

Диспут 24. Варианты задач и вопросов:

- (1) It is widely believed by economists that there are no risk-free investments. Even the safest investment bears some risk. Explain why it is the case.
- (2) In the video it is said that “any business can go out of business”. What is meant by this? Do you think it is true?
- (3) Can there be a low-risk-high-reward combination in the long run? Explain why or why not.
- (4) It is often said that profit is a reward for risk-taking. Do you agree?
- (5) What information do investors that are investing into stock markets need in order to minimize their risks?

Домашнее задание 24. Вариант задач:

Put the words and phrases in the box under the appropriate heading below

default risk; reinsurance market; contingent consumption; pension funds; budget constraint; original endowment; tangency condition; optimal choice; stock market; indifference curve; insurance market; wealth distribution; catastrophe bonds; marginal rate of substitution; derivatives; options; consumer choice; contingent securities; principal; consumer behavior; interest; insurance claims

Consumption	Investment

Типовые оценочные материалы по теме 25.

Опрос 25. Вариант вопросов:

Give the definition of these terms and provide context where possible. You may use an English-English dictionary for reference. The first term has been given for you.

to pick randomly – to choose sth in an arbitrary way. Example: *Numbers in a lottery are picked randomly by a special machine.*

siblings

to be reasonably fair

three days in a row

on a given day

equally likely outcomes

to round numbers

even odds

to question sb's credibility

true assumption

to get or become suspicious

benefit of the doubt

to define arbitrarily

Диспут 25. Варианты задач и вопросов:

Test the following hypothesis:

Every day you buy a scratch-off lottery ticket with a 40% chance of winning a prize. You notice that whenever you wear your red shirt you usually win. You decide to keep track of your winnings while wearing the shirt and find that you have won 333 out of 333 times. Let's test the hypothesis that your chance of winning while wearing the shirt is still 40% versus the alternative that the chance is somehow greater.

Assuming the hypothesis is correct, what is the probability of you winning 333 times out of 333? Round your answer, if necessary, to the nearest tenth of a percent. Explain your reasoning.

Домашнее задание 25. Вариант задач:

- Watch the video in UNIT 17 several times, referring to the script if necessary;
- Pay close attention to the graphs and calculations in the video – you will have to explain them just as the video presenter did;
- Practice with your partner before giving the presentation. Make sure that you divide the presentation equally.

4.3. Оценочные средства для промежуточной аттестации.

4.3.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы. Показатели и критерии оценивания компетенций с учетом этапа их формирования

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
УК ОС-4	Способность осуществлять коммуникацию в том числе деловую, в устной и письменной формах на государственном и иностранном(ых) языках	УК ОС-4.2	способен осуществлять коммуникацию на иностранном (английском) языке

Этап освоения компетенции	Показатель оценивания	Критерий оценивания
УК ОС-4.2	Соблюдает требования к языку и форме общения на иностранном языке	Указан в РПД в пределах основной литературы

4.3.2 Типовые оценочные средства.

Зачет в 1 семестре

Типовое устное реферирование

THE STORY OF COCA-COLA

What is the most recognizable object in the world? Could it be a football? Or a Big-Mac? No, the answer is a Coca-Cola bottle. The famous Coca-Cola bottle is almost 100 years old!

Football and big macs are certainly part of life for lots of people; but Coca-Cola is now a permanent part of world culture. People know and drink Coca-Cola all over the world.

It is said that the Coca-Cola bottle is the most recognised object in the world. Hundreds of millions of people can recognise a Coke bottle by its shape, even if they cannot see it! And the famous Coca-Cola logo is the most famous logo in the world. Unlike any other famous commercial logo, it has not changed in 100 years!

But the story of Coca-Cola is even older than that. It was in 1886 that John Pemberton, a druggist in Atlanta, Georgia, invented a new type of syrup, using coca leaves, sugar and cola nuts,

plus a few other secret ingredients! Pemberton sold it as a medicine; and with its coca (the source of cocaine), it must have made people feel good!

Nevertheless, Pemberton's medicine was not very successful, so he sold his secret formula to another druggist, Asa Candler. Candler was interested, because he had another idea; he thought that Pemberton's "medicine" would be much better if it was mixed with soda.

Candler was thus the man who really invented the drink Coca-Cola. At first he sold it in his drugstore; then he began selling the syrup to other drugstores, who used it with their soda fountains. Candler also advertised his new drink, and soon people were going to drugstores just to get a drink of Coca-cola.

Before long, other people became interested in the product, including a couple of businessmen who wanted to sell it in bottles. Candler sold them a licence to bottle the drink, and very quickly the men became millionnaires. The famous bottle, with its very distinctive shape, was designed in 1916.

During the First World War, American soldiers in Europe began asking for Coca-Cola, so the Coca-cola company began to export to Europe. It was so popular with soldiers, that they then had to start bottling the drink in Europe.

Today, Coca-Cola is made in countries all over the world, including Russia and China; it is the world's most popular drink.

As for the famous formula, it is probably the world's most valuable secret! The exact ingredients for making Coca-Cola are only known to a handful of people. And as for the "coca" that was in the original drink, that was eliminated in 1903. It was a drug, and too dangerous. Today's Coca-Cola contains caffeine, but not in 1903. It was a drug, and too dangerous. Today's Coca-Cola contains caffeine, but not cocaine!

Список вопросов для подготовки к зачету с оценкой за 1 семестр.

1. Name ten ways of improving a career.
1. Name three most valuable ways of improving one's career.
2. Which industry would you like to work in? Why?
3. Advantages and disadvantages of shopping online.
4. What are the keys to run a multi-channel sales business successfully?
5. What are the keys to success in online selling?
6. A survey identified the most respectful companies in the world. Name these companies and list the reasons for your choice.
7. What are the factors that make IKEA a highly successful company?
8. How does IKEA stay ahead of the competition?
9. How are great ideas generated?
10. Speak about two types of innovation.
11. Speak about Alex Tew's great idea.
12. Speak about "Ferrari attraction".
13. Speak about PepsiCo's success.
14. Speak about Philomena Tan's pace of life.
15. What are the most common causes of stress at work?
16. Do men and women deal with stress differently?

Зачет во 2 семестре

Типовое устное реферирование

AMERICA'S OIL – A LOVE AFFAIR

In September 2000, the world was hit by an "oil crisis"; the cost of crude oil reached over 35 dollars a barrel, and gasoline (which the British call "petrol") became very expensive. Even in America. Since then, the cost of oil has fallen; but even in the USA, use of oil has continued to fall .

During the summer of 2000, lots of car-drivers in America were angry. The cost of gasoline went above \$2 a gallon in some states. The age of cheap gasoline was over.

Today, in 2016, gas costs at least \$ 2 a gallon throughout the USA. In California, even regular gas costs about \$2.80 a gallon.

This is very cheap compared to Europe,* * but Americans think that it is very expensive.

The United States is the land of relatively cheap energy; America is the second biggest producer of oil in the world, but it is also the biggest importer. In fact, the USA imports over 20% of its energy, mostly in the form of oil.

There is oil under the ground in many parts of the USA. America's first oil wells were drilled in the year 1859, in Pennsylvania; and since then, more and more wells have been made in other states.

Today, oil companies are "fracking", and finding lots more oil under the ground.

The centre of America's oil industry today is the state of Texas; and America's "oil capital" is the city of Dallas. Texas is by far the biggest producer of oil in the USA.

It was not always the case; the first Texan oil-wells were opened in 1901, when there was already a big oil industry in other parts of the USA. But without the oil from Texas, America's history would have been very different.

In 2001, Texans celebrated their "oil centenary".

Cheap oil and cheap gasoline helped to make modern America. They shaped America's cities, and they were an essential part of the American lifestyle. They were also essential in the great empty states of the West, where people often have to travel long distances.

Today, Americans consume about 25% of the world's energy.... far more than people in other countries; but the situation is slowly changing.

Americans are already buying smaller cars, and American cars consume much less gas than they used to. But in the coming years, they will use less and less oil. They will have to.

There is still a lot of oil under the ground, but oil and gas must become more expensive in the future. Over 50% of America's traditional oil reserves have already been used - mostly since 1950. Nobody knows when America's oil will start running out, but the first problems could come in less than 20 years. And as soon as oil starts running out, its price will go up very quickly!

In conclusion, the "two dollar gallon" was good for America. It has encouraged Americans to buy smaller cars, and to use less energy. That way, America's oil will last longer..... perhaps until the age of clean green energy arrives.

Список вопросов для подготовки к зачету за 2 семестр.

1. How important is corporate entertaining? Give examples.
2. What range of services does Novotel London West offer for corporate entertaining?
3. Speak about "Five Senses Experience".
4. Speak about a marketing campaign that impressed you. Use four P's basis.
5. What is the key to successful marketing according to Jonathan Turner?
6. Speak about Oxford Strategic Marketing.
7. Speak about Kristal Water product. What should be done to improve sales of this product?
8. What are the most important things to do when planning a business?
9. What are characteristics of a good manager?
10. Recent changes in the way people behave at work.
11. What challenges do young managers face?
12. What are the advantages of being a young manager?

13. List the pieces of advice, given to young managers.
14. Speak about the problem between two marine equipment manufacturers. What actions should the sales managers of the two companies take to work together more effectively?

Зачет в 3 семестре

Типовое письменное реферирование

Read the text below and render it into English. You are not to use any reference materials for this task. The total time for this task is 90 minutes.

Хотя экстерналии приводят к снижению эффективности рынка, далеко не всегда ситуация требует вмешательства правительства. В некоторых обстоятельствах действенными зарекомендовали себя частные решения. Иногда проблема внешних эффектов решается с помощью обращения к моральным принципам и социальным санкциям. Рассмотрим, например, почему большинство людей выбрасывает мусор в специально отведенных местах. Да, существуют законы, направленные против тех, кто бросает окурки мимо урн, но за их соблюдением следят не так уж строго. Большинство людей соблюдает правила просто потому, что разделяет их пафос. Золотое правило, известное нам с детства, гласит: «Относитесь к другим так, как вы хотите, чтобы они относились к вам». Это моральное предписание говорит нам, чтобы мы учитывали воздействие наших поступков на других людей. Если использовать экономические термины, оно предлагает нам интернализировать внешние эффекты.

Другое частное решение проблем, связанных с внешними эффектами, — благотворительные общества, основная цель которых — устранение проблем, возникающих в связи с внешними эффектами, к примеру защита окружающей среды. Другой пример — частные колледжи и университеты получают пожертвования от выпускников, корпораций и фондов в немалой степени потому, что образование создает положительные внешние эффекты для общества. Частный рынок решает проблему экстерналий, полагаясь на эгоизм заинтересованных сторон.

Рассмотрим садовода, занимающегося выращиванием яблок, и пчеловода, пасека которого расположена по соседству. Каждый бизнес создает благоприятный внешний эффект для другого: опыляя цветущие деревья, пчелы способствуют росту урожая яблок. В то же время пчелы, используя нектар, который они собирают на цветках, «производят» мед. Но если соседи не учитывают положительные внешние эффекты, садовод может, расширяя хозяйство, высадить слишком мало яблонь, или пчеловод внезапно сократить число пчелиных семей. Внешние эффекты интернализируются, если пчеловод купит фруктовый сад или садовод заведет пасеку: тогда оба вида деятельности будут осуществляться одной фирмой, которая оптимизирует количество деревьев и пчел. Интернализация внешних эффектов — одна из причин, по которым некоторые фирмы занимаются разнородными видами деятельности.

Зачет в 4 семестре

Типовое письменное реферирование

Read the text below and render it into English. You are not to use any reference materials for this task. The total time for this task is 90 minutes.

Базовую модель «Дилеммы заключенного» предложили в 1950 году американские математики Меррил Флад и Мелвин Дрешер, работавшие на исследовательскую

корпорацию RAND. Эта игра была нужна для прогнозирования гонки ядерных вооружений — в роли заключенных выступали СССР и США.

С тех пор игра стала очень популярна среди математиков, философов и психологов. Ту же гонку вооружений сейчас очень напоминают рекламные кампании. Постоянное соревнование в количестве рекламного контента неуклонно увеличивает расходы фирм. Соответственно, от прекращения гонки выиграли бы все стороны. Но если кто-то вероломно нарушит перемирие, он выиграет войну за потребителя, а остальные проиграют. В США даже проводились соревнования между командами университетов на лучшую запрограммированную стратегию игры в «Дилемму заключенного», где победа присуждалась за минимальный срок заключения по итогам нескольких раундов допросов. Победила программа, основанная на принципе «око за око»: она поступала с каждым своим напарником в точности так, как с ней поступили ходом ранее. Но это все-таки математика, человеческая жизнь куда сложнее.

Основная проблема «Дилеммы заключенного» — доверие. Именно из-за нежелания доверять другому и возникает конфликт интересов, который возвели в абсолют, к примеру, сценаристы серии фильмов ужасов «Пила». Так, в пятой части герои могут отделаться в прямом смысле малой кровью, чтобы выбраться из ловушки. Но вместо этого они начинают соперничать, что приводит к гибели большинства из них.

Шкала оценивания.

Оценка промежуточной аттестации определяется по 10-ти бальной шкале (ниже).

10-бальная шкала	Традиционная шкала	«Зачтено»/ «Не зачтено»	Определение
10	Отлично	Зачтено	Точное и связное письменное изложение текста на реферирование, отсутствие грамматических ошибок, корректное использование лексических единиц из учебного материала, глубокие и систематические знания по теме.
9	Отлично	Зачтено	Точное и связное письменное изложение текста на реферирование, наличие незначительных грамматических ошибок, корректное использование лексических единиц из учебного материала, глубокие и систематические знания по теме.
8	Отлично	Зачтено	Достаточно точное и связное изложение текста на реферирование, наличие незначительных грамматических ошибок, корректное использование лексических единиц из учебного материала, достаточно глубокие и систематические знания по теме.
7	Хорошо	Зачтено	Наличие неточностей в связности письменного текста на реферирование, наличие грамматических ошибок, недостаточно полное использование лексических единиц из учебного материала, недостаточно глубокие и систематические знания по теме.
6	Хорошо	Зачтено	Недостаточно точное и связное письменное изложение текста на реферирование, наличие грамматических ошибок, недостаточно полное использование лексических единиц из учебного материала, недостаточно глубокие и систематические знания по теме.
5	Удовлетворительно	Зачтено	Знание основного учебного материала в объеме, необходимом для дальнейшей учебы и работы, имеются погрешности при выполнении письменного задания.

10-бальная шкала	Традиционная шкала	«Зачтено»/ «Не зачтено»	Определение
4	Удовлетворительно	Зачтено	Знание основного учебного материала в минимальном объеме, необходимом для дальнейшей учебы и работы, имеются погрешности при выполнении письменного задания.
3	Неудовлетворительно	Не зачтено	Имеются существенные погрешности при выполнении письменного задания, допущены существенные ошибки в реферировании, необходима значительная дополнительная работа.
2	Неудовлетворительно	Не зачтено	Имеются пробелы в знаниях по значительной части учебного материала, допущены существенные ошибки при выполнении письменного задания, необходима значительная дополнительная учебная работа.
1	Неудовлетворительно	Не зачтено	Не выполнены предусмотренные программой требования, не выполнены письменное задание.
0	Неудовлетворительно	Не зачтено	Нарушение академических норм (плагиат, несанкционированное использование дополнительных ресурсов и т.п.)

4.4. Методические материалы по проведению промежуточной аттестации

Студент обязан являться на письменный контроль в указанное в расписании время. В случае опоздания время, отведенное на письменный контроль знаний, не продлевается.

При себе студенты могут иметь только письменные принадлежности. Необходимую для выполнения работы бумагу выдает преподаватель.

Преподаватель раздает варианты работы. Листы с заданиями должны быть повернуты текстом вниз, чтобы студенты до окончания процедуры раздачи не могли начать выполнение работы. По окончании раздачи вариантов студентам разрешается перевернуть текст задания и одновременно приступить к выполнению работы. По окончании отведенного времени студенты одновременно заканчивают выполнение работы. Если работа завершена существенно раньше срока, то по разрешению преподавателя студент может покинуть аудиторию досрочно.

Мобильные телефоны должны быть выключены и убраны со столов.

Во время проведения письменного контроля знаний студентам не разрешается пользоваться учебными программами, справочниками и прочими источниками информации.

Использование материалов, а также попытка общения с другими студентами или иными лицами, в том числе с применением электронных средств связи, несанкционированные перемещения и т.п. являются основанием для удаления студента из аудитории и последующего проставления в ведомость оценки «неудовлетворительно».

Во время проведения устного и письменного контроля знаний студентам разрешается покинуть аудиторию только при условии сдачи работы в объеме, выполненном к моменту выхода из аудитории. Дальнейшее продолжение работы запрещается.

Продолжительность письменной работы составляет 90 минут.

Студентам, не выполнившим домашние задания по уважительным причинам, предоставляется возможность их выполнения и сдачи.

При условии набора 4 и более итоговых баллов, компетенция считается сформированной в части указанной в п. 1, по данной дисциплине выставляется оценка «удовлетворительно», «хорошо», «отлично».

В ином случае, компетенция считается несформированной, по данной дисциплине выставляется оценка «неудовлетворительно».

Зачет в 3 и 4 семестрах проводится в аудитории.

Отсчет времени, отведенного на письменное реферирование, идет по завершении процедуры размещения студентов и раздачи заданий.

Студент обязан являться на письменный контроль в указанное в расписании время. В случае опоздания время, отведенное на письменный контроль знаний, не продлевается.

При себе студенты могут иметь только письменные принадлежности. Необходимую для выполнения работы бумагу выдает преподаватель.

Преподаватель раздает варианты работы. Листы с заданиями должны быть повернуты текстом вниз, чтобы студенты до окончания процедуры раздачи не могли начать выполнение работы. По окончании раздачи вариантов студентам разрешается перевернуть текст задания и одновременно приступить к выполнению работы. По окончании отведенного времени студенты одновременно заканчивают выполнение работы. Если работа завершена существенно раньше срока, то по разрешению преподавателя студент может покинуть аудиторию досрочно.

Мобильные телефоны должны быть выключены и убраны со столов.

Во время проведения письменного контроля знаний студентам не разрешается пользоваться учебными программами, справочниками и прочими источниками информации.

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В случае, если дисциплина полностью или частично проводилась с применением технологий электронного обучения и/или дистанционных технологий, зачет может производиться с использованием системы СДО Академии и применением прокторинга.

5. Методические указания для обучающихся по освоению дисциплины

Домашние задания для самостоятельной подготовки могут быть опубликованы:

1. В группе ВКонтакте;
2. Высланы на общую почту группы

Конкретный способ коммуникации со студентами определяется преподавателем.

Для подготовки к практическим занятиям необходимо ознакомиться с рекомендованной литературой, повторить материал предыдущих практических занятий. При возникновении вопросов обратиться к преподавателю по электронной почте с указанием конкретной проблемы и (или) прийти к преподавателю на консультацию в установленное время.

Для подготовки письменных домашних заданий необходимо ознакомиться с рекомендованной литературой, повторить материал предыдущих практических занятий

Студентам рекомендуется сначала внимательно прочитать текст, затем выучить слова, являющиеся активной лексикой, убедиться в том, что они уверены в переводе и произношении всех слов, встречающихся в тексте, после этого переходить к выполнению заданий, направленных на формирование навыков перевода или на проверку правильности понимания предлагаемой в тексте информации.

При выполнении упражнений, связанных с сопоставлением лингвистических или экстралингвистических явлений, студентам рекомендуется использование справочной, энциклопедической литературой.

Фонетические упражнения обязывают к работе со словарями, поэтому их следует вначале выполнять дома, затем проверять коллективно в аудитории правильность произношения английских слов.

Перед выполнением грамматических заданий студенты должны убедиться, что владеют знаниями в достаточном объеме. При необходимости следует воспользоваться справочной литературой по грамматике.

Чтобы компетентно выполнять устные диалоговые задания на занятиях, студенты должны обладать способностью управлять ходом беседы, в зависимости от планируемого речевого воздействия и достижения прагматического эффекта высказывания, должны учиться вести разговор в различных направлениях. При этом студенты могут меняться ролями (инициатора разговора или собеседника). Кроме того, это помогает им учиться внимательно слушать собеседников, воспитывает уважение друг к другу.

Методические указания по написанию Эссе

Эссе - самостоятельная творческая письменная работа, по форме эссе обычно представляет собой рассуждение – размышление (реже рассуждение – объяснение), поэтому в нём используются вопросно-ответная форма изложения, вопросительные предложения, ряды однородных членов, вводные слова, параллельный способ связи предложений в тексте. Особенности эссе: - наличие конкретной темы или вопроса; - личностный характер восприятия проблемы и её осмысления; - небольшой объём; - свободная композиция; - непринуждённость повествования; - внутреннее смысловое единство; - афористичность, эмоциональность речи.

Цель эссе состоит в развитии навыков самостоятельного творческого мышления и письменного изложения собственных мыслей. Писать эссе чрезвычайно полезно, поскольку это позволяет автору научиться четко и грамотно формулировать мысли, структурировать информацию, использовать основные категории анализа, выделять причинно-следственные связи, иллюстрировать понятия соответствующими примерами, аргументировать свои выводы; овладеть научным стилем речи.

Требования, предъявляемые к эссе:

1. Объем эссе не должен превышать 1–2 страниц
2. Эссе должно восприниматься как единое целое, идея должна быть ясной и понятной.
3. Необходимо писать коротко и ясно. Эссе не должно содержать ничего лишнего, должно включать только ту информацию, которая необходима для раскрытия вашей позиции, идеи.
4. Эссе должно иметь грамотное композиционное построение, быть логичным, четким по структуре.
5. Каждый абзац эссе должен содержать только одну основную мысль.
6. Эссе должно показывать, что его автор знает и осмысленно использует теоретические понятия, термины, обобщения, мировоззренческие идеи.
7. Эссе должно содержать убедительную аргументацию заявленной по проблеме позиции.

При написании эссе важно также учитывать следующие моменты:

- Вступление и заключение должны фокусировать внимание на проблеме (во вступлении она ставится, в заключении - резюмируется мнение автора).

- Необходимо выделение абзацев, красных строк, установление логической связи абзацев: так достигается целостность работы.

- Стиль изложения: эссе присущи эмоциональность, экспрессивность, художественность.

- Специалисты полагают, что должный эффект обеспечивают короткие, простые, разнообразные по интонации предложения, умелое использование "самого современного" знака препинания - тире. Впрочем, стиль отражает особенности личности, об этом тоже полезно помнить.

Приветствуется использование:

- Эпиграфа, который должен согласовываться с темой эссе (проблемой, заключенной в афоризме); дополнять, углублять лейтмотив (основную мысль), логику рассуждения вашего эссе.

- Пословиц, поговорок, афоризмов других авторов, также подкрепляющих вашу точку зрения, мнение, логику рассуждения.

- Мнений других мыслителей, ученых, общественных и политических деятелей.

- Риторические вопросы.

- Непринужденность изложения.

Вокабуляр, необходимый для устного/ письменного реферирования текстов.

Формулирование основной темы / проблемы

- The article under review is headlined ..., written by ... and published in ...

- Its main theme of the article is ...

- The article is devoted to ...

- The article deals with/ contains/ provides/ presents/ describes/ discusses/ demonstrates/ analyses/ covers/ explores' addresses/ highlights/ considers/ offers...

- The article contains/ provides information on/ about/ relative to/ relating to/ concerning ...

- The article carries (interesting) material about ...

- The article looks at the topic of (recruitment).

- The article gives detailed coverage of...

- The article constitutes an up-to-date review of...

- The article is concerned with ...

- The author deals with/ speaks about/ provides/ presents/ describes/ discusses/ demonstrates/ analyses/ explores/ considers/ offers ...

- The author gives a brief outline/ description of ...

Обеспечение структурно-логической связности

- The article begins with a brief outline of a critical look at ...

- At the beginning of the article the author outlines ...

- The article consists of/ is composed of/ is made up of an introduction and two sections.

- After a brief (historical) introduction, the article ...

- The article is divided into three sections.

- Section One provides the reader with ...

- The first section provides a short history of...

- The next section is devoted to ...

- In the final section, the author ...

- Most/ The bulk of the material is devoted to ...

- Much of the material is concerned with ...

- The article gives (much) prominence to ...

- The article also throws some light on/ casts light on ...
- The author devotes much attention to ...
- The author dwells/ touches on/ upon ...
- The author speaks about/ discusses ... in detail.
- The author goes on to say that ...
- The author goes on to examine/ discuss ...
- The author also suggests that...
- Next, it is reported that...
- Speaking about ..., the author writes/ says/ states/ reports/ shows that
- The author looks at two options/ alternatives.
- The first option is to ...
- The author offers two possible solutions to this problem.
- One way to solve the problem is to ...

Other linking devices:

First of all first/ firstly/ in the first place, second/ secondly' in the second place, last/ in the last place, besides, in addition, furthermore, apart from this/ that, likewise, moreover, in the same way, as far as ... is concerned, as for, with regard to.

Ссылки на автора текста

- The author writes/ says/ states/ points out/ argues that ...
- The author shows/ demonstrates/ proves that...
- The author cites the following data/ figures ..
- To illustrate the point, the author ...
- Speaking about/ Dealing with ..., the author ...
- Analysing/ Discussing/ Describing ..., the author ...
- According to the author/ article ...
- From the author's point of view ...
- In the author's opinion ...
- As the author (convincingly) shows, ...

Выделение особо важной информации

- The central theme of the article is ...
- The author stresses/ points out/ emphasises/ underlines/ focuses on/ concentrates on

...

- The author devotes much attention to ...
- The author makes a special mention of...
- The article emphasises/ focuses on ...
- The fundamental question addressed concerns ...
- The emphasis (throughout the article) is (placed) on ...
- Major emphasis is placed on ...
- Particular attention is paid to ...
- Substantial attention is given to ...
- Attention is given not only to ... but also to ...
- Central to the article is ...
- Priority is given to ...
- Particular features include ...
- More than anything else, ...
- Of particular importance is ...
- It should be noted that ...
- It is worth emphasising that ...
- The most important thing is ...

Формулирование выводов

- In conclusion/ In summary/ To summarise/ To sum up, the author
- In the final summing up, the author ...
- Summarising the main findings of the study, the author ...
- Adding this up, the author...
- As a result, the author...
- Based on these data, the author ...
- All things considered, the author ...
- Taking everything into account, the author ...
- Finally, the author ...
- The author makes/ arrives at the following conclusions.
- The author makes the reader believe that ...
- The author tries to convince the reader that...
- The article suggests that ...

Выражение своей оценки

General opinion

- As far as I am concerned ...
- I'm convinced/ sure that ...
- I feel very strongly that ...
- I have no doubt that ...
- I think/ believe that ...
- As I see it...
- The way I see it is that...
- In my opinion/ view ...
- To my mind ...
- To my way of thinking ...
- To (the best of) my knowledge ...
- For all I know ...
- As far as I know ...
- It seems to me that...
- I'm inclined to think/ believe that...
- I tend to think ...
- I tend to favour the view that...
- I'd say that...

Positive opinion

- I agree entirely with the author.
- I totally / quite agree that ...
- I'm completely in favour of the author's view that
- I'm in complete agreement that...
- It cannot be too strongly stated that ...
- I support the author's opinion about...
- I think the author is right to say/ saying that...
- I tend to agree with the author,
- Maybe the author is right.

Negative opinion

- I don't agree with the author at all.
- I totally disagree with the author.
- I disagree completely that ...
- That's not how I see it.
- I wouldn't say that.
- The author is quite wrong about that.

- I'm afraid I can't agree with the author there.
- I tend to disagree.

Reservations and doubts

- I agree to some extent, but...
- I agree up to a point, but...
- That's true, but...
- I suppose the author is right, but...
- Maybe that's true, but...

Самостоятельная работа студентом осуществляется для закрепления изученного материала после практических занятий или лабораторных работ, для выполнения домашних заданий, для изучения дополнительных материалов.

Организация процесса обучения иностранным языкам зависит от тех требований, которые предъявляются к конечному результату, к объему знаний, навыков, умений, обеспечивающих владение иностранным языком в пределах учебной программы. На 1 курсе студенты должны совершенствовать свои умения совершать речевые поступки в говорении и письменном выражении мыслей – передать события в правильной временной последовательности (при чтении или аудировании), определить цель автора, отобрать факты, служащие доказательством определенного мнения, способность запрашивать дополнительную информацию, суммировать сказанное собеседником.

Учебные задания предлагаются на основе базового учебника. Учебные задания подробно охватывают все основные темы для устного обсуждения. В течение года студентам предстоит проработать указанные темы, выполнить задания, позволяющие активизировать, стимулировать использование слов, обозначенных в качестве «активного вокабуляра», в монологической или диалогической речи в условиях естественной или условной коммуникации.

Помимо этого, студентам предлагается выполнить ряд контрольных заданий по проработанному материалу, написать эссе по рекомендованным темам.

№ п/п	Тип занятия	Указания
Тема 1		
1	ПЗ	Выучить необходимый лексический минимум из блока Vocabulary file
2	ПЗ	Выполнить грамматические задания (Голицынский, упр. 172, 183, 194)
3	ПЗ	Подготовка к опросу 1. Подготовка рассказа о себе.
4	ПЗ	Подготовка к интерактивному заданию “What should you do to get ahead in your career”
5	ПЗ	Написание эссе (Темы: What helps when trying to move ahead in your career, “Describe the company which you would like to work in. Explain your choice”) Использование словарей, информационной базы Интернет.
Тема 2		
1	ПЗ	Выучить необходимый лексический минимум из блока Vocabulary file. Подготовка к опросу 2.
2	ПЗ	Подготовка письменного анализа (“Do customers on high street behave differently from customers online?”, “How to deal with a conflict”.) Использование словарей, информационной базы Интернет, а также учебника Market Leader Pre-Intermediate стр. 8
3	ПЗ	Выполнить грамматические задания на Present Continuous, Past Continuous, Future Continuous (Голицынский, упражнения 216-218)
4	ПЗ	Подготовка к презентации “How should a good website look like?” Использование словарей, информационной базы Интернет.
5	ПЗ	Подготовка к интерактивному заданию “Do customers on high street behave differently from customers online?”
Тема 3		

№ п/п	Тип занятия	Указания
1	ПЗ	Выучить необходимый лексический минимум из блока Vocabulary file. Подготовка к опросу 3.
2	ПЗ	Выполнить грамматические упражнения Present Perfect, Past Perfect, Future Perfect (Голицынский, упр. 230, 235, 251)
3	ПЗ	Интерактивное задание: разбор ситуации в виде устного обсуждения "The factors which can make a company successful"
4	ПЗ	Подготовка к контрольной работе по темам 1-3. Повторение изученного материала.
5	КР	Написание эссе "Describe the company which you would like to work in. Explain your choice". Использование словарей, информационной базы Интернет.
Тема 4		
1	ПЗ	Выучить необходимый лексический минимум из блока Vocabulary file
2	ПЗ	Выполнить грамматические упражнения Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous (Голицынский, упр. 252, 253)
3	ПЗ	Подготовка презентации: "Speak about one of the greatest business ideas" Использование словарей, информационной базы Интернет.
4	ПЗ	Подготовка к опросу 4.
5	ПЗ	Интерактивное задание: "Million dollar homepage". Использование словарей, информационной базы Интернет.
Тема 5		
1	ПЗ	Выучить необходимый лексический минимум из блока Vocabulary file
2	ПЗ	Выполнить грамматические задания (Голицынский, упр. 307-310)
3	ПЗ	Подготовка к опросу 5.
4	ПЗ	Подготовка к интерактивному заданию «How to help employers and employees to deal with stress». Использование словарей, информационной базы Интернет.
5	ПЗ	Выполнить грамматические задания (Голицынский, упр. 311-315)
Тема 6		
1	ПЗ	Выучить необходимый лексический минимум из блока Vocabulary file, подготовка к опросу 6.
2	ПЗ	Выполнить грамматические задания (Голицынский, упр. 316-324)
3	ПЗ	Выполнить грамматические задания (Голицынский, упр. 325-329)
4	ПЗ	Подготовка к контрольной работе по темам 1-3. Повторение изученного материала.
5	КР	Подготовка к деловой игре "Organizing a conference". Использование словарей, информационной базы Интернет.
Тема 7		
1	ПЗ	Выучить необходимый лексический минимум из блока Vocabulary file. Подготовка к опросу 7.
2	ПЗ	Выполнить грамматические задания (Голицынский, упр. 279-3283)
3	ПЗ	Подготовка презентации: "Speak about any marketing campaign which impressed you";
4	ПЗ	Подготовка к деловой игре: «Ways to successfully promote a product» Использование словарей, информационной базы Интернет.
5	ПЗ	Написание эссе «What actions may contribute to successful marketing» Использование словарей, информационной базы Интернет.
Тема 8		
1	ПЗ	Выучить необходимый лексический минимум из блока Vocabulary file. Подготовка к опросу 8.
2	ПЗ	Выполнить грамматические задания (Голицынский, упр. 467-469)
3	ПЗ	Письменный анализ: "SWOT analysis"
4	ПЗ	Подготовка презентации: "Examples of businesses which were helped through good planning"; Использование словарей, информационной базы Интернет.
5	ПЗ	Подготовка к деловой игре "How to prepare a plan for a TV or a radio program?" Использование словарей, информационной базы Интернет.
№ п/п	Тип занятия	Указания

Тема 9. Competitive Markets		
1	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
2	ПЗ	Выполнить упражнения 1-10 из рубрики Let's Talk Economics;
3	ПЗ	Посмотреть видео-лекцию к данной теме и выполнить задание 2.8 [English for Economics]
4	ПЗ	Подготовка к домашнему заданию 1: упражнение 3.6 [English for Economics]
Тема 10. Economic Growth		
5	ПЗ	Выучить лексический минимум из блока Glossary; [English for Economics]
6	ПЗ	Выполнить упражнения 1-7 из рубрики Let's Talk Economics;
7	ПЗ	Посмотреть видео-лекцию к данной теме и выполнить задание 2.7 [English for Economics]
8	ПЗ	Подготовка к домашнему заданию 2: упражнение 3.5-3.6 [English for Economics]
Тема 11. Externalities and Public Goods		
9	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
10	ПЗ	Выполнить упражнения 1-9 из рубрики Let's Talk Economics;
11	ПЗ	Посмотреть видео-лекцию к данной теме и выполнить задание 2.8 [English for Economics]
12	ПЗ	Подготовка к домашнему заданию 3: упражнение 3.6 [English for Economics]
Тема 12. Economic Fluctuations		
13	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
14	ПЗ	Посмотреть видео-лекцию к данной теме и выполнить задание 2.8 [English for Economics]
15	ПЗ	Выполнить упражнения 1-4 из рубрики Let's Talk Economics [English for Economics]
16	ПЗ	Подготовка к домашнему заданию 4: упражнения 5-8 из рубрики Let's Talk Economics [English for Economics]
Тема 13. Implications of Game Theory		
17	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
18	ПЗ	Выполнить упражнения 1-10 из рубрики Let's Talk Game Theory;
19	ПЗ	Посмотреть видео-лекцию к данной теме и выполнить задание 2.8 [English for Economics]
20	ПЗ	Подготовка к домашнему заданию 5: упражнение 3.6 [English for Economics]
Тема 14. Open Economy		
21	ПЗ	Выучить лексический минимум из блока Glossary; выполнить 1.10 [English for Economics]
22	ПЗ	Посмотреть видео-лекцию к данной теме и выполнить задание 2.7 [English for Economics]

23	ПЗ	Выполнить задание 7 из рубрики Let's Talk Economics
24	ПЗ	Подготовка к домашнему заданию 6: упражнения 3.5- 3.6 [English for Economics]
Тема 15. Gaming and Strategic Decisions I		
25	ПЗ	Выучить лексический минимум из блока Glossary; [English for Economics]
26	ПЗ	Выполнить упражнения 1-7 из рубрики Let's Talk Game Theory [English for Economics]
27	ПЗ	Посмотреть видео-лекцию к данной теме и выполнить задание 2.8 [English for Economics]
28	ПЗ	Подготовка к домашнему заданию 7: упражнение 3.6 [English for Economics]
Тема 16. Currencies and Exchange Rates		
29	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
30	ПЗ	Выполнить упражнение 2.5, посмотреть видео-лекцию к данной теме и выполнить задание 2.7 [English for Economics]
31	ПЗ	Выполнить упражнения 1-8 из рубрики Let's Talk Economics [English for Economics]
32	ПЗ	Подготовка к домашнему заданию 8: упражнение 3.6 [English for Economics]
Тема 17. Probability Theory I		
33	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
34	ПЗ	Выполнить задание 1.9; выполнить упражнения 1-10 из рубрики Let's Talk Probability Theory;
35	ПЗ	Посмотреть видео-лекцию к данной теме и выполнить задание 2.8 [English for Economics]
36	ПЗ	Подготовка к домашнему заданию 9: упражнения 3.5, 3.7 [English for Economics]
Тема 18. Pricing with Market Power		
37	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
38	ПЗ	Выполнить упражнения 1-10 из рубрики Let's Talk Economics;
39	ПЗ	Посмотреть видео-лекцию к данной теме и выполнить задание 2.7 [English for Economics]
40	ПЗ	Подготовка к домашнему заданию 10: упражнения 3.5-3.6 [English for Economics]
Тема 19. Inflation vs. Unemployment		
41	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics], выполнить задание 1.9, 1.10; выполнить упражнения 1-7 из рубрики Let's Talk Economics;
42	ПЗ	Посмотреть видео-лекцию к данной теме и выполнить задание 2.7 [English for Economics]
43	ПЗ	Выполнить упражнения 1-12 из рубрики Let's Talk Economics [English for Economics]
44	ПЗ	Подготовка к домашнему заданию 11: упражнения 3.5 [English for Economics]
Тема 20. Oligopolistic Competition		

45	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
46	ПЗ	Посмотреть видео-лекцию к данной теме и выполнить задание 2.8 [English for Economics]
47	ПЗ	Выполнить упражнения 1-10 из рубрики Let's Talk Economics;
48	ПЗ	Подготовка к домашнему заданию 12: упражнения 3.8 [English for Economics]
Тема 21. Monetary Policy in Practice		
49	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
50	ПЗ	Выполнить задание 2.5; посмотреть видео-лекцию к данной теме и выполнить задание 2.7 [English for Economics]
51	ПЗ	Выполнить упражнения 1-6 из рубрики Let's Talk Economics [English for Economics]
52	ПЗ	Подготовка к домашнему заданию 13: упражнение 1.13 [English for Economics]
Тема 22. Gaming and Strategic Decisions II		
53	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
54	ПЗ	Выполнить упражнения 1-10 из рубрики Let's Talk Game Theory; выполнить задание 1.12
55	ПЗ	Посмотреть видео-лекцию к данной теме и выполнить задание 2.7 [English for Economics]
56	ПЗ	Подготовка к домашнему заданию 14: упражнение 3.5-3.6 [English for Economics]
Тема 23. Macroeconomic Policies		
57	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
58	ПЗ	Выполнить задание 1.16 [English for Economics]
59	ПЗ	Подготовка к домашнему заданию 15: упражнение 3.6-3.7 [English for Economics]
Тема 24. Risk and Uncertainty		
60	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
61	ПЗ	Выполнить упражнения 1-10 из рубрики Let's Talk Economics
62	ПЗ	Подготовка к домашнему заданию 16: упражнение 3.5-3.6 [English for Economics]
Тема 25. Probability Theory II		
63	ПЗ	Выучить лексический минимум из блока Glossary [English for Economics]
64	ПЗ	Подготовка к домашнему заданию 17: упражнение 3.5-3.6 [English for Economics]

6. Учебная литература и ресурсы информационно-телекоммуникационной сети «Интернет», включая перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

6.1 Основная литература.

1. English Grammar (Т.Ю. Дроздова, А.И. Берестова, В.Г. Маилова); Антология, 2014.
<http://www.iprbookshop.ru/42431.html>

2. English Vocabulary in Use pre-intermediate – intermediate (Stuart Redman).Cambridge University Press.2011.
3. Голицынский Ю. Б. Грамматика : сборник упражнений / Ю. Б. Голицынский, Н.А. Голицынская. - Изд. 5-е, испр. и доп. - СПб. : КАРО, 2006. - 544 с. - (Английский язык для школьников).
4. Английский язык для делового общения : в 2 т. Т. 1 (Ч.1-3) / Г. А. Дудкина [и др.]- 6-е изд., испр. - М. : Филоматис, 2006. - 720 с.
5. Английский язык для делового общения : новый курс : в 2 т. Т. 2 (Части 4, 5, 6) / И. Ф. Жданова [и др.]. - 6-е изд., перераб. и доп. (продвинутый уровень). - М.: Филоматис, 2006. - 768 с.
6. Измаилян Д.Б., Мажутис М.В., Булиш К.Б. «English for Economics. An Academic English Course Book. (Академический английский язык для экономистов).
7. McCarthy Michael. English vocabulary in Use. Upper-intermediate / McCarthy Michael, O'Dell Felicity. - second edition. - : Cambridge university press, 2001. - 309 p. - ISBN 978-0-521-66435-6 : 492-00.
8. Varian, H. R. Intermediate microeconomics: A modern approach. New York: W.W. Norton & Co., 2014.

6.2. Дополнительная литература.

1. Барановская Т. А., Захарова А. В. и др. Английский язык для экономистов. 2-е изд., пер. и доп. Учебник и практикум для академического бакалавриата. М.: Юрайт, 2016.
<https://www.biblio-online.ru/book/1012D66E-6DCC-4467-8319-EE7BCFC181B8>
2. Глушенкова Е.В. Английский язык для студентов экономических специальностей: учебник / Е. В. Глушенкова. - 2-е изд., испр. - М. : Астрель, 2006. - 350 с. - ISBN 5-271-10337-4:234-00.
3. Market Leader (new edition) pre-intermediate Practice File (Christine Johnson);Longman,2007.
4. English Grammar in Use (Raymond Murhpy);Cambridge University Press, 2012.
5. Market Leader(new edition) pre-intermediate Business English Teacher's Resource Book; Pearson Longman, 2007.
6. Market Leader «Business grammar and usage» (Peter Strutt).Longman, 2000.
7. Market Leader (new edition) pre-intermediate business English course book (David Falvey, David Cotton, Simon Kent);Pearson Education Limited, 2007.

6.3. Учебно-методическое обеспечение самостоятельной работы.
Отдельное обеспечение не предусмотрено.

6.4. Нормативные правовые документы.
Не предусмотрены.

6.5. Интернет-ресурсы.

1. Словари английского языка ABBYY Lingvo <http://lingvo.yandex.ru/en>
2. Онлайн справочник по грамматике английского языка <http://www.mystudy.ru/>
3. Практикум по грамматике www.worksheetworks.com
4. Практикум по грамматике www.vivquarry.com
5. <http://www.learnenglish.org.uk/>
6. <http://www.everythingsl.net/>
7. <http://englishteststore.com/>

8. <http://www.sitesforteachers.com/index.html>
9. <http://usefulelenglish.ru/>
10. <http://www.world-english.org/>
11. <http://www.study.ru/lessons/>
12. <http://www.homeenglish.ru/>
13. <http://lms.ranepa.ru>

6.6. Иные источники.

Не предусмотрены.

7. Материально-техническая база, информационные технологии, программное обеспечение и информационные справочные системы

1. Магнитофон, проигрывающий CD
2. Компьютер, читающий DVD
3. Проектор
4. Проецируемая доска.

Программное обеспечение:

- MS Office Word;
- MS Office Excel;
- MS Office PowerPoint.