

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ**

Белорусский национальный технический университет  
кафедра «Информационные технологии в управлении»

**ЭЛЕКТРОННЫЙ УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС  
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**«ПРОФЕССИОНАЛЬНАЯ ЛЕКСИКА  
НА ИНОСТРАННОМ ЯЗЫКЕ  
(НА АНГЛИЙСКОМ ЯЗЫКЕ)»**

для специальностей 1-25 01 07 «Экономика и управление на предприятии»,  
6-05-0311-02 «Экономика и управление»

*Составители:* Шапаренко Анна Александровна  
Станкевич Наталия Петровна

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## ПЕРЕЧЕНЬ МАТЕРИАЛОВ

Структура ЭУМК включает в себя следующие разделы:

1. Теоретический раздел: материал по грамматике в виде таблиц.
2. Практический раздел: текстовые материалы с заданиями, дополнительные тексты для самостоятельной работы.
3. Раздел контроля знаний: тесты.
4. Вспомогательный раздел: учебная программа дисциплины «Профессиональная лексика на иностранном языке (английский)» для специальностей 1-25 01 07 «Экономика и управление на предприятии», 6-05-0311-02 «Экономика и управление», включая учебно-методическую карту дисциплины, а также фразы-клише, глоссарий, связанные с профессиональной деятельностью, ключи к упражнениям и ответы на тесты, список рекомендованных источников.

## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Данный ЭУМК представляет собой программный комплекс по дисциплине «Профессиональная лексика на иностранном языке (английский)», назначение которого заключается в обеспечении непрерывности и полноты процесса подготовки студентов к использованию английского языка в профессиональной деятельности специалиста в области экономики и управления. Будущие специалисты должны знать не только иностранный язык как средство коммуникации, но и профессиональную терминологию иностранного языка.

*Цели ЭУМК:*

- формирование иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство профессионального и межличностного общения;
- формирование потребности к самостоятельной познавательной деятельности, критическому мышлению и рефлексии;
- овладение иноязычным общением в единстве всех его компетенций (языковой, речевой, социокультурной, компенсаторной, учебно-познавательной).

Особенностью подачи учебного материала является структура комплекса, которая позволяет эффективно реализовывать учебный процесс при дистанционных и заочных формах получения образования. Содержание комплекса ориентирует обучающихся на использование иностранного языка в качестве инструмента профессиональной деятельности: для перевода и реферирования профессионально-ориентированных текстов, для устройства на работу, проведения переговоров, ведения телефонных разговоров и необходимой деловой и профессиональной документации.

*Особенности структурирования и подачи учебного материала.* Содержание учебно-методического комплекса включает в себя следующие разделы: теоретический, практический, раздел контроля знаний и вспомогательный раздел.

Теоретический раздел комплекса содержит основные правила английской грамматики, которые помогут выполнить упражнения и тесты в практическом разделе и разделе контроля знаний.

Практический раздел ЭУМК включает в себя: аутентичные текстовые материалы с заданиями лексического характера, направленными на формирование и развитие языковых и коммуникативных умений студентов. При подборе текстов авторы исходили из методической концепции неразрывности процесса познания и развития навыков работы с текстовым материалом и навыков устной и письменной речи, а также опирались на принцип реализации междисциплинарных связей, когда студенты параллельно получают базовые экономические знания в лекционных курсах по экономическим дисциплинам. Предтекстовые и после-текстовые задания комплекса способствуют развитию коммуникативных навыков обучающихся, организации дискуссий. Данный раздел комплекса состоит из 4х тем. Каждая тема имеет единую структуру и включают следующие блоки: глоссарий (ключевая лексика к тексту в виде ссылки на Quizlet), тексты (аутентичные тексты по темам), упражнения (дифференцировочные, постановочные и конструктивные упражнения, упражнения для активации лексики в речи), видеоматериал (ссылки на видеоматериал и упражнения к ним).

Раздел контроля знаний ЭУМК содержит тесты, направленные на овладение технологиями языкового самообразования и оценки приобретенных языковых и грамматических умений.

Вспомогательный раздел представлен учебной программой и учебно-методической картой по дисциплине «Профессиональная лексика на иностранном языке (английский)» для специальностей 1-25 01 07 «Экономика и управление на предприятии», 6-05-0311-02 «Экономика и управление». Данный раздел содержит также наиболее употребительные вводные фразы, глоссарий, состоящий из ключевых лексических единиц по темам в алфавитном порядке, список рекомендованных источников, ключи к упражнениям и тестам, что удобно для самостоятельной работы студентов при дистанционной и заочной формах получения образования.

Разработанный ЭУМК по дисциплине «Профессиональная лексика на иностранном языке (английский)» предназначен для студентов дистанционной и заочной формы получения образования, а также преподавателей БНТУ кафедры «Информационные технологии в управлении» для разработки курса в системе СДО Moodle.

Электронный учебно-методический комплекс разработан в соответствии со всеми требованиями положения об учебно-методическом комплексе на уровне высшего образования (постановление Министерства образования Республики Беларусь 08.11.2022 № 427).

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# 1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

Теоретические основы базовых грамматических тем английского языка изложены в форме таблиц и текста.

## THE NUMERAL (ЧИСЛИТЕЛЬНОЕ)

	количественные		порядковые		
1	one	один	1 <sup>st</sup>	the first	первый
2	two	два	2 <sup>nd</sup>	the second	второй
3	three	три	3 <sup>rd</sup>	the third	третий
4	four	четыре	4 <sup>th</sup>	the fourth	четвертый
5	five	пять	5 <sup>th</sup>	the fifth + th	пятый
6	six	шесть	6 <sup>th</sup>	the sixth	шестой
7	seven	семь	7 <sup>th</sup>	the seventh	седьмой
8	eight	восемь	8 <sup>th</sup>	the eighth	восьмой
9	nine	девять	9 <sup>th</sup>	the ninth	девятый
10	ten	десять	10 <sup>th</sup>	the tenth	десятый
11	eleven	одиннадцать	11 <sup>th</sup>	the eleventh	одиннадцатый
12	twelve	двенадцать	12 <sup>th</sup>	the twelfth	двенадцатый
13	thirteen	тринадцать	13 <sup>th</sup>	the thirteenth	тринадцатый
14	fourteen	четырнадцать	14 <sup>th</sup>	the fourteenth	четырнадцатый
15	fifteen + teen	пятнадцать	15 <sup>th</sup>	the fifteenth + th	пятнадцатый
16	sixteen	шестнадцать	16 <sup>th</sup>	the sixteenth	шестнадцатый
17	seventeen	семнадцать	17 <sup>th</sup>	the seventeenth	семнадцатый
18	eighteen	восемнадцать	18 <sup>th</sup>	the eighteenth	восемнадцатый
19	nineteen	девятнадцать	19 <sup>th</sup>	the nineteenth	девятнадцатый
20	twenty	двадцать	20 <sup>th</sup>	the twentieth	двадцатый
30	thirty	тридцать	30 <sup>th</sup>	the thirtieth	тридцатый
40	forty	сорок	40 <sup>th</sup>	the fortieth	сороковой
50	fifty + ty	пятьдесят	50 <sup>th</sup>	the fiftieth y→ie+th	пятидесятый
60	sixty	шестьдесят	60 <sup>th</sup>	the sixtieth	шестидесятый
70	seventy	семьдесят	70 <sup>th</sup>	the seventieth	семидесятый
80	eighty	восемьдесят	80 <sup>th</sup>	the eightieth	восемьдесятый
90	ninety	девяносто	90 <sup>th</sup>	the ninetieth	девяностый
21	twenty one	двадцать один	21 <sup>st</sup>	the twenty first	двадцать первый
32	thirty two	тридцать два	32 <sup>nd</sup>	the thirty second	тридцать второй
43	forty three	сорок три	43 <sup>rd</sup>	the forty third	сорок третий
54	fifty four	пятьдесят четыре	54 <sup>th</sup>	the fifty fourth	пятьдесят четвертый
65	sixty five	шестьдесят пять	65 <sup>th</sup>	the sixty fifth	шестьдесят пятый
76	seventy six	семьдесят шесть	76 <sup>th</sup>	the seventy sixth	семьдесят шестой
87	eighty seven	восемьдесят семь	87 <sup>th</sup>	the eighty seventh	восемьдесят седьмой
98	ninety eight	девяносто восемь	98 <sup>th</sup>	the ninety eighth	девяносто восьмой
100	a (one) hundred		100 <sup>th</sup>	the hundredth	
101	a (one) hundred and one		101 <sup>st</sup>	the one hundred and first	
200	two hundred		200 <sup>th</sup>	the two hundredth	
1000	a (one) thousand		1000 <sup>th</sup>	the thousandth	
1001	a (one) thousand and one		1001 <sup>st</sup>	the one thousand and first	
5000000	five million		5000000 <sup>th</sup>	the five millionth	

## THE ADJECTIVE (ИМЯ ПРИЛАГАТЕЛЬНОЕ)

Положительная форма (основная) не содержит сравнения	Сравнительная форма	Превосходная форма
1. <b>Односложные:</b> Long	Прил. + er Longer	The + Прил +est The longest
2. <b>Двусложные</b> – оканчивающиеся на –y, – er, –ow, –able: Busy Clever Narrow Able	Прил. + er  Busier Cleverer Narrower Abler	The + Прил +est  The busiest The cleverest The narrowest The ablest
3. <b>Некоторые другие двусложные:</b> Simple Polite	Прил. + er  Simpler Politer	The + Прил +est  The simplest The politest
4. <b>Многосложные:</b> Active	<b>More + Прил.</b> More active	<b>The most + Прил.</b> The most active
5. <b>ИСКЛЮЧЕНИЯ:</b> Good Bad Little Much Many Far	Better Worse [wɜ:s] Less More More Farther Further (добавочный)	The best The worst [wɜ:st] The least [li:st] The most The most The farthest The furthest

## THE PRONOUN (МЕСТОИМЕНИЕ)

ЛИЧНЫЕ МЕСТОИМЕНИЯ		ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНИЯ	ПРИТЯЖАТЕЛЬНЫЕ МЕ- СТОИМЕНИЯ (абсолютная форма)	ВОЗВРАТНЫЕ МЕСТОИМ.
именительный падеж	объектный падеж			
<b>I - я</b>	<b>Me - мне/меня</b>	<b>My – мой/моя/мои/моё</b>	<b>Mine- мой/моя/мои/моё</b>	<b>Myself</b>
<b>We - мы</b>	<b>Us - нам/нас</b>	<b>Our- наш/-ша/-ши/-ше</b>	<b>Ours- наш/-ша/-ши/-ше</b>	<b>Ourselves</b>
<b>You - ты</b>	<b>You-тебе/-бя</b>	<b>Your- твой/-твоя/- у/-ё</b>	<b>Yours- твой/-твоя/- у/-ё</b>	<b>Yourself</b>
<b>You - вы</b>	<b>You- вам/вас</b>	<b>Your-ваш/-ша/-ши/-ше</b>	<b>Yours-ваш/-ша/-ши/-е</b>	<b>Yourselves</b>
<b>He - он</b>	<b>Him- ему/его</b>	<b>His- его</b>	<b>His- его</b>	<b>Himself</b>
<b>She - она</b>	<b>Her- её/ей</b>	<b>Her- её</b>	<b>Hers- её</b>	<b>Herself</b>
<b>They - они</b>	<b>Them - им/их</b>	<b>Their- их</b>	<b>Theirs – их</b>	<b>Themselves</b>
<b>It-оно/он/она</b>	<b>It - ему/ей, его/её</b>	<b>Its- его/ее</b>	<b>Its - его/ее</b>	<b>Itself</b>

## НЕОПРЕДЕЛЁННЫЕ МЕСТОИМЕНЕНИЯ

МЕСТО-ИМЕНИЕ	УТВЕРДИТ. ПРЕДЛОЖЕНИЕ	ОТРИЦАТ. ПРЕДЛОЖЕНИЕ	ВОПРОСИТЕЛЬНОЕ ПРЕДЛОЖЕНИЕ
<b>some</b>	I have <b>some</b> books.	<b>в значении «некоторые»</b> <b>Some</b> students <u>don't</u> want to learn foreign languages. <b>Некоторые</b> студенты <u>не хотят</u> изучать иностранные языки.	<b>Специальный вопрос;</b> Why don't you ask your mother for <b>some</b> more money? (Почему ты не попросишь у своей матери побольше денег?) <b>Общий вопрос, содержащий просьбу, приглашение или спрашивающий рассчитывает на положительный ответ</b> Can I have <b>some</b> cold water? Would you like <b>some</b> juice? <b>в значении «некоторые»</b> Can you give me <b>some</b> idea of what book to read?
<b>any</b>	<b>Условные предложения</b> If you know <b>any</b> facts, tell me. <b>в значении «любой»</b> <b>Any</b> student knows that. ( <b>Любой</b> студент знает это.) Come at <b>any</b> time. (Приходи в <b>любое</b> время.)	He doesn't have <b>any</b> friends.	<b>Общий вопрос</b> Did he make <b>any</b> mistakes in the test? (Он сделал ( <b>какие-либо</b> ) ошибки в тесте?) Have you got <b>any</b> scissors? У вас есть ножницы?

МЕСТОИМЕННИЯ И НАРЕЧИЯ, ПРОИЗВОДНЫЕ ОТ SOME, ANY, NO, EVERY				
ОСНОВНЫЕ МЕСТОИМЕННИЯ	ПРОИЗВОДНЫЕ МЕСТОИМЕННИЯ			ПРОИЗВОДНЫЕ НАРЕЧИЯ
	+thing	+body	+one	+where
<b>Some</b>	something что-то, что-нибудь, что-либо, нечто	somebody кто-то, кто-нибудь, кто-либо, кое-кто, некто	someone кто-то, кто-нибудь, кто-либо, кое-кто, некто	somewhere где-то, где- нибудь, куда-то, куда-нибудь, куда-либо, куда угодно
<b>Any</b>	anything что- нибудь, все, что угодно	anybody кто-то, кто-либо, кто-нибудь, всякий, любой	anyone кто-то, кто-либо, кто-нибудь, всякий, любой	anywhere где-нибудь, куда-нибудь, где угодно, куда угодно
<b>No</b>	nothing ничто, ничего	nobody никто, никого	no one никто, никого	nowhere нигде, никуда
<b>Every</b>	everything всё	everybody все	everyone все, каждый	everywhere везде, (по)всюду

### УКАЗАТЕЛЬНЫЕ МЕСТОИМЕННИЯ

Единственное число	Множественное число
this - этот / эта / это	these - эти
that - тот / та / то	those - те



## POSSESSIVE CASE (ПРИТЯЖАТЕЛЬНЫЙ ПАДЕЖ)

От существительных в единственном числе (’s)	От существительных во множественном числе	
	Множественное число с окончанием -s (’)	Особые случаи множественного числа (’s)
a girl’s book	girls’ books	men’s suits
my friend’s help	my friends’ help	children’s toys
a cat’s place	my cats’ toys	women’s dresses
James’s house	his parents’ house	policemen’s car
Jane and Mary’s room		

## THE ARTICLE (Артикль)

Неопределенный артикль - a/an	Определенный артикль - the
<ul style="list-style-type: none"> <li>- используется только с сущ. в ед. ч.;</li> <li>- обозначает один предмет, непонятный или незнакомый собеседнику</li> <li>- <b>a</b> со словами на согл. зв. (<b>a table</b>/<b>a big room</b>) , <b>an</b> со словами на глас. зв (<b>an arm</b> /<b>an old house</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- используется с сущ. в ед. ч. и мн. ч.;</li> <li>- обозначает предмет (-ы), о котором (-ых) речь уже шла ранее или только что, т.е. знакомый/ понятный собеседнику, выделяя таким образом называемый предмет (-ы) из ряда других таких же.</li> </ul>

## СЛУЧАИ УПОТРЕБЛЕНИЯ НЕОПРЕДЕЛЕННОГО АРТИКЛЯ A/AN

Правило	Пример
При упоминании чего-либо впервые. Часто используется оборот there + to be перед существительным в ед. ч.	A man came up to <b>a</b> policeman. There was <b>a</b> lamp on the table. - На столе была (какая-то) лампа.
При отнесении предмета к классу предметов, назывании его одним из представителей класса предметов	This is <b>a</b> typical day of <b>a</b> businessman. <b>A</b> textbook is <b>a</b> book containing texts for studying <b>a</b> certain subject.
Перед названиями профессий /должностей	He is <b>a</b> doctor. She is <b>a</b> student.

В случае, когда мы говорим о <b>любом</b> представителе какого-то определенного класса объектов или лиц.	A spider has eight legs - Паук (любой паук) имеет восемь лап.
В значении <b>один</b> перед исчисляемыми существительными, обозначающими время/расстояниемассу	Will you be back in <b>an</b> hour? <i>Вы вернетесь через час?</i> I want <b>a</b> kilo of rice.
Перед исчисляемыми существительными в единственном числе, определяемыми словами <i>such, quite, rather, most</i> (в значении <i>очень</i> )	He is quite <b>a</b> young man. <i>Он совсем еще молодой человек.</i> It is <b>a</b> most interesting book. <i>Это очень интересная книга.</i>
В восклицательных предложениях с исчисляемым существительным в ед. ч., стоящим после слова <i>what</i> .	What <b>a</b> strong sportsman! - Какой сильный спортсмен!
Перед именами и фамилиями в значении <b>некий / некто</b>	A Mr. Fox called you. - Вам звонил некий мистер Фокс.
С названиями марок / моделей чего-либо:	<b>a</b> Cadillac (марка автомобиля) / <b>a</b> Kodak (марка фотоаппарата)
В составе некоторых устойчивых словосочетаний:	to be in <b>a</b> hurry - торопиться; to be on <b>a</b> diet - быть на диете; <b>a</b> lot of - много; <b>a</b> great deal of - много и др

### СЛУЧАИ УПОТРЕБЛЕНИЯ ОПРЕДЕЛЕННОГО АРТИКЛЯ THE

Правило	Пример
Если указан <b>особый признак</b> , кот. отделяет объект, обозначенный сущ-м, от др. объектов того же класса.	Bring me <b>the newspaper you found in my bookcase</b> , please - Пожалуйста, принеси мне газету, которую ты нашел в моем шкафу.
Если из контекста понятно, <b>о каком именно</b> объекте говорит собеседник.	When will you bring me <b>the copy-book</b> ? - Когда ты принесешь мне тетрадь? (собеседнику понятно, о какой именно тетради идет речь)
Если лицо, объект, о котором <b>уже шла речь, упоминается вновь</b> .	I saw a beautiful house in the country. <b>The house</b> was wooden - Я видел красивый дом за городом. Дом был деревянным.
Если говорится о единственном в мире предмете	<b>The sun</b> is in <b>the sky</b> . <i>Солнце находится на небе.</i>
Когда говорится о предмете (или лице), единственном в данной обстановке	<b>The teacher</b> is in <b>the classroom</b> . <i>Учитель в классе.</i> (В данном классе находится только один учитель)
С существительным, перед которым стоит <b>порядковое</b> числительное	We are on <b>the fourth</b> floor. <i>Мы на пятом этаже.</i>
С существительным, перед которым стоит прилагательное в <b>превосходной</b> степени	He is <b>the best</b> student in our group. <i>Он лучший студент в нашей группе.</i>
Перед названиями <b>газет, кораблей, гостиниц, кинотеатров, театров</b>	<b>The New York Times</b> , <b>The Titanic</b> , <b>the Regent Hotel</b>
Перед названиями <b>океанов, морей, рек, горных массивов, островов, пустынь</b>	<b>The Pacific Ocean</b> , <b>The Black Sea</b> , <b>The Dvina</b> , the Alps,
Перед названиями <b>стран</b> , состоящими из нескольких слов:	<b>The United States of America</b> , the Republic of Belarus (есть исключения).

Перед существительным в единственном числе, обозначающим целый класс предметов, людей (т. е. при обобщении)	<i><b>The whale</b> is a mammal, not a fish. Кит — это млекопитающее, а не рыба.</i>
<i>С обобщающим значением</i> с прилагательными и причастиями, которые употребляются как существительные.	<i><b>The blind</b> receive social security in our city - В нашем городе слепые получают пособие.</i>
После слов <i>one of один (из), some of некоторые (из), many of многие (из), each of каждый (из), most of большинство (из)</i> (часто после слов <i>all все, both of оба</i> )	<i>Most of <b>the</b> stories are very interesting. Большинство рассказов очень интересны. Give me one of <b>the</b> books. Дайте мне одну из (этих) книг.</i>
Перед названиями четырех сторон света	<b>the West / the East / the North / the South</b>
Перед названиями языков, если используется слово <b>language</b> :	<b>the English language (но: English) / the Russian language (но: Russian)</b>
Перед фамилиями, стоящими во мн.ч. (вся семья в полном составе)	<b>the Browns</b> - Брауны / семья Браунов
В названиях частей суток	in <b>the morning</b> / in <b>the afternoon</b> / in <b>the evening</b> ( <b>но: at night</b> ) => утром / днем / вечером (ночью).
В сочетании с двумя прилагательными в сравнительной степени: <b>the ... the ... =&gt;</b> чем...тем...	<b>The more</b> you learn something <b>the better</b> you know it. => Чем больше изучаешь что-либо, тем лучше знаешь
Перед словами <i>country, sea, seaside, mountains</i> и в др. выражениях	<b>in the country</b> - за городом, <b>at the seaside</b> - на морском побережье, <b>by the sea</b> - у моря, <b>in the mountains</b> -в горах , <b>in the street</b> - на улице, <b>to the cinema</b> - в кино (куда?); <b>at the cinema</b> - в кино (где?), <b>at the institute</b> - в институте

### ОТСУТСТВИЕ АРТИКЛЯ

<b>Правило</b>	<b>Пример</b>
Перед исчисляемыми существительными во <b>множественном числе</b> (в тех случаях, когда в ед. ч. следует употребить неопределенный артикль)	<i>My father and my uncle are doctors. - Мой отец и мой дядя врачи.</i>
При <b>обобщении</b> (обычно используется множественное число или неисчисляемое существительное без артикля)	<i>Carrots are my favourite vegetable. - Морковь — мой любимый овощ.</i>
С неисчисляемыми <b>абстрактными</b> существительными	<i>They left the room with dignity. - Они с достоинством покинули комнату. I like music.</i>
С неисчисляемыми существительными, обозначающими <b>вещество</b>	<i>Water is a vital substance for our life. - Вода — это крайне важное вещество в нашей жизни.</i>

Если при суц стоит <b>количественное числительное</b>	<i>I have <b>three</b> apples. У меня есть три яблока.</i> <i>lesson ten - десятый урок</i>
Перед существительным в функции <b>определения</b>	<i>guitar lessons - уроки игры на гитаре</i>
Если перед существительным есть другие определители (местоимения – притяж., указат, вопросит, неопред, суц в притяж падеже .	<i>My room is large. - Моя комната большая. I need some books. - Мне нужны (кое-какие) книги John's coat - пальто Джона</i>
Перед названиями <b>континентов, озер</b> (если перед ними стоит слово «lake»), <b>заливов, полуостровов, водопадов, островов, отдельных гор</b> (в отличие от цепей), <b>стран</b> (одно слово), <b>штатов, городов, улиц, аэропортов</b>	<i>South Africa, Lake Ontario, Cardiff Bay, Kamchatka, Niagara Falls, Malta, Everest, France, Minsk, Abbey Road, Heathrow Airport,</i>
С именами, фамилиями, кличками животных,	<i>Cindy, Mister Jefferson, Lucky,</i>
Перед существительным в функции <b>обращения</b> , (кот. рассматривается как имя собственное)	<i>Good morning, captain!</i>
С названиями <b>времен года, месяцев, дней недели</b>	<i>in winter /in autumn (но: (амер. вариант) in <b>the</b> fall) - зимой /осенью</i> <i>It is December now.- Сейчас декабрь.</i> <i>It was on Monday. - Это было в понедельник.</i>
С названиями <b>приемов пищи</b>	<i>for breakfast / at lunch / dinner / supper - завтрак / обед / плотный ужин / легкий ужин</i>
Часто в <b>заголовках</b> статей в журналах и газетах	<i>Bank Robbers Escape in Stolen Car</i>
Когда идет речь о двух тесно связанных предметах	<i>They always quarrel like cat and dog. - Вечно они ссорятся, как кошка с собакой.</i>
Вместе с указанием на единственный в данной ситуации <b>пост или должность</b>	<i>Abraham Lincoln was elected President in 1861.</i>
В некоторых <b>устойчивых сочетаниях</b> существительного с предлогом, когда все сочетание имеет характер наречия	<i>in time, from time to time, by car/bus/ bicycle/plane air/sea, for breakfast, at war/peace, by accident, by heart, on demand, at work - на работе; at home - дома; at sunset/sunrise, at night -</i>

	<i>поздним вечером/ночью; in fact, to go/come/arrive home- идти/приехать домой; to go to bed - ложиться спать; to be on holiday - быть в отпуске; to go on foot - идти / ходить пешком, to go to university/ school - учиться в университете/школе</i>
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### ОБОРОТ THERE IS/THERE ARE

Предложение	Единственное число	Множественное число
Утвердительное	There is a sofa in the living room. В гостиной есть диван.	There are armchairs in the living room. В гостиной есть кресла.
Отрицательное	There isn't a TV in the kitchen. В кухне нет телевизора.	There aren't any chairs in the bathroom. В ванной комнате нет стульев.
Вопросительное	Is there a sofa in the bathroom? В ванной комнате есть диван? Yes, there is No, there isn't	Are there any chairs in the bathroom? В ванной комнате есть стулья? Yes, there are No, there aren't

Переводить такую конструкцию начинают (как правило) с обстоятельства места:

**There are** many English books in his library.

В его библиотеке много английских книг.

### ФОРМЫ ГЛАГОЛОВ TO BE, TO HAVE

	<b>to be</b>		<b>to have</b>	
	positive (+)	negative (-)	positive (+)	negative (-)
<b>Present</b> (настоящее)	<i>is</i> <i>am</i> <i>are</i>	<i>isn't</i> <i>am not</i> <i>aren't</i>	<i>have</i> <i>has (3 л. ед.ч.)</i>	<i>haven't</i> <i>hasn't</i>
<b>Past</b> (прошед- шее)	<i>was</i> <i>were</i>	<i>wasn't</i> <i>weren't</i>	<i>Had</i>	<i>didn't have</i> <i>hadn't (in Past Perf.)</i>
<b>Future</b> (будущее)	<i>will be</i> <i>shall be</i>	<i>won't be</i> <i>shan't be</i>	<i>will have</i> <i>shall have</i>	<i>won't have</i> <i>shan't have</i>

### СТРУКТУРА ПРЕДЛОЖЕНИЯ

#### Порядок слов в английском предложении

Первым правилом английского языка можно считать **правило о твердо установленном порядке слов**, потому что оно распространяется на все предложения.

Вот типичная схема:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Обстоят. врем./места	Подлежащее	Сказуемое	Дополнения	Обст-ва

В английском языке встречаются и отступления от обычного порядка слов в предложении. Такие случаи мы будем рассматривать ниже по мере изучения грамматического материала, к ним относятся:

- Вопросительные предложения.
- Предложения с оборотом **there+to be**.
- Предложения с эмоциональным или смысловым выделением отдельных слов.
- Некоторые типы сложноподчиненных (где есть главное и придаточное) предложений и др.

## ТИПЫ ВОПРОСОВ

### Порядок слов в вопросительном предложении

(зависит от типа вопроса)

Тип вопроса	Как строится	Пример	Перевод
Общий	Вспомогательный глагол + подлежащее + сказуемое (смысловый глагол) + все остальные члены предложения.	<i>Do you like traveling?</i>	<i>Ты любишь путешествовать?</i>
Специальный	Вопросительное слово + вспомогательный глагол + подлежащее + сказуемое (смысловый глагол) + все остальные члены предложения.	<i>What do you like the most about traveling?</i>	<i>Что нравится тебе больше всего о путешествиях?</i>
Альтернативный	Вспомогательный или модальный глагол + подлежащее + сказуемое (смысловый глагол) + N or M.	<i>Do you like traveling or staying at home?</i>	<i>Ты любишь путешествовать или сидеть дома?</i>
Разделительный	Если первая часть предложения — утвердительная, «хвостик» — отрицательный.  Если первая часть предложения — отрицательная, «хвостик» — утвердительный.	<i>You like traveling, aren't you?</i>	<i>Ты любишь путешествовать, не так ли?</i>
К подлежащему	Вопросительное слово + сказуемое (смысловый глагол) + остальные члены предложения.	<i>Who likes traveling?</i>	<i>Кто любит путешествовать?</i>

Специальные вопросы могут начинаться словами:

<b>who?</b> – кто?	<b>why?</b> – почему?
<b>whom?</b> – кого? кому?	<b>how?</b> – как?
<b>whose?</b> – чей?	<b>how much?</b> – сколько?
<b>what?</b> – что? какой?	<b>how many?</b> – сколько?
<b>which?</b> – который?	<b>how long?</b> – как долго? сколько времени?
<b>when?</b> – когда?	<b>how often?</b> – как часто?
<b>where?</b> – где? куда?	

### Схема специального вопроса

Вопросительное слово	Вспомогательный или модальный глагол	Подлежащее	Смысловый глагол	Дополнение/Обстоятельство
<b>Where</b> Куда	<u>are</u>	you вы	<u>going?</u> идете?	
<b>How</b> Как	<u>do</u>	you тебе	<u>like</u> нравится	it? это?
<b>When</b> Когда	<u>did</u>	he он	<u>come</u> пришел	here? сюда?
<b>Why</b> Почему	<u>have</u>	you ты	<u>done</u> сделал	it? это?
<b>What</b> Что	<u>can</u> можете	you вы	<u>tell</u> сказать	me? мне?
<b>How often</b> Как часто	<u>will</u> будет	Jane Джейн	<u>fly</u> летать	to London? в Лондон?

### ГЛАГОЛ. ВИДО-ВРЕМЕННЫЕ ФОРМЫ ГЛАГОЛА

#### ТАБЛИЦА ОБРАЗОВАНИЯ ВРЕМЕН АНГЛИЙСКОГО ЯЗЫКА

	Present	Past	Future
<b>Simple (факт)</b>	Вспом. гл.: <b>do / does</b> Окон-е: -, -s Формула: <b>V (+s)</b> + I work/He writes - I do not work/He doesn't write ? Do I work?/Does he write?	Вспом. гл.: <b>did</b> Окон-е: <b>-ed, -</b> Формула: <b>V2</b> + I worked/He wrote - I did not work/ He didn't write ? Did I work?/Did he write?	Вспом. гл.: <b>will / shall</b> Окон-е: – Формула: <b>will/shall + V</b> + I will work/He will write - I won't work/ He won't write ? Will I work?/ Will he write?
<b>Слова-маркеры</b>	always / never, usually, often / seldom, sometimes, every day/once a week	yesterday /two days <b>ago</b> , <b>last</b> week (night /month /year) /in 1980 / when I was a child...	tomorrow/ <b>next</b> week /month /year ; soon, <b>in</b> two days / months ... - <b>через 2 дня ...</b>
<b>Continuous (процесс)</b>	Вспом. гл.: <b>be (is / am / are)</b> Окон-е: <b>-ing</b> Формула: <b>am/is/are + Ving</b> + I am /He is working - I am not /He is not working ? Am I / Is he working?	Вспом. гл.: <b>was / were</b> Окон-е: <b>-ing</b> Ф: <b>was/were + Ving</b> + I was / We were working - I was not/We weren't working ? Was I / Were we working?	Вспом. гл.: <b>will be / shall be</b> Окон-е: <b>-ing</b> Ф: <b>will/shall + be + Ving</b> + I /He will be working - I / He won't be working ? Will I/he be working?

Слова-маркеры	now, at the moment, still – всё ещё	at 7 o'clock / then/ this time last week / when	at 7 o'clock/ at this moment next week ...
<b>Perfect</b> (результат)	Вспом. гл.: <b>have / has</b> Окон-е: <b>-ed</b> Формула: <b>have/has + V3</b> + I have / He has worked - I have/He has not worked ? Have I / Has he worked?	Вспом. гл.: <b>had</b> Окон-е: <b>-ed</b> Формула: <b>had + V3</b> + I / He had worked - I / He had not worked ? Had I / he worked?	Вс. гл.: <b>will / shall have</b> Окон-е: <b>-ed</b> Ф: <b>will/shall + have+V3</b> + I will have worked - I won't have worked ? Will I have worked?
Слова-маркеры	just /already /yet / ever/ never/ recently/ lately/ today/ this week	предлог <b>by (к)</b> , другое прошедшее действие;	<b>by</b> 7 o'clock/by the end of the week
<b>Perfect Continuous</b> (длительность и завершенность)	В. гл.: <b>have/ has been</b> Окон-е: <b>-ing</b> Ф. <b>have/has + been + Ving</b> + I have He has been working - I have/He has not been working ? Have I/Has he been working?	Вспом. гл.: <b>had been</b> Окон-е: <b>-ing</b> Ф: <b>had been + Ving</b> + I /He had been working - I /he had not been working ? Had I / he been working?	В. гл.: <b>will/ shall have been</b> Окон-е: <b>-ing</b> Ф: <b>will/shall+have been + Ving</b> + I /he will have been working - I/he won't have been working ? Will I have been working?
Слова-марк.	for / since, How long...?	for / since, How long...?	for / since

### ТАБЛИЦА УПОТРЕБЛЕНИЯ ВРЕМЕН АНГЛИЙСКОГО ЯЗЫКА

	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>Simple</b>	<p><b>I work</b></p> <p>1) Обычное, повторяющееся действие <i>I always close the window at night.</i></p> <p>2) Законы и явления природы, научные результаты, факты <i>The sun rises in the east.</i></p> <p>3) Бытовые ситуации <i>Do you want to spend a lot of money here?</i></p> <p>4) Истории, анекдоты, спортивные обзоры <i>Then the prince gets on his horse and rides away.</i></p> <p>5) Расписания поездов, сеансов в кинотеатре <i>The plane from London arrives at 17:40.</i></p>	<p><b>I worked</b></p> <p>1) Факт или одиночное законченное действие в прошлом <i>The Titanic sank in 1912. I went to Germany two years ago.</i></p> <p>2) Несколько прошедших действий, происходивших в хронологическом порядке. <i>I woke up, took a shower, got dressed and went out to have breakfast in a café.</i></p> <p>3) Повторяющееся действие в прошлом <i>I took English courses when I was twelve.</i></p>	<p><b>I will work</b></p> <p>1) Простое одиночное действие в будущем: <i>He will miss the bus.</i></p> <p>2) Последовательность действий в будущем: <i>I will meet you and tell you the whole story.</i></p> <p>3) Повторяющиеся действия в будущем: <i>I will visit you a few times while I'm in London.</i></p> <p>4) Предположения или мысли насчет будущего: <i>I'm afraid the rain won't stop soon.</i></p> <p>5) Решение, принимаемое в момент разговора: <i>I will order a steak and chips, and you?</i></p> <p>6) Обещания, предложения, угрозы, просьбы: <i>Don't worry, everything will be alright.</i></p>
<b>Continuous</b>	<p><b>I am working</b></p> <p>1) Действие, происходящее в момент речи или в настоящий период времени: <i>What you are talking about?</i> <i>I am reading a new novel.</i></p> <p>2) Действие, охватывающее какой-либо временной отрезок в настоящем: <i>She is studying at the institute.</i></p> <p>3) Изменяющаяся ситуация <i>Is your Russian getting better now?</i></p> <p>4) Запланированное</p>	<p><b>I was working</b></p> <p>1) Длительное действие, которое происходило в определенный момент в прошлом: <i>We were playing chess at 5 o'clock.</i></p> <p>2) Два или более длительных действий в прошлом, происходивших одновременно <i>She was playing the piano and her sister was singing.</i></p> <p>3) Длительное действие в прошлом, которое прерывается другим (как правило, коротким)</p>	<p><b>I will be working</b></p> <p>1) Действие, которое будет происходить в определенный момент в будущем: <i>This time next Sunday we will be flying to Hawaii.</i></p> <p>2) Действие, которое, по убеждению говорящего, обязательно будет происходить в будущем <i>He won't be meeting you tomorrow, because he has fallen ill.</i></p>



	действие (известно место и время) : <i>I'm meeting my sister at 5 at the café.</i> 5) Действие в ближайшем будущем (с глаголами движения): <i>They are moving to the other city.</i> 6) Для выражения отрицательной характеристики <i>She is always interrupting me when I'm talking.</i>	действием: <i>As he was taking a shower, Dan knocked at his door.</i> 4) При описании обстановки или атмосферы: <i>He entered the door. The candles were burning in the corners and the smell of cigarettes was filling the room.</i> 5) Для выражения отрицательной характеристики <i>The boy was constantly playing tricks on his poor mother.</i>	3) Вежливый вопрос о планах собеседника на ближайшее будущее, особенно когда нам нужно, чтобы этот человек что-то для нас сделал <i>Will you be using the printer for long? I need to print a document promptly.</i>
<b>Perfect</b>	<b>I have worked</b> 1) Действие, полностью завершённое в прошлом, но имеющее связь с настоящим через результат этого действия <i>We have bought a new car, so it's time to sell the old one.</i> 2) Действие, которое началось в прошлом и продолжается в настоящем: <i>We have known each other since school years.</i> 3) В придаточных предложениях времени после союзов <i>when, before, after, as soon as, till, until</i> , чтобы передать будущее действие, которое закончится до начала действия из главного предложения <i>I'll serve you a dessert only after you have eaten the main course.</i>	<b>I had worked</b> 1) Действие, которое произошло ранее определенного момента в прошлом. <i>By the end of the year she had learned to cook.</i> <i>Fortunately the rain had stopped before we left the house.</i> 2) Действие, которое началось в прошлом и длилось до или во время другого момента в прошлом: <i>I got to know that Mary and Jacob had not met since our wedding.</i> 3) Во фразах «не прошло и ..., как», «не успел и ..., как», «едва», «только». <i>He hadn't said a few words when somebody interrupted him.</i> <i>We had scarcely finished dinner when Lily brought a big cake.</i>	<b>I will have worked</b> 1) Будущее действие, которое окончится до определенного момента в будущем <i>I will have translated the article by noon.</i> <i>By the time you come home, I will have cooked dinner.</i> 2) Прошедшее предполагаемое действие («должно быть», «вероятно») <i>The reader will have noticed our negative attitude to any form of nationalism.</i>
<b>Perfect Continuous</b>	<b>I have been working</b> 1) Действие, которое началось в прошлом, длилось некоторое время и продолжает совершаться в настоящем <i>She has been cooking dinner for three hours already.</i> 2) Длительное действие в прошлом, которое закончилось непосредственно перед моментом речи, и результат этого действия оказывает влияние на настоящее <i>The streets are wet. It has been raining all the morning.</i>	<b>I had been working</b> 1) Длительное действие, которое началось до определенного момента в прошлом и продолжалось в этот момент: <i>She had been cooking for an hour when I came.</i> 2) Длительное действие, которое началось до определенного момента в прошлом и закончилось прямо перед ним. <i>They had been discussing some important matters and he looked upset after that conversation.</i>	<b>I will have been working</b> 1) Будущее длительное действие, которое начнется ранее другого будущего момента или действия и будет продолжаться в этот момент <i>I will have been working at the project for a month when you join me.</i>

## НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ АНГЛИЙСКОГО ЯЗЫКА

Infinitive	Past simple	Past participle	перевод
be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	быть
become [bi:kʌm]	became [bi:keim]	become [bi:kʌm]	становиться
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]	начинать
blow [blou]	blew [blu:]	blown [bloun]	дуть

break [breik]	broke [brouk]	broken ['brouk(e)n]	ломать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить
build [bild]	built [bilt]	built [bilt]	строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	гореть
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	покупать
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить, хватать
choose [tʃu:z]	chose [ʃəuz]	chosen [tʃəuz(ə)n]	выбирать
come [kʌm]	came [keɪm]	come [kʌm]	приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	стоить
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать
do [du:]	did [dɪd]	done [dʌn]	делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	рисовать, тащить
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	мечтать, дремать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить
drive [draɪv]	drove [drouv]	driven ['drɪvn]	водить
eat [i:t]	ate [et]	eaten ['i:tn]	есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падать
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
fit [fɪt]	fit [fɪt]	fit [fɪt]	подходить по размеру
fly [flaɪ]	flew [flu:]	flown [flaʊn]	летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒt(ə)n]	забывать
forgive [fo'gɪv]	forgave [fo'geɪv]	forgiven [fo'gɪvn]	прощать
freeze [fri:z]	froze [frouz]	frozen ['frouzn]	замерзать
get [ get ]	got [gɒt]	got [gɒt]	получать
give [gɪv]	gave [geɪv]	given [gɪvn]	давать
go [gəʊ]	went [went]	gone [gɒn]	идти
grow [grəʊ]	grew [gru:]	grown [grəʊn]	расти
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вешать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	прятать
hit [hɪt]	hit [hɪt]	hit [hɪt]	попадать в цель
hold [həʊld]	held [held]	held [held]	держать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	ушибить

keep [ki:p]	kept [kept]	kept [kept]	содержать
know [nou]	knew [nju:]	known [noun]	знать
lay [lei]	laid [leid]	laid [leid]	класть
lead [li:d]	led [led]	led [led]	вести
lean [li:n]	leant [lent]	leant [lent]	наклоняться
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учить
leave [li:v]	left [left]	left [left]	оставлять
lend [lend]	lent [lent]	lent [lent]	занимать
let [let]	let [let]	let [let]	позволять
lie [lai]	lay [lei]	lain [lein]	лежать
light [lait]	lit [lit]	lit [lit]	освещать
lose [lu:z]	lost [lɔst]	lost [lɔst]	терять
make [meik]	made [meid]	made [meid]	производить
mean [mi:n]	meant [ment]	meant [ment]	значить
meet [mi:t]	met [met]	met [met]	встречать
mistake [mis'teik]	mistook [mis'tuk]	mistaken [mis'teik(e)n]	ошибаться
pay [pei]	paid [peid]	paid [peid]	платить
prove [pru:v]	proved [pru:vd]	proven [pru:vn]	доказывать
put [put]	put [put]	put [put]	положить
quit [kwit]	quit [kwit]	quit [kwit]	выходить
read [ri:d]	read [red]	read [red]	читать
ride [raid]	rode [roud]	ridden ['ridn]	ездить верхом
ring [riŋ]	rang [ræŋ]	rung [rʌŋ]	звенеть
rise [raiz]	rose [rouz]	risen ['rizn]	подниматься
run [rʌŋ]	ran [ræŋ]	run [rʌŋ]	бежать
say [sei]	said [sed]	said [sed]	говорить
see [si:]	saw [sɔ:]	seen [si:n]	видеть
sell [sel]	sold [sould]	sold [sould]	продавать
send [send]	sent [sent]	sent [sent]	посылать
set [set]	set [set]	set [set]	ставить
sew [sou]	sewed [soud]	sewn [soun]	шить
shake [ʃeik]	shook [ʃuk]	shaken [ʃeik(ə)n]	встряхивать
show [ʃəu]	showed [ʃəud]	shown [ʃəun]	показывать
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закрывать
sing [siŋ]	sang [sæŋ]	sung [sʌŋ]	петь
sit [sit]	sat [sæt]	sat [sæt]	сидеть

sleep [sli:p]	slept [slept]	slept [slept]	спать
speak [spi:k]	spoke [spouk]	spoken ['spouk(e)n]	говорить
spell [spel]	spelt [spelt]	spelt [spelt]	произносить по буквам
spend [spend]	spent [spent]	spent [spent]	тратить
stand [stænd]	stood [stu:d]	stood [stu:d]	стоять
steal [sti:l]	stole [stoul]	stolen ['stəulən]	красть
sweep [swi:p]	swept [swept]	swept [swept]	выметать
swim [swim]	swam [swem]	swum [swʌm]	плавать
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учить
tear [teə]	tore [tɔ:]	torn [tɔ:n]	рвать
tell [tel]	told [tould]	told [tould]	рассказывать
think [θiŋk]	thought [θɔ:t]	thought [θɔ:t]	думать
throw [θrəu]	threw [θru:]	thrown [θrəun]	бросать
understand [ʌndə'stænd]	understood [ʌndə'stʊd]	understood [ʌndə'stʊd]	понимать
wake [weik]	woke [wouk]	woken ['wouk(e)n]	просыпаться
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носить
win [win]	won [wʌn]	won [wʌn]	выигрывать
write [rait]	wrote [rout]	written ['ritn]	писать

## 2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

Тексты, представленные в данной части комплекса, предназначены для изучения профессиональной лексики по дисциплине «Профессиональная лексика на иностранном языке (английский)» для специальностей 1-25 01 07 «Экономика и управление на предприятии», 6-05-0311-02 «Экономика и управление»

### ТЕМА I ПОИСК И УСТРОЙСТВО НА РАБОТУ

#### Текст 1 «Applying for a job»

I. Изучите лексику в приложении Quizlet по ссылке ниже.

<https://quizlet.com/832762212/text-1-applying-for-a-job-flash-cards/?i=1bzulz&x=1qqt>

II. Прочтите текст.

**BrE:** recruitment \* **AmE:** hiring \* **BrE:** to recruit, a recruit \* **AmE:** to hire, a hire



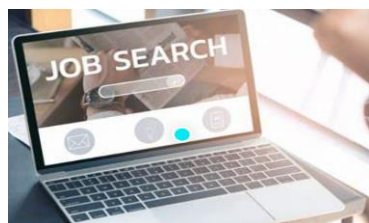
**Recruitment.** The process of finding people for particular jobs is recruitment or, especially in American English, hiring. Someone who has been recruited is *a recruit*, or in AmE, *a hire*. The company employs or hires them and they join the company. A company may *recruit* employees directly or use outside recruiters, recruitment agencies or employment agencies. Outside specialists called headhunters may be used to find people for very important jobs and to persuade them to leave the organizations they already work for. Applying to any company is a simple process comprised of elementary steps.



**What is a job application?** A *job application* is a collection of materials you send to a company or organization where you would like to work. Job applications almost always include your resume, and often include a *cover letter*, a list of *references* and some other materials. Most often, a job application is submitted to *apply for* a specific position, which is posted with a job description.



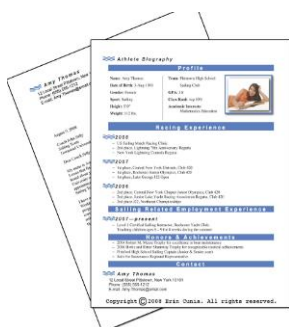
When you think about how *to apply for a job*, the job application is often the first step that comes to mind. After submitting, you might be invited *to schedule an interview*. Each company might have their own type of *hiring process*.



**Searching for jobs.** A great number of *job seekers* are increasingly using the internet *to find jobs*. There are a lot of online resources that provide information about vacant positions. If there's a specific company you're interested in working for, take a look at the jobs page on their website. Most company websites

have a tab where they post current open positions. If you have any connections within the company, you also can reach out to them to learn if there are any positions that haven't been posted yet.

**BrE: CV \* AmE: resume or resume \* BrE: covering letter \* AmE: cover letter**



**Getting a resume ready.** Unless you're applying to your first job, you probably have some sort of resume laying around. As the job application process becomes increasingly digitized, it's important to put your resume in a digital-friendly format. You can also include hyperlinks in your resume that lead to press coverage or examples of your past work. For certain jobs you might want to prepare a CV instead of a resume.

**Preparing a cover letter.** A cover letter is a chance for you to speak more broadly about the skills, traits and experiences you listed on your resume. Not every job application requires a cover letter, so if you're trying to save time, you can prioritize the applications on your list that don't require cover letters, and then move onto the ones that do. You can also save time by using this cover letter template to craft your perfect cover letter.

**References.** References are people you've worked with or for in the past who can speak to your professional abilities. Generally, applications only require you to have three references, but it's good to speak to at least five or six. That way, you can also list different references tailored to the different roles you might be applying for. People who make good references include: your former employer, a colleague you worked alongside, a teacher or professor you had, an academic advisor, your supervisor.

**Submitting the application.** While job applications can be submitted in person or through the e-mail, submitting applications online is by far the most common route. Other companies will ask you to apply for jobs on the company's own online portal. Some company websites may require you to manually enter information that can be found on your resume. Finally, many job descriptions will give the email of the recruiter, and ask you to send your resume and cover letter over to apply.

III. Заполните пропуски подходящими по смыслу словами из рамки:

employer \* CV \* applied \* application form \* resume \* covering \* job

a) Fred is an accountant, but he was fed up with his old \_\_\_\_\_<sup>(1)</sup>. He \_\_\_\_\_<sup>(2)</sup> for the job by completing an \_\_\_\_\_<sup>(3)</sup> and sending it in. Harry is a building engineer. He'd been working for the same company for ten years, but he wanted a change. He looked at jobs with different engineering companies on a jobs website. He made an application, sending in his \_\_\_\_\_<sup>(4)</sup> or \_\_\_\_\_<sup>(5)</sup> (a document describing your education, qualifications and previous jobs, that you send to a prospective \_\_\_\_\_<sup>(6)</sup>) and a \_\_\_\_\_<sup>(7)</sup> letter explaining why he wanted the job and why he was the right person for it.

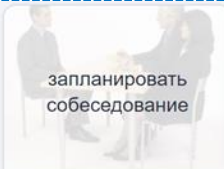
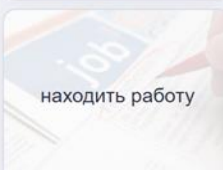
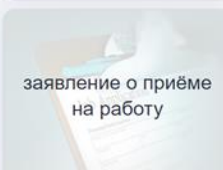


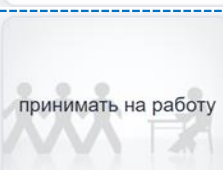

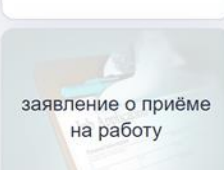
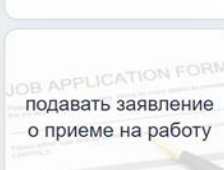
recruit \* jobs \* applicants \* internet \* recruitment

б) Dagmar Schmidt is the head of \_\_\_\_\_<sup>(1)</sup> at a German telecommunications company. She talks about the selection process, the methods that the company uses to \_\_\_\_\_<sup>(2)</sup> people. 'We advertise in national newspapers and on the \_\_\_\_\_<sup>(3)</sup>. We look at the backgrounds of \_\_\_\_\_<sup>(4)</sup> – their experience of different \_\_\_\_\_<sup>(5)</sup> and their educational qualifications.

training \* interviews \* applied for \* employed \* CVs

в) When I left school, I \_\_\_\_\_<sup>(1)</sup> jobs in different companies, and finally, after sending out lots of \_\_\_\_\_<sup>(2)</sup> and having some \_\_\_\_\_<sup>(3)</sup>, a small company \_\_\_\_\_<sup>(4)</sup> me. I didn't earn a lot, but the company gave me some \_\_\_\_\_<sup>(5)</sup>, which was good.

IV. Соотнесите русский эквивалент с английским.

 запланировать собеседование	to find a job	a recruit/a hire	to schedule an interview	a) _____ _____ _____ _____
новобранец, новичок	 находить работу	 заявление о приёме на работу	CV/resume/résumé	
 трудоустройство, занятость	a job application	employment	 резюме	
нанимать на работу	 принимать на работу	a job application	сопроводительное письмо (к резюме)	б) _____ _____ _____ _____
to employ	a cover letter	 агентство по трудоустройству	apply for a job/position	
 заявление о приёме на работу	to recruit (BrE)/to hire (AmE)	an employment agency	 JOB APPLICATION FORM подавать заявление о приеме на работу	

V. Посмотрите видео по ссылке и заполните пропуски словами из видео.

<https://www.youtube.com/watch?v=w0YQwglgtTM>

Jane Phillips: Hello, Mrs. Stevens. My \_\_\_\_\_<sup>(1)</sup> is \_\_\_\_\_<sup>(2)</sup>. I'm the personnel director.

Mrs. Stevens: I'm pleased to \_\_\_\_\_<sup>(3)</sup> you.

Jane Phillips: Please have a seat.

Mrs. Stevens: Thank you.

Jane Phillips: According to your \_\_\_\_\_<sup>(4)</sup>, you have several years of office \_\_\_\_\_<sup>(5)</sup>.

Mrs. Stevens: Yes. I've had over ten years' experience.

Jane Phillips: Tell me about your qualifications.

Mrs. Stevens: I can type over 100 words per minute. I'm proficient in many computer programs. I have excellent interpersonal \_\_\_\_\_<sup>(6)</sup>, I am well organized, and I'm a very fast learner.

Jane Phillips: I see that you have excellent \_\_\_\_\_<sup>(7)</sup>. Do you have any questions about the \_\_\_\_\_<sup>(8)</sup>?

Mrs. Stevens: Yes. What are the \_\_\_\_\_<sup>(9)</sup> in this position?

Jane Phillips: We're looking for someone to supervise two office clerks, handle all the correspondence, arrange meetings, and manage the front office. Have you had any supervisory \_\_\_\_\_<sup>(10)</sup>?

Mrs. Stevens: Yes. I supervised three administrators in my last position. What are the office hours, Mrs. Phillips?

Jane Phillips: 8:30 to 4:30, with an hour off for lunch. What are your \_\_\_\_\_<sup>(11)</sup> expectations, Mrs. Stevens?

Mrs. Stevens: I expect to be paid the going rate for this type of position. Can you tell me about the benefits you offer?

Jane Phillips: Yes. We provide full medical and dental coverage, a pension plan, and a three-week \_\_\_\_\_<sup>(12)</sup> per year.

Mrs. Stevens: That's very generous. When is the position \_\_\_\_\_<sup>(13)</sup>?

Jane Phillips: We're hoping the successful applicant can start at the beginning of next month. We'll finish our \_\_\_\_\_<sup>(14)</sup> tomorrow and make a decision by the weekend. We'll \_\_\_\_\_<sup>(15)</sup> you next week. Thank you very much. It's been a pleasure meeting you.

Mrs. Stevens: I hope to \_\_\_\_\_<sup>(16)</sup> from you soon.

Jane Phillips: Thanks for coming in to see us, Mrs. Stevens.



## Текст 2 «Writing a good CV»

I. Изучите лексику в приложении Quizlet по ссылке ниже.

<https://quizlet.com/899048353/%D0%A2%D0%B5%D0%BA%D1%81%D1%82-2-writing-a-good-cv-flash-cards/>



## II. Прочтите текст.

When you're applying for a job, a great *CV* is essential. Find out what to include and what to avoid for the best chance of getting an interview. When you're *looking for work*, you need an attractive, clear and memorable *CV (curriculum vitae)* that shows your potential employer all the *skills* and *experience* you have for the job.

**What should you include in a CV?** This article mainly focuses on writing a UK-style CV. If you're applying for a job internationally, be aware that the standard length, format and tone can vary from country to country. It's a good idea to check the expected format in the country or company you're applying to

**Contact details.** Make sure the potential employer has *a way of contacting you*. Include your *full name, telephone number* and *email address*. Photo? In many countries, employers expect to see a professional-looking photo on a CV. In others, like the UK, Canada and the USA, the law prohibits employers from asking for a photo, and it is better not to include one. Try to find out if it is usual to include a photo in the *working environment* you're applying to.

**Education.** List and date the most important qualifications you have obtained, starting with the most recent. You can also include any professional qualifications you have.

**Work experience.** List and date the jobs you've had and the companies you've worked for, starting with the most recent. It's usually enough to cover the last ten years of your *work history*. Include your *job title, responsibilities* and *achievements* in the job.

If you have a lot of work experience, give the job titles but be selective about which responsibilities and achievements you *highlight*. Reduce the detail about jobs that are less relevant to the role you're applying for and *draw attention* to the most important experience you bring.

**Skills.** These could include the languages you speak, the computer programs you can use well, the class type of your driving license and any other professional skills you might have that are *relevant to the job* you're applying for.

Before you start getting ready to list your *qualifications* and work experience, here are eight useful tips to think about.

**1. Keep it short but not too short!** Your CV should be one to two sides of A4 paper. If you find you've got too much information, summarize and select the most relevant points. If it's shorter than a page, consider including more information about your skills and the responsibilities you had in your previous roles.

**2. Use active verbs.** When you describe what you have achieved in previous jobs, use active verbs for a strong positive effect on the reader. For example, to make a change from *was responsible for*, use verbs like *led* or *managed (a team / a project)*; *created* or *developed (a product / a positive atmosphere)*; *delivered (results/training)*; and *provided (support/training)*.

**3. Fill in the gaps.** Avoid *leaving gaps* in your employment history. If you were travelling the world, on maternity leave or looking after small children, include that in your CV.

4. Make sure it's up to date. Always ensure your CV is up to date. Include your most recent experience at the top of each section.

5. Don't exaggerate or lie. Your potential employer can easily *check information* about where you have studied and worked. Don't be tempted to lie or *exaggerate* about your expertise, because sooner or later this will be discovered and may result in you losing the job.

6. Spend time on the layout. Make sure your CV is clear and easy to read. Use bullet points and appropriate spacing, keep your sentences short, line up your lists neatly and use a professional-looking font (e.g. Arial font size 12).

7. Check for mistakes. Mistakes on a CV create a bad impression. Use spell check, reread your CV and ask someone else to check it for you too before you send it.

8. Include a cover letter. When you *send your CV* to apply for a job, you should send it with a cover letter or email to introduce your application. The *cover letter* should show your personal interest in the role, highlight the skills and experience you bring and encourage the employer to read the *attached CV*.

Writing a good CV takes time and is hard work, but these tips and your effort will help you get the best possible start in your *job search*.

### III. Соотнесите слова с их определением:

neatly \* relevant \* layout \* potential \* to exaggerate \* selective \*  
bullet points \* to highlight

- a) possible in the future \_\_\_\_\_ (1).
- b) deliberately choosing some things and not others \_\_\_\_\_ (2).
- c) to bring attention to something important \_\_\_\_\_ (3).
- d) directly connected with what is happening or being talked about \_\_\_\_\_ (4).
- e) to make something seem bigger, more important, better, worse, etc. than it is \_\_\_\_\_ (5).
- f) the way that something is designed or arranged on the page \_\_\_\_\_ (6).
- g) symbols, usually small black circles, used in a text to separate each item in a list \_\_\_\_\_ (7).
- h) in a simple and tidy way \_\_\_\_\_ (8).

IV. Соотнесите русский эквивалент с английским.

to check information	to draw attention	приносить результаты, достигать результатов	предоставлять обучение	а) _____ _____ _____ _____
to provide training	to highlight	achievements	проверять информацию	
to deliver results	достижения, заслуги	привлекать внимание	выделять, подчеркивать	
to lead a team/project	up to date	относящийся к работе	искать работу	б) _____ _____ _____ _____
сопроводительное письмо	современный, актуальный	cover letter	to look for work	
experience	опыт	relevant to the job	возглавлять команду/проект	
skills	achievements	советы, подсказки	создать продукт/положительную атмосферу	в) _____ _____ _____ _____
to create a product/positive atmosphere	навыки, умения	искать работу	название должности, должность	
достижения, заслуги	to look for work	job title	tips	

## Текст 3 «CV»

I. Изучите лексику в приложении Quizlet по ссылке ниже.

<https://quizlet.com/899100367/%D0%A2%D0%B5%D0%BA%D1%81%D1%82-3-cv-flash-cards/?new>

II. Прочтите текст.

### Maria Jones. Digital Marketing Specialist

<b>Profile</b>	I have five years' experience in various digital marketing roles. I have a proven ability to create successful marketing campaigns in line with brand identity and values. I am a strong collaborator with outstanding communication skills, and have comprehensive experience of using my specialist knowledge and expertise in analytics for a wide variety of marketing initiatives.
<b>Employment History</b>	<p>December 2021 – present Digital Marketing Specialist for Zinco, a global insurance start-up</p> <ul style="list-style-type: none"><li>• My role involves working <i>to tight deadlines</i> to design, create and launch marketing campaigns via social media.</li><li>• I have <i>developed advanced knowledge</i> of a range of social media platforms and digital marketing tools.</li><li>• I <i>specialize in</i> driving successful campaigns and excel in analysing their impact.</li><li>• I have experience launching digital billboards in places such as train stations and shopping centres.</li></ul> <p>Sept 2021 – Nov 2021 <i>Creative break</i> from employment to travel and blog</p> <ul style="list-style-type: none"><li>• I travelled through 12 countries, met several professional bloggers and started my own travel blog.</li><li>• I built up a community of followers and started to monetise my blog through sponsored posts.</li></ul> <p>May 2014 – Aug 2021 Digital Marketing Assistant, Krunch Ltd</p> <ul style="list-style-type: none"><li>• Responsibility for overall social media strategy and regular posting on key channels.</li><li>• I played a key role in numerous campaigns to boost engagement with our brand.</li></ul> <p>I also supported three product launches.</p>
<b>Education</b>	<p>2014 - Diploma in Digital Marketing, Leeds Beckett University, UK 2012 - A-levels (Psychology, English, Art &amp; Design), Leeds City College, UK</p>
<b>Skills and Interests</b>	Competent WordPress developer; Skilled in Adobe InDesign and Adobe Illustrator; Advanced English (C1); Intermediate German (B1); Photography; Travel.
<b>References</b>	Available on request

III. Ответьте на вопросы в соответствии с информацией, в резюме:

1. What is the applicant's name?
2. What is Maria Jones?
3. Does she have any experience in various digital marketing roles?
4. What abilities does Maria have?
5. Is she good at collaborating?
6. What is her work experience?
7. What is Maria Jones interested in?
8. Does she have any references?
9. What are the applicant's skills?

*IV. Соотнесите русский эквивалент с английским.*

способность, умение	a community of followers	монетизировать блог	сотрудник, соавтор	а) _____ _____ _____ _____ _____
collaborator	available on request	сообщество подписчиков	developed advanced knowledge	
предоставляется по запросу	to monetise a blog	ability	передовые знания	
collaborator	сотрудник, соавтор	создать сообщество	specialist knowledge	б) _____ _____ _____ _____ _____
employment history	творческий перерыв	опыт работы, послужной список	creative break	
способность, умение	to build up a community	профессиональные знания	ability	

## ТЕМА II ПРОФЕССИОНАЛЬНЫЕ КАЧЕСТВА СОТРУДНИКОВ

### Текст 1 «Skills for the 21 century»

I. Изучите лексику в приложении Quizlet по ссылке ниже.

<https://quizlet.com/899909696/%D0%A2%D0%B5%D0%BC%D0%B0-2-%D0%A2%D0%B5%D0%BA%D1%81%D1%82-1-skills-for-the-21-century-flash-cards/>

II. Прочтите текст.



What are the skills that people need to have in today's workplace? What does this mean for the careers that they have? And their lives in general? What does it mean for the companies that employ them?

**The big picture.** We live in a global economy and we are part of a global community. So, people need to know how different countries and groups relate to each other. They need to understand cultural differences and to appreciate these. Everyone has a responsibility to society and to the environment. So, a question that 21st century employees often ask is; Does my company or organization help society? Does it inspire me? In today's workplace, interpersonal skills are very important. This is answer is 'no', they look for other work.



**Communication.** Because many of the jobs we do involve collaboration. So when you attend meetings, speak to people face-to-face or on the phone, or communicate with them by email, you need to build good relations. People are not always easy to work with and sometimes in your work you have to deal with conflict and difficult situations.

**Learning.** We get information now in many ways and these ways are changing constantly. Today's worker has to process huge amounts of visual and written information. So they have to think critically about this information and they need to understand technology and to choose the best way to communicate with it. They also have to be creative and, above all, they have to want to learn.



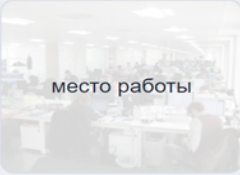
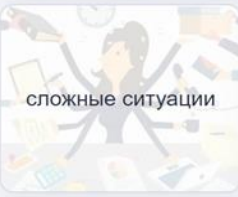

**Productivity.** The 21st century world moves fast. So you

need to be quick and you need to be efficient. Employers expect this, so employees need to be organized and they need to be able to prioritize tasks – to distinguish between what is important and what is not – so they work more productively. At the same time, company have to recognize that work is not everything; people want time to

stand back from their work and they want time to relax and have fun.

III. Соотнесите русский эквивалент с английским.



to help society	предусматривать сотрудничество	visual information	визуальная (зрительная) информация	a) _____ _____ _____
помогать обществу	ответственность перед обществом	productivity	to involve collaboration	_____ _____
responsibility to society	workplace	 место работы	производительность, продуктивность	_____ _____
 строить хорошие отношения	difficult situations	cultural differences	иметь дело с конфликтом и трудными ситуациями	b) _____ _____ _____
 сложные ситуации	 культурные различия	to deal with conflict and difficult situations	responsibility	_____ _____
visual information	ответственность, обязанность	визуальная (зрительная) информация	to build good relations	_____ _____
ответственность перед окружающей средой	to process	производительность, продуктивность	иметь дело с чем-либо	B) _____ _____ _____
вдохновлять, побуждать	обрабатывать (напр. информацию)	responsibility to the environment	productivity	_____ _____
to inspire	 навыки межличностного общения, коммуникабельность	interpersonal skills	to deal with something	_____ _____

IV. Найдите в тексте глаголы, которые образуют словосочетания со словами ниже.

- \_\_\_\_\_ a career
- \_\_\_\_\_ cultural differences, technology
- \_\_\_\_\_ collaboration
- \_\_\_\_\_ meetings
- \_\_\_\_\_ on the phone
- \_\_\_\_\_ a difficult situation, a conflict
- \_\_\_\_\_ information
- \_\_\_\_\_ tasks
- \_\_\_\_\_ fun

V. Найдите слова в статье. Выберите правильное значение.

**1. appreciate**

- |                                  |                              |                           |
|----------------------------------|------------------------------|---------------------------|
| a) think about these differences | б) welcome these differences | B) ignore the differences |
|----------------------------------|------------------------------|---------------------------|

**2. inspire**

- |                    |                             |                            |
|--------------------|-----------------------------|----------------------------|
| a) pay people well | б) make people enthusiastic | B) communicate with people |
|--------------------|-----------------------------|----------------------------|

**3. collaboration**

- |                     |                          |                               |
|---------------------|--------------------------|-------------------------------|
| a) working together | б) working independently | B) giving people instructions |
|---------------------|--------------------------|-------------------------------|

**4. conflict**

- |                         |                         |                           |
|-------------------------|-------------------------|---------------------------|
| a) people you work with | б) a difficult decision | B) a serious disagreement |
|-------------------------|-------------------------|---------------------------|

**5. huge**

- |             |        |            |
|-------------|--------|------------|
| a) very big | б) big | B) unusual |
|-------------|--------|------------|

**Текст 2 «Skills you need for the 21st-century workplace»**

I. Прочтите текст и заполните пропуски словосочетаниями.

- |  |
|--|
| the 21st century * analyse information * communicate * age of technology<br>* good at making decisions * problem solving |
|--|

We are living in \_\_\_\_\_<sup>(1)</sup>. Some people call it the \_\_\_\_\_<sup>(2)</sup>. We need to learn skills such as \_\_\_\_\_<sup>(3)</sup> and we need to be able to \_\_\_\_\_<sup>(4)</sup> with other people around the world. Employers are looking for people who can \_\_\_\_\_<sup>(5)</sup> well, people who are able to recognise whether information is reliable or not. They also like people who are \_\_\_\_\_<sup>(6)</sup> without asking for help.



II. Изучите лексику в приложении Quizlet по ссылке ниже.

<https://quizlet.com/899953733/%D0%A2%D0%B5%D0%BA%D1%81%D1%82-3-skills-you-need-for-the-21st-century-workplace-flash-cards/?new>

III. Прочтите текст.

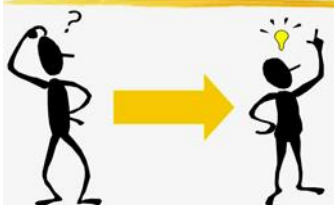
We need to *develop all kinds of skills* to survive in the 21st century. Some, like ICT skills and knowledge of the digital world, are taught explicitly in schools in the UK. Here are five less obvious ones for you to think about. These are the sorts of skills that employers may ask you questions about in interviews, so it's a good idea to think about how good you are in these areas. What are your strengths and weaknesses?



**Imagination.** In the age of technology that we are living in now, it is no longer enough to keep on making the same products. Employers need people who can imagine new approaches and new ideas.

Think: Think of an object or gadget you use every day. How could it be improved? Can you think of three improvements?

### Problem Solving



**Problem solving.** Employers will value workers who are able to see problems before they happen and come up with creative solutions.

Think: Imagine you are organising an end-of-term social event at school. Think of some problems that you could face.

Can you think of any solutions?

**Communication skills.** Workers will have to be good *communicators*. They will have to be able to *negotiate* and discuss *key issues* and also write in a clear way without using too many words.



Think: How do people communicate with each other in the 21st century?

### Critical Analysis



**Critical analysis.** Employers want workers who are able to recognise the difference between information that can be believed and *false information*.

Think: Use the internet to find out three facts about a celebrity or famous figure. Can you *verify the information* by checking other websites?



**Decision making.** Individual workers have a growing amount of responsibility. It is important to be able to evaluate a situation and be confident in *making a decision*.

Think: Which three things could you do to (a) be healthier (b) do better at school and (c) help others? Make a decision now to do at least one of these things. Then ... just do it!

IV. Соотнесите русский эквивалент с английским.

недостоверная информация	вести переговоры, договариваться	принять решение	человек, способный эффективно доносить до других людей информацию, мысли и чувства	a) _____ _____ _____
false information	improvements	to make a decision	развивать все виды навыков	_____ _____
to negotiate	to develop all kinds of skills	communicator	улучшения, усовершенствования	_____ _____
подтверждать достоверность информации	человек, способный эффективно доносить до других людей информацию, мысли и чувства	communicator	to develop all kinds of skills	b) _____ _____ _____
креативные решения	creative solutions	подходы	развивать все виды навыков	_____ _____
век технологий	verify the information	age of technology	approaches	_____ _____

V. Определите предложения как верные (**True +**) или неверные (**False -**).

1. 21st-century skills are not taught in schools in the UK.		
2. Employers like workers to be imaginative.		
3. Employers want workers to think about possible problems.		
4. Employers like workers to be original when solving problems.		
5. Future workers will need to be able to write concisely.		
6. People communicate with each other less in the 21st century.		
7. Employers believe it is useful to know a lot of information about celebri-		

ties.		
8. Employers don't want workers to make decisions without asking them.		

VI. Заполните пропуски в предложениях подходящими по смыслу словами.

have \* make \* value \* differentiate \* develop \* discuss \* teach \* solve

1. UK schools and colleges \_\_\_\_\_ ICT skills.
2. Employers \_\_\_\_\_ people with ideas for new approaches.
3. Employers like workers who can \_\_\_\_\_ problems.
4. Workers need to be able to \_\_\_\_\_ their work with their team.
5. Workers need to \_\_\_\_\_ their writing skills.
6. It is important that workers can \_\_\_\_\_ between truth and lies.
7. Employees in the 21st century \_\_\_\_\_ more responsibility.
8. Employers like their workers to \_\_\_\_\_ decisions.

VII. Разделите все навыки на 2 группы: *soft skills* and *hard skills*.

Computer skills * Problem-solving * Time management * Marketing skills * Decision-making * Organizational * Microsoft Office skills * Critical thinking * Analytical skills * Presentation skills * Stress management	
<b>Soft skills</b>	<b>Hard skills</b>

VIII. Посмотрите видео по ссылке и заполните пропуски словами из видео.

<https://www.youtube.com/watch?v=0FFLFcB9xfQ>

When it comes to \_\_\_\_\_<sup>(1)</sup> skills they can be broken into 2 types:  
 \_\_\_\_\_<sup>(2)</sup> skills and \_\_\_\_\_<sup>(3)</sup>. They are pretty  
 \_\_\_\_\_<sup>(4)</sup> from one another but both are necessary to be \_\_\_\_\_<sup>(5)</sup> on the  
 \_\_\_\_\_<sup>(6)</sup>.  
 \_\_\_\_\_<sup>(7)</sup> skills are concrete and \_\_\_\_\_<sup>(8)</sup> that are  
 \_\_\_\_\_<sup>(9)</sup> to your job and are required for you to actually do your work. For  
 \_\_\_\_\_<sup>(10)</sup>, if you are a chef cooking would be your \_\_\_\_\_  
 \_\_\_\_\_<sup>(11)</sup>. Or if you are a computer programmer coding would be an example.  
 \_\_\_\_\_<sup>(12)</sup> skills on the other hand are interpersonal or \_\_\_\_\_<sup>(13)</sup>  
 skills that can be used in every \_\_\_\_\_<sup>(14)</sup>. These include \_\_\_\_\_<sup>(15)</sup>,  
 \_\_\_\_\_<sup>(16)</sup> work and adaptability.

Hard skills are generally learned through school, \_\_\_\_\_<sup>(17)</sup> or previous work \_\_\_\_\_<sup>(18)</sup>. They are more objective meaning that once you've learned the information or task you would then possess that skill

Soft skills are more difficult to \_\_\_\_\_<sup>(19)</sup>. You need to practice them over time in the real world with others. They come naturally to some people while others may not have such an easy time with them.

\_\_\_\_\_<sup>(20)</sup> are easy to measure. \_\_\_\_\_<sup>(21)</sup> can get a good idea of your hard skills by looking at your \_\_\_\_\_<sup>(22)</sup>, previous \_\_\_\_\_<sup>(23)</sup> and certifications.

\_\_\_\_\_<sup>(24)</sup> are harder to evaluate. They can really be communicated well through your \_\_\_\_\_<sup>(25)</sup> or \_\_\_\_\_<sup>(26)</sup>. Instead, employers usually have to wait until an \_\_\_\_\_<sup>(27)</sup> or your first few weeks on the job to get a good idea of your \_\_\_\_\_<sup>(28)</sup>. Despite the differences you'll need both hard and soft skills if you want to become more hireable or be successful in your current job.

IX. Ответьте на вопросы:

**1. Which point do you agree with? Why?**

Soft skills may be learned or practiced over time.	VS	Soft skills are innate or based only on our upbringing.
--	----	---

**2. Which soft skills do you think can be taught? Which can't be taught?**

Critical thinking Problem solving	Teamwork and collaboration Communication skills	Positive attitude Leadership
--------------------------------------	--	---------------------------------

**Текст 3 «You and your data»**

I. Изучите лексику в приложении Quizlet по ссылке ниже.

<https://quizlet.com/899945130/%D0%A2%D0%B5%D0%BA%D1%82-you-and-your-data-flash-cards/?new/>

II. Прочтите текст.

As the internet and digital technology become a bigger part of our lives, more of our data becomes publicly *accessible*, leading to questions about *privacy*. So, how do we *interact with* the growing *digital world* without compromising the *security of our information* and our right to privacy?



Imagine that you want to learn a new language. You search 'Is German a difficult language?' on your phone. You *click on a link* and read an article with advice for learning German. There's a *search function* to find German courses, so you *enter your city name*. It asks you to *activate location services* to find courses near you. You click 'accept'. You then message a German friend to ask for her

advice. When you look her up on *social media*, an *advertisement for* a book and an app called *German for Beginners* instantly *pops up*. Later the same day, while you're sending an email, you see an advert offering you a discount at a local language school. How did they know? The simple answer is *online data*. At all stages of your search, your devices, websites and applications were *collecting data* on your preferences and *tracking your behaviour online*. 'They' have been following you.

**Who uses our data and why?** In the past, it was easy for people *to keep track of their personal information*. Like their possessions, people's information existed mostly in physical form: on paper, kept in a folder, locked in a cupboard or an office. Today, our personal information can *be collected and stored online*, and it's accessible to more people than ever before. Many of us *share our physical location*, our travel plans, our political opinions, our shopping interests and our family photos online – as key services like ordering a takeaway meal, booking a plane, taking part in a poll or buying new clothes now take place online and require us to give out our data.

Every search you make, service you use, message you send and item you buy is part of your '*digital footprint*'. Companies and online platforms use this 'footprint' to track exactly what we are doing, from what links we click on to how much time we spend on a website. Based on your *online activity*, they can guess what you are interested in and what things you might want to buy. Knowing so much about you gives online platforms and companies a lot of power and a lot of money. By selling your data or providing targeted content, companies can turn your online activity into profit. This is the foundation of the growing industry of *digital marketing*.

**Can you protect your data?** Some of the time our personal data is shared online with our consent. We post our birthday, our photographs and even our opinions online on social media. We know that this information is publicly *accessible*. However, our data often travels further than we realise, and can be used in ways that we did not intend.

So, can we do anything to protect our data? Or should we just accept that in fact nothing is 'free' and sharing our data is the price we have to pay for using many *online services*? As people are increasingly aware of and worried about data protection, governments and organisations are taking a more active role in protecting privacy. For example, the European Union passed the General Data Protection Law, which regulates how personal information is collected online. However, there is still much work to be done. As internet users, we should all have a say in how our data is used. It is important that we pay more attention to how data is acquired, where it is stored and how it is used. As the ways in which we use the internet continue to grow and change, we will need *to stay informed* and keep demanding new laws and regulations, and better information about how *to protect* ourselves.

III. Соотнесите русский эквивалент с английским.

безопасность информации	to share physical location	security of information	to protect	a) _____
to click on a link	онлайн сервисы	поделиться физической локацией	защищать, охранять	_____
online services	онлайн активность	online activity	нажмите на ссылку/ перейдите по ссылке	_____
to pop up	security of information	right to privacy	to collect and store online	b) _____
to enter a city name	выскакивать, всплывать (окно)	собирать и хранить онлайн	to share physical location	_____
поделиться физической локацией	безопасность информации	право на частную жизнь	ввести название города	_____
отслеживать персональную информацию	цифровой мир	digital world	to collect data	B) _____
right to privacy	право на частную жизнь	защищать, охранять	онлайн активность	_____
to keep track of personal information	собирать данные, информацию	to protect	online activity	_____



цифровой след, цифровая среда	безопасность информации	нажмите на ссылку/ перейдите по ссылке	to keep track of personal information	Г) _____
to enter a city name	доступный	ввести название города	accessible	_____
to click on a link	security of information	отслеживать персональную информацию	'digital footprint'	_____
				_____

IV. Определите предложения как верные (**True +**) или неверные (**False -**).

1. Information about you is collected when you look at websites.		
2. Using different devices (for example, your phone and your laptop) makes it impossible for companies to track you.		
3. The train of information you leave online is called your 'digital footprint'.		
4. Companies use your digital footprint to make money.		
5. This issue has not been in the news, so most people are completely unaware of it.		
6. European law on the protection of online data has changed.		
7. The writer thinks the new law has solved the problem.		
8. The article concludes by saying individuals should stay up to date and know how their information is used.		

V. Заполните пропуски в предложениях подходящими по смыслу словами.

aware \* compromise \* consent \* data \* regulates \* scandal \* targeted \* track

- Our devices, websites and applications collect \_\_\_\_\_ about our online behavior.
- Until recently, many people were not \_\_\_\_\_ of how much of their personal information was collected and shared.
- Information about products you are interested in is used to create \_\_\_\_\_ advertising.
- The news of how certain applications used people's private information caused a \_\_\_\_\_.
- People felt their information had been used for purposes that they had not agreed to, without their \_\_\_\_\_.



6. The General Data Protection Law \_\_\_\_\_ how personal data is collected online.
7. When private information was stored physically, on paper, it was easier to keep \_\_\_\_\_ of where your data went.
8. If you want to use many online apps and services, you still have to \_\_\_\_\_ your right to privacy.

## Текст 4 «21st century skills»

*I. Посмотрите видео по ссылке и заполните пропуски.*

<https://www.youtube.com/watch?v=tzXIZACHpsI>

It's the 21st century and the world as we know it is changing all the time.

Education changes just as quickly and, we, as educators need to give our students the skills to navigate this evolving landscape. Today we're going to be looking at the importance of the four C's which are the building blocks of the 21st century \_\_\_\_\_.<sup>(1)</sup> They are collaboration, communication, critical thinking and creativity. Confused? Don't worry that's not one of the C's - you won't be confused for long. In the \_\_\_\_\_<sup>(2)</sup> age where digital and media literacy are more important than ever, every interaction calls for a \_\_\_\_\_<sup>(3)</sup> of these skills. I'm Stephen and I'll be walking you through how to prepare your students for the 21st century.

The first 'C' is \_\_\_\_\_<sup>(4)</sup>. What is \_\_\_\_\_<sup>(5)</sup>? It's teaching the skills learners need to work together as a team. Now we don't just mean collaboration in the classroom, but also in online spaces. We are preparing learners for their future \_\_\_\_\_<sup>(6)</sup> environments where they'll be needing to work effectively in a team.

**Communication.** Imagine this: there's a group project and we expect all the learners to collaborate, but how can they collaborate if they are unable to communicate? \_\_\_\_\_<sup>(7)</sup> is key to the success in the modern workplace. Students must understand how to express the ideas effectively - both in person and online. Now this doesn't only refer to the specific words and tone used in verbal communication, but also includes awareness of how body language affects the message. Just as important as how people \_\_\_\_\_<sup>(8)</sup>, is how the communication is received. It's important to know how to use \_\_\_\_\_<sup>(9)</sup> language to communicate back and forth correctly, respectfully and clearly in email, social media messages and even chat platforms. Communication skills ensure that the right message is sent and received with no chance of misunderstandings.

**Critical Thinking.** If we can teach our children \_\_\_\_\_<sup>(10)</sup> skills, they'll be able to take this valuable tool and apply it - not only at school or in their future careers, but also in everyday life. As educators, our responsibility is to teach our learners how to analyse and process information critically. Critical thinking is about asking yourself questions about information and ideas. Our learners need to know how to question information that they receive from friends, from media and even from their textbooks. They need to ask: Where does this information come from? What is the

agenda behind the information? Critical thinking is also important for \_\_\_\_\_<sup>(11)</sup>. Learners need to know how to analyse issues or problems in order to solve them. We want them to be curious to know how to interpret information and to be open-minded.

**Creativity.** When people use their creativity, it means that they have the ability to think about things in a different way or are able to use their imagination to come up with new ideas. Creativity is important as it gives us the power to approach challenging tasks in new ways and find new solutions to difficult \_\_\_\_\_<sup>(12)</sup>. By encouraging creativity in your students, you are teaching them that it is safe to take informed risks, that their ideas matter and that they are not only able to think outside of the box but that it is usually valuable. After all creativity is the pathway to innovation. Now that we have covered the basics of the 4 C's my challenge to you is to go and read up more on 21st century learning skills. Things like media literacy, technology literacy, leadership, initiative and social skills are important for success in the \_\_\_\_\_<sup>(13)</sup>. All of these skills you uncover will help you to lead by example, teach with passion and explore with \_\_\_\_\_<sup>(14)</sup>.

## Текст 5 «Millennials in the workplace»

*1. Прочтите статью и выполните задания.*



Millennials (those born between the early 1980s and the early 1990s) make up a huge part of our workforce but they seem to lack loyalty to the companies and the leaders they work for. Multinational companies are noticing larger turnover rates of millennials as employee retention rates fall. This report looks at the findings of two large-scale surveys on the mindset of the millennial generation and explores how organisations can strive to address these needs, increase employee engagement and encourage retention

**Research.** In a global survey conducted by PricewaterhouseCoopers (PwC), more than 40,000 millennials (born between 1983 and 1993) and non-millennial responses were collected on the topics of workplace culture, communication and working styles, pay structure, career development, work–life balance, etc.

In a separate global survey conducted by Deloitte, more than 10,000 millennials participated in a study about their perceptions of the threats and opportunities in the complex world of work.

**Key findings.** Millennials are as committed to their work as their more senior colleagues. Millennials value interesting work and a good work–life balance. They do not believe that excessive work demands are worth sacrifices in their personal lives. Millennials want flexibility in their working hours and are willing to give up pay increases and promotions for a flexible working schedule. They believe that success should be measured by productivity and not by the number of hours they are seen in

an office. Millennials want to feel supported and appreciated by their company and their superiors. Millennials want more opportunities to develop their skills. These include technological skills, teamwork and interpersonal skills. Millennials believe that businesses and business leaders should contribute to the improvement of society and they are more likely to be loyal to a company with strong ethics.

**Recommendations.** Organizations and managers wanting to retain millennials should consider:

- monitoring their workload and satisfaction levels with their work–life balance;
- creating a flexible work culture where employees have more control over their;
- working hours and their work location;
- providing meaningful work and interesting opportunities;
- offering help and support in continuing professional development;
- changing the organization’s goals from being mainly about profit-making to motives; that address social concerns and solve wider societal problems.

*II. Ответьте на вопросы:*

**1. This report is based on the findings of how many surveys?**

- |        |                   |
|--------|-------------------|
| a) two | c) forty thousand |
| b) six | d) fifty thousand |

**2. This report was done for organizations that want to ...**

- a) get rid of millennial employees.
- b) have higher turnover rates.
- c) prove that millennials are more difficult than non-millennials.
- d) increase the job satisfaction of the millennials who are working for them.

**3. According to the report, which of the following would millennials be happy to do?**

- a) give up family time on weekends to finish a work project
- b) sacrifice pay so that they can work shorter hours
- c) be left to find their own developmental opportunities
- d) be committed to their companies' profit-making motives

**4. According to the report, which of the following would promote millennials' loyalty to their company?**

- a) better pay structures
- b) more opportunities for promotion
- c) a more regular working schedule
- d) the company's commitment to the greater good of society

**5. According to the report, millennials believe that it is important to ...**

- a) be appreciated for the work you do.
- b) measure your productivity.
- c) show your bosses how long you are working in the office.
- d) work for a company that is bringing in a lot of money.

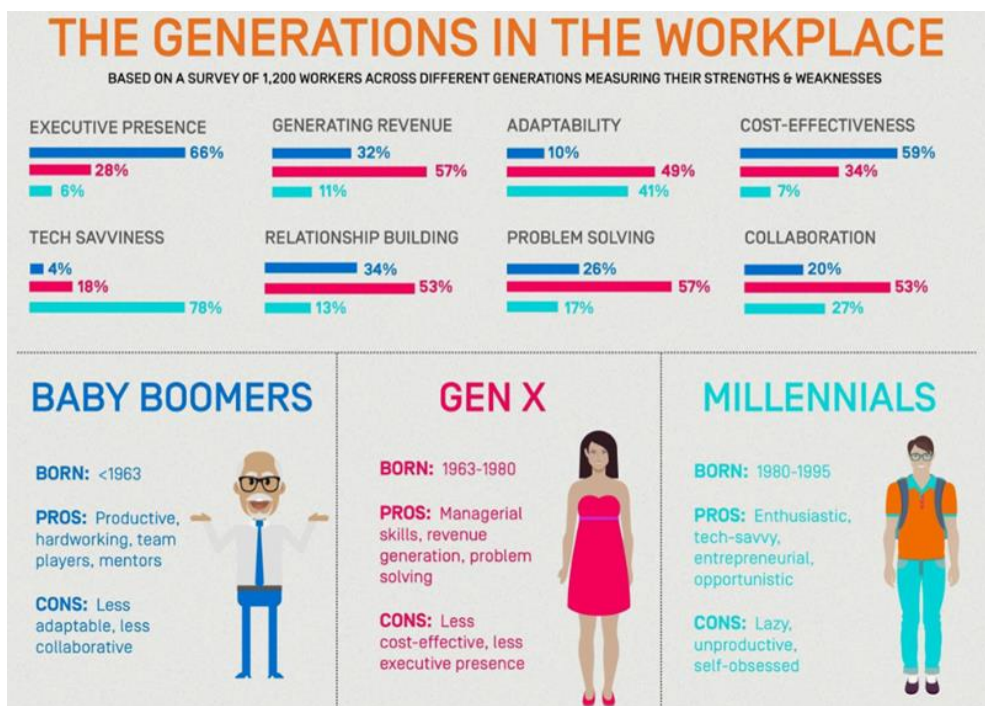
**6. If managers want to keep their millennial employees happy, they should ...**

- a) avoid giving them feedback on the work they're doing.
- b) give them options to work from home.
- c) have them develop the technological skills of the non-millennials.
- d) promote the importance of remaining loyal to the company.

**III. Определите предложения как верные (True +) или неверные (False -).**

1. This report is based on surveys that only questioned people born between 1983 and 1994.		
2. The surveys were conducted in several different countries.		
3. Millennials are less loyal to their companies than non-millennials.		
4. Millennials believe that their technological skills are sufficiently advanced.		
5. Managers should be aware of how happy their staff are with the amount of work they have been given.		
6. Managers should worry about their own work-life balance and not concern themselves with problems in society.		

**IV. Напишите статью, используя информацию в инфографике на тему «The generations in the workplace».**



## ТЕМА III ОПИСАНИЕ ДЕЯТЕЛЬНОСТИ КОМПАНИИ

### Текст 1 «The Life Period of Companies»

I. Изучите лексику в приложении Quizlet по ссылке ниже.

<https://quizlet.com/901905130/text-the-life-period-of-companies-flash-cards/?new>

II. Прочтите текст.

<https://medium.com/@AhmetAvsar/the-life-period-of-companies-b727682b882a>

On the one hand, there are thousands of companies that live only 15 years, while on the other hand, there is a company which is 1300 years old. So, the big question is how does a company cheat death?

History is full of companies, which we thought would never go bankrupt, but did. For example, Nokia, Lehman Brothers, and Enron. In the case of

Enron 69 million dollars disappeared and in the case of Lehman Brothers, an estimated 700 billion dollars vanished. It took years to recover from these economic disasters.

Today, Apple is the biggest company in the world, which it wasn't just 15 years ago. What made them number one? While there may be hundreds of factors involved, we'll focus on four of them and their effects:



*Innovation*

*Customer behavior*

*Management*

*Harmony*

*and organization*

Without question, the most important factor is *innovation*: that is, the ability to do something different, something new, and something useful.

At the end of 90s, Nokia was the biggest cell phone company in the world. Everything looked great for them. Their biggest *rivals* were Ericson and Motorola, which are also no longer leaders in their field. In my opinion, Nokia's biggest mistake was a lack of innovation. They repeated themselves. The Nokia 3310, 3210, 3320, etc., were all technically the same phones with only *minor differences* among them.

This mistake was the *result of greed* and a *lack of courage*. In 2004, Nokia had a 3.8 billion Euro *budget for Research and Development* (R&D); Apple had under 2 billion, a much lower sum. Although Nokia failed, it spent more money than Apple in 2004. Hence, we might say that another reason for success is *creativity*! Steve Jobs was *incredibly creative* and his creativity took him far ahead of his times, leading to incredible success.





After Apple's huge jump, Nokia announced a smartphone 7710 on 2 November 2004. But for Nokia, it was too late. History remembers and writes about those who come first. Apple became the first company to create the *useful touchable screen* phone and continued to deliver creative device after creative device, from the iPad, to the iPhone, to the Apple TV, and more.

But, ironically, Apple has started to fall into the same pattern as Nokia at the beginning of 2000. The latest iPhones are almost the same as their *predecessors*, with only a few minor differences, like 1 % more battery, extra head phones, ports, etc. Will they continue to dominate the cell phone market, or will a new *innovator* snatch it from them? We'll just have to wait and see.



**Customer Behavior.** Another major factor which affects the *life span* of companies is customer *behavior*. Sony and Samsung are excellent examples of this.

From the 70s to the millennium, people wanted *durable, long lasting products*. Whether for economic or technological reasons, or some combination of both, consumers wanted to keep their home technologies as long as possible. At a certain point, however, technology started to move faster than ever. Every year, new technology led to new products being released on the market, and the differences between older and new products was huge.



Along with great advertising, Samsung and LG started to produce excellent and totally different TV units for the home. TVs which people had owned for years instantly became *outdated*. It didn't matter how strong and solid your TV was. Quality television became available only on the new units. Suddenly, everyone needed a new TV. And, as a result of new technology, they weren't very expensive.

**Management and Organization. Harmony.** A company that wants to *survive* a long time must be *well organized* and systematic. If we look at successful companies, it is *evident* that they hire the best people in their field. At the other end of the spectrum, however, is a "Family Business," which, for obvious reasons, is the easiest type of company *to establish*. There are advantages and disadvantages to family companies. Some family companies don't trust the foreigners. But they shouldn't forget that 2 Steves of Apple (Jobs and Wozniak) weren't family. But harmony of them brought success to Apple.

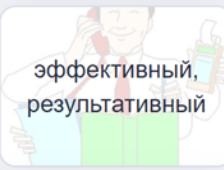
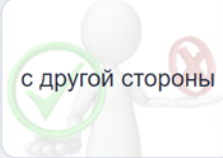
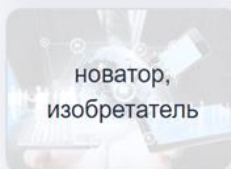
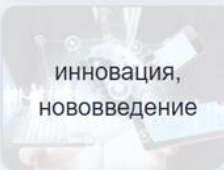
Although companies don't generally need to spend much effort on *collaboration* anymore, instruments to achieve collaboration have been developed in the last 25 years. Technology transfer, also called transfer of technology (TOT), is the process of transferring technology from the places and ingroups of its origin to wider distribution among more people and places. Technoparks do the same thing. These places might help companies *to achieve harmony*.

All companies will die. But some of them which play the game wisely, will last longer than others. Some of the instruments needed to achieve this are education, *creative marketing*, the ability to follow world trends and *effective R&D*.

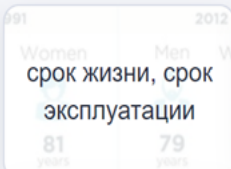
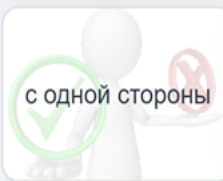
III. Найдите в тексте синонимы к словам:

competitor	
the largest	
shortage	
goods	
to found/set up	
old-fashioned/out of date	
pluses and minuses/pros and cons	
error	
rapid/quick	
helpful	
to employ	

IV. Соотнесите русский эквивалент с английским.

well organized	result of greed	long lasting products	организовать сотрудничество	а) _____ _____ _____
хорошо организованный	результат скупости	establish collaboration	 эффективный, результативный	
effective	on the other hand	 с другой стороны	долговечные товары	
innovation	durable	innovator	evident	б) _____ _____ _____
 новатор, изобретатель	прочный, долговечный	результат скупости	result of greed	
очевидный, явный	minor differences	незначительные различия	 инновация, нововведение	



результат скупости	life span		восстановиться	В) _____ _____ _____ _____ _____
on the one hand	to survive	выживать	восстановиться после экономического кризиса	
 с одной стороны	to recover from economic disasters	result of greed	to recover	

V. Ответьте на вопросы

1. Are there many companies that live fewer than 20 years?
2. Is Apple the biggest company in the world?
3. Is innovation the most important factor?
4. Does customer behavior affect the life span of companies?
5. Must a company be well organized and systematic if it wants to survive a long time.
6. Do successful companies hire the best people in their field?
7. What does abbreviation R&D stand for?
8. What famous brand companies are mentioned in the text?

## Текст 2 «How Samsung went to one of the Top names in Tech»

I. Изучите лексику в приложении Quizlet по ссылке ниже.

<https://quizlet.com/901654337/how-samsung-went-to-one-of-the-top-names-in-tech-flash-cards/?new>

II. Прочтите текст и выполните задания после текста.

[https://th.bing.com/th/id/OIP.UlO4jM\\_s8gzWIZCbB529fwHaE7?rs=1&pid=ImgDetMain](https://th.bing.com/th/id/OIP.UlO4jM_s8gzWIZCbB529fwHaE7?rs=1&pid=ImgDetMain)



Samsung is a company that makes everything from dishwashers to smartphones, has become one the most *powerful* and *recognizable* names in tech. A lot of people are even lumping Samsung together with Apple, Facebook, Microsoft, Amazon, and Google as one of the most important tech companies right now.

*So how did Samsung get to where it is today?*

*Note: Much of this information comes from Samsung's official corporate history and various reports and stories about the company.*



Samsung was *founded* by Byung-Chull Lee in 1938 in Taegu, Korea. The company started as a food exporter in Korea and shipped *items* like dried fish and flour



to China. Samsung got into other businesses throughout the 1950s and 1960s, including life insurance and textiles. Samsung Electronics started in 1969. That division mostly made TVs. Samsung's first black and white TV went on sale in 1970. Samsung *expanded* into even more fields in the 1970s, including petrochemicals. It also started making washing machines, refrigerators, and microwaves. Samsung began to focus even more on electronics in the 1980s. The company began *producing* color TVs, personal computers, VCRs, and tape recorders. This was also the decade Samsung started exporting more of its products to North America.



Samsung *teamed up* with BP in 1989 to form Samsung BP Chemicals. The company sells chemical products in Korea. In the early and mid-1990s, Samsung started *producing* memory and hard drives for use in personal computers. That's still a big part of Samsung's business today. According to company legend, one of Samsung's first mobile phones did not work when it came out in 1995. When Samsung's *chairman* Kun-Hee Lee found out, he

visited the factory where the phones were made and reportedly had the entire inventory burned.

- After that initial slip up, Samsung began taking mobile more seriously by the late 1990s. It released one of its first Internet-ready phones in 1999. Mobile would eventually grow into Samsung's most profitable business.
- In the late 1990s, Samsung made more advances in television. It created the world's first mass-produced digital TV in 1998. It had a full lineup of digital TVs by 1999.
- Samsung began making HD TVs in the early 2000s. It went on to make Blu-Ray players and other home theater equipment. Today, Samsung makes some of the best HD TVs you can buy.
- Samsung introduced its first flagship Android phone, the Galaxy S, at the Mobile World Congress in 2010. Thanks in part to its marketing success and great products, Samsung makes more smartphones than any other competitor. And it continues to make all sorts of electronics and components. If it runs on electricity, Samsung probably makes it.

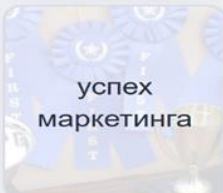
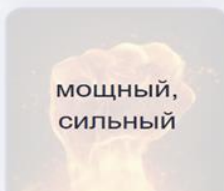

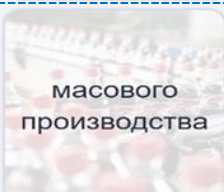
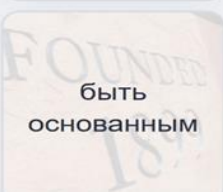
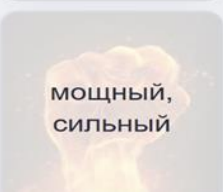


III. Соотнесите отдел (*department*) с функциями, который выполняет данный отдел.

Every successful company has different departments taking care of various tasks. All departments work together to help the company achieve its goals and become successful

1. <i>Operations/Delivery</i>	a. The department is responsible for managing employment-related tasks and issues and engaging the team. This may involve recruiting and hiring employees, managing benefits, and addressing any issues or concerns that arise.
2. <i>Purchasing</i>	b. This department is responsible for managing office tasks and systems in order to maximize efficiency. This may involve managing databases and maintaining office equipment. They also take care of organizing and maintaining paper and electronic files, and records management.
3. <i>IT</i>	c. This department is responsible for developing new and existing products or services for sale. It is usually headed by a product manager and they may conduct research and development in order to create innovative offerings that meet the needs of customers.
4. <i>Marketing</i>	d. The department manages the day-to-day activities that are required to produce and distribute a company's products or services. This can include managing and coordinating the use of resources such as labor, raw materials, and equipment, as well as overseeing production and logistics processes.
5. <i>HR</i>	e. The department in a company is responsible for procuring goods and services for the organization. This includes identifying potential suppliers, negotiating prices and terms, and placing orders.
6. <i>Finance</i>	f. One of their main responsibilities is recording and maintaining accurate financial records of the company's transactions, such as income, expenses, and assets. This includes preparing financial statements, such as income statements and balance sheets, which provide a snapshot of the company's financial performance.
7. <i>Accounting</i>	g. They are responsible for ensuring that the company's financial operations are conducted in a legal, efficient, and effective manner. The department is responsible for managing a company's financial resources, including its revenue, expenses, and debt. This department also works for tasks such as preparing financial statements, forecasting cash flow, managing budgets, and developing financial strategies.
8. <i>Sales</i>	h. The department is responsible for generating leads for the sales team to convert into clients or customers. This may involve creating marketing campaigns, conducting market research, and promoting the company's products or services in various platforms.
9. <i>Product/Service Development</i>	i. The department is assigned for managing and maintaining the company's computer systems, networks, and software applications. They ensure that the company's IT systems are secure and protected from unauthorized access, manage and maintain the company's website and online presence, provide technical support to employees, and many more.
10. <i>Administrative department</i>	k. The sales department is tasked to convert prospects into clients or customers. They may conduct market research, make sales pitches, and negotiate deals in order to grow the customer base of the organization.

IV. Соотнесите русский эквивалент с английским.

flagship	история корпорации/ компании	to produce	флагман	a) _____ _____ _____ _____
corporate history	competitor	 успех маркетинга	powerful	_____
 мощный, сильный	соперник, конкурент	 производить, выпускать	marketing success	_____
 массового производства	equipment	powerful	оборудование	b) _____ _____ _____ _____
mass- produced	 быть основанным	 мощный, сильный	производить, выпускать	_____
to produce	to create	создавать, творить	to be founded	_____

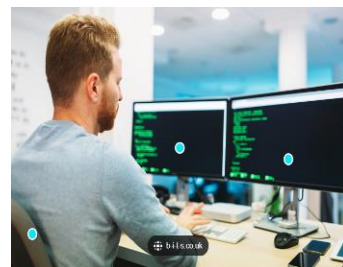
### Текст 3 «Working from home»

I. Изучите лексику в приложении Quizlet по ссылке ниже.

<https://quizlet.com/901177294/text-working-from-home-flash-cards/?new>

II. Прочтите текст и выполните задания после текста.

Before the coronavirus pandemic, the world's largest cities had thousands of workers commuting from their homes to office towers every day. Now many large companies have decided that it is highly unlikely that all their workers will permanently return to *office work*. Company executives were





forced by the crisis to figure out how to function effectively with workers *operating from home* — and realized surprisingly that it was not all bad.



**Ways of working.** I'm a travel agent. I am an office worker in a travel agency. It's *a nine-to-five job with regular working hours*. I need my swipe card to get into the office. The work is very interesting. I communicate with people a lot face to face and on the phone. 2 'I'm in computer programming. There's a system of *flexitime* in my company, which means we can work when we want, within certain limits. We can start at any time till 11, and finish as early as 3 – as long as we do enough hours each month. It's ideal for me as I have two young children.'

'I work in a car plant. I *work in shifts* and I have to *clock on* and *clock off* at the beginning and end of every shift. I may be on the *day shift* one week and the *night shift* the next week. It's difficult changing from one shift to another. When I change shifts, I have problems changing to a new routine for sleeping and eating. When the company is selling lots of cars, they ask us *to work overtime* – more hours than usual for more money.'

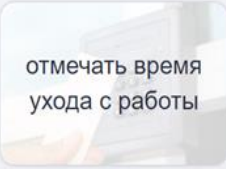
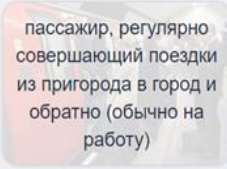


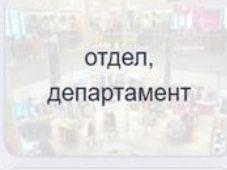

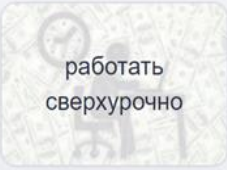
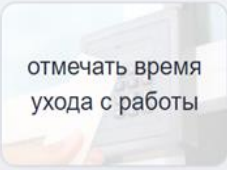
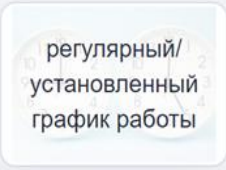
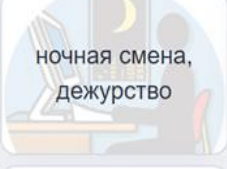

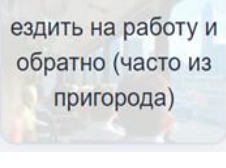


'I'm a commercial artist in an advertising agency. Unlike most other people in my *department* who *commute* to work every day, I work from home and avoid the long journeys that some commuters experience every day. That's the benefit of *remote work* – working from home and using the computer and phone to communicate with other people.'

III. Найдите в тексте синонимы к словам:

1. to <u>work</u> from home	a.
2. a lot of big companies	b.
3. to <u>come back</u> to office work	c.
4. <u>flexible</u> hours	d.
5. to work <u>extra</u> hours	e.
6. <u>distant</u> work	f.
7. to <u>socialize</u> with people	g.
8. long <u>trips</u>	h.

IV. Соотнесите русский эквивалент с английским.

 отмечать время ухода с работы	 пассажир, регулярно совершающий поездки из пригорода в город и обратно (обычно на работу)	 работать из дома	 офисная работа	а) _____ _____ _____ _____
department	a nine-to-five job	 отдел, департамент	 работа с 9 до 17	
to operate from home	commuter	office work	to clock off	
night shift	 работать сверхурочно	 отмечать время ухода с работы	 регулярный/установленный график работы	
to commute	 ночная смена, дежурство	regular working hours	to work overtime	
 офисная работа	to clock off	office work	 ездить на работу и обратно (часто из пригорода)	

V. Подберите русские эквиваленты прилагательным в таблице:

<b>Прилагательные, которые могут употребляться с существительными 'job/work'</b>	
satisfying, stimulating, fascinating, exciting	
dull, boring, uninteresting, unstimulating	
repetitive, routine	
tiring, tough, hard, demanding	

VI. Найдите в тексте синонимы к словам:

	<b>a factory worker</b> _____ _____
	<b>a software developer</b> _____ _____
	<b>a travel agent</b> _____ _____
	<b>a commercial artist</b> _____ _____

*VII. Соотнесите стиль работы с профессией.*

<b>a. work in shifts</b>	<b>1.</b> A designer in a website design company. Has to be in the office, but can decide when she wants to start and finish work each day.
<b>b. work under a flexi-time system</b>	<b>2.</b> A manager in a department store in a large city. Lives in the country.
<b>c. work remotely</b>	<b>3.</b> A construction worker on a building site where work goes on 24 hours a day.
<b>d. commute to work</b>	<b>4.</b> A worker in a chocolate factory in the three months before Christmas.
<b>e. clock in and out at the same time every day</b>	<b>5.</b> A technical writer for a computer company. Lives in the country and visits the company offices once a month.
<b>f. work overtime</b>	<b>6.</b> An office worker in a large, traditional manufacturing company.



VIII. Посмотрите видео по ссылке <https://www.youtube.com/watch?v=PnoLUoYumbk>

a) Переведите незнакомые слова в таблице на русский язык.

<i>human resources</i>	<i>a human resources manager; HR manager</i>
<i>a team meeting</i>	<i>human resources departmental managers</i>
<i>a meeting</i>	<i>a weekly team meeting</i>
<i>regular meeting</i>	<i>to implement flexible working hours</i>
<i>a line manager</i>	<i>to implement changes</i>
<i>company culture</i>	<i>a change to company culture</i>
<i>in terms of</i>	<i>a huge change</i>
<i>actually</i>	<i>in terms of time keeping</i>
<i>basically</i>	<i>in terms of record keeping</i>
<i>as you know</i>	<i>administrative system</i>
<i>finally</i>	<i>to look into the process</i>
<i>office space</i>	<i>a three part process</i>
<i>to suit somebody</i>	<i>to suit everyone</i>
<i>to be appropriate</i>	<i>to make recommendations</i>
<i>to work at fixed time</i>	<i>It is not as bad as it sounds</i>
<i>to work shifts</i>	<i>to be appropriate for certain jobs and roles</i>
<i>to work fixed hours</i>	
<i>to work core hours</i>	<i>to list departments into 3 groups</i>
<i>to deal with an issue</i>	<i>middle and senior management</i>



b) Переведите предложения на английский язык, используя слова и словосочетания в таблице выше.

1. Менеджеры по работе с персоналом из разных отделов проводят свое еженедельное совещание сейчас.
2. Я бы хотел поговорить с Вами пару минут об изменениях в работе нашей компании. Мы планируем внести огромные изменения в ближайшем будущем.
3. К сожалению, в нашем новом офисе недостаточно места для всех.
4. Мы планируем внедрить гибкий график работы для некоторых сотрудников.
5. Некоторым сотрудникам будет предложено работать из дома, если это им подойдет.
6. Мы уверены, работа по гибкому графику не всем сотрудникам подойдет.
7. Взгляните на эти бумаги: я разделил все отделы и команды на 3 группы.
8. Сотрудники, относящиеся к первой группе, будут работать в фиксированное время каждый день, например, работники колл-центра.
9. Что касается группы №2, эти сотрудники смогут работать по смещенному графику, который они будут согласовывать с линейным руководителем или руководителем группы.
10. Гибкость рабочего времени подходит для сотрудников не всех должностей.
11. Я сейчас работаю над этим вопросом.
12. К группе 3 относятся руководители среднего и высшего звеньев.

## Текст 4 «Work-life balance»

I. Соотнесите определения с соответствующими словами и словосочетаниями.

- |   |                                    |
|---|------------------------------------|
| a. a regular journey between work and home                                  | 1. idle chit-chat                  |
| b. to be allowed to decide what to do by yourself                           | 2. parental leave                  |
| c. to record the time you begin work  | 3. to bounce ideas off someone     |
| d. a period of time a parent takes off work to take care of their new child | 4. to wear someone out             |
| e. calculated according to how many hours you work                          | 5. to clock in                     |
| f. to make someone very tired   | 6. to make a concession            |
| g. to give or allow something in order to end an argument or conflict       | 7. paid on a pro-rata basis        |
| h. talk that is informal and irrelevant to work                             | 8. a freelancer                    |
| i. a person who sells their services or work by the hour or day             | 9. a commute                       |
| j. to share ideas with someone in order to get feedback on them             | 10. to be left to your own devices |



II. Прочтите текст и выполните задания после текста.

**Ronan.** “I work in a fairly traditional office environment doing a typical nine-to-five job. I like my job, but it’s annoying that my commute to work takes an hour and a half each way and most of my work could really be done online from home. But my boss doesn’t seem to trust that we will get any work done if left to our own devices, and everyone in the company has to clock in and out every day. It’s frustrating that they feel the need to monitor what we do so closely instead of judging us based on our task performance, like most companies do these days.”



**Jo.** “I used to do a typical five-day week, but after I came out of my parental leave, I decided that I wanted to spend more time with my children before they start school. After negotiating with my boss, we decided to cut my working week down to a three-day work week. This of course meant a significant cut in my pay too, as I’m paid on a pro-rata basis. I’ve since noticed, though, that my workload hasn’t decreased in the slightest! I’m now doing five days’ worth of work in three days, but getting paid much less for it! I find myself having to take work home just so that I can meet the deadlines. It’s wearing me out trying to juggle work with

looking after my children and my family, but I don't dare to bring this up with my boss because I think he feels as if he's made a huge concession letting me come in only three days a week."

**Marcus.** "I work for a global IT company, but because their headquarters is in the States, I do all my work online from home. That means that I don't waste time commuting or making idle chitchat with colleagues. I work on a project basis, and this flexibility is very valuable to me because it means that I can easily take some time off when my children need me to go to their school performances or if I need to schedule an appointment with the dentist. The downside is that without clear office hours, I tend to work well into the evening, sometimes skipping dinner to finish a task. It can also get quite lonely working on my own, and I sometimes miss sharing ideas with colleagues."



**Lily.** "I'm a freelancer and work for myself. This is great because I am in control of what I do and how I spend my time. At first, I was working from home, but I found it really hard to concentrate. There were just too many distractions around: housework that needed doing, another cup of tea, my family members wanting my attention for various things. So I started to go to a nearby café to work, but

the Wi-Fi connection wasn't ideal and I found myself drinking too much coffee. In the end, I decided to rent a desk in a co-working space with five other freelancers like myself. I liked getting dressed to go to work in the morning and being able to focus in an office environment. The other freelancers do similar kinds of web-based work to me and so it's nice to have workmates to bounce ideas off as well."

### III. Выберите правильный ответ:

1. Ronan would prefer it if he ...

- a. wasn't left to his own devices.
- b. could spend more time commuting and less time in the office.
- c. could work from home and be judged based on task performance.
- d. could trust his boss more.

2. Jo wanted to reduce her working hours because she ...

- a. thought she would be more efficient and productive when she was at the office.
- b. wanted to bring her work home.
- c. wanted to go on parental leave.
- d. wanted to spend time with her children.

3. Jo is unhappy with her three-day work week because ...

- a. she didn't realise how much the change would affect her economically.
- b. she now has to spend more time looking after her children and her family.
- c. she has more deadlines to meet.

d. her workload has remained the same although she's reduced her hours.

4. In Marcus's opinion, which of these is a disadvantage of working from home?

a. You spend a lot of time in the house.

b. It's easy to get distracted by your family.

c. You tend to work later

d. You end up eating more as you have access to the fridge all day.

5. Why did Lily not like working from home?

a. She found it lonely.

b. Her family didn't like her working.

c. She didn't have a good Wi-Fi connection.

d. There were a lot of distractions.

6. What solution did Lily find most suitable for her working needs?

a. Renting an office space to work from.

b. Working from a café.

c. Working for an employer.

d. Working for other freelancers.

IV. Определите предложения как верные (**True +**) или неверные (**False -**).

1. Ronan's boss thinks his employees will not be as productive if they work from home.		
2. Ronan thinks that the performance of employees should be judged according to how much time they spend in the office.		
3. Jo is paid the same for a five-day work week as she is on a three-day week.		
4. Jo feels exhausted trying to manage both a five-day workload and child-care.		
5. Although Marcus sees the benefit in not having idle chit-chat, he misses interacting with his colleagues.		
6. Lily didn't like working from the café because the coffee wasn't very good.		



V. Заполните пропуски (1-13) соответствующими словами и словосочетаниями:



13 Companies will need less \_\_\_\_\_ if people work from home.



12 \_\_\_\_\_ is easier in the office.



11 People are more \_\_\_\_\_ in an office.



10 You will \_\_\_\_\_ if you work at home.



9 Another problem of working at home might be \_\_\_\_\_.



5 Your life is much more \_\_\_\_\_ if you work at home.



8 One problem of working at home is social \_\_\_\_\_.



4 \_\_\_\_\_ face crowded trains and buses everyday.



7 Companies worry that staff at home might not \_\_\_\_\_.



1 People are happier when they have lots of \_\_\_\_\_.



2 You need to talk to people \_\_\_\_\_ to really understand them.



3 There might be many \_\_\_\_\_ when working at home.



6 These days \_\_\_\_\_ is unexpectedly easy.

1 \_\_\_\_\_ is an example of a distraction at home.

2 I feel social isolation when \_\_\_\_\_

3 I like/don't like working in a team because \_\_\_\_\_

4 I feel stressed when \_\_\_\_\_

5 My favorite technology for working remotely is \_\_\_\_\_

6 My favorite kind of social interaction is \_\_\_\_\_

7 I would prefer a flexible/fixed work schedule because \_\_\_\_\_

VI. Ответьте на вопросы:

a. What is work-life balance?

b. What are the advantages and disadvantages of your working situation?

c. What would you change if you could?

## Текст 5 «Business today»

I. Изучите лексику в приложении Quizlet по ссылке ниже.

<https://quizlet.com/904613839/business-today-flash-cards/?new>

II. Прочтите текст, составьте план и напишите пересказ текста.

*Advances in technology* are bringing rapid changes in the ways we *produce and deliver goods and services*. The Internet and other improvements in communication (smartphones, video conferencing, and social networking) affect the way we *do business*. Companies are expanding *international operations*, and the *workforce* is more diverse than ever.

A business is any activity that provides goods or services to consumers for the purpose of *making a profit*. *Revenue* represents the funds an enterprise receives in exchange for its goods or services. Profit is what's left (hopefully) after all the bills are paid.

First, whereas Apple *produces and sells goods* (Mac, iPhone, iPod, iPad, Apple Watch), many businesses *provide services*. The bank is a service company, as is the Internet provider. Hotels, airlines, law firms, movie theaters, and hospitals are also service companies. Many companies provide both goods and services.

Second, some organizations are not set up to make profits. Many are established to provide social or educational services. They are *not-for profit (or nonprofit) organizations*.

**Participants.** Every business must have one or more *owners* whose primary role is to *invest money* in the business. When a business started, it's generally the owners who polish the business idea and bring together the resources (money and people) needed to *turn the idea into a business*. The owners also hire employees to work for the company and help it reach its goals. Owners and employees depend on a third group of participants—*customers*. Ultimately, the goal of any business is *to satisfy the needs* of its customers in order *to generate a profit* for the owners.

**Stakeholders.** Whether national or local, every business has *stakeholders*—those with a legitimate interest in the success or *failure of the business* and the policies it adopts. Stakeholders include customers, *vendors*, employees, *landlords*, *bankers*. All have a keen interest in how the business operates. Stakeholders do not always see things the same way.

**Management.** Managers are responsible for the work performance of other people. Management involves planning for, organizing, leading, and controlling a *company's resources* so that it can achieve its goals. Managers plan by *setting goals* and *developing strategies* for achieving them. They organize activities and resources to ensure that *company goals are met*





and staff the organization with qualified employees and managers lead them to *accomplish organizational goals*.

**Operations.** All companies must *convert resources* (labor, materials, money, information, and so forth) into goods or services. Some companies, such as Apple, convert resources into *tangible products* – Macs, iPhones, etc. Others, such as hospitals, convert resources into *intangible products* – e.g., health care.

**Marketing.** Marketing consists of everything that a company does to identify *customers' needs* (i.e. *market research*) and *design products to meet those needs*. *Marketers* develop the benefits and features of products, including *price and quality*. They also decide on the best method of delivering products and the best means of promoting them to attract and keep customers. They manage relationships with customers and make them aware of the organization's desire and ability to *satisfy their needs*.

**Accounting.** Managers need accurate, relevant and timely financial information. There are two fields of accounting. *Financial accountants* prepare financial statements to help users, both inside and outside the organization, assess the financial strength of the company. *Managerial accountants* prepare information, such as reports on the cost of materials used in the *production process*, for internal use only.

**Finance.** Finance involves planning for, obtaining, and managing a company's *funds*. *Financial managers* address such questions as the following: How much money does the company need? How and where will it get the necessary money? How and when will it pay the money back? What investments should be made in plant and equipment? How much should be spent on research and development?

**External Forces.** Businesses don't *operate in a vacuum*: they're influenced by a number of *external factors*. These include the economy, *government*, *consumer trends*, technological developments, public pressure to act as good corporate citizens, and other factors. Companies such as Taco Bell, McDonald's, Cook-Out and others all *compete* in this industry. A strong economy means people have more money to eat out. All industries are impacted by external factors, not just the food industry.

## ТЕМА IV ПРАВИЛА ВЕДЕНИЯ ПЕРЕГОВОРОВ ПЕРЕГОВОРЫ ПО ТЕЛЕФОНУ

### Текст 1 «Negotiating»

I. Изучите лексику в приложении Quizlet по ссылке ниже.

<https://quizlet.com/905489239/Текст-negotiating-flash-cards/?funnelUUID=ed11b8dd-eba4-4ec3-819e-2f37bdcdded506>

II. Подберите к словам и фразам соответствующие определения.

1. <i>to clash</i>	a) a situation where people work together to achieve the same thing
2. <i>to get your (own) way</i>	b) the capacity to make a profit
3. <i>to compromise</i>	c) a wrong idea that is based on a failure to understand a situation
4. <i>collaboration</i>	d) to get what you want, even though other people disagree
5. <i>a misconception</i>	e) to reduce your demands in order to reach an agreement
6. <i>a foundation</i>	f) an argument
7. <i>profitability</i>	g) to be in conflict
8. <i>a quarrel</i>	h) a base or starting point

III. Прочтите текст и выполните задания после текста.

Whether you're *negotiating* a multimillion dollar *deal*, agreeing on your role in a project or simply *persuading* your colleagues to go for Chinese food for lunch, effective *negotiation skills* can help you *to motivate* other people, get the best results and *improve profitability*. There is often a *misconception* that negotiating is about insisting on our *point of view* to get our own way. Conversely, others assume that negotiation is all about *compromise* and that we have to be ready to forget 50 per cent of what we want.



The first step to understanding the role of collaboration in negotiations is to realise that it is not always a *competitive situation*. One person's 'win' doesn't have to equal another person's loss. Exploring the interests and needs of both *parties* can help us see *solutions* we didn't consider before. Here are five things we can do *to collaborate* when negotiating.

1. Know your *objectives*. What are your interests in this? Make a list of the results you'd like to achieve. What are your *priorities*? Remember that *maintaining* a good *relationship* might be one of your objectives.


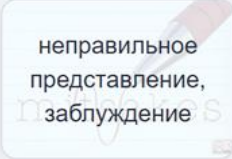
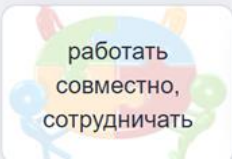
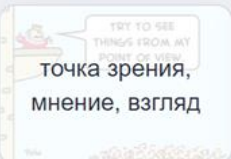
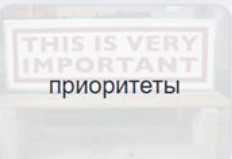
2. Separate the people from the issue. Understand the difference between the *content of the negotiation* and the people who are negotiating. Try to be objective and manage your negative emotions.


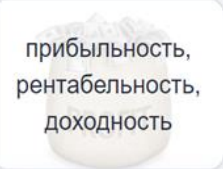

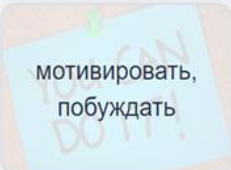
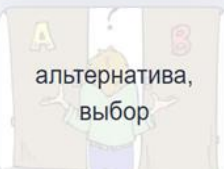
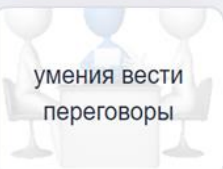
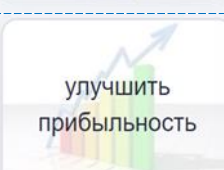
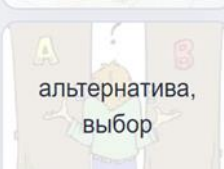
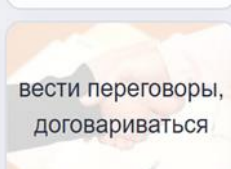
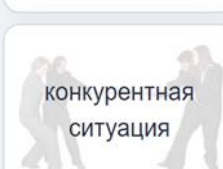
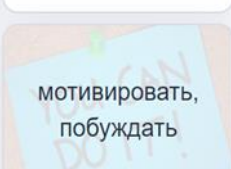

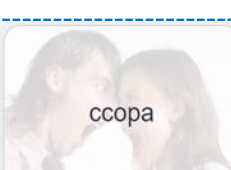
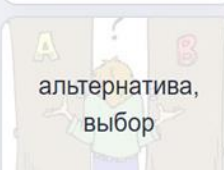
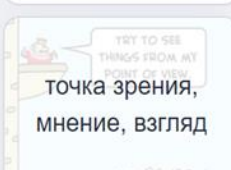
3. Ask questions and listen. Some people enter a negotiation prepared with a speech about what they want. It is important to also understand your negotiation partner's interests and objectives. So, ask questions, listen and get an *overview* of everyone's situation.

4. Find *shared interests*. How different are your interests from your negotiating partner's? Get to know which interests clash and which ones are shared. An understanding of shared interests will help you see this as an opportunity to work together rather than a competitive situation.

5. Look at creative *options*. The first solution you think of, for example splitting the orange in half, might not always be the best one. Think creatively and discuss different *alternatives* that might work for everyone. Most people have positive *intentions* and they do want to get along, even in potentially tense situations. By showing that we are professionals capable of collaborating, we can not only please everyone involved but also set a strong foundation for future negotiations.

IV. Соотнесите русский эквивалент с английским.

 вести переговоры, договариваться	 неправильное представление, заблуждение	misconception	overview	a) _____ _____ _____ _____ _____
point of view	to collaborate	priorities	to negotiate	
обзор, общее представление	 работать совместно, сотрудничать	 TRY TO SEE THINGS FROM MY POINT OF VIEW точка зрения, мнение, взгляд	 THIS IS VERY IMPORTANT приоритеты	

profitability	 вариант (опция)	negotiation skills	 прибыльность, рентабельность, доходность	б) _____ _____ _____ _____
 общие интересы	alternative	shared interests	 мотивировать, побуждать	
to motivate	 альтернатива, выбор	option	 умения вести переговоры	
to improve profitability	 улучшить прибыльность	to motivate	competitive situation	в) _____ _____ _____ _____
to negotiate	 альтернатива, выбор	 вести переговоры, договариваться	снизить требования	
 конкурентная ситуация	alternative	reduce demands	 мотивировать, побуждать	
option	идти на компромисс	 вариант (опция)	 ссора	г) _____ _____ _____ _____
reduce demands	снизить требования	alternative	point of view	
quarrel	 альтернатива, выбор	to compromise	 точка зрения, мнение, взгляд	

V. Прочтите диалог и переведите на русский язык.

**YOU:** Hello, it's great to meet you in person so we can talk about your new project. Can you tell me a little more? What would you like to accomplish?

**YOUR CLIENT:** We'd like to offer training to all of our staff. We want them to be great negotiators!

**YOU:** That sounds like a wonderful idea. And how we can help you reach your goals?

**YOUR CLIENT:** What we're interested in is a full-time immersion for our entire team. We'd like to focus on just this skill for one week at least.

**YOU:** So, if I understand you correctly, you'd like your entire sales team to focus only on this training, during all of their normal working hours. For a week. Or perhaps more. Is that right?

**YOUR CLIENT:** Yes, but we can only do that during one of the weeks when business is usually slow. But yes, that's the idea.

**YOU:** That's definitely something we can do. We can offer you a one-week training session for your entire sales team, during your slow season. We'll add a second trainer so that your team can work in small groups. How does that sound?

**YOUR CLIENT:** It sounds great. But since we're a large team and we are planning our training well in advance, I was wondering if you could also provide us with an extra session on negotiations in English. For the same price...

**YOU:** That's a fair suggestion. We could offer you the English training during your week-long training free of charge.

**YOUR CLIENT:** Perfect. I think that's everything.

**YOU:** I think we have a deal. I'm looking forward to working with you.



VI. Переведите вопросы с английского на русский язык и составьте диалог, используя данные вопросы.

**1. To find out what your client wants to do:**

- What would you like to do?
- What would you like to achieve/accomplish?
- What are your goals?

**2. To ask what your client wants from you or your company:**

- What do you expect from our company?
- What do you expect from our work together?
- How can we help you reach your goals?

**3. To find out what your client wants to say more precisely or to clarify:**

- What do you mean by \_\_\_\_\_ (a word/phrase)?
- When you say \_\_\_\_\_ what do you mean?

---

What do you mean by full-time training?  
How many hours a week would that be for your team?

---

**4. To ask your client his or her opinion:**

---

What do you think...  
What do you think about that?  
What do you think about our offer (our proposal? the plan I've presented/ the schedule...)  
How does that sound?  
How does that sound to you?

---

**5. To make sure everyone understands your agreement**

---

I would like to clarify our position.  
Just to clarify...

---

**6. If everything goes well, to close the negotiation:**

---

It's a deal.  
We have a deal.  
I think we have a deal.

---

*For more details, how to negotiate follow the link: ....*

<https://christinarebuffet.com/blog/business-english-negotiations/#section-2>

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## **Текст 2 «Negotiation across the globe: How cultures impact style»**

*1. Прочтите текст и составьте список из незнакомых слов. Переведите незнакомые слова на русский язык (создайте свой учебный модуль в приложении quizlet).*

If you're doing business internationally, it's important to be aware of the different negotiation styles used around the globe. Depending on the country, culture can have a big impact on the way negotiations are conducted.

In Japan for instance communication tends to be more reserved than in countries like the United States where people are much more expressive. In Mexico people frequently communicate through physical contact, such as touching a shoulder or giving a hug after conversing. And in India speaking too loudly, for example, can be seen as disrespectful. These fundamental differences in communication styles go beyond language barriers - they're reflective activities and expectations that vary from culture to culture. Understanding these nuances can help us better interact with those around us and adjust our own behavior when communicating with someone from another culture.

### *Tips for negotiating with people from different cultures*

Negotiating in foreign cultures can be challenging, but with the right preparation and respect for different customs, it will become easier. To make a successful negotiation, take the time to learn about the culture of the other party. Research some of the common ways people communicate and how they handle negotiations. Show respect through your words and attitude; any rudeness or disingenuity on your part could lose



you the deal. In addition, it is important to maintain an open attitude while at the same time remaining aware of cultural differences which may affect communication styles as well as points of view on certain topics. Finally, no matter what culture you are negotiating with, always remember that you are both working towards a shared goal – finding an outcome that works for everyone involved.

II. Определите предложения как верные (**True +**) или неверные (**False -**).

1. If you're doing business with different countries, you should be aware of the different negotiation styles used across the world.		
2. Culture doesn't influence the way negotiations are conducted.		
3. In the United States people are not emotional.		
4. Being aware of cultural differences can help us adjust our own behavior when communicating with someone from another culture.		
5. When parties negotiate they are trying to reach a shared goal – finding an outcome that works for everyone involved.		

III. Ответьте на вопросы.

1. Why is it important to be aware of the different negotiation styles used around the globe if you're doing business internationally?
2. What is the difference between communication in Japan and the USA?
3. According to the text in which country do people frequently communicate through physical contact?
4. Can speaking too loudly be seen as disrespectful?

### Текст 3 «How to negotiate over the phone»

I. Изучите лексику в приложении Quizlet по ссылке ниже.

<https://quizlet.com/907551766/Текст-how-to-negotiate-over-the-phone-flash-cards/>

II. Прочитайте и переведите текст на русский язык.

A good number of people have gained *top-notch negotiation skills* and have mastered the art of getting deals settled in *one-on-one conversations* by following the negotiation society. In today's world, *negotiators* have gone far beyond a physical interaction involving two or more parties. It can be done in different contexts and with various media. One of such ways is negotiating over the phone. People choose *to negotiate over the phone* for many reasons. First, it is quite convenient and can be set up easily. Furthermore, the *accessibility* to mobile phones makes it a preferred choice for people in different geographical locations *to conclude a deal*, while saving cost on transport and time. Also, over-the-phone negotiations are less *strenuous*. You can get support from people around you and in *a familiar environment*, where you feel more comfortable. Giving a surprise call to your *counterpart* can turn the negotiation to

your favor. However, the same strategy can be employed against you. Which is why you should understand the rudiments of engaging in a negotiation over the phone, and best practices to ensure you *get the best deal*.

While *setting up a negotiation* over the phone is quite easy, many factors should be considered in making sure your dialogue goes as you desire. You will want to have this kind of conversation in a place with minimal distraction, for instance.

**Be careful not to expose too much:** When speaking on the phone, it is easy to ramble on and on, as you do not have visual cues to determine if what are you saying sits well with the other party, or if your point is well understood. Try to prepare your points before talking on the phone. You will use a different approach, as people do not interact over the phone, as they do in real life.

**Listen attentively:** Humans are *visual creatures*, and as such, visuals account for about 90% of the information taken in, about the surrounding. When on calls, you are not privy to visual cues that determine the body language of the other party. You have to rely on the words used, tone, and manner in which they communicate. Active listening is, therefore, important if you want to get the best possible deal without missing out on any important info.

An excellent way to check if you are on the same page is to repeat what you heard at intervals. Doing this clears any discrepancy or ambiguous detail. It also helps you understand the situation better.

**Give room for the other party to speak:** do not be the only one talking, throughout the call. When you speak more, you are likely to give out too much information (see the first tip above). Allow the other party to fill you in with as much information as possible.

**Control the pace of the conversation:** when you are involved in a conversation over the phone, try to take charge of the negotiation by controlling the speed at which decisions are made. You can then reschedule the call for when you are fully decided.

**Ensure the negotiation is following the right procedure:** when you do not check to see if you are on the phone with the right person, you may be roped into a conversation with an inappropriate channel and have a deal go awry. Check to confirm that you are negotiating with the right person and, if not, route the call to the appropriate party.

**Make sure you are clearly understood:** even when you are not talking over the other party, do your best to communicate clearly in a way the other party understands you. Go over your points, ensuring your counterpart is carried along.

**Follow up after the call:** in the course of the phone call, you must have made essential notes and reached certain conclusions. Prepare these as a document and send it to the other party, to confirm all the details and clear out any possible misunderstandings. Having negotiations can result in more back and forth than a physical meeting. It can also negatively affect the relationship with the other party. As such, *endeavor to have physical deals with parties you intend to maintain their relationship*. Otherwise, negotiating over the phone provides an effective means of fast-tracking

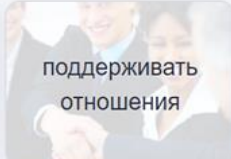
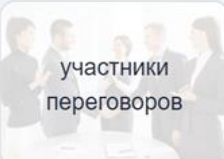
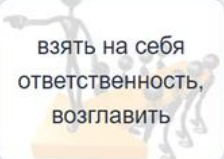
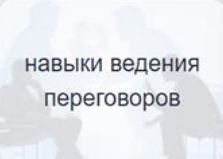
deals and conveniently reaching decisions with other parties, especially when distance is a barrier.

III. Заполните пропуски словами и словосочетаниями из текста.

negotiations \* accessibility \* over the phone \* a familiar environment \* visual creatures \* setting up a negotiation \* negotiators

1. Thanks to the \_\_\_\_\_ to mobile phones people often negotiate \_\_\_\_\_.
2. During over-the-phone \_\_\_\_\_ you can get support from people around you and in \_\_\_\_\_ where you feel more comfortable.
3. Humans beings are \_\_\_\_\_.
4. When \_\_\_\_\_ over the phone you can have this kind of conversation in a place with minimal distraction.
5. Nowadays \_\_\_\_\_ go far beyond a physical interaction involving two or more parties.

IV. Соотнесите русский эквивалент с английским.

a familiar environment	разговор с глазу на глаз	 поддерживать отношения	 участники переговоров	a) _____ _____ _____ _____ _____
one-on-one conversation	negotiation skills	to maintain relationship	знакомая обстановка	
negotiators	 взять на себя ответственность, возглавить	 навыки ведения переговоров	to take charge of	

to take charge of	to get the best deal	взять на себя ответственность, возглавить	top-notch	б) _____ _____ _____ _____ _____
навыки ведения переговоров	negotiation skills	to negotiate over the phone	visual creatures	
визуальные существа	вести переговоры по телефону	заклучить лучшую сделку	первоклассный, превосходный, высший класс	

### Текст 4 «Starting a phone conversation»

I. Прочитайте диалоги и переведите на русский язык.

The call on the left is between two friends: Joe and Lily. When British people answer the phone at home, they usually just say 'hello'. The call on the right is a more formal business call.

JOE: Hello?

FORMAL

LILY: **Is that** Joe?

JOE: Yeah.

LILY: Hi. **It's** Lily.

RECEPTIONIST: Good morning. Chalfont Electronics.

INFORMAL

PAUL SHARP: Oh, **could I speak to** Jane Gordon, please?

RECEPTIONIST: Yes. **Who's calling**, please?

PAUL SHARP: **My name is** Paul Sharp from Bexel Plastics.

RECEPTIONIST: Right, Mr Sharp. **I'm putting you through** [I'm connecting you] ... (pause) ...



JANE GORDON: Hello?

PAUL SHARP: Mrs Gordon?

JANE GORDON: **Speaking**. [Yes, this is Mrs Gordon.]

## Текст 5 «Problems on the phone»

I. Прочтите тексты, переведите на русский язык.

 <p>I tried to <b>ring</b> you this morning [phone you] but I think you were <b>on the phone</b> to your mother [using the phone].</p>	 <p>I think I <b>dialled</b> [made a phone call to a particular number] <b>the wrong number</b> (e.g. 451 and not 351) this morning – I got a very angry person on the phone!</p>
 <p>I <b>gave her a ring</b> this morning [phoned her], but I couldn't <b>get through</b> [make contact / speak to her]; the line was <b>engaged</b> [being used, someone was on the phone].</p>	 <p>I <b>left a message</b> (e.g. Please ring me) on Dan's <b>answerphone</b> as he was <b>out</b> [not there; <i>syn</i> not in], but he never <b>phoned me back</b> [returned my phone call], so I don't know if he got my message.</p>

II. Переведите предложения на английский язык.

а. Когда вы пытались мне позвонить, я разговаривала с заказчиком.

---

б. К сожалению, я ошиблась номером.

---

в. Они пообещали перезвонить нам через 2 часа.

---

г. Я не смогла дозвониться вчера. Линия была занята.

---

III. Заполните пропуски словами и словосочетаниями из текста.

calling \* engaged \* answerphone \* on \* Speaking \* my name is \* out /not in \*  
message \* phone/ring/call (you) back \* putting \* Is that \* Is that \* through \* It's

A: Hello?  
 B: Good morning. Could I <sup>1</sup>  *speak to* ..... Luke James?  
 A: Who's <sup>2</sup> ....., please?  
 B: <sup>3</sup> ..... Liam Matthews.  
 A: One moment, please. I'm <sup>4</sup> ..... you through.  
 C: Hello?  
 B: <sup>5</sup> ..... Mr James?  
 C: <sup>6</sup> ..... .

A: Good morning. Boulding Limited. Can I help you?  
 B: Yes. I'm trying to contact Oliver Fallow. He left a <sup>7</sup> ..... on my <sup>8</sup> .....  
 A: I see. Well, I'm afraid Mr Fallow's <sup>9</sup> ..... at the moment. Can I ask him to  
<sup>10</sup> ..... you ..... later?

A: Hello.  
 B: Hi. <sup>11</sup> ..... Carlos?  
 A: Yeah, speaking.  
 B: Hi Carlos. <sup>12</sup> ..... Serena.  
 A: Oh hello. I was expecting you to ring last night.  
 B: I did, but I couldn't get <sup>13</sup> ..... ; the line was <sup>14</sup> .....  
 A: Oh yes, I'm sorry about that. I was <sup>15</sup> ..... the phone to my brother for about  
 an hour.

## Текст 6 «Mobile phones and texting»

I. Прочтите текст и выполните задания после текста.

Many people use their mobile mostly/mainly for texting. Texting has now been around for over 25 years and it's estimated that 8 trillion text messages are sent globally every year. Like it or not, texting abbreviations (like the ubiquitous "LOL") are very commonly used in messages.

Why abbreviate?

Text messages used to be expensive to send and receive, and because they were limited to 160 characters per message, every character was precious.

As texting became popular, a new language of acronyms and texting abbreviations evolved and became embedded in texting and internet culture. Despite our smartphones having full keyboards, texting abbreviations are still convenient shortcuts and remain a staple in communications worldwide.

These are common text <b>abbreviations</b> :	
ASAP	= as soon as possible
CU	= see you
BF	= boyfriend (GF = girlfriend)



IMO	= in my opinion
B4	= before
FYI	= for your information
2DAY	= today
U	= you
2MORO	= tomorrow
THX	= thanks
Y	= why?
LOL	= laughing out loud
PLS	= please
X	= kiss
BC	= because
IDK	= I don't know
LMK	= let me know
JK	= just kidding
NP	= no problem
OMG	= oh my god
TMI	= too much information
TTYL	= talk to you later

*II. Найдите синонимичные фразы к следующим выражениям.*

sending short written messages from one phone to another	
in spite of	
get	
letters which represent words	
valuable/worth a lot of money	
most of the time	
around the world	
famous	


*III. Расшифруйте следующие аббревиатуры.*

GRT	= great	THX	
FYI		IMO	
X		BF	
LOL		ASAP	
CU		U	

## Текст 7 «Telephoning: asking to speak to someone»

I. Прочтите и переведите диалог на русский язык.

Mike Barr wants to speak to Jane Owen.



Primo Plastics, **good morning**.

**Hello. Can you put me through to Jane Owen in Sales, please?**<sup>1</sup>

**One moment, please.**<sup>2</sup> I'm afraid the line's busy. **Do you want to hold or would you like to call back later?**

**I'll call again later. What's her direct line?**<sup>3</sup>

**Her direct line is 7942 8321.**

7942 8321. **Thanks. Goodbye.**

II. Заполните пропуски подходящими словами и словосочетаниям из диалога выше.

Receptionist: Primo Plastics, good morning.  
 Arabella: Hello. Can **(1)** ..... to John Quinn in Finance, please?  
 Receptionist: **(2)** ....., please. I'm **(3)** .....  
 .... I'm afraid **(4)** .....  
 ..... Do you **(5)** .....  
 ..... or would you like to **(6)** .....  
 ?  
 Arabella: I'll **(7)** ....., ....  
 (One minute later.)  
 Receptionist: The line's still **(8)** ....., I'm afraid.  
 Arabella: I'll try **(9)** ..... Could you give me **(10)** ..... his direct line?  
 Receptionist: His **(11)** ..... is 7942 ...  
 Arabella: 7942 ...  
 Receptionist: ... 8339.  
 Arabella: 8339. Thanks. Goodbye.  
 Receptionist: Goodbye.

III. Соотнесите русские эквиваленты с английскими:

1. Это срочно.	a. Delete the message.
2. Удалить сообщение.	b. Voicemail.
3. перезвоните позже.	c. Listen to a message.
4. Оставьте сообщение.	d. Call back later.
5. Прослушать сообщение.	e. It's urgent.
6. Голосовое сообщение.	f. Leave a message.

## Текст 8 «Negotiations»

I. *Посмотрите видео по ссылке <https://www.youtube.com/watch?v=kO-xNOOoxsM> и заполните пропуски.*

Tony: Hello, this is Tony 1. \_\_\_\_\_.

Sarah: Hi, Tony 2. \_\_\_\_\_ is Sarah from Zenas 3. \_\_\_\_\_.

Tony: Oh, Hi, Sarah.

Sarah: I was 4. \_\_\_\_\_ if you received our proposal for the 5. \_\_\_\_\_.

Tony: Yes, we did. Thanks for following up. We like most of the 6. \_\_\_\_\_ of your proposal. But we still need to come to 7. \_\_\_\_\_ on the price.

Sarah: We've already given you our rock 8. \_\_\_\_\_ price. We are doing the best we can. I think we are being extremely 9. \_\_\_\_\_. What are you thinking?

Tony: Can you do better on what you have quoted us for labour. The price seems a little high. We don't think it requires as many hours as you are quoting

Sarah: We might be able to trim a little bit off what we've quoted. How about an 10. \_\_\_\_\_ 3 percent 11. \_\_\_\_\_.

Tony: Thanks for being 12. \_\_\_\_\_. But we are hoping for something closer to 12 percent.

Sarah: 12 percent? That's pretty steep. There are too many 13. \_\_\_\_\_ costs that are out of our control.

Tony: Well. Can you 14. \_\_\_\_\_ me half way at 6 percent.

Sarah: I think it might be 15. \_\_\_\_\_ if that's the only stumbling block. I can't make any promises but I will definitely go to bat for you.

Tony: That's all I can ask.

Sarah: Perfect. I hope to have more good news for you in a couple of days. Give me some time to talk the things over the 16. \_\_\_\_\_ management. I'll be in touch soon.

## ДОПОЛНИТЕЛЬНЫЕ ТЕКСТЫ ДЛЯ ЧТЕНИЯ

### **Curriculum Vitae: tips that can help**

Six out of ten CV's which are prepared by Information Technology professionals fail to meet the basic standards and are turned down without even being read fully, according to a recruitment company. As a consequence, thousands of candidates are excluding themselves from attractive job opportunities.

Although the company handles over 60,000 CV's per year, it estimates that at least 60% would not be admitted if they were sent directly to potential clients due to basic errors.

The company Marketing Director said, "Sadly it's often the most highly qualified candidates whose CV's are so poorly constructed that they are literally dead on arrival. Attractive job opportunities in the IT industry often generate intense competition and there is often little to choose between the candidates".

"Advice on the presentation format of CV's in relation to the requirements that they are being submitted for should be an Industry standard so as to add real value to the candidates that you are representing and indeed to fulfil your professional obligations to your clients".

"Writing a CV can be extremely difficult and too often a CV turns out to be a generic overview including a lot of information that is irrelevant. People should remember that an employer typically spends between 15 and 30 seconds scanning each CV and you have that one chance to make an impression".

"A good CV is more than just documentation of your career path; it is a marketing tool designed to present your professional career experience according to the new job specification. It should also include details of past professional successes that effectively demonstrate your ability to undertake the job responsibilities outlined".

### **Job applications**

Before you can snag an in-person interview with a potential employer, they may ask you to fill out a formal job application in addition to your provided resume and cover letter. By understanding the purpose of job applications and how to fill one out, you can successfully submit all the essential components to hopefully advance in the hiring process.

What is a job application? A job application is a formal document created by employers for job candidates to fill out in response to an open position. Job applications can appear in print or online formats and require you to answer questions about your credentials, citizen status and other information included in your resume and cover letter documents.

Types of job applications. Although digital job applications are becoming increasingly common, other application formats are still in use. Here are a few types of job applications you might encounter when applying for a position:

*In-person:* In-person job applications are common to those applying for sales or hospitality positions. This type of job application can typically be filled out immediately, and once completed, candidates might have an in-person interview on the same day.

*Paper:* Applicants either receive paper job applications from an employer or print them out from an online source to mail to an employer once completed.

*Online:* An online job application is typically filled out through the company's website or link in the job posting.

*Email:* With emailed job applications, an employer might post a standard form on their website for individuals to fill out and include as an attachment along with their resume and cover letter in a separate email to a hiring manager

### **Common job application elements**

Job applications can vary from company to company, but there are a few common elements you might encounter:

**Name, address and contact information:** Include your full name, home address or general location of residence and the best methods to contact you, such as email, phone number and possibly a link to your professional profile.

**Citizenship/veteran status:** This is important for employers to know about for tax and other legal purposes affecting the hiring process. Employers also might be passionate about hiring veterans or offer incentives.

**Educational background:** Specific sections might include names and locations of institutions, years attended, degree(s) acquired and relevant coursework.

**Past employment:** Potential sections include company name and location, supervisor information, years employed and specific job duties.

**Company-specific questions:** A job application might also include company-tailored questions similar to those you'd encounter during an in-person interview, such as "What makes you qualified for this position?"

**Verification statement and signature:** Toward the end of a job application, you might encounter a statement to acknowledge each piece of information in the application is truthful and accurate. Your signature is likely the last component, whether written in person or typed out in a digital form.

### **Working in a remote team**

So what can managers of remote teams do to improve meetings and encourage successful team bonding? Here are five tips.

**1. Build trust quickly.** It can be hard to trust people you don't know very well, so make sure the first meeting includes proper introductions, where members of the team are able to share information about themselves, their role and their context. Encourage people to have their camera on for conference calls right from the start so that team members can put a face to a name and build stronger relationships.

2. Discuss preferred communication styles and approaches to work. Schedule some time during one of the initial meetings to talk about things like time-keeping, expected amount of participation, how closely members prefer to follow the agenda and so on. Talk about the challenges of online meeting platforms and how members can help make meetings more effective.

3. Discourage distractions. Minimise the risk of people multitasking and not paying attention during meetings by creating a culture of calling with video on. Another way to ensure that people concentrate during meetings is to give each member a role, for example, someone to take the minutes, someone to notice problems and someone to offer ideas and alternatives.

4. Try to understand what silence means. If someone is quiet for a while, it might mean ‘thinking time’, and that’s OK. But it might also mean lack of understanding or disagreement, so try to get more information from them. Ask for everyone’s point of view at the beginning of a new project and make regular opportunities to speak to team members individually. This will help you understand other people’s opinions on things and avoid misunderstandings.

5. Actively manage turn-taking and be careful not to let one person dominate the meeting. If you notice that someone isn’t talking much, ask them for their opinions and bring them into the conversation, or speak to that person later individually to check everything is OK.

With team members located in different places, remote meetings are vital for team bonding and effective teamwork. By making an effort to build trust and encourage good communication, we can avoid common problems and find new ways of working that bring many advantages to the team.

## **What skills will the workforce of the future need?**

As technological innovations continue to change the workplace, we are seeing more industries entrust their operations to new gadgets, software and programs that can transform the workplace. One such technology that has the potential to revolutionise workplaces in the coming years is RPA (Robotic Process Automation). With more industries starting to embrace RPA software, RPA robots would be able to handle mundane, repetitive tasks like some of the clerical work normally dealt with by administrative staff, thereby lowering running costs and increasing productivity. There is a common concern that companies employing technology like RPA are only interested in increasing their profit margins through cost reduction, and that this trend would eventually leave most of the workforce jobless. However, while it is true that the menial tasks of administrative and clerical jobs are likely to be taken over by automation, the demands on the average office worker will evolve to include more creative work, managerial duties and communication with clients and suppliers. © 2019 British Council [www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish) With this shift in focus, the skills required of future workers are also bound to change. Moving away from basic data entry skills, the worker of the future will be expected to have transferable problem-solving and critical thinking skills that will enable them to tackle any difficult situation and



work independently to find solutions. The ability to adapt and be agile would also be essential in a world that is likely to become increasingly volatile, uncertain and complex. Having such flexibility, coupled with the desire to keep learning and the initiative to step forward, the successful worker of the future is one who will be able to use their skills to seek out opportunities, make improvements and take on new challenges wherever they'll be working. By equipping our future generation of workers with such business skills, we can ensure that when automation fully takes over, our workers will have the survival skills to become better employees and leaders of the future.

**Tips 1.** It is helpful to start with a more general statement before narrowing it down to talking about a specific example, e.g. technological advancements will continue to change the workplace → one such technology is RPA.

**Tips 2.** Use clauses to show if a change is going to happen: • over a period of time, e.g. As technological innovations continue to change the workplace, ... / With more industries starting to embrace RPA software, ... • at some point in the future, e.g. when automation fully takes over, ...

**Tips 3.** Connect new paragraphs to what was previously written in order to achieve better cohesion, e.g. With this shift in focus, ... / The ability to adapt and be agile would also be essential ... / By equipping our future generation of workers with such business skills, ...

**Tips 4.** When talking about future trends, use a variety of phrases to show the different levels of probability of things happening, e.g. to be likely to, to have the potential to, to be expected to, to be bound to.

**Tips 5.** Conclude with a summary of the main points of your article.

### **Comments on the article «Skills for the 21 century»**

Which of the skills mentioned in the article do you think is the most important? Why?

**1.** I think the most important skills in workplace in the 21st century are imagination, communication and anything that can only be done by people. Many old jobs are going to be replaced by robots so it's very important to develop different skills than the ones which were more used in the past.

**2.** In my opinion, in the 21st century most important skill is to communication skill and problem-solving skills are very important we live in the modern world we spend most of our time on the internet and we communicate with each other and recently many new technologies introduced in the future technology change itself briskly.

**3.** I think one of the most important skills is critical analysis for the following reasons. In the age of technology, there are so many ways to approach information and it is hard to verify them. Hence, it is necessary to be able to differentiate between reliable and false information.

**4.** For sure communication skills are the most important ability to work on. We don't have to know everything but if you can communicate what you want effectively, you'll be able to achieve your goals. All things considered, you must be honest to talk

about problems in projects, to stress some points like drawbacks and ask for some help to your coworkers.

**5.** In my opinion, the most beneficial skill is communication skill for the following reason. Employees have to convince their opponents when negotiating in order to gain benefit for a company. Hence, I can assume that this soft skill is vitally important.

**6.** I think that communication is the most important because we can achieve a lot if we can efficiently talk to each other and fight for our opinion.

**7.** I think that solving problems and communications skills are the most important skill you need because you need to communicate with other people and you need to know how to fix problems that cause issues at work.

**8.** There are many important skills. I think that skill to organize the time is a most important. Nowadays people have a lot of skills, work and things they need to do. It is very hard if they cannot organize time and well relax.

**9.** In my opinion, the best skill for 21.st century is technology literacy. We must learn a programming language for this. In the near future robots will use in industry, health, and agriculture. This robot will be equipped with artificial intelligence (AI). If we learn technology, we can control the future.

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## **Running a Company**

Don't go into business with your best friend. You need to know that your work ethic, habits are compatible and skills should be complementary. Look into your past for potential partners. Finding the right partner is harder than you think. Be aware that your business partners might change. This doesn't mean your business is doomed if things don't work out with your business partners. Your ability to keep going in the face of such changes is a good sign of the resilience of your business.

There is no such thing as a ready plan. You won't know what parts of your business will succeed and which will fail. Start from something you're good at. Passion won't drive you long enough, your skills will. Some changes have been easy, some more difficult. When you start with many people, it is inevitable that people's expectations and life situations won't follow the same path. Don't be afraid to push the issue when your interests are not being met. Sometimes it will mean parting ways with others, sometimes it means taking new risks. Complacency and stagnation will lead into lack of interest and slow demise almost certainly. Conflict is inevitable. How you deal with the conflict is up to you. Don't make enemies.

Companies are built on top of their founders' reputation and network. Building your personal brand is essential. You're literally selling yourself and trying to convince the people you hang out with are also worth it.

Customers are everything. If you run out of customers, you run out of money sooner or later and it is all over. The commitment between you and your customer is often one directional. You commit to deliver long term, they commit to pay only your next invoice. You provide the scalable workforce. If things go badly, you're the first one out the door. That's the deal. Every contract you have is always coming to the end. A renewal will be negotiated. You're permanently temporary.

Your own employees, however, are permanent. When you hire someone you must sincerely commit to them, long term.

This is a balancing act between customers and employees. Commitment to your employees must be absolute. But so should be your commitment to the customer. You're hired because your customer believes that by paying you the product they're building will be better than without you. If you want to have a long running company, you have to make that belief to become reality.

If you're a company founder you not only sit on every chair and take on every role but also take blame for everything. After all it is you, who is in control. If things

are going well, you might feel invisible, when not, you're the center of the attention. As a founder your main role is to make sure that others are happy and can do their work and get paid. Personal conflict, financial trouble, customer dissatisfaction, everything is on you to solve. If you're lucky and have great business partners you will be able to lean on them to solve some issues with you. At the very least you need to have people to talk to and come up with solutions

### **Basic negotiation principles**

When you come to a meeting with a client and think only about how important it is to conclude an agreement or sell at a higher price, then, firstly, it is easier to manipulate you, and secondly, the interlocutor will quickly feel that the whole conversation is reduced to one thought.

The client, of course, understands that you want to get a new contract or sell something, but it should not seem to him that these negotiations are your only chance, and you will do whatever you want to make the deal go through. On the contrary, it will alienate him.

It is important to be on an equal footing with the interlocutor, even if it is difficult. Speak with respect and reason.

It's okay to disagree with the interlocutor's terms. Taking a break to think before approving final agreements is also okay.

You do not have to convince the client by all means of the need to conclude an agreement with you. It is enough to calmly and reasonably tell about the benefits, emphasize the benefits, point to your experience.

Failure to convince the client to work with you is not the end of the world. You yourself can refuse to work together if you understand that your views on business processes do not coincide. This rule works great both in business and in everyday life. To better understand a person's motivation, you need to be in his head.

In the context of sales negotiations, this means that you have to think about the problems, tasks of the client and offer the best solutions. It is imperative to be sincere and show a real desire to help the client's business. Again, we discard the thoughts about "we need to close an account for 500 thousand this month" and fully focus on the mission – to make the life of the client (company, person) better. We'll talk about the mission separately.

Usually, the interlocutor feels a sincere attitude and begins to give more information, thus it will be much easier to negotiate with him. Sometimes, if one interlocutor looks perfect, he has an impeccable presentation, convincing speech, and so on, then the other interlocutor may find himself in an uncomfortable situation, begin to feel constrained. In this case, it is necessary to defuse the situation: say that you forgot something, borrow a pen, make a joke to yourself. To be on an equal footing again.

### **The main stages and forms of business negotiations**

Business negotiations are a special form of communication between parties with opposite or identical interests. The main goal of the process is an agreement on mutually beneficial cooperation, exchange of information and experience, settlement of relations, clarification of different positions on some issues.

During the conversation, specialists try to reach the planned agreements.

There are three generally accepted stages of negotiations:

1. Preparatory. Determining the main subject, the desired goal, developing an effective plan, establishing contact.
2. Main. Formation of proposals, the use of objective criteria, strong arguments, belief systems. Analysis and solution of controversial issues.
3. Final. Reaching agreements, analyzing the results of the process, monitoring the implementation of the reached oral or written agreements.

There are many forms of negotiation: personal meetings; telephone Communication, e-mail correspondence, video conferencing, online chats, messengers.

Individual meetings provide participants with the opportunity to express themselves, find out the opinion, wishes, goals of the interlocutor, use the information received for a profitable presentation of the proposal, and quickly come to a common denominator.

Telephone conversations are a great way to establish contact with an opponent at a distance, to catch a suitable communication style, and to understand the degree of interest of a party by tone.

Negotiations by e-mail, through popular managers, online chat require sufficient time to think over the details, words, wording, and draw up the correct proposal.

Video conferencing allows you to conduct a conversation in person using different types of information – sound, image, documents. An interactive tool helps to show the product, clearly demonstrate the benefits of the product.

### **Common mistakes: what to avoid in a conversation**

Many online store employees make mistakes that doom a business conversation to failure. They are conventionally divided into typical, communication, specific.

Experts advise avoiding the following mistakes:

- the use of an arrogant, instructive tone, monotonous speech;
- providing false information;
- inattention, abstraction on extraneous topics, actions;
- an acute reaction to provocations, the manifestation of negative emotions, getting involved in heated arguments with a transition to personalities;
- use in speech of words-parasites, slang incomprehensible to the interlocutor;
- excessive improvisation associated with insufficient specialist training;
- exceeding acceptable boundaries in an attempt to make the conversation relaxed, less formal;
- aggressive psychological pressure;
- speech or spelling mistakes.

Negotiating is a real art. Ideally, you can master it only with experience. Work on your own professionalism, do not forget about the elementary rules of etiquette, respect and value your interlocutors. With this approach, the likelihood of achieving the expected results from the process is much higher. And remember: there is no limit to perfection. From time to time, specialized trainings, courses, thematic webinars will help to improve knowledge in the field of conducting a business conversation.



### 3. КОНТРОЛЬ ЗНАНИЙ

#### ЛЕКСИКО-ТЕМАТИЧЕСКИЕ ТЕСТЫ

##### ТЕМА I

##### Тест 1

I. Выберите соответствующий перевод слов:

##### 1. нанимать на работу

a) to send a CV/a resume/a cover letter	В) to schedule an interview
б) to recruit (BrE)/to hire (AmE)	Г) a recruit/a hire

##### 2. набор персонала, подбор кадров

a) an employment agency	В) a recruit/a hire
б) recruitment	Г) hiring process

##### 3. отправить резюме

a) to schedule an interview	В) to send a CV/a resume/a cover letter
б) to find a job	Г) to recruit (BrE)/to hire (AmE)

##### 4. агентство по трудоустройству

a) employment	В) an employment agency
б) a recruiter	Г) to apply to a company

##### 5. сотрудник, работник

a) employment	В) an employee
б) to employ	Г) an employment agency

##### 6. человек, ищущий работу (соискатель)

a) a cover letter	В) an employee
б) a job seeker	Г) a job application

##### 7. трудоустройство, занятость

a) hiring	В) hiring process
б) employment	Г) recruitment

##### 8. резюме

a) recruitment	В) hiring process
б) CV/resume/résumé	Г) a recruit/a hire

##### 9. подавать заявление о приеме на работу

a) to apply for a job/position	В) to schedule an interview
б) to find a job	Г) applicant

##### 10. искать работу

a) to exaggerate	В) to look for work
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б) telephone number	г) to draw attention
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**11. обязанности, ответственность**

а) responsibilities	в) responsible for
б) work experience	г) deliver training

**12. опыт работы, трудовой стаж**

а) qualifications	в) education
б) work experience	г) skills

**13. образование, обучение**

а) work experience	в) job title
б) experience	г) education

**14. ответственный/ отвечать за**

а) cover letter	в) responsibilities
б) responsible for	г) work experience

**Тест 2**

*1. Выберите соответствующий перевод слов:*

**1. руководить, управлять командой**

а) to lead a team/project	в) to draw attention
б) to manage a team/project	г) to develop a product/positive atmosphere

**2. резюме, краткая биография**

а) CV (curriculum vitae)	в) to provide training
б) to lead a team/project	г) working environment

**3. ФИО/полное имя**

а) job search	в) to exaggerate
б) full name	г) telephone number

**4. контактные данные/информация**

а) work experience	в) contact details
б) job title	г) cover letter

**5. предоставляется по запросу**

а) a community of followers	в) specialist knowledge
б) employment history	г) available on request

**6. способность, умение**

а) profile	в) a community of followers
б) ability	г) collaborator

**7. профессиональные знания**

a) to specialise in	В) specialist knowledge
б) available on request	Г) to monetise a blog

**8. специализироваться в**

a) specialist knowledge	В) to build up a community
б) to monetise a blog	Г) to specialise in

**9. сообщество подписчиков**

a) comprehensive experience	В) a community of followers
б) specialist knowledge	Г) to build up a community

**10. создавать сообщество**

a) comprehensive experience	В) to build up a community
б) to monetise a blog	Г) a community of followers

**11. инициативы**

a) to specialise in	В) initiatives
б) collaborator	Г) creative break

**12. всесторонний опыт**

a) to build up a community	В) a community of followers
б) to monetise a blog	Г) comprehensive experience

**13. творческий перерыв**

a) to specialise in	В) to monetise a blog
б) collaborator	Г) creative break

**14. коммуникативные навыки, навыки общения**

a) to monetise a blog	В) a community of followers
б) communication skills	Г) specialist knowledge

**Тест 3**

1. Определите предложения как верные (True +) или неверные (False -).

1. It's always a good idea to include a photo.		
2. When you list your work experience, you should put the first job you did first.		
3. The longer your CV is, the better it is.		
4. Using active verbs rather than passive structures helps to create a good impression.		
5. It's better not to mention periods of time when you were not in paid work		
6. You should always tell the truth on your CV.		
7. Presentation and small mistakes don't matter – it's the content that's important.		
8. Cover letters are nice to have but not entirely necessary.		

## ТЕМА II

### Тест 1

I. Выберите соответствующий перевод слов:

#### 1. информация в письменной форме

a) written information	в) cultural differences
б) visual information	г) to involve collaboration

#### 2. производительность, продуктивность

a) responsibility	в) productively
б) collaboration	г) productivity

#### 3. глобальное сообщество, мировое сообщество

a) a global community	в) a global economy
б) to communicate	г) visual information

#### 4. место работы

a) workplace	в) skills
б) to process	г) to move fast

#### 5. эффективный, действенный, продуктивный

a) responsibility	в) efficient
б) productivity	г) productively

#### 6. иметь дело с чем-либо

a) to deal with conflict and difficult situations	в) to build good relations
б) to deal with something	г) cultural differences

#### 7. общаться или сообщать, передавать

a) to involve	в) responsibility
б) to communicate	г) conflict

#### 8. визуальная (зрительная) информация

a) written information	в) a global community
б) visual information	г) a global economy

#### 9. навыки, умения

a) skills	в) to appreciate
б) workplace	г) relations

#### 10. ответственность перед обществом

a) responsibility to society	в) productivity
б) responsibility to the environment	г) responsibility

**11. человек, способный эффективно доносить до других людей информацию, мысли и чувства**

a) communicator	В) key issues
б) to negotiate	Г) improvements

**12. недостоверная информация**

a) to negotiate	В) creative solutions
б) false information	Г) age of technology

**13. подходы**

a) key issues	В) age of technology
б) approaches	Г) improvements

**14. вести переговоры, договариваться**

a) false information	В) improvements
б) to negotiate	Г) communicator

**15. век технологий**

a) to make a decision	В) false information
б) age of technology	Г) creative solutions

**16. подтверждать достоверность информации**

a) age of technology	В) verify the information
б) false information	Г) to develop all kinds of skills

**17. развивать все виды навыков**

a) to develop all kinds of skills	В) verify the information
б) to negotiate	Г) to make a decision

## Тест 2

*I. Выберите соответствующий перевод слов:*

**1. креативные решения**

a) false information	В) to make a decision
б) age of technology	Г) creative solutions

**2. принять решение**

a) false information	В) creative solutions
б) to make a decision	Г) age of technology

**3. поисковая функция**

a) digital marketing	В) to stay informed
б) advertisement for	Г) a search function

**4. нажмите на ссылку/ перейдите по ссылке**

a) to click on a link б) to enter a city name	в) to interact with sb г) to collect data
--	--

**5. реклама чего-то**

a) a search function б) digital marketing	в) advertisement for г) online services
--	--

**6. онлайн сервисы**

a) advertisement for б) to stay informed	в) online activity г) online services
---	--

**7. онлайн активность**

a) to interact with sb б) to collect data	в) online activity г) online services
--	--

**8. отслеживать поведение онлайн**

a) to track behaviour online б) to collect and store online	в) to share physical location г) to keep track of personal information
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**9. доступный**

a) digital world б) accessible	в) to protect г) online services
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**10. безопасность информации**

a) to enter a city name б) security of information	в) to collect and store online г) to track behaviour online
---	--

**11. цифровой маркетинг**

a) digital world б) digital marketing	в) a search function г) 'digital footprint'
--	--

**12. конфиденциальность, частная жизнь**

a) privacy б) right to privacy	в) to pop up г) to protect
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**13. собирать и хранить онлайн**

a) to track behaviour online б) to share physical location	в) to collect and store online г) to collect data
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**14. поделиться физической локацией**

a) to track behaviour online б) to share physical location	в) to collect and store online г) to collect data
---	--

**15. взаимодействовать с кем-либо**

a) to click on a link б) to interact with sb	в) to collect data г) to enter a city name
---	---



### 16. цифровой след, цифровая среда

a) 'digital footprint'	В) digital marketing
б) to interact with sb	Г) digital world

### 17. цифровой мир

a) digital world	В) 'digital footprint'
б) digital marketing	Г) to stay informed

## ТЕМА III

### Тест 1

I. Выберите соответствующий перевод слов:

#### 1. управляющий по финансам

a) financial accountant	В) intangible products
б) financial manager	Г) tangible products

#### 2. конкурировать, соперничать

a) to compete	В) workforce
б) to convert resources	Г) government

#### 3. доставлять товары и услуги

a) to provide services	В) to deliver goods and services
б) to sell goods	Г) to accomplish organizational goals

#### 4. инвестировать деньги

a) to invest money	В) to make a profit
б) to meet goals	Г) to compete

#### 5. удовлетворять нужды, потребности

a) to make a profit	В) to provide services
б) to satisfy needs	Г) to meet requirements

#### 6. акционер

a) marketer	В) marketing
б) vendor	Г) stakeholder

#### 7. рабочая сила, сотрудники

a) marketing	В) to compete
б) workforce	Г) government

#### 8. ресурсы компании

a) company's resources	В) production process
б) customers' needs	Г) external factors

#### 9. предоставлять услуги, оказывать услуги

a) to generate a profit	B) to deliver goods and services
б) to convert resources	Г) to provide services

**10. достижения в технологии**

a) advances in technology	B) to convert resources
б) to satisfy the needs	Г) to operate in a vacuum

**11. фонды, денежные средства**

a) production process	B) vendor
б) funds	Г) stakeholder

**12. достигать целей**

a) to make a profit	B) to meet goals
б) to sell goods	Г) to meet needs

**13. экономическая катастрофа/экономический кризис**

a) to go bankrupt	B) economic disaster
б) creative marketing	Г) minor differences

**14. устаревший, несовременный, неактуальный**

a) effective	B) innovation
б) innovator	Г) outdated

**15. соперники (конкуренты)**

a) rivals	B) evident
б) durable	Г) behavior

**16. долговечные товары**

a) long lasting products	B) establish collaboration
б) on the other hand	Г) to achieve harmony

**17. обанкротиться, разориться**

a) well organized	B) to meet goals
б) to go bankrupt	Г) to meet needs

**18. офисная работа**

a) to clock off	B) day shift
б) remote work	Г) office work

**19. работать по сменам**

a) to work in shifts	B) a nine-to-five job
б) to work overtime	Г) to operate from home

**20. регулярный/установленный график работы**

a) to operate from home	B) to work in shifts
б) regular working hours	Г) remote work

## Тест 2

I. Выберите правильный термин:

### 1. быть основанным

a) powerful	В) to produce
б) mass-produced	Г) to be founded

### 2. массовое производство

a) to produce	В) mass-produced
б) to be founded	Г) recognizable

### 3. история корпорации/компании

a) competitor	В) marketing success
б) corporate history	Г) to team up

### 4. оборудование

a) competitor	В) a chairman
б) to create	Г) equipment

### 5. флагман

a) powerful	В) equipment
б) flagship	Г) products

### 6. доходный бизнес

a) marketing success	В) powerful
б) profitable business	Г) to be founded

### 7. узнаваемый, распознаваемый

a) mass-produced	В) to create
б) to produce	Г) recognizable

### 8. предметы, вещи, товары

a) items	В) to create
б) to team up	Г) equipment

### 9. успех маркетинга

a) marketing success	В) corporate history
б) mass-produced	Г) profitable business

### 10. отмечать время ухода с работы

a) clock on	В) to work overtime
б) to clock off	Г) remote work

### 11. отдел, департамент

a) night shift	В) flexitime
б) day shift	Г) department

**12. работать сверхурочно**

a) a nine-to-five job	В) to work in shifts
б) to operate from home	Г) to work overtime

**13. отмечать время прихода на работу**

a) clock on	В) remote work
б) to clock off	Г) flexitime

**14. работа с 9 до 17**

a) to operate from home	В) a nine-to-five job
б) to work in shifts	Г) to work overtime

**15. дневная смена**

a) day shift	В) night shift
б) department	Г) office work

**16. ночная смена, дежурство**

a) remote work	В) to clock off
б) day shift	Г) night shift

**17. гибкий график работы**

a) flexi time	В) day shift
б) night shift	Г) department

**18. пассажир, регулярно совершающий поездки из пригорода в город и обратно (обычно на работу)**

a) remote work	В) commuter
б) clock on	Г) to commute

**19. удаленная, дистанционная работа**

a) to clock off	В) remote work
б) night shift	Г) office work

**20. ездить на работу и обратно (часто из пригорода)**

a) office work	В) to clock off
б) to commute	Г) commuter

**21. работать из дома**

a) a nine-to-five job	В) to work in shifts
б) to work overtime	Г) to operate from home

**ТЕМА IV**

**Тест 1**

I. Выберите соответствующий перевод слов:

**1. цель, задача**

a) objective	В) overview
б) alternative	Г) intentions

**2. мотивировать, побуждать**

a) to negotiate	В) to maintain
б) to persuade	Г) to motivate

**3. сделка**

a) deal	В) solutions
б) objective	Г) quarrel

**4. переговоры, согласование**

a) negotiation	В) to maintain
б) to negotiate	Г) negotiation skills

**5. снизить требования**

a) to negotiate	В) reduce demands
б) shared interests	Г) to compromise

**6. стороны договора**

a) parties	В) overview
б) option	Г) priorities

**7. умения вести переговоры**

a) competitive situation	В) negotiation skills
б) relationship	Г) negotiation

**8. точка зрения, мнение, взгляд**

a) profitability	В) to negotiate
б) relationship	Г) point of view

**9. улучшить прибыльность**

a) negotiation skills	В) to compromise
б) competitive situation	Г) to improve profitability

**10. прибыльность, рентабельность, доходность**

a) point of view	В) profitability
б) misconception	Г) to collaborate

**11. первоклассный, превосходный, высший класс**

a) accessibility	В) negotiators
б) top-notch	Г) to take charge of

## 4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

### УЧЕБНАЯ ПРОГРАММА ПРОФЕССИОНАЛЬНАЯ ЛЕКСИКА НА ИНОСТРАННОМ ЯЗЫКЕ (АНГЛИЙСКИЙ)

для специальностей 1-25 01 07 «Экономика и управление на предприятии»,  
6-05-0311-02 «Экономика и управление»

Белорусский национальный технический университет

УТВЕРЖДАЮ

Проректор по учебной работе  
Белорусского национального  
технического университета

  
Ю. А. Николайчик

13/11. 2022

Регистрационный № УД-МНТУ/2-97 уч.

### ПРОФЕССИОНАЛЬНАЯ ЛЕКСИКА НА ИНОСТРАННОМ ЯЗЫКЕ (английский, немецкий, французский)

Учебная программа учреждения высшего образования  
по учебной дисциплине для специальности

1-25 01 07 «Экономика и управление на предприятии»

Специализация 1-25 01 07 21 «Экономика и правовое обеспечение  
хозяйственной деятельности»

Минск 2022 г.



Учебная программа составлена на основе образовательного стандарта ОСВО 1-25 01 07-2021 и учебного плана по специальности 1-25 01 07 «Экономика и управление на предприятии» специализация 1-25 01 07 21 «Экономика и правовое обеспечение хозяйственной деятельности» регистрационный № МИДО 112 соп-4/уч., утверждённый 23.05.2022г.

**СОСТАВИТЕЛИ:**

А.А. Шапаренко, старший преподаватель кафедры «Информационные технологии в управлении» Международного института дистанционного образования Белорусского национального технического университета

А.К. Точилина, старший преподаватель кафедры «Информационные технологии в управлении» Международного института дистанционного образования Белорусского национального технического университета

Н.П. Станкевич, старший преподаватель кафедры «Иностранные языки» ФТУГ Белорусского национального технического университета

**РЕЦЕНЗЕНТЫ:**

Т.И. Васильева, доцент кафедры «Английский язык № 1» Белорусского национального технического университета, кандидат филологических наук, доцент

М.Ю. Чикуль, доцент кафедры иностранных языков Белорусского государственного педагогического университета имени Максима Танка, кандидат филологических наук, доцент.

**РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:**

Кафедрой «Информационные технологии в управлении» Белорусского национального технического университета (протокол № 1 от 31 августа 2022 г.)

Заведующий кафедрой

 Е.С. Лисица

Методической комиссией Международного института дистанционного образования Белорусского национального технического университета (протокол № 2 от 1 ноября 2022 г.)

Председатель методической комиссии

 И.А. Сатиков

Научной библиотекой БНТУ

 Т.И. Бирюкова

Научно-методическим советом Белорусского национального технического университета (протокол № 10 секции №     от 15.11 2022 г.)

**Белорусский национальный технический университет**

**УТВЕРЖДАЮ**

Проректор по учебной работе  
Белорусского национального  
технического университета

*Ю.А. Николайчик*  
Ю.А. Николайчик

*08.07.2024*  
Регистрационный № *Д-10000189/уч.*

**ПРОФЕССИОНАЛЬНАЯ ЛЕКСИКА  
НА ИНОСТРАННОМ ЯЗЫКЕ  
(английский, немецкий, французский)**

**Учебная программа учреждения высшего образования  
по учебной дисциплине для специальности**

**6-05-0311-02 «Экономика и управление»**

**профилизации «Экономика и правовое обеспечение хозяйственной  
деятельности»**

Минск 2023 г.

Учебная программа составлена на основе образовательного стандарта ОСВО 6-05-0311-02-2023 и учебного плана специальности 6-05-0311-02 «Экономика и управление» профилизации «Экономика и правовое обеспечение хозяйственной деятельности» регистрационный № МИДО 112 зи-1/уч., утверждённый 03.04.2023г.

#### **СОСТАВИТЕЛИ:**

А.А. Шапаренко, старший преподаватель кафедры «Информационные технологии в управлении» Международного института дистанционного образования Белорусского национального технического университета

А.К. Точилина, старший преподаватель кафедры «Информационные технологии в управлении» Международного института дистанционного образования Белорусского национального технического университета

Н.П. Станкевич, старший преподаватель кафедры «Иностранные языки» ФТУГ Белорусского национального технического университета

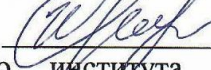
#### **РЕЦЕНЗЕНТЫ:**

Т.И. Васильева, доцент кафедры «Английский язык № 1» Белорусского национального технического университета, кандидат филологических наук, доцент

М.Ю. Чикиль, доцент кафедры иностранных языков Белорусского государственного педагогического университета имени Максима Танка, кандидат филологических наук, доцент.

#### **РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:**

Кафедрой «Информационные технологии в управлении» Белорусского национального технического университета  
(протокол № 14 от 30. 06. 2023 г.)

Старший преподаватель  
Методической комиссией Международного  И.А. Соболенко  
образования Белорусского национального технического университета  
(протокол № 10 от 30.06. 2023 г.)

Председатель методической  
комиссии  И.А. Сатиков

Научной библиотекой БНТУ  Т.И. Бирюкова

Научно-методическим советом Белорусского национального технического университета (протокол № 1 секции № 1 от 08.07 2024г.)

## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебная программа по учебной дисциплине «Профессиональная лексика на иностранном языке» разработана для специальности 6-05-0311-02 «Экономика и управление» профилизации «Экономика и правовое обеспечение хозяйственной деятельности».

**Целью** изучения учебной дисциплины является активное овладение иностранным языком как средством общения в социально и профессионально обусловленных ситуациях межличностного взаимодействия расширение запаса активной терминологической лексики по специальности.

Основная задача преподавания учебной дисциплины состоит в последовательном овладении студентами совокупностью компетенций, основными из которых являются:

- коммуникативная (лингвистическая, социолингвистическая, социокультурная, социальная, дискурсивная, стратегическая);
- прагматическая;
- когнитивная;
- межкультурная;
- компенсаторная;
- профессиональная;
- общая компетенция, включающая наряду со знаниями о стране изучаемого языка, об особенностях языковой системы также и способность расширять и совершенствовать собственную картину мира, ориентироваться в медийных источниках информации.

При этом лингвистическая компетенция как одна из основных компетенций включает:

- способность к чтению и восприятию специализированных текстов на иностранном языке в режиме реального времени,
- способность к восприятию и документированию информации на иностранном языке в режиме реального времени,
- способность к лингвострановедческому анализу,
- способность к представлению своих работ в письменной форме на иностранном языке,
- способность осуществлять презентацию материала на иностранном языке, способность к проведению научного исследования на иностранном языке,
- способность формировать и расширять знания о тенденциях развития изучаемого языка.

Учебная дисциплина базируется на знаниях полученных при изучении ранее таких дисциплин как «Иностранный язык», «Экономическая теория», «Микроэкономика».

В результате изучения учебной дисциплины «Профессиональная лексика на иностранном языке» студент должен

**знать:**

– основные фонетические, грамматические и лексические правила, позволяющие использовать иностранный язык как средство общения в профессиональной сфере;

– особенности профессионально-ориентированной письменной и устной речи;

– социокультурные нормы делового общения;

**уметь:**

– понимать тексты на темы, связанные с профессиональной деятельностью;

– находить необходимую информацию делового характера в таких материалах для каждодневного использования как письма, брошюры и короткие официальные документы;

– вести общение профессионального характера в объеме, предусмотренном настоящей программой;

– уверенно общаться на социокультурные и профессиональные темы из области личных и профессиональных интересов;

**иметь навык:**

– деловой переписки и оформления документации с использованием современных технологий;

– профессионально-ориентированной диалогической и монологической речи;

– критического мышления, необходимого для творческой профессиональной деятельности;

– самостоятельной работы.

Освоение данной учебной дисциплины должно обеспечить формирование следующей компетенции:

СК-10. Осуществлять эффективные коммуникации на иностранном языке в процессе управления бизнес-процессами. Согласно учебному плану для заочной формы получения высшего образования, интегрированного со средним специальным образованием на изучение учебной дисциплины отведено всего 180 часов, из них аудиторных – 20 часов.

Распределение аудиторных часов по курсам, семестрам и видам занятий приведено в таблице 1.

Таблица 1.

Заочная форма получения высшего образования, интегрированного со средним специальным образованием					
Курс	Семестр	Лекции, ч.	Лабораторные занятия, ч.	Практические занятия, ч.	Форма промежуточной аттестации
2	3			10	Дифференцированный зачет
2	4			10	Дифференцированный зачет



## СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

### **Тема 1. Поиск и устройство на работу**

Собеседование. Составление резюме. Виды работ.

### **Тема 2. Профессиональные качества сотрудников**

Навыки сотрудника в 21 веке. Опыт работы. Адаптация к информационным системам и технологиям. Условия работы на рабочем месте.

### **Тема 3. Описание деятельности компании**

История создания развития компании. Продукция и услуги компании. Отделы компании. Удаленная работа.

### **Тема 4. Правила ведения переговоров**

Участие в переговорах. Международные переговоры.

### **Тема 5. Переговоры по телефону**

Правила ведения телефонных переговоров.

### **Тема 6. Деловая корреспонденция**

Виды деловой корреспонденции.

### **Тема 7. Измерение экономической активности**

Параметры экономической активности.

### **Тема 8. Маркетинг**

Определение, виды, цели и задачи маркетинга. Поведение потребителя.

### **Тема 9. Ценообразование и продажи**

Этапы и методы ценообразования. Промышленные выставки.

### **Тема 10. Экономическая среда**

Внутренние и внешние факторы, влияющие на экономическую среду.

### **Тема 11. Микроэкономика и макроэкономика**

Объекты, задачи, проблемы микроэкономики и макроэкономики.

### **Тема 12. Спрос и предложение**

Понятия и законы спроса и предложения. Принципы городской экономики.



## ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

### Список литературы (английский язык)

#### Основная литература:

1. Английский язык: учебно-методическое пособие для студентов экономических специальностей заочной формы обучения / Белорусский государственный технологический университет; [сост.: А. М. Романова, А. П. Савчанчик]. – Минск: БГТУ, 2020. – 88 с.
2. Английский язык = English language: учебно-методическое пособие для студентов 1-го курса специальностей 1-25 01 07 "Экономика и управление на предприятии", 1-26 02 02 "Менеджмент (по направлениям)", 1-26 02 03 "Маркетинг" / Белорусский государственный технологический университет; [сост.: Е. И. Благодарова, М. А. Бутько, Е. В. Кривоносова]. – Минск: БГТУ, 2020. 149 с.
3. Земецкая, Л. К. Конспект по английскому языку. Грамматика. Лексика = My English Summary. Grammar. Vocabulary: пособие для учащихся учреждений общего среднего образования / – 2-е изд. – Мозырь: Выснова, 2018. – 120 с.
4. Ковальчук, Н. В. Иностраный язык в профессиональной сфере (английский, немецкий, французский): учебное пособие / Донской государственный технический университет. – Ростов-на-Дону: ДГТУ, 2018. – 68 с.
5. Фадеева, М. Ю. Деловой английский. Менеджмент и глобальное производство Business English. Management and global production: учебно-методическое пособие / М. Ю. Фадеева. – 3-е изд. – Москва: Флинта, 2018. – 110 с.
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7. Английский язык: учебно-методические рекомендации для студентов БИП второй ступени получения высшего образования по специальности "Экономика и управление на предприятии" / Г. В. Михасенко [и др.]; БИП - Институт правоведения. – Минск: БИП - Институт правоведения, 2017. – 179 с.

#### Дополнительная литература:

1. Дюканова, Н. М. Английский язык: учебное пособие для студентов вузов, обучающихся по направлениям подготовки 38.03.01 "Экономика", 38.03.02 "Менеджмент", 38.03.03 "Управление персоналом" (квалификация (степень) "бакалавр") / Н. М. Дюканова. – 2-е изд., перераб. и доп. – Москва: ИНФРА-М, 2017. – 317 с.
2. Профессиональная лексика (на английском языке) [Электронный ресурс]: учебно-методический комплекс для студентов специальности 1-25 01 07 "Экономика и управление на предприятии" / Белорусский национальный технический университет, Кафедра "Современные европейские языки"; сост. А. И. Сорокина, Ю. А. Здоронок. – Электрон. дан. – Минск: БНТУ, 2016. – Режим доступа: <http://rep.bntu.by/handle/data/32829>

3. Муругова, Е. В. Профессиональный английский в PR деятельности: учебное пособие / Е. В. Муругова, Я. С. Морозова;. Донской государственный технический университет. – Ростов-на-Дону: ДГТУ, 2016. – 76 с.

#### **Ресурсы удаленного доступа:**

1. British Council Learn English [Electronic resource]: Free resources to learn English.
2. British Council learnenglishteens [Electronic resource]: ESL reading and writing skills.
3. Learn English Podcasts [Electronic resource]: English listening practice through interviews with interesting people on different topics.
4. My Grammar Lab [Electronic resource]: Pearson ELT.
5. EnglishDiscoveries.net [Electronic resource]: English language learning resources.
6. BBC Learning English [Electronic resource]: Free resources and online courses.
7. Learning English 6 Minute English BBC [Electronic resource]: Free resources to learn English and practice your listening skills.
8. Grammarly [Electronic resource]: Free writing app to make writing clear and effective.
9. Oxford Learner's Dictionaries [Electronic resource]: the largest free online dictionary for English learners.

#### **Средства диагностики результатов учебной деятельности**

Оценка уровня знаний студента по дисциплине производится по десятибалльной шкале в соответствии с критериями, утверждёнными Министерством образования Республики Беларусь.

Для оценки учебных достижений студентов рекомендуется использовать следующий диагностический инструментарий:

- устный и письменный опрос во время практических занятий, в том числе доклады и презентации студентов на занятиях.
- взаимное рецензирование студентами их докладов и презентаций.
- защита выполненных на практических занятиях индивидуальных заданий;
- защита выполненных в рамках самостоятельной работы контрольных работ;
- сдача дифференцированного зачета по дисциплине.

#### **Перечень контрольных вопросов и заданий для самостоятельной работы**

Грамматические темы:

- Видовременные формы глагола. Действительный и страдательный залог.
- Повелительное наклонение.
- Вопросительные предложения. Вопросительные слова. Структура повествовательных, вопросительных и отрицательных предложений
- Предлоги. Фразовые глаголы
- Сложноподчиненные предложения.

- Модальные глаголы.

Тексты экономической направленности (чтение, перевод, пересказ)

### **Методические рекомендации по организации и выполнению самостоятельной работы студентов**

При изучении дисциплины рекомендуется использовать следующие формы самостоятельной работы:

- выполнение индивидуальных и разноуровневых заданий;
- подготовка сообщений, тематических докладов, презентаций по заданным темам;
- проработка тем (вопросов), вынесенных на самостоятельное изучение;
- подготовка контрольной работы по индивидуальным заданиям.

# УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ ПРОФЕССИОНАЛЬНАЯ ЛЕКСИКА НА ИНОСТРАННОМ ЯЗЫКЕ (английский язык)

заочная форма получения высшего образования, интегрированного со средним специальным образованием

Номер раздела, темы	Название раздела, темы, занятия	Количество аудиторных часов					Количество часов СР	Форма контроля знаний
		Лекции	Практические занятия	Семинарские занятия	Лабораторные занятия	Иное		
<b>3 семестр</b>								
1.	Практическое занятие № 1. Поиск и устройство на работу Applying for a job. Собеседование Job interview.		2					
2.	Практическое занятие № 2 Профессиональные качества сотрудников Professional skills. Условия работы на рабочем месте A working place.		2					
3.	Практическое занятие №3 Описание деятельности компании Company profile. Удаленная работа Remote work.		2					
4.	Практическое занятие №4 Правила ведения переговоров Negotiation rules. Участие в переговорах Participating in negotiations.		2					
5.	Практическое занятие №5 Переговоры по телефону Business phone calls.		2				Контрольная работа	
	Итого за 3 семестр		10				Дифференцированный зачет	
<b>4 семестр</b>								
7.	Практическое занятие № 6 Измерение экономической активности Measuring economic activity.		2					
8.	Практическое занятие № 7 Маркетинг Marketing. Поведение потребителя Consumer behaviour.		2					
9.	Практическое занятие № 8 Ценообразование и продажи Pricing and sales. Промышленные выставки Industrial exhibitions.		2					
10.	Практическое занятие № 9 Экономическая среда The economic environment. Спрос и предложение Demand and supply.		2					
12.	Практическое занятие № 10 Микроэкономика и макроэкономика Microeconomics and macroeconomics.		2				Контрольная работа	
	Итого за 4 семестр		10				Дифференцированный зачет	
	Всего аудиторных часов		20					

## ВВОДНЫЕ ФРАЗЫ

Важно отметить, что ....	It is important to note that ...
Важным является то, что ...	An important point is that ...
В данный момент, ...	At the moment, ...
В заключение, ...	In conclusion, ...
В конце концов, ...	After all, ...
В любом случае, ...	In any case, ... / Anyway, ... / Either way, ...
Вообще-то, ...	Actually, ...
Во-первых, ...	Firstly, ...
В общем, ...	All in all, ...
В первую очередь, ...	In the first place, ...
В результате ...	As a result of ...
Действительно, ...	Indeed, ...
Должен признать, ...	I must admit, ...
Имеет смысл ...	It makes sense (to) ...
Кажется, (что) ...	It seems that ...
Короче, ... / Короче говоря, ...	In short, ... / In a nutshell, ...
Кроме того, ...	Besides, ...
Наконец, ...	Finally, ...
На самом деле, ...	In fact, ... / Actually, ...
Насколько я знаю ...	As far as I know, ...
Насколько я могу судить, ....	As far as I can judge, ...
Однако, ... / Тем не менее, ...	However, ...
Одним словом, ...	In a word, ...
Откровенно говоря, / Честно говоря,	Frankly speaking, ... / To tell the truth, ...
По моему мнению, ...	In my opinion, ....
По правде говоря, ...	To tell the truth, ...
По сути дела, ...	As a matter of fact, ...
Прежде всего, ...	First of all, ... / Above all, ...
Само собой понятно, что ...	It is self-evident that ...
Само собой разумеется, что...	It goes without saying that ...
Следует отметить, что ...	It should be noted that ...
Сначала ...	At first, ... / First, ...
Советую вам ...	I advise you (to) ...
Тем не менее, / Всё-таки, / Однако,	Nevertheless, ...
Хорошо известно, что ...	It is well known that ...
Что касается ...	As for ... / Concerning ...
Это может означать, что ...	It can mean, that ...
Я бы предпочел ...	I would rather ...
Я бы хотел ...	I would like to ...
Я думаю, / Я полагаю, / Я считаю,	I think, ... / I believe, ... / I guess, ...

## ФРАЗЫ И ВЫРАЖЕНИЯ ДЛЯ ВЕДЕНИЯ ПЕРЕГОВОРОВ

I am calling to arrange the meeting next week.	Я звоню, чтобы договориться о встрече на следующей неделе.
Let's meet on Wednesday.	Давайте встретимся в среду.
Let's meet next Tuesday.	Давайте встретимся в следующий вторник.
Let's arrange a call so that we can discuss it further.	Давайте договоримся о звонке, чтобы мы смогли обсудить это в дальнейшем.
Can we arrange a conference call for 15.00 on Monday 21 October?	Можем ли мы организовать конференц-звонок в понедельник 21 октября в 15:00?
How about 11 o'clock in the morning? Or is 10 o'clock a better time for you?	Как насчет 11 утра? Или, может, 10 утра более подходящее время для вас?
Could you confirm the date in writing, please?	Не могли бы вы подтвердить дату в письменной форме, пожалуйста?
Could we meet sometime next week?	Можем ли мы встретиться на следующей неделе?
Would it be possible for us to meet on Monday?	Могли бы мы встретиться в понедельник?
When would be a good time?	Какое бы время вам подошло?
What about December 13?	Как насчет 13 декабря?
OK, that sounds like a good idea.	Хорошо, кажется, это неплохая идея.
Yes, that'll be fine.	Да, это будет неплохо.
That's no problem.	Не проблема.
I'm afraid I can't come on that day.	Извините, я не смогу прийти в этот день.
Sorry but I can't make it that day.	Извините, но у меня не получится в этот день.
Sorry but I'll be on holiday then.	Извините, но я буду в отпуске.
I'm afraid I have another engagement on 22 April.	Боюсь, у меня назначена другая встреча на 22 апреля.



I am afraid next week is out because...	Боюсь, что на следующей неделе не получится, потому что...
Tomorrow would be better for me.	Завтра мне бы больше подошло.
I think I'd prefer to make it at 3.30.	Я думаю, меня бы больше устроило время 15:30.
Could you manage the day after tomorrow?	У вас получится встретиться послезавтра?
Sorry, I am afraid I can't make the meeting at 12.00. Can we change it to 15.00? Let me know.	Извините, боюсь, что встреча в 12:00 мне не подходит. Можем договориться на 15:00? Дайте мне знать.
Let's reschedule our meeting for next week. Would it be possible on Monday 11 at 13.00?	Давайте перенесем нашу встречу на следующую неделю. Возможно ли встретиться в понедельник 11 числа в 13:00?
Could we fix an alternative?	Мы могли бы выбрать альтернативную дату?
Sorry but the other members of my group have arranged for me to...	Извините, но другие члены моей команды договорились о...
Unfortunately, I'll have to cancel our meeting on Thursday.	К сожалению, мне придется отменить нашу встречу, назначенную на четверг.
I'll be unable to make the meeting.	Я не смогу быть на встрече.
I don't know if we'll be able to finish everything today.	Я не знаю, сможем ли мы сегодня все закончить.
Could we meet up again, say, at the end of the month?	Не могли бы мы встретиться еще раз, допустим, в конце месяца?
We must...	Мы должны...
Our main concern is...	Наша главная задача — это...
It is vital/crucial that...	Крайне необходимо/важно, чтобы...
Our intention is...	Наша цель — это...
I would like to...	Я бы хотел, чтобы...
We might like to...	Нам бы хотелось...

I am willing to accept... if...	Я готов принять... если...
I think we will have to agree to...	Я думаю, что мы должны будем согласиться...
It would be an alternative to....	Это была бы альтернатива...
We can trade this against...	Мы можем найти баланс между...
A few things we can compromise on are...	Несколько вопросов, по которым мы можем пойти на компромисс...
We must have...	У нас должно быть...
We have to have...	Мы должны иметь...
We need/require...	Нам необходимо/требуется...
We want to...	Мы хотим...
We would like...	Мы бы хотели...
This is a must!	Это обязательно!
The price must fit...	Цена должна соответствовать...
Money is all-important.	Деньги превыше всего.
Are we going to talk face-to-face or on the phone?	Будем ли мы вести переговоры лицом к лицу или по телефону?
Who will be coming from BND?	Кто будет присутствовать от компании BND?
What is my role during the negotiations?	Какова моя роль в переговорах?
What are the initial goals of the meeting?	Каковы первоначальные цели встречи?
Do you have any objections?	Есть ли у вас какие-либо возражения?
We need to discuss the agenda now, if you don't mind.	Если вы не против, давайте сейчас обсудим повестку дня.
It is extremely important for us to include this information.	Для нас чрезвычайно важно включить данную информацию.

Timing has a lower priority to us.	Вопрос времени второстепенный для нас.
Essentially, what we are looking for is...	По сути, мы ищем...
Ideally, what we would like to do is...	В идеале мы хотели бы сделать...
Basically, we are interested in...	В основном нас интересует...
We have four basic requirements which are not really open to negotiation.	У нас есть четыре основных требования, которые не подлежат обсуждению.
We are however prepared to negotiate the terms of the...	Однако мы готовы договориться об условиях...
If you are prepared to do X, then we would be prepared to do Y.	Если вы готовы сделать X, то мы были бы готовы сделать Y.
Our position is that we...	Наша позиция такова, что мы...
It might be better to focus on...	Может быть, лучше сосредоточиться на...
I'd prefer to... rather than...	Я бы предпочел... а не...
Our main aim should be to...	Нашей главной целью должно быть...
The key issue here is...	Ключевой вопрос здесь...
Do you all agree on that?	Вы все согласны с этим?
Does anyone have any comments?	У кого-нибудь есть комментарии?
What do you think about the budget?	Что вы думаете о бюджете?
How do you feel about it?	Как вы к этому относитесь?
What are your thoughts on this point?	Что вы думаете по этому поводу?
How do you see this?	Как вы на это смотрите?
Do you think we should?..	Как вы думаете, мы должны?..
Would you like to say something about it?	Хотите что-нибудь сказать по этому поводу?
Do you have anything to add?	У вас есть что добавить?
Any reaction to that?	Что вы думаете об этом?

What are your views on this?	
Does anybody have any strong feelings about that?	Есть ли у кого-нибудь особые мысли по этому поводу?
Does anybody have any comments to make?	Кто-нибудь хочет прокомментировать этот вопрос?
Any suggestions?	Какие-либо предложения?
I'd like to hear your ideas on this point.	Я хотел бы услышать ваши мысли относительно данного вопроса.
How do you think we should do this?	Как вы думаете, мы должны это сделать?
What would you recommend?	Что бы вы посоветовали?
I suggest we should... What do you think?	Я полагаю, мы должны... Что вы думаете?
I think/reckon/suppose we should...	Я думаю/считаю/полагаю мы должны...
It might be a good idea...	Это может быть хорошей идеей...
My proposal/suggestion is to arrange...	Мое предложение состоит в том, чтобы организовать...
The way I see it... As I see it...	На мой взгляд, это...
It seems to me that...	Мне кажется, что...
I am confident that...	Я уверен, что...
My inclination would be to...	Я бы хотел...
From a financial point of view...	С финансовой точки зрения...
I tend to favor the view that...	Я склоняюсь к мнению, что...
I strongly believe that...	Я твердо верю, что...
I imagine it something like...	Я представляю это себе как...
What about?.. / How about?..	Как насчет?..
Have you thought of?..	Вы думали о?..

Would it be possible that we?..	Будет ли возможно, чтобы мы?..
From my experience the best way...	Из моего опыта лучший способ...
Could you accept/consider?..	Не могли бы вы принять/рассмотреть?..
Could the problem be solved by?..	Может ли проблема быть решена с помощью?..
Why don't we?..	Почему бы нам не?..
Is there any reason why we shouldn't?..	Есть ли причина, почему мы не должны?..
I wonder if we could...	Интересно, могли бы мы...
What I think we should do is...	Что нам следует сделать, так это...
I (would) suggest that we should...	Я предлагаю, чтобы мы...
The only solution is to...	Единственное решение состоит в том, чтобы...
I see no other alternative but to...	Я не вижу другой альтернативы, кроме как...
There are several options...	Есть несколько вариантов...
That would depend on...	Это будет зависеть от...
Now that you mention it...	Теперь, когда вы упомянули об этом...
Considering this I would...	Учитывая это, я бы...
It sounds like an alternative/option/possibility...	Это звучит как альтернатива/возможность...
I'm in complete agreement.	Я полностью согласен.
I couldn't agree more.	Целиком согласен.
You're right there.	В этом вы правы.
Yes, definitely.	Определенно, да.
Exactly! Precisely!	Точно!
That sounds fine to me.	Мне это нравится.

I (can) see what you mean, but...	Я понимаю, что вы имеете в виду, но...
You've got a point, but...	Вы правы, но...
I take/see/appreciate your point but...	Я понимаю вашу точку зрения, но...
I'm sorry, but I have reservations about that.	Извините, но у меня есть сомнения по этому поводу.
I'm sorry, but that's not really practical.	Извините, но это не совсем практично.
I suppose so, but I still think...	Я полагаю, что так, но я все еще думаю...
I can't go along with that.	Я не могу согласиться с этим.
You may be right, but personally I...	Возможно, вы правы, но лично я ...
I'm not sure whether that's feasible...	Я не уверен, возможно ли это...
I don't want to sound discouraging but...	Не хочу звучать обескураживающе, но...
I can see why you want to do this but...	Я понимаю, почему вы хотите это сделать, но...
That's not quite what we had in mind, but...	Это не совсем то, что мы имели в виду, но...
That is not how we see the situation.	Это не то, как мы видим ситуацию.
I'm afraid I'm not convinced by that, so...	Боюсь, меня это не убедило, так что...
I'm afraid I can't accept that.	Боюсь, я не могу этого принять.
That's out of the question.	Об этом не может быть и речи.
Unfortunately, that cannot be done!	К сожалению, это невыполнимо.
I'm sorry what did you say?	Простите, что вы сказали?
Sorry, could you say that again?	Извините, не могли бы вы повторить это снова?
Sorry, what was your question?	Извините, а какой был вопрос?
Sorry, I missed that last part.	Извините, я пропустил последнюю часть.



Sorry, I got distracted. What were you saying?	Извините, я отвлекся. Что вы сказали?
Sorry, I've lost track of what you were saying.	Извините, я потерял нить сказанного.
Sorry, what did you say at the beginning?	Извините, что вы сказали в начале?
Could you say that last bit again?	Не могли бы вы повторить последнюю часть?
Sorry I missed the bit about...	Извините, я пропустил часть вопроса о...
Could you explain that again using different words?	Не могли бы вы еще раз объяснить это другими словами?
Sorry, I didn't catch that. Could you give me more details?	Извините, я не понял. Не могли бы вы рассказать более детально?
Sorry, I still don't understand. What do you mean?	Извините, я все еще вас не понимаю. Что вы имеете в виду?
Sorry, could you repeat that again but much more slowly?	Извините, не могли бы вы это повторить, но гораздо медленнее?
Sorry, could you write that word down? I can't really understand it.	Извините, не могли бы вы записать это слово? Я не могу его понять.
Sorry, I'm not really clear what you're saying.	Извините, я не совсем понимаю, что вы говорите.
Sorry I think I have missed the point.	Извините, я думаю, что не уловил сути.
Sorry but I am not really clear about...	Извините, но я не совсем понимаю...
So what you're saying is?..	Так вы говорите о?..
So if I understood you correctly, you mean...	Если я вас правильно понимаю, вы имеете в виду...
Let me see if I have the big picture. You're saying that...	Подождите, дайте я посмотрю, все ли мне ясно. Вы говорите, что...
The point I'm making is...	То, о чем я говорю...
Let me say that in another way.	Позвольте я скажу это другими словами.

In other words, what I mean is...	Иными словами, я имею в виду...
No, that's not really what I meant.	Нет, я не это имел в виду.
That's not actually what I was trying to say.	Это не то, что я пытался сказать.
Well, not exactly.	Ну, не совсем так.
I think you may have misunderstood what he said.	Я думаю, вы могли неправильно понять, что он сказал.
Have I got that right?	Я правильно понял?
If I'm not mistaken, what she was saying was...	Если я не ошибаюсь, она говорила...
Does that make sense to you?	Это логично?
Do you understand what I mean?	Вы понимаете, что я имею в виду?
Are you with me?	Вы следите за моими мыслями?
Am I making myself clear?	Я понятно выражаюсь?
Are you following me?	Вы следите за ходом моих мыслей?
I guarantee you that...	Я гарантирую вам, что...
I can assure you that...	Я могу заверить вас, что...
I am afraid we cannot...	Боюсь, мы не сможем...
Would you be willing to?..	Вы бы хотели?..
Will you be able to guarantee?..	Сможете ли вы гарантировать?..
We have covered a lot of ground in this meeting.	Мы рассмотрели много вопросов на этой встрече.
Let me go over all the details again.	Позвольте мне снова пройти по всем деталям.
Have we covered everything?	Мы все рассмотрели?
Are there any questions?	Еще остались вопросы?

So far we have established...	На данный момент мы установили...
I would like to summarize as follows...	Я хотел бы подвести итог следующим образом...
Can you prepare a draft contract?	Можете ли вы подготовить проект контракта?
I will draft an outline agreement.	Я составлю проект соглашения.
I will email you the agreement.	Я пришлю вам соглашение по электронной почте.
Could you kindly email me the draft contract?	Не могли бы вы прислать мне по электронной почте проект договора?

# ГЛОССАРИЙ

ТЕМА I	
ability - способность, умение	
achievements - достижения, заслуги	
apply for a job - подавать заявление о приеме на работу	
apply to a company - подать заявление в компанию	
attached CV – прилагаемое/ прикрепленное резюме	
available on request - предоставляется по запросу	
build a community - создать сообщество	
check information - проверять информацию	
collaborator - сотрудник, соавтор	
communication skills - коммуникативные навыки, навыки общения	
community of followers - сообщество подписчиков	
comprehensive experience - всесторонний опыт	
contact details - контактные данные/информация	
cover letter - сопроводительное письмо (к резюме)	
create a product/positive atmosphere - создать продукт/положительную атмосферу	
creative break - творческий перерыв	
CV (curriculum vitae) - резюме	
deliver results - приносить результаты, достигать результатов	
deliver training - преподавать, тренировать	
develop a product/a positive atmosphere - разработать продукт/положительную атмосферу	
developed advanced knowledge - передовые знания	
draw attention - привлекать внимание	
education – образование, обучение	
email address – адрес электронной почты	
employ - принимать на работу	
employee – сотрудник, работник	
employment - трудоустройство, занятость	
employment agency - агентство по трудоустройству	
employment history - опыт работы, послужной список	
exaggerate - преувеличивать	
experience - опыт	
find a job – находить работу	
full name – полное имя	
highlight - выделять, подчеркивать	
hire - новобранец, новичок	
hire (AmE) - нанимать на работу	
hiring – прием на работу, наем	
hiring process - процесс приема на работу	
initiatives - инициативы	
job applicant - претендент на рабочее место; кандидат	
job application - заявление о приеме на работу	

job search -поиск работы	
job seeker - человек, ищущий работу (соискатель)	
job title – название должности, должность	
lead a team/project - возглавлять команду/проект	
leave gaps - оставлять пробелы	
look for work искать работу	
manage a team/project - руководить, управлять командой	
monertise a blog - монетизировать блог	
profile - профиль, краткая характеристика	
provide support - оказывать поддержку/ обеспечивать поддержку	
provide training - предоставлять обучение	
qualifications - квалификация, диплом	
recruit - новобранец, новичок	
recruit (BrE) - нанимать на работу	
recruitment - набор персонала, подбор кадров	
recruitment agency - агентство по найму персонала, кадровое агентство	
references – рекомендации	
relevant to the job - относящийся к работе	
responsibilities - обязанности, ответственность	
responsible for - ответственный/ отвечать за	
schedule an interview запланировать собеседование	
send a CV/a resume/a cover letter - отправить резюме/ сопроводительное письмо (к резюме)	
send the CV/resume - отправить резюме	
skills – навыки, умения	
specialise in - специализироваться в	
specialist knowledge - профессиональные знания	
telephone number – номер телефона	
tight deadlines - сжатые сроки (выполнения работы)	
tips -советы, подсказки	
up to date - современный, актуальный	
way of contacting - способ связаться	
work experience - опыт работы, трудовой стаж	
work history - трудовая биография	
working environment - рабочая обстановка/среда	
<b>ТЕМА II</b>	
accessible - доступный	
activate location services – активировать службы определения местоположения	
advertisement for – реклама на	
age of technology –век технологий	
appreciate - ценить	
approaches - подходы	
build good relations - строить хорошие отношения	
click on a link – нажать по ссылке/переходить по ссылке	
collaboration - сотрудничество, совместная работа	
collect and store online – собирать и хранить онлайн	

collect data – собирать информацию	
communicate - общаться	
communicator - человек, способный эффективно доносить до других людей информацию, мысли и чувства	
conflict - конфликт	
creative solutions – креативные решения	
cultural differences - культурные различия	
deal with – иметь дело с	
deal with conflict and difficult situations - иметь дело с конфликтом и трудными ситуациями	
develop all kinds of skills – развивать все виды навыков	
difficult situations – трудные ситуации	
digital footprint – цифровой след, среда	
digital marketing - цифровой маркетинг	
digital world – цифровой мир	
efficient - эффективный, действенный, продуктивный	
enter a city name – ввести название города	
face-to-face - личное взаимодействие	
false information - недостоверная информация	
global community - глобальное сообщество, мировое сообщество	
global economy – глобальная экономика	
help society - помогать сообществу	
huge - огромный	
improvements – улучшения, усовершенствования	
in general - в общем	
inspire - побуждать	
interact with – взаимодействовать с	
interpersonal skills - навыки межличностного общения	
involve - включать в себя (предусматривать)	
involve collaboration - предусматривать сотрудничество	
keep track of personal information - отслеживать персональную информацию	
key issues - ключевые вопросы	
make a decision – принимать решение	
move fast – двигаться быстро	
negotiate – вести переговоры, договариваться	
online activity – онлайн активность	
online data – онлайн данные	
online services – онлайн сервисы	
pop up – выскакивать, всплывать (окно)	
privacy – конфиденциальность, частная жизнь	
process - обрабатывать (напр. информацию)	
process huge amounts of information – обрабатывать огромное количество информации	
productively – продуктивно, эффективно	
productivity – продуктивность, производительность	
protect – защищать, охранять	
relations - отношения	

responsibility - ответственность	
responsibility to society - ответственность перед обществом	
responsibility to the environment - ответственность перед окружающей средой	
right to privacy –право на частную жизнь	
search function – поисковая функция	
security of information – безопасность информации	
share physical location - поделиться физической локацией	
skills – навыки	
social media - социальные медиа, социальные сети,	
stay informed - быть в курсе	
track behaviour online - отслеживать поведение онлайн	
verify the information -ключевые вопросы	
visual information – визуальная информация	
workplace - место работы	
written information - информация в письменной форме	
<b>ТЕМА III</b>	
accomplish organizational goals - достигать организационных целей	
accounting - бухгалтерия	
achieve harmony - достичь гармонии	
advances in technology - достижения в технологии	
banker - банкир	
behavior - поведение, поступок	
be founded - быть основанным	
budget for Research and Development	
chairman - председатель	
clock off - отмечать время ухода с работы	
clock on – отмечать время прихода на работу	
commute - ездить на работу и обратно (часто из пригорода)	
commuter - пассажир, регулярно совершающий поездки из пригорода в город и обратно (обычно на работу)	
company's resources - ресурсы компании	
compete - конкурировать, соперничать	
competitor -соперник, конкурент	
consumer trends - потребительские тенденции	
convert resources - преобразовывать ресурсов	
corporate history - история корпорации/компании	
create - создавать, творить	
creative marketing – креативный маркетинг	
creativity - креативность, творчество	
customers - клиенты, покупатели	
customers' needs - потребности клиентов	
day shift – дневная смена	
deliver goods and services - доставлять товары и услуги	
department – отдел, департамент	
design products - разрабатывать товары	



develop strategies - разрабатывать стратегии	
durable - прочный, долговечный	
effective – эффективный, результативный	
equipment - оборудование	
evident - очевидный, явный	
establish collaboration	
expand - расширять, развивать, увеличивать	
external factors – внешние факторы	
failure of the business - провал бизнеса	
financial accountant - финансовый бухгалтер	
financial managers - управляющий по финансам	
flagship – флагман	
flexitime - гибкий график работы	
funds - фонды	
generate a profit - генерировать (формировать) доход	
go bankrupt - обанкротиться, разориться	
government - правительство, государство	
innovation - инновация, нововведение	
incredibly creative - useful touchable screen	
innovator - новатор, изобретатель	
intangible products - нематериальные товары	
international operations - международные операции	
invest money - инвестировать деньги	
items - предметы, вещи, товары	
lack of courage - бюджет для исследования и развития	
landlord - арендодатель	
life span - срок жизни, срок эксплуатации	
long lasting products - долговечные товары	
outdated - устаревший, несовременный, неактуальный	
make a profit - извлекать прибыль, выгоду	
managerial accountant - бухгалтер с управленческими функциями	
market research - исследование рынка, маркетинговое исследование	
marketer - маркетолог	
marketing - маркетинг, сбыт, торговля	
marketing success – маркетинговый успех	
mass-produced - производимый серийно массового производства	
meet goals - достигать целей	
meet needs - удовлетворять потребности, соответствовать требованиям	
minor differences - незначительные различия	
night shift - ночная смена, дежурство	
nine-to-five job - работа с 9 до 17	
not-for profit (or nonprofit) organization - некоммерческая организация	
office work - офисная работа	
on the one hand - с одной стороны	
on the other hand - с другой стороны	

operate from home - работать из дома	
operate in a vacuum - работать в условиях вакуума	
participants - участники	
powerful - мощный, сильный	
predecessors - предшественники, предки	
produce - производить, выпускать	
production process - производственный процесс	
products - товары	
profitable business - доходный бизнес	
provide services - предоставлять услуги, оказывать услуги	
recognizable – узнаваемый, распознаваемый	
recover - восстанавливаться	
recover from economic disasters - восстанавливаться после экономического кризиса	
regular working hours - регулярный/установленный график работы	
remote work – удалённая, дистанционная работа	
result of greed результат скупости	
revenue - доход, выручка, прибыль	
rivals - соперники(конкуренты)	
satisfy the needs - удовлетворять нужды, потребности	
satisfy their needs - удовлетворить потребности	
sell goods - продавать товары	
set goals - ставить цели	
stakeholder - акционер	
survive - выживать	
tangible products - материальные товары	
team up – объединяться работать сообща	
vendor - продавец	
well organized - хорошо организованный	
work in shifts – работать по сменам	
work overtime - работать сверхурочно	
workforce - рабочая сила, сотрудники	
<b>ТЕМА IV</b>	
accessibility - доступность, общедоступность, досягаемость	
additional - дополнительный	
additional discount - дополнительная скидка	
alternative - альтернатива, выбор	
be in touch - быть на связи, поддерживать контакт	
bet - пари	
collaborate - сотрудничать, работать совместно	
competitive situation – конкурентная ситуация	
compromise - идти на компромисс	
conclude a deal - заключить сделку	
conditions - условия	
content of negotiation - содержание переговоров	
corporation - корпорация, акционерное общество	

counterpart - коллега, партнер	
deal - сделка	
discount - скидка	
doable - выполнимый, осуществимый	
familiar environment - знакомая обстановка	
fixed costs - постоянные издержки	
follow up - завершить	
get the best deal - заключить лучшую сделку	
improve profitability - улучшить прибыльность	
intentions - намерения	
maintain relationship - поддерживать отношения	
maintain - поддерживать, сохранять	
meet half way - найти компромисс	
misconception - неправильное представление	
motivate - мотивировать, побуждать	
negotiate - вести переговоры, договариваться	
negotiate over the phone - вести переговоры по телефону	
negotiation - переговоры, согласование	
negotiation skills - навыки ведения переговоров	
negotiators - участники переговоров	
objective - цель, задача	
one-on-one conversation - разговор с глазу на глаз	
option - вариант (опция)	
out of control - вне контроля, вышедший из-под контроля	
overview - обзор, общее представление	
parties- стороны договора	
persuade - уговаривать, убеждать	
point of view - точка зрения, мнение	
priorities - приоритеты	
profitability - прибыльность, рентабельность, доходность	
proposal - предложение	
proposal for a job - предложение о приеме на работу	
quarrel - ссора	
quote - цитировать	
receive a proposal – получать предложение	
receive -получать, принимать	
reduce demands - снизить требования	
relationship - отношение, взаимоотношение; взаимосвязь	
rock bottom price – самая низкая цена	
set up a negotiation - организовать переговоры	
shared interests - общие интересы	
solutions - решения	
starting point - отправная точка	
stumbling block - камень преткновения, скрытая проблема	
take charge of - взять на себя ответственность, возглавить	

talk things over - говорить о делах	
terms - условия, сроки	
throughout the call - во время звонка	
top-notch - первоклассный, превосходный, высший класс	
trim off- снизить	
upper management - высшее руководство	
visual creatures - визуальные существа	
wonder - интересоваться, желать знать	
overview - обзор, общее представление	
parties- стороны договора	
persuade - уговаривать, убеждать	
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# КЛЮЧИ К УПРАЖНЕНИЯМ И ТЕСТАМ

## ТЕМА I

### Текст 1.

#### III.

а) 1. job; 2. applied; 3. application form; 4. CV; 5. resume; 6. employer; 7. covering.

б) 1. recruitment; 2. recruit; 3. internet; 4. applicants; 5. jobs

в) 1. applied for; 2. CVs; 3. interviews; 4. employed; 5. training

#### IV.

а) запланировать собеседование – to schedule an interview; новобранец, новичок – a recruit, a hire; трудоустройство, занятость – employment; находить работу – to find a job; заявление о приеме на работу – a job application; резюме – CV/resume

б) нанимать на работу – to recruit/to hire; заявление о приеме на работу – a job application; принимать на работу – to employ; сопроводительное письмо (к резюме) – a cover letter; агентство по трудоустройству – an employment agency; подавать заявление о приеме на работу – to apply for a job/position.

#### V.

1. name; 2. Jane Phillips; 3. meet; 4. resume; 5. experience; 6. skills; 7. references; 8. position; 9. responsibilities; 10. experience; 11. salary; 12. holiday; 13. available; 14. interview; 15. contact; 16. hear.

### Текст 2.

#### III.

а) potential; б) selective; в) highlight; г) relevant; д) exaggerate; е) layout; ж) bullet; з) point; и) neatly

#### IV.

а) приносить результаты, достигать результатов – to deliver results; предоставлять обучение – to provide training; проверять информацию – to check information; выделять, подчеркивать – to highlight; привлекать внимание – to draw attention; достижения, заслуги – achievements.

б) сопроводительное письмо – cover letter; современный, актуальный – up to date; опыт – experience; относящийся к работе – relevant to the job; искать работу – to look for work; возглавлять команду/проект – to lead a team/project.

в) навыки, умения – skills; достижения, заслуги – achievements; советы, подсказки – tips; искать работу – to look for work; название должности, должности – job title; создать продукт/положительную атмосферу – to create a product/positive atmosphere

### Текст 3.

#### III.

1. The applicant's name is Maria Jones. 2. She is a digital marketing specialist. 3. She has five years' experience in various digital marketing roles. 4. She has a proven ability to create successful marketing campaigns in line with brand identity and values. 5. She is a strong collaborator with outstanding communication skills, and has comprehensive experience of using my specialist knowledge and expertise in analytics for a wide variety of marketing initiatives. 6. From May 2014 to August 2021 she worked as a digital marketing assistant for Krunch Ltd. Since December 2021 she has been working as a digital marketing specialist for Zinco, a global insurance startup. 7. Maria Jones is interested in photography and travelling. 8. Maria can provide referqences upon request. 9. She is a competent WordPress developer, Skilled in Adobe InDesign and Adobe Illustrator. The level of English is advanced (C1), the level of German is Intermediate (B1).

#### IV.

а) способность, умение – ability; предоставляется по запросу – available on request; монетизировать блог – to monetise a blog; сообщество подписчиков – a community of followers; сотрудник, соавтор – collaborator; передовые знания – developed advanced knowledge

**б)** сотрудник, соавтор – collaborator; способность, умение – ability; творческий перерыв – creative break; опыт работы, послужной список – employment history; создать сообщество – to build up a community; профессиональные знания – specialist knowledge

### Тест 1

1б, 2б, 3в, 4в, 5в, 6б, 7б, 8б, 9а, 10в, 11а, 12б, 13г, 14б.

### Тест 2

1а, 2а, 3б, 4в, 5г, 6б, 7в, 8г, 9в, 10в, 11в, 12г, 13г, 14б

### Тест 3

1. False; 2. False; 3. False; 4. True; 5. False; 6. True; 7. False; 8. False.

## ТЕМА II

### Текст 1.

#### III.

**а)** помогать сообществу – to help society, предусматривать сотрудничество – to involve collaboration, ответственность перед обществом – responsibility to society, производительность, продуктивность – productivity, место работы – workplace, visual information – визуальная (зрительная) информация.

**б)** строить хорошие отношения – to build good relations, сложные ситуации – difficult situations, визуальная (зрительная) информация – visual information, ответственность – responsibility, иметь дело с конфликтом и трудными ситуациями – deal with conflict and difficult situations, культурные различия – cultural differences

**в)** ответственность перед окружающей средой – responsibility to the environment, вдохновлять, побуждать – to inspire, обрабатывать (напр. информацию) – to process, навыки межличностного общения – interpersonal skills, иметь дело с чем-либо – to deal with something, продуктивность – productivity

#### IV.

have a career; understand cultural differences, technology; involve collaboration; attend meetings; speak on the phone; deal with a difficult situation, a conflict; get/process information; prioritize tasks; have fun.

#### V.

1а, 2б, 3а, 4в, 5а.

### Текст 2.

#### I.

1. the 21st century; 2. age of technology; 3. problem solving; 4. communicate; 5. analyse information; 6. good at making decisions.

#### IV.

**а)** недостоверная информация – false information, вести переговоры, договариваться – negotiate, принять решение – to make decision, развивать все виды навыков – to develop all kinds of skills, улучшения, усовершенствования – improvements, человек, способный эффективно доносить до других людей информацию, мысли и чувства – communicator.

**б)** подтверждать достоверность информации – verify information, человек, способный эффективно доносить до других людей информацию, мысли и чувства – communicator, век технологий – age of technology, подходы – approaches, креативные решения – creative solutions, развивать все виды навыков – to develop all kinds of skills.

**V.**

1. False; 2. True; 3. True; 4. True; 5. True; 6. False; 7. False; 8. False.

**VI.**

1. teach; 2. value; 3. solve; 4. discuss; 5. develop; 6. differentiate; 7. have; 8. Make.

**VIII.**

1. Work; 2. Hard; 3. Soft skills; 4. Different; 5. Successful; 6. Job; 7. Hard; 8. Skills; 9. Specific; 10. example; 11. hard skill; 12. Soft; 13. People; 14. Job 15. Communication; 16. Team; 17. Training; 18. Experience; 19. develop; 20. Hard skills; 21. Employers; 22. Education; 23. Experience; 24. Soft skills; 25. Cover letter; 26. Resume; 27. Interview; 28. Soft skills.

**Текст 3.****III.**

а) безопасность информации – security of information; нажмите на ссылку/перейдите по ссылке – click on a link; онлайн сервисы - online services; онлайн активность – online activity; защищать - to protect; поделиться физической локацией – to share physical location.

б) выскакивать, всплывать (окно) – to pop up; ввести название города – to enter a city name; поделиться физической локацией – to share physical location; безопасность информации – security of information; право на частную жизнь – right to privacy; собирать и хранить онлайн – to collect and store online.

в) отслеживать персональную информацию – to keep track of personal information; цифровой мир - digital world; право на частную жизнь – right to privacy; собирать данные, информацию – to collect data; защищать – to protect; онлайн активность – online activity.

г) цифровой след, цифровая среда – ‘digital footprint’; ввести название города – ввести название города; безопасность информации – security of information; доступный – accessible; отслеживать персональную информацию – to keep track of personal information; нажмите на ссылку/перейдите по ссылке – click on a link.

**IV.**

1. True; 2. False; 3. True; 4. True; 5. False; 6. True; 7. False; 8. True.

**V.**

1. data; 2. aware; 3. targeted; 4. scandal; 5. consent; 6. regulates; 7. track; 8. compromise.

**Текст 4.****I.**

1. skills; 2. information; 3. combination; 4. collaboration; 5. collaboration; 6. working; 7. communication; 8. communicate; 9. digital; 10. critical thinking; 11. problem solving; 12. problems 13. workplace; 14. creativity.

**Текст 5.****II.**

1. a; 2. d; 3. b; 4. d; 5. a; 6. b.

**III.**

1. False; 2. True; 3. False; 4. False; 5. True; 6. False.

**Тест 1**

1. a; 2. г; 3. a; 4. a; 5. в; 6. б; 7. б; 8. б; 9. a; 10. a; 11. a; 12. б; 13. б; 14. б; 15. б; 16. в; 17. a.

**Тест 2**

1. г 2. б 3. г 4. а 5. в 6. г 7. в 8. а 9. б 10. б 11. б 12. а 13. в 14. б 15. б 16. а 17. а



## ТЕМА III

### Текст 1.

#### III.

Competitor – rival, the largest – the biggest, shortage – lack, goods – items/products, to found/set up – to establish, old-fashioned/out of date – outdated, pluses and minuses/pros and cons – advantages and disadvantages, error – mistake, rapid/quick – fast, helpful – useful, to employ – to hire.

#### IV.

**а.** организовать сотрудничество – establish collaboration; эффективный, результативный – effective; долговечные товары – long lasting products; хорошо организованный – well organized; результат скупости – result of greed; с другой стороны – on the other hand.

**б.** инновация, нововведение – innovation; durable- прочный, долговечный; innovator – новатор, изобретатель; result of greed- результат скупости; evident – очевидный, явный; minor differences – незначительные различия

**в.** результат скупости – result of greed; восстановиться после экономического кризиса – to recover from economic disaster; восстановиться – to recover; выживать – to survive; с одной стороны – on the one hand; срок жизни, срок эксплуатации – life span.

**V. 1.** There are thousands of companies that live only 15 years. **2.** Apple is the biggest company in the world. **3.** The most important factor is innovation. **4.** Customer behavior affects the life span of companies. **5.** A company must be well organized and systematic if it wants to survive a long time. **6.** Successful companies hire the best people in their field. **7.** Abbreviation R&D stands for Research and Development. **8.** Apple, Sony, LG, Nokia.

### Текст 2.

#### III.

1.d; 2.e; 3.i; 4.h; 5.a; 6.f; 7.g; 8.k; 9.c; 10.b.

#### IV.

**а.** Мощный, сильный – powerful, соперник, конкурент – competitor, успех маркетинга – marketing success, производить, выпускать – to produce, история корпорации/компании – corporate history, флагман – flagship

**б.** Массового производства – mass-produced, оборудование – equipment, производить, выпускать – to produce, создавать, творить – to create, быть основанным – to be founded, мощный, сильный – powerful.

### Текст 3.

#### III.

to operate from home, many large companies, to return to office work, flexitime, to work overtime, remote work, to communicate with people, long journeys.

#### IV.

**а.** отмечать время ухода с работы – to clock off; пассажир, регулярно совершающий поездки из пригорода в город и обратно (обычно на работу) – commuter; отдел, департамент – department; офисная работа – office work; работа с 9 до 17 – a nine-to-five job; работать из дома – to operate from home

**б.** ночная смена, дежурство – night shift; работать сверхурочно – to work overtime; офисная работа – office work; отмечать время ухода с работы – to clock off;

регулярный/установленный график работы – regular working hours; ездить на работу и обратно (часто из пригорода) – to commute.

**VII.**

1 b; 2 d; 3 a; 4 f; 5 c; 6 e.

**VIII.**

**1.** Human resources departmental managers are holding a weekly meeting now. **2.** I want to talk with you for a few minutes about changes to our company culture. We are planning to implement huge changes in the nearest future. **3.** Unfortunately there is not enough space for everyone in the office. **4.** We are planning to implement flexible working hours for some employees/positions/jobs/roles. **5.** Some employees will be offered to work from home/remotely, if it suits them/if it is appropriate for them. **6.** We are sure flexible working hours will not suit everyone/ will not be appropriate for everyone. **7.** Take/have a look at these papers: I have listed/divided all the departments and teams into 3 groups. **8.** Group 1 will work fixed hours daily, for instance call-centre staff. / The staff from group 1 will work at fixed time every day, for example call-centre staff. **9.** As for group 2, they will work core hours which they will agree with their line manager or team leader/ As for group 2, they will work core hours agreed with their line manager or team leader. **10.** Flexibility (of working hours) is not appropriate for all the positions/jobs/roles. **11.** I am dealing with this issue right now. **12.** Group 3 includes middle and senior management.

**Текст 4.**

**I.**

1. h; 2. d; 3. j; 4. f; 5. c; 6. g; 7. e; 8. i; 9. a; 10. b

**III.**

1. c; 2. d; 3. d; 4. c; 5. d; 6. a

**IV.**

1. True 2. False 3. False 4. True 5. True 6. False

**V.**

**1.** Social interaction. **2.** Face to face. **3.** Distractions. **4.** Commuters. **5.** Flexible. **6.** Working remotely. **7.** Work as a team. **8.** Isolation. **9.** Motivation. **10.** Save money. **11.** stressed. **12.** Collaboration. **13.** Office space.

**Тест 1**

1. a; 2. a; 3. b; 4. a; 5. б; 6. г; 7. б; 8. a; 9. г; 10. a; 11. б; 12. в; 13. в; 14. г; 15. a; 16. a; 17. б; 18. г; 19. a; 20. б.

**Тест 2**

1. г; 2. в; 3. б; 4. г; 5. б; 6. б; 7. г; 8. a; 9. a; 10. б; 11. г; 12. г; 13. a; 14. в; 15. a; 16. г; 17. a; 18. в; 19 в; 20. б; 21. г.

**ТЕМА IV**

**Текст 1.**

**II.**

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

**IV.**

**a.** to negotiate - вести переговоры, договариваться; priorities - приоритеты; overview - обзор, общее представление; point of view - точка зрения, мнение; misconception - неправильное представление; to collaborate - сотрудничать, работать совместно.

**б.** shared interests - общие интересы; option - вариант (опция); alternative - альтернатива, выбор; negotiation skills - умения вести переговоры; to motivate - мотивировать, побуждать; profitability - прибыльность, рентабельность, доходность.

**в.** to reduce demands - снизить требования; improve profitability - улучшить прибыльность; to negotiate - вести переговоры, договариваться; to motivate - мотивировать, побуждать; alternative - альтернатива, выбор; competitive situation – кокурентная ситуация.

**г.** option - вариант (опция); point of view - точка зрения, мнение; to reduce demands - снизить требования; a quarrel - ссора; to compromise - идти на компромисс; alternative - альтернатива, выбор

## Текст 2.

### II.

1. True; 2. False; 3. False; 4. True; 5. True

### III.

1. If you're doing business internationally, it's important to be aware of the different negotiation styles used around the globe because culture can have a big impact.

2. In Japan for instance communication tends to be more reserved than in countries like the United States where people are much more expressive on the way people conduct negotiations.

3. In Mexico people frequently communicate through physical contact, such as touching a shoulder or giving a hug after conversing.

4. Yes, it can. In India speaking too loudly, for example, can be seen as disrespectful.

## Текст 3.

### III.

1. accessibility/ over the phone; 2. negotiations/ a familiar environment; 3. visual creatures; 4. setting up a negotiation; 5. negotiators.

### IV.

**a.** familiar environment - знакомая обстановка; one-on-one conversation - разговор с глазу на глаз; to maintain relationship - поддерживать отношения; to take charge of - взять на себя ответственность, возглавить; negotiation skills - навыки ведения переговоров; negotiators - участники переговоров.

**б.** to take charge of - взять на себя ответственность, возглавить; to get the best deal - заключить лучшую сделку; top-notch - первоклассный, превосходный, высший класс; negotiation skills - навыки ведения переговоров; visual creatures - визуальные существа; to negotiate over the phone - вести переговоры по телефону.

## Текст 5.

### II.

**a.** When you were trying to ring me i was on the phone to the customer.

**б.** Unfortunately, I dialled the wrong number.

**в.** They promised to phone us back in 2 hours.

**г.** I couldn't get through yesterday. The line was engaged.

**III.**

2. calling; 3. My name is; 4. putting; 5. Is that; 6. Speaking; 7. message; 8. answer-phone; 9. out /not in; 10. phone/ring/call (you) back; 11. Is that; 12. It's; 13. through; 14. engaged; 15. on.

**Текст 6.****II.**

sending short written messages from one phone to another - texting in spite of - despite; get- receive; letters which represent words - acronyms; valuable/worth a lot of money - precious; most of the time - mostly/mainly; around the world - worldwide; famous - popular

**III.**

FYI - for your information; X - kiss; LOL - laughing out loud; CU - see you; THX - thanks; IMO - in my opinion; BF - boyfriend; ASAP - as soon as possible; U - you.

**Текст 7.****II.**

1. you put me through. 2. One moment. 3. putting you through. 4. the line's busy. 5. want to hold. 6. call back later. 7. hold, please. 8. busy. 9. again later. 10. the number of. 11. direct line.

**III.**

1e. 2a. 3d. 4f. 5c. 6b.

**Текст 8.****I.**

1. speaking; 2. this; 3. corporation; 4. wondering; 5. job; 6. conditions; 7. terms; 8. bottom; 9. flexible; 10. additional; 11. discount; 12. flexible; 13. fixed; 14. meet; 15. doable; 16. upper.

**Тест 1**

1.a 2.Г 3.a 4.a 5.В 6.a 7.В 8.Г 9.Г 10.В 11.б

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