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Кафедра лингвистических дисциплин и межкультурных коммуникаций

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**ЭЛЕКТРОННЫЙ  
УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС  
по учебной дисциплине  
ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ, ФРАНЦУЗСКИЙ)**

для специальностей

6-05-0311-02 Экономика и управление

6-05-0411-01 Бухгалтерский учет, анализ и аудит

6-05-0411-02 Финансы и кредит

Составители: старший преподаватель, м.п.н. Шпудейко Л.Н., старший преподаватель, м.п.н. Копчак Е.В.

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*руч. в УМК 24/12-53*

**ПОЯСНИТЕЛЬНАЯ ЗАПИСКА**  
**к электронному учебно-методическому комплексу**  
**по учебной дисциплине «Иностранный язык (английский, французский)»**  
**для специальностей**  
**6-05-0311-02 Экономика и управление**  
**6-05-0411-01 Бухгалтерский учет, анализ и аудит**  
**6-05-0411-02 Финансы и кредит**

*Актуальность изучения дисциплины*

Статус иностранного языка как общеобразовательной дисциплины, реально востребуемой в практической и интеллектуальной деятельности специалиста, является в современном поликультурном и многоязычном мире особенно значимым. Иностранный язык рассматривается не только в качестве средства межкультурного и профессионального общения, но и средства формирования личности как субъекта национальной и мировой культуры.

*Цель и задачи дисциплины*

Главная *цель* обучения иностранному языку заключается в формировании иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство межличностного и профессионального общения. Достижение главной цели предполагает комплексную реализацию познавательной, развивающей, воспитательной и практической целей.

В качестве стратегической интегративной компетенции в процессе обучения иностранным языкам выступает коммуникативная компетенция в единстве всех составляющих: языковой, речевой, социокультурной, компенсаторной, учебно-познавательной компетенций.

Основными *задачами* изучения дисциплины являются:

- унификация полученных ранее умений и навыков чтения текстов на расширенном языковом материале;
- формирование умений и навыков чтения и понимания текстов по специальности в ситуациях поиска смысловой информации;
- владение профессиональной лексикой;
- знакомство с историей и культурой страны изучаемого языка.

В результате изучения дисциплины «Иностранный язык (английский, французский)» студент должен:

знать:

- особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах;
- социокультурные нормы бытового и делового общения в современном поликультурном мире;
- историю и культуру страны изучаемого языка;
- основные формы культурной коммуникации;

уметь:

- вести общение профессионального и социокультурного характера на иностранном языке, сочетая диалогические и монологические формы речи;
- читать литературу на иностранном языке по профилю обучения (изучающее, ознакомительное, просмотровое и поисковое чтение);
- использовать иностранный язык в качестве инструмента профессиональной деятельности: перевод, реферирование и аннотирование профессионально

ориентированных и научных текстов, выступление с публичной речью;

– использовать стилистические нормы иностранного языка в соответствии с ситуацией профессиональных и деловых взаимоотношений;

владеть:

– навыками чтения и перевода со словарем иностранной литературы по правилам речевого этикета;

– рациональным и эффективным языковым поведением в ситуациях межкультурной коммуникации.

*Краткое описание электронного учебно-методического комплекса (для кого предназначен, на основании каких документов разработан)*

Электронный учебно-методический комплекс предназначен для студентов специальностей 6-05-0311-02 Экономика и управление, 6-05-0411-01 Бухгалтерский учет, анализ и аудит, 6-05-0411-02 Финансы и кредит дневной, заочной форм получения высшего образования, заочной формы получения высшего образования, интегрированного со средним специальным образованием.

ЭУМК разработан в соответствии со следующими документами:

1. Требованиями кодекса Республики Беларусь «Об образовании» от 13.01.2011г. № 243-3 (с дополнениями и изменениями).

2. Положением об учебно-методическом комплексе на уровне высшего образования, утвержденным постановлением Министерства образования Республики Беларусь №167 от 26.07.2011 г. «Об утверждении положений об учебно-методических комплексах по уровням основного образования».

3. Учебной программой учреждения высшего образования по дисциплине «Иностранный язык (английский)», утвержденной 23.06.2023, регистрационный номер № УД-23-1-027/уч.; «Иностранный язык (французский)», утвержденной 23.06.2023, регистрационный номер № УД-23-1-026/уч.

*Цели ЭУМК*

Основной целью ЭУМК является повышение исходного уровня владения иностранным языком и формирование у обучающихся иноязычных компетенций, позволяющих им решать социально-коммуникативные задачи в сфере электронной коммерции, формирование навыков говорения, чтения и письма, развитие грамматических навыков.

Содержание и объем ЭУМК полностью соответствуют образовательным стандартам высшего образования специальностей 6-05-0311-02 Экономика и управление, 6-05-0411-01 Бухгалтерский учет, анализ и аудит, 6-05-0411-02 Финансы и кредит, а также учебно-программной документации образовательных программ высшего образования. Материал представлен на требуемом методическом уровне и адаптирован к современным образовательным технологиям.

УМК разработан в электронном виде.

*Структура учебно-методического комплекса по дисциплине «Иностранный язык (английский, французский)»:*

**Теоретический раздел ЭУМК представлен** методическими рекомендациями по изучению дисциплины и отдельных ее тем, а также по организации управляемой самостоятельной работы студентов.

**Практический раздел ЭУМК содержит** методические материалы к практическим занятиям, аутентичные тесты и материалы по изучаемым темам;

**Раздел контроля знаний ЭУМК содержит** перечень самостоятельного изучения студентами, вопросы к зачету, образцы тестов;

**Вспомогательный раздел ЭУМК включает** учебную программу по дисциплине «Иностранный язык».

**Краткий паспорт дисциплины  
для дневной формы получения высшего образования**

	Бухгалтерский учет и анализ		Финансы и кредит		Экономика и управление	
	семестр	семестр	семестр	семестр	семестр	семестр
	1	2	1	2	1	2
Практические (семинарские) занятия (часов)	68	80	68	80	68	80
Зачет (+/-)	+	-	+	-	+	-
Экзамен (+/-)	-	+	-	+	-	+

**для заочной формы получения высшего образования**

	Бухгалтерский учет и анализ		Экономика и управление	
	семестр	семестр	семестр	семестр
	1	2	1	2
Практические (семинарские) занятия (часов)	16	16	16	16
Зачет (+/-)	+	-	+	-
Экзамен (+/-)	-	+	-	+

**для заочной формы получения высшего образования, интегрированного со средним специальным образованием**

	Экономика и управление	
	семестр	семестр
	1	2
Практические (семинарские) занятия (часов)	16	16
Зачет (+/-)	+	-
Экзамен (+/-)	-	+

# **ПЕРЕЧЕНЬ МАТЕРИАЛОВ В УЧЕБНО-МЕТОДИЧЕСКОМ КОМПЛЕКСЕ**

**Электронный учебно-методический комплекс содержит:**

## **1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ**

- 1.1. Методические рекомендации по изучению дисциплины
- 1.2. Методические рекомендации по организации самостоятельной работы студентов

## **2. ПРАКТИЧЕСКИЙ РАЗДЕЛ**

- 2.1. Материалы для практических занятий по дисциплине
  - 2.1.1. АНГЛИЙСКИЙ ЯЗЫК
  - 2.1.2. ФРАНЦУЗСКИЙ ЯЗЫК

## **3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ**

- 3.1. Виды контроля
  - 3.1.1. Текущий контроль
  - 3.1.2. Рубежный контроль
  - 3.1.3. Промежуточный контроль (устная и письменная форма)
  - 3.1.4. Текущая аттестация
  - 3.1.5. Итоговый контроль
- 3.2. Тесты и контрольные работы
  - 3.2.1. АНГЛИЙСКИЙ ЯЗЫК
  - 3.2.2. ФРАНЦУЗСКИЙ ЯЗЫК
- 3.3. Критерии оценивания работы студентов

## **4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ**

- 4.1. Словари
  - 4.1.1. АНГЛИЙСКИЙ ЯЗЫК
  - 4.1.2. ФРАНЦУЗСКИЙ ЯЗЫК
- 4.2. Учебная программа дисциплины
  - 4.2.1. АНГЛИЙСКИЙ ЯЗЫК
  - 4.2.2. ФРАНЦУЗСКИЙ ЯЗЫК

# 1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

## 1.1. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ

Целью практического курса «Иностранный язык» является формирование и развитие профессиональной коммуникативной компетенции, позволяющей осуществлять коммуникативную деятельность на иностранном языке в профессиональной сфере общения и развитие лингвистической компетенции, включающей в себя знание и владение стандартными лексическими средствами и грамматическими структурами, присущими языку сферы профессионального общения в области экономики.

Учебный план дисциплины «Иностранный язык (английский, французский)» предусматривает практические занятия в аудитории (под руководством преподавателя) и вне учебной аудитории (самостоятельную работу студентов с последующим контролем преподавателя) на протяжении 2 семестров на 1 курсе.

В своей концепции учебный курс опирается на разработанные Советом Европы «Общеввропейские компетенции владения иностранным языком».

Данный курс предусматривает наличие навыков элементарного владения иностранным языком на Предпороговом уровне А2. Наряду со стартовым тестированием, могут быть использованы методы самооценки для определения начального уровня языковой компетенции. С этой целью рекомендуется ответить на следующие вопросы:

Анкета для определения соответствия уровню А2

Я понимаю на слух отдельные фразы и наиболее употребительные слов в высказываниях?

Я понимаю на слух основную информацию о себе и своей семье, о покупках, о месте проживания, о работе?

Я понимаю на слух общее содержание простых, четко произнесенных и небольших по объему сообщений и объявлений?

Я могу прочесть и понять короткие простые тексты?

Я могу найти конкретную информацию в простых текстах повседневного общения: в рекламах, проспектах, меню, расписаниях?

Я могу прочесть простые письма личного характера?

Я умею общаться в простых типичных ситуациях, требующих непосредственного обмена информацией?

Я умею поддерживать предельно краткий разговор на бытовые темы?

Я могу, используя простые фразы и предложения, рассказать о своей семье и других людях, условиях жизни, учебе, настоящей или прежней работе?

Я умею писать простые короткие записки и сообщения?

Я умею писать несложные письма личного характера (например, выразить кому-либо свою благодарность за что-либо)?

Исходя из целей и задач обучения, формулируются конечные требования к уровню знаний и умений по отдельным видам речевой деятельности и языковым аспектам на 1 курсе (1, 2 семестр).

Основной целью курса является достижение Порогового уровня самостоятельного владения иностранным языком В1 и закрепление на данном уровне. Курс направлен на практическое овладение навыками аудирования, понимание письменного текста, диалогической и монологической речи, а также продуктивное овладение грамматическим материалом в рамках изучаемых лексических тем.

#### Требования к итоговым умениям и навыкам на уровне В1:

Понимание	Аудирование	Понимание основных положений четко произнесенных высказываний в пределах литературной нормы на базе изученных тем. Понимание общего содержания адаптированных радио- и телепрограмм о текущих событиях, а также передач, связанных с личными или профессиональными интересами.
	Чтение	Понимание текстов, построенных на частотном языковом материале повседневного и профессионального общения. Понимание описаний событий, чувств, намерений в письмах личного характера.
Говорение	Диалог	Умение общаться в большинстве ситуаций, возникающих во время пребывания в стране изучаемого языка. Участие (без предварительной подготовки) в диалогах на базе изученных тем.
	Монолог	Умение строить простые связные высказывания о личных впечатлениях, событиях, мечтах, надеждах и желаниях. Умение кратко обосновать и объяснить свои взгляды и намерения, рассказать историю или изложить сюжет книги или фильма и выразить к этому свое отношение.
Письмо	Письмо	Умение писать простые связные тексты на изученные темы, письма личного характера.

С целью формирования навыков аудирования на иностранном языке согласно вышепереведенной шкале уровней для самооценки, опубликованной в официальной брошюре Совета Европы, рекомендуется выполнить следующие упражнения:

Прослушайте текст, постарайтесь понять его содержание, разделите на смысловые части и дайте заголовки к каждой части.

Прослушайте текст, составьте план.

Прослушайте начало текста, дайте свой вариант того, как могут развиваться события в тексте дальше и т. д.

Прослушайте предложение и определите значение нового слова по контексту (словообразовательным элементам, на основе знания одного из значений, по этимологии, звукоподражательным элементам).

Установите на слух тождество в парах слов.

Прослушайте предложения и постарайтесь понять их смысл, не обращая внимания на определения, выраженные незнакомыми словами.

Прослушайте омонимы в предложениях и определите их значения.

Прослушайте синонимы в предложениях и определите их значения.

Прослушайте исходные предложения и различные варианты их лексико-

грамматического перефразирования, определите выраженную в них мысль.

Прослушайте ряд предложений и обратите внимание на то, что они отличаются друг от друга только одним новым словом в одной и той же позиции. Установите смысл этих предложений.

В списке слов отметьте те, которые вы услышали в предложениях. Назовите их вслух.

В списке русских слов отметьте очередность воспринятых на слух иноязычных эквивалентов.

Прослушайте омонимы и найдите в списке соответствующие им слова на родном языке.

Прослушайте предложения на иностранном языке, укажите лексические ошибки, допущенные в процессе их перевода на русский язык. (Текст русских предложений прилагается).

Прослушайте предложения, произнесенные в быстром темпе, и запишите их. Затем проверьте правильность своих записей при более медленном чтении предложений диктором.

Прослушайте предложения, произнесенные диктором в быстром темпе, и переведите их на родной язык. При повторном (таком же быстром или более медленном) прослушивании исправьте ошибки в переводе.

Отметьте в списке синонимы или антонимы слов, которые вы услышали в произнесенных диктором предложениях.

С целью формирования навыков диалогической речи на иностранном языке рекомендуется выполнить следующие упражнения:

Подготовьте набор ключевых слов и словосочетаний, уместных в большинстве типичных ситуаций, которые могут быть при поездке в страну изучаемого языка.

Составьте на основе этого материала свои реплики разных типов (побуждения, реагирования) и организуйте их в микродиалоги, реализующие различные языковые намерения.

Составьте диалог по одной теме, но для разных ситуаций общения.

Составьте тематический диалог из микродиалогов с добавлением необходимых объединяющих реплик.

Подберите картинки/фотографии к интересующей вас ситуации общения и составьте к ним микродиалоги.

Составьте диалог по прочитанному тексту.

Подумайте, с какими сложностями вы можете столкнуться в различных ситуациях, которые могут быть при поездке в страну изучаемого языка, и составьте микродиалоги, позволяющие их решить.

С целью формирования навыков монологического высказывания на иностранном языке рекомендуется выполнить следующие упражнения:

Подготовьте или воспользуйтесь готовыми списками выражений отношения (нравиться, разочарование, предпочтение, волнения и т.п.), интереса.

Определите ряд событий в тексте или фильме, которые оказались для вас эмоционально значимыми. Выразите свое отношение к ним, используя соответствующие фразы-клише.

Практикуйте использование этих фраз, до тех пор, пока подбор соответ-



ствующего слова для выражения ваших эмоций не перестанет вызывать затруднения.

Подготовьте список союзов и выражений, объясняющих вашу точку зрения.

Подготовьте простые предложения, выражающие ваш интерес к некоторому явлению и простые предложения, объясняющие этот интерес. Объедините их в одно сложное предложение.

С целью формирования навыков чтения на иностранном языке рекомендуется выполнить следующие упражнения:

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

Повторно прочтите текст и перечислите вопросы, освещаемые в нем.

Соедините простые предложения с помощью подчинительных союзов.

Определите и изучите новые грамматические явления в тексте.

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

Переведите авторскую прямую речь в косвенную.

Составьте предложения из самостоятельно выбранных ключевых фраз.

С целью формирования навыков письма на иностранном языке рекомендуется выполнить следующие упражнения:

Подготовьте набор ключевых слов и словосочетаний, уместных в большинстве типичных писем личного характера.

Подготовьте список союзов и выражений, объясняющих вашу точку зрения.

Подготовьте простые предложения, выражающие ваш интерес к некоторому явлению и простые предложения, объясняющие этот интерес. Объедините их в одно сложное предложение.

Составьте план простого письма-благодарности, запроса.

Подберите фразы для формального и неформального начала и завершения письма.

## **1.2. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ**

Студент в процессе обучения должен не только освоить учебную программу, но и приобрести навыки самостоятельной работы, которая способствует развитию ответственности и организованности, творческого подхода к решению проблем учебного и профессионального уровня, поскольку студент должен уметь планировать и выполнять свою работу.

Самостоятельная работа студентов является одной из основных форм аудиторной и внеаудиторной работы при реализации учебных планов и программ. Самостоятельная работа определяется как индивидуальная или коллективная учебная деятельность, осуществляемая без непосредственного участия педагога, но по его заданиям и под его контролем.

При определении содержания самостоятельной работы студентов учитывается уровень самостоятельности абитуриентов и требования к уровню самостоятельности выпускников для того, чтобы за период обучения искомый уровень был достигнут.

Для организации самостоятельной работы необходимы следующие условия:

- готовность студентов к самостоятельному труду;
- наличие и доступность необходимого учебно-методического и справочного материала;
- консультационная помощь.

Формы самостоятельной работы студентов определяются при разработке рабочих программ учебных дисциплин содержанием учебной дисциплины, учитывая степень подготовленности студентов.

Видами заданий для внеаудиторной самостоятельной работы являются:

Для овладения знаниями:

- чтение текста (учебника, дополнительной литературы), составление плана текста, графическое изображение структуры текста, конспектирование текста, выписки из текста, работа со словарями и справочниками, ознакомление с нормативными документами, учебно-исследовательская работа, использование аудио- и видеозаписей, компьютерной техники и Интернета и др.

Для закрепления и систематизации знаний:

- работа с конспектом лекции, обработка текста, повторная работа над учебным материалом (учебника, дополнительной литературы, аудио и видеозаписей, составление плана, составление таблиц для систематизации учебного материала, ответ на контрольные вопросы, заполнение рабочей тетради, аналитическая обработка текста (аннотирование, рецензирование, реферирование, конспект-анализ и др), подготовка мультимедиа сообщений/докладов к выступлению на семинаре (конференции), подготовка реферата, составление библиографии, тематических кроссвордов, тестирование и др.

Для формирования навыков и развития умений:

- решение задач и упражнений по образцу, решение вариативных задач, решение ситуационных (профессиональных) задач, подготовка к деловым играм, проектирование и моделирование разных видов и компонентов профессиональной деятельности, рефлексивный анализ профессиональных умений с использованием аудио- и видеотехники и др.

Таким образом, самостоятельная работа всегда завершается какими-либо результатами. Это выполненные задания, упражнения, решенные задачи, написанные сочинения, заполненные таблицы, построенные графики, подготовленные ответы на вопросы.

Цели и задачи.

Целью самостоятельной работы студентов является овладение фундаментальными знаниями, профессиональными умениями и навыками деятельности по профилю, опытом творческой, исследовательской деятельности. Данный учебно-методический материал ориентирован на достижение главной цели: повышение результативности самостоятельной работы студентов, развитие способности к самостоятельному получению знаний, освоению коммуникативных компетенций по учебной дисциплине «Иностранный язык».

В ходе выполнения самостоятельной работы студент научится активно, це-

ленаправленно приобретать новые знания и развивать коммуникативные умения без прямого участия в этом процессе преподавателей; самостоятельно анализировать современные учебно-методические материалы; закреплять пройденный материал посредством анализа, сравнения, обсуждения и описания реалий согласно тематике.

Указанная цель требует реализации ряда задач, таких как:

приобретение конкретных знаний, формирование навыков и развитие речевых умений по иностранному языку, в соответствии с темами, заявленными в учебной программе дисциплины;

систематизация и закрепление полученных теоретических знаний и практических умений обучающихся;

развитие познавательных способностей и активности студентов: творческой инициативы, самостоятельности, ответственности и организованности;

формирование самостоятельности мышления, способностей к саморазвитию,

самосовершенствование и самореализация;

развитие исследовательских умений;

реализация универсальных учебных действий с использованием информационно-коммуникационных технологий.

Информация, полученная в результате самостоятельного изучения обозначенного материала, будет необходима для написания реферата, сочинения, подготовки презентации, более продуктивной работы на практических занятиях, а также успешного прохождения всех этапов контроля знаний. Помимо анализа библиографического списка литературы, поощряется самостоятельное нахождение и изучение дополнительной литературы и электронных источников.

При этом целями и задачами самостоятельной аудиторной работы по дисциплине «Иностранный язык» являются:

методическая помощь студентам при изучении дисциплины «Иностранный язык» по темам, выносимым на самостоятельное изучение;

активизация употребления профессиональной лексики в речи студентов, связанной с конкретными специальностями;

обучение логичному и последовательному изложению своих мыслей в соответствии с предложенной ситуацией, максимально приближенной к реальной жизни, и в пределах освоенного лексико-грамматического материала;

применение сформированных навыков при работе с аутентичными материалами;

развитие творческих способностей студентов, активизация мыслительной деятельности, повышение положительной мотивации к изучению иностранного языка;

отработка навыков работы со специальными тематическими словарями, с научными справочными пособиями, а также навыков реферирования;

оказание методической помощи при написании рефератов, сочинений.

Цели и задачи внеаудиторной самостоятельной работы студентов:

закрепление, углубление, расширение и систематизация знаний, полученных во время занятий;

самостоятельность овладения новым учебным материалом;

формирование навыков самостоятельного умственного труда;

овладение различными формами самоконтроля;

развитие самостоятельности мышления;  
развитие коммуникативных умений в сфере профессионального общения;  
воспитание способности к самоорганизации, творчеству.

Самостоятельная работа может осуществляться индивидуально или группами студентов в зависимости от цели, объема, конкретной тематики самостоятельной работы, уровня сложности, степени развития умений студентов.

Контроль результатов внеаудиторной самостоятельной работы студентов может осуществляться в пределах времени, отведенного на обязательные учебные занятия по дисциплине и внеаудиторную самостоятельную работу студентов по дисциплине. Используется устная, письменная и смешанная формы контроля.

По дисциплине «Иностранный язык» практикуются следующие виды и формы самостоятельной работы студентов:

- подготовка к практическим занятиям;
- подготовка к контрольным работам, зачетам и экзаменам;
- отработка изучаемого материала по печатным и электронным источникам;
- выполнение контрольных, самостоятельных работ;
- тестирование в учебных компьютерных классах по материалам, разработанным преподавателем;
- индивидуальные исследовательские задания (подготовка кратких сообщений, докладов, рефератов и др.);
- подготовка к участию в научно-практических конференциях;
- подготовка и оформление мультимедийных презентаций в соответствии с учебными разделами и темами, а также слайдового оформления и видеосопровождения докладов;
- написание сочинений;
- самостоятельное составление заданий (кроссвордов, викторин, контрольных упражнений) по изучаемой теме;
- работа над выполнением наглядных пособий (схем, таблиц, коллажей и др.);
- проектная работа (подготовка деловой игры; портфолио).

Рекомендации по выполнению самостоятельной работы:

Изучение теоретического материала.

Изучение тематических текстов на иностранном языке, лексических и грамматических комментариев к ним, а также указанной в библиографии литературы и интернет-ресурсов с целью расширения знаний по той или иной теме необходимо осуществлять с учетом следующих пунктов:

- прежде чем приступить к работе, требуется четко определить цели задания, что поможет осуществить самоконтроль в конце работы;
- ход работы проводить «пошагово» и не приступать к следующему пункту, не пройдя предыдущий;
- при работе с литературными источниками выделять главное, обращая особое внимание на классический иностранный язык;
- в конце работы проверить достигнута ли цель и сколько времени потребовалось для её достижения.

В зависимости от цели просмотрового чтения и степени полноты извлечения информации выделяют четыре подвида просмотрового чтения:

1. Конспективное – для выделения основных мыслей. Оно заключается в восприятии только наиболее значимых смысловых единиц текста, составляющих логико-фактологическую цепочку.

2. Реферативное – для выделения основных мыслей. При этом читающего интересует только самое основное в содержании материала, все подробности опускаются как несущественные для понимания главного.

3. Обзорное – для определения существа сообщаемого. Оно направлено на выделение главной мысли текста, причем задачи сводятся в основном к ее обнаружению на основе структурно-смысловой организации текста. Понимание главной мысли, выраженной имплицитно, в данном случае практически невозможно. Интерпретация прочитанного ограничивается вынесением самой общей оценки содержанию и определением соответствия текста интересам студентов.

4. Ориентировочное – для установления наличия в тексте информации, представляющей для читающего интерес или относящееся к определенной проблеме. Основная задача читающего – установить, относится ли данный материал к интересующей его теме.

Грамматический анализ непонятных предложений текста на иностранном языке. Бегло просмотрите текст и постарайтесь понять, о чем идет речь.

При вторичном прочтении определите тип непонятого предложения и функции всех его составляющих по внешним признакам.

При наличии сложносочиненного или сложноподчиненного предложения разделяйте его по формальным признакам на самостоятельные и придаточные, выделяйте инфинитивные, причастные и деепричастные обороты.

Если в предложении есть служебные слова, используйте их для членения предложения на смысловые группы.

В каждом отдельном предложении сначала находите сказуемое или группу сказуемого, затем подлежащее или группу подлежащего. Если значение этих слов неизвестно, обращайтесь к словарю.

Глагол-сказуемое обычно стоит на втором месте. Сказуемое можно найти по:

- по личным местоимениям;
- по вспомогательным и модальным глаголам в личной форме;
- по неправильным глаголам;
- по суффиксам.

Помните, что существительные употребляются в функции подлежащих только без предлогов.

Найдя подлежащее и сказуемое, проверьте, согласуются ли они в лице и числе. Поняв значение главных членов, выявляйте последовательно второстепенные члены предложения, сначала в группе сказуемого, а затем в группе подлежащего.

Если предложение длинное, определите слова и группы слов, которые можно временно опустить для выяснения основного содержания предложения. Не ищите сразу в словаре все незнакомые слова, а заменяйте их вначале неопределенными местоимениями и наречиями (кто-то, какой-то, как-то, где-то и др.).

Внимательно присмотритесь к словам, имеющим знакомые вам корни, суффиксы, приставки. Попробуйте установить значение этих слов. При этом обратите внимание на то, какой частью речи являются такие слова, а затем подбирайте соответствующий русский эквивалент.

Слова, оставшиеся непонятными, ищите в словаре, соотнося их значение с контекстом.

Подготовка доклада.

Требование к студентам по подготовке и презентации доклада.

Доклад – это сообщение с целью обобщить знания по заданной теме, систематизировать материал, проиллюстрировать примерами, сформировать навыки самостоятельной работы с научной литературой и прессой, познавательный интерес к научному познанию.

Студент в ходе презентации доклада отрабатывает умение самостоятельно обобщить материал и сделать выводы в заключении, свободно ориентироваться в материале и отвечать на дополнительные вопросы слушателей. Работа студента над докладом-презентацией включает отработку у него навыков ораторского искусства и развитие умений организовывать и проводить диспут.

Тема доклада должна быть согласована с преподавателем и соответствовать теме занятия. Докладом также может стать презентация реферата студента, соответствующая теме занятия. Материалы при его подготовке должны соответствовать научно-методическим требованиям ВУЗа и быть указаны в докладе. Иллюстрации должны быть достаточными, но не чрезмерными.

Студент обязан подготовить сообщение и выступить с докладом в строго отведенное преподавателем время, и в указанный им срок. Необходимо соблюдать регламент, оговоренный при получении задания.

Инструкция докладчикам и содокладчикам.

Докладчики и содокладчики – основные действующие лица. Они во многом определяют содержание, стиль и динамичность данного занятия. Действующие лица должны:

- уметь сообщать новую информацию;
- использовать технические средства;
- знать и хорошо ориентироваться в теме всей презентации (семинара);
- уметь дискутировать и быстро отвечать на вопросы;
- четко выполнять установленный регламент: докладчик – от 10 мин.; содокладчик – 5 мин.; дискуссия – 10 мин;
- иметь представление о композиционной структуре доклада.

Необходимо помнить, что выступление состоит из трех частей: вступление, основная часть и заключение.

Рекомендуется составить тезисы для беседы или устного сообщения в заданной ситуации общения. Эффективно также составить список вопросов для обсуждения с воображаемым или реальным собеседником.

Написание реферата.

Тема реферата предлагается преподавателем в соответствии с изучаемым материалом.

Объем текстовой части реферата (не считая титульного листа, содержания, списка литературы) должен составлять 5–8 листов формата А4 (шрифт: Times-NewRoman, кегль 14, междустрочный интервал полуторный, поля стандартные: верхнее – 2 см, нижнее – 2 см, левое – 3 см, правое – 1,5 см).

Обязательные части реферата: титульный лист, текстовая часть и список ли-

тературы (не менее 4 наименований). Вступление, основная часть и заключение также являются необходимыми блоками реферата.

#### Написание сочинений.

Тема сочинения предлагается преподавателем в соответствии с изучаемым разделом; также допускается написание сочинения по теме, сформулированной самостоятельно, но в таком случае необходимо ее согласование с преподавателем. Объем сочинения должен составлять 240–280 слов. Сочинение сдается в указанный в графике срок.

#### Требования к оформлению.

Сочинение сдается на листе бумаги или в специально заведенной для этой цели тонкой тетради (не толще 48 листов), в рукописном или распечатанном виде. Сочинение оформляется произвольно; обязательно только указание темы сочинения.

#### Инструкция по подготовке сочинения.

Разделите текст на смысловые абзацы в соответствии с предложенным в задании планом.

В первом абзаце сформулируйте проблему, которую вы будете обсуждать, однако не повторяйте тему сочинения слово в слово. Представьте, что ваш читатель не знает, о чем пойдет речь, и попытайтесь объяснить ему проблему другими словами.

Выделите положительные и отрицательные стороны проблемы, подумайте о разумных аргументах, в поддержку обеих точек зрения. Помните, что вы должны выразить не только свою точку зрения, но и противоположную. Также не забудьте объяснить, почему вы не согласны с другой точкой зрения.

Старайтесь соблюдать баланс между абзацами. Используйте слова-связки, чтобы помочь читателю проследить за логикой ваших рассуждений.

В последнем абзаце сделайте обобщающий вывод по данной проблеме. Вы можете также окончательно сформулировать свое мнение или предложить пути решения данной проблемы.

#### Написание письма.

В процессе профессионального общения написание писем является одной из наиболее часто встречающихся задач. Темы для деловых писем предлагаются преподавателем, также допускается написание письма по теме, сформулированной самостоятельно, но в таком случае необходимо ее согласование с преподавателем.

Перед написанием письма проводится подготовительная работа. Студент анализирует тексты писем, определяет характер каждого письма (личное, семейное, деловое, проблемное; письмо с выражением благодарности; поздравление, приглашение и т.д.).

На подготовительном этапе просматриваются приведенные речевые формулы, используемые в письме, и отмечаются различные способы выражения благодарности и признательности. Кроме того, составляются различные тематические письма для заданных ситуаций письменного общения.

Непосредственно при написании письма используйте следующий алгоритм

действий:

Определите, кому могут быть адресованы названные формы письменного обращения.

Определите характер письма по его структуре (описание, сообщение, повествование, уведомление, выражение благодарности за что-либо, приглашение).

Составьте письмо по предложенному плану, ориентируясь на конкретный тип адресата, коммуникативную задачу и ситуацию написания письма.

Подготовка презентации.

Демонстрационная презентация (длительностью от 10 до 20 мин.) выполняется в программах Microsoft PowerPoint, Prezi и других.

Возможно (но необязательно) использование дополнительных фото-, видео- или аудиоматериалов. Выполнение презентации осуществляется в устной форме (сдача текстовой части доклада не требуется).

Виды презентаций и их структура.

Можно выделить 3 вида презентаций:

1. информационная презентация;
2. презентация-идея;
3. презентация-ревью.

Для определения вида будущей презентации сформулируйте цель своего выступления, ответив себе на вопросы: зачем я выступаю, что я хочу получить в результате, что должны продумать или сделать слушатели после моей речи? Это главный вопрос. Правильный ответ на него – 50% успешной презентации.

Для информационной презентации достаточно того, что аудитория просто получит новые данные. Информационная презентация самая простая по своей сути, и требования к ней минимальны: она должна содержать в себе вступление, основную часть и завершение.

Во вступлении должно быть приветствие, тема и, возможно, цель выступления, имя выступающего, название организации, которую он представляет. Часто визуальные компоненты сопровождают или даже заменяют эту часть выступления.

В основной части информационной презентации главное – это соблюдение логики речи, а, следовательно, структурирование доклада, в частности разделение его на части.

Завершение также может быть предельно кратким: резюме вышесказанного и благодарность за внимание.

Цель презентации-идеи: изменить отношение слушателей и убедить их предпринять конкретные действия, связанные с темой. Алгоритм формирования убедительной презентации – «4П». Алгоритм включает в себя 4 блока:

1. Положение. В первой части докладчик рассказывает о ситуации, связанной с его предложением. Ситуация должна быть близка и понятна аудитории. Этот раздел должен быть относительно коротким – 5-10% всего выступления.

2. Проблема. Этот отрезок презентации должен показать проблематику. Очень важно, чтобы поднятые оратором проблемы действительно были важны для слушателей. Задача презентации только актуализировать потребности слушателей и вывести на первый план среди множества других наших ежедневных потребностей.



3. Перспектива. В этом разделе докладчику нужно показать, как усугубится описанная проблема, если не принять меры прямо сейчас.

4. Предложение. Следует предложить свой продукт или идею. При этом важно наглядно показать, как именно предлагаемая идея поможет выйти из сложившейся ситуации, ответить на вопрос, чем этот способ решения лучше, чем другие, привести аргументы и доказательства – то есть сделать свою презентацию убедительной.

Заканчиваться презентация-идея должна призывом к конкретным действиям, которые можно легко реализовать. Выступление будет особенно убедительным, если сделать презентацию с использованием качественных слайдов. Для убеждения стоит использовать яркие иллюстрации и графики, подтверждающие слова выступающего, так как 80% информации мы получаем через зрительный канал.

Презентация-ревью – это отчет о проделанной работе. Фактически, целью таких презентаций является убеждение слушателей в том, что Вы грамотный специалист в своей области, максимально качественно выполнивший свой объем работы и достойны высокой оценки.

Составление портфолио.

Целесообразно создание и использование портфолио в качестве проекта для самостоятельной работы.

По способу обработки и презентации информации выделяют портфолио в бумажном варианте и электронный вариант портфолио.

Портфолио в бумажном варианте, т.е. портфолио документов – это портфель сертифицированных (документированных) индивидуальных образовательных достижений, личностного развития, карьерного продвижения как рецензии, отзывы, резюме, эссе, рекомендательные письма и прочее).

Электронный вариант портфолио, т.е. портфолио-коллектор, портфолио работ – это собрание различных творческих и проектных работ студента, а также описание основных форм и направлений его учебной и творческой активности: участие в научных конференциях, конкурсах, прохождение различного рода практик, спортивных и художественных достижений и др.

Структура портфолио.

Часть 1. «Введение».

1.1. Фото.

1.2. Резюме.

1.3. Цели и задачи портфолио.

1.4. О структуре портфолио.

1.5. Специфические характеристики портфолио.

Часть 2. «Мои достижения».

2.1. «Официальные документы»:

документы об окончании школы;

сертификаты официально признанных международных, региональных и городских олимпиад, конкурсов, фестивалей, иных мероприятий;

документы об участии в грантах, окончании музыкальной, художественной, спортивной или иной школы;

сертификаты о прохождении практик, стажировок, тестирования, участия в проектах и программах;

журнальные, газетные, фотодокументы и иные документы, свидетельствующие об успехах;

список достижений, который, по тем или иным причинам (забыл, потерял, украли) не может быть задокументирован.

#### 2.2. «Жизненный опыт»:

автобиография;

эссе «Взгляд в прошлое»;

анализ важнейших событий и эпизодов жизни, их оценка, оценка, вес в сегодняшней жизни;

основные этапы становления личности, факторы, события, люди, повлиявшие на это;

газетные, фото, видео и иные кинодокументы, свидетельства очевидцев;

характеристики, отзывы, оценки известных (и не только) лиц о вас;

отзывы с тех мест работы, где вы работали и т.п.).

#### 2.3. «Обучение в вузе, предпрофессиональная и профессиональная подготовка»:

ваши оценки на всех этапах обучения в вузе, комментарии к ним;

любимые предметы, преподаватели, мотивы обучения;

основные периоды и этапы учения;

изменения взглядов на свою будущую профессию, вуз;

список курсовых и дипломных работ;

отзывы преподавателей и научных руководителей, руководителей учебных, преддипломных и дипломных практик;

список мест прохождения практик и выполненных работ.

#### 2.4. «Научная деятельность»:

список научных работ;

научная переписка;

аннотации к своим работам;

рецензии чужих научных трудов, монографий, учебников и учебных пособий;

отзывы на ваши работы;

эссе «О науке» и т.п.

#### 2.5. «Курсы по выбору и творческие работы»:

список дополнительных курсов, оценки, сертификаты, комментарии, приобретенные компетенции;

список или структурированное представление в том или ином виде своих творческих работ, отзывы на них, в том числе в СМИ и т.п.

### Часть 3. «Я в мире людей».

#### 3.1. «Участие в общественной жизни»:

характер вашей общественной активности;

занимаемые посты;

проекты и программы, в которых участвовали, их результативность.

#### 3.2. «Друзья», «Любимые люди»:

ваши близкие друзья в вузе и вне его, сфера их занятий, привлекательные черты характера, образ жизни, разделяемые ценности и т.п.;

родные и близкие люди, их личные качества, интересы, сфера занятий, привлекательные черты.

#### 3.3. «Мои кумиры»:

Люди (актеры, ученые, писатели, спортсмены и т.п.), являющиеся для вас, в определенном смысле, эталонами жизни и поведения, их портреты.

#### 3.4. «Хобби, интересы»:

сфера ваших свободных интересов, занятий, хобби, их примеры, иллюстрации;

значение в жизни вообще и в профессиональной жизни, в частности.

#### Часть 4. «Взгляд на себя и в будущее».

##### 4.1. «Я»:

взгляд на свое «Я», сильные и слабые стороны, мотивацию, интеллект, черты характера, образ жизни.

##### 4.2. «Мои ценности и идеалы»:

то, что вы цените, считаете важным, стремитесь, уважаете.

##### 4.3. «Мир вокруг меня»:

ваша оценка событий происходящих в мире и вокруг вас, тенденций, открывающихся возможностей, возникающих трудностей и опасностей.

##### 4.4. «Мои жизненные планы»:

ваше представление о собственной миссии, жизненных и профессиональных целях, стратегии, планах, способах, средствах и времени их достижения и т.п.

##### 4.5. «Мой девиз»:

ваш девиз, кредо на новом этапе жизни.

#### Часть 5. «Заключение для...».

##### 5.1. Важнейшие аспекты личности;

##### 5.2. Наиболее важные компетенции;

##### 5.3. Важнейшие аспекты опыта;

##### 5.4. Направления взаимодействия с работодателем и/или использования.

Материалы для оценивания портфолио делят на 2 части и заносят в таблицу:

Формальная часть	Неформальная часть
1. Средние оценки по общим дисциплинам.	1. Олимпиады.
2. Средние оценки по профессиональным дисциплинам.	2. Профессиональные конкурсы.
3. Средние оценки по специальным дисциплинам.	3. Научные публикации.
4. Курсовые работы.	4. Методические разработки и публикации (разработка учебного курса, деловой игры, тренинга, конференции, сайта по профессиональной теме).
5. Дипломная работа.	5. Участие в научной конференции.
6. Практики.	6. Участие в общественных проектах.
7. Иностранный язык.	7. Участие в профессиональных проектах.
8. Второй иностранный язык.	8. Участие в спортивных мероприятиях.
9. Третий иностранный язык.	9. Иные сертификаты, документы.
10. Любые сертификаты об обучении, связанные с профессией.	10. Отзывы, характеристики от руководителей предприятий, организаций.
11. Обучение за рубежом по направлению университета.	
12. Отзывы преподавателей, руководителей учебных практик.	

Самостоятельная подготовка заданий.

При необходимости самостоятельно составить задание по изучаемой теме следует в первую очередь определиться с типом задания. Это может быть кроссворд, викторина, текст с пробелами, сопоставление, ролевая игра и другие виды заданий, включая контрольные тесты и упражнения. По желанию студентов это может быть даже проект деловой игры.

Одним из интересных и творческих вариантов заданий является викторина.

Викторина – это вид игры, смысл которой заключается в том, чтобы угадывать правильные ответы на устные или письменные вопросы из разных областей знаний. Есть большое количество разных видов викторин. Они могут отличаться друг от друга условиями и правилами, тематикой, типами и сложностью вопросов.

Правила выполнения викторины должны быть просты. Сложные правила приходится долго разъяснять, и в результате теряется интерес. Но и в том случае, когда человек включится в викторину, он будет путаться, сбиваться и тем самым нарушать темп проведения викторины или разрушать ее.

Викторина должна охватывать всех. Не должно быть таких ситуаций, когда одни участники вовлечены в процесс викторины, а другие оказываются в положении пассивных наблюдателей.

Еще одним элементом викторин являются награды победителям. Здесь есть несколько психологических моментов, которые следует учитывать:

приз должен соответствовать уровню и сложности викторины;

вариант вручения призов всем участникам игры возможен, но при этом основной приз должен оставаться основным, а остальные носить характер утешительных и отличаться от главного;

приз не обязательно должен быть материальным. Он может быть чисто символическим, в виде венка, торжественно возлагаемого на голову победителя, шуточной медали с соответствующей надписью и т.п.;

само представление приза как цели, к достижению которой будут стремиться соревнующиеся, может нести в себе элемент викторины, если его представить в скрытом виде, как «темный приз».

## 2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

### 2.1. МАТЕРИАЛЫ ДЛЯ ПРАКТИЧЕСКИХ ЗАНЯТИЙ ПО ДИСЦИПЛИНЕ

#### 2.1.1. АНГЛИЙСКИЙ ЯЗЫК

##### 1.1. A NEW PERIOD IN MY LIFE. ABOUT MYSELF

###### **I. Read and translate the text.**

Let me introduce myself to you. My name is Dima. My surname is Petrov. I'm from Pinsk. At the age of six, I went to school and always did well at school. My favourite subjects at school were Maths and English, besides I was good at sport. This year I've finished secondary school and entered BrSTU. I worked hard to become a student of BrSTU that is why I passed entrance tests successfully.

Who can forget the first day at the university when one turns from an applicant who has passed entrance exams into a first-year student? I did it! I entered, I got in to the university! A solemn ceremony in front of the university building and serious people making speeches. Do you happen to know who they are? Who? The rector, vice-rectors, deans, subdeans? Heads of departments and senior lecturers? Some of them must be professors, some – associate or assistant professors, but, of course, all of them have high academic degrees.

So now I'm a first-year student. Students are the future of every country. They are young citizens of our society, full of infinite energy and progressive ideas, fantastic plans and noble ambitions, hopes and dreams. Student life is the brightest period of our life. It is a mixture of studies and great fun. I know that my parents (ex-students) miss those old good days of their student life.

There are several reasons why student life is exciting. First of all, students learn what they need for their future profession. It's even better if the student really enjoys the direction he or she chose. Secondly, being a student doesn't mean to work and study all the time. They get plenty of free time for their hobbies and favourite pastimes. Thirdly, students' social life is very interesting.

Certainly, a student has certain duties to perform. It goes without saying that the primary student duty is studying hard and acquiring proper knowledge for the future career. He must attend all the classes at college, do all the work at the right time, be punctual and disciplined. It can help the student achieve his goals and become diligent and perseverant. If he doesn't neglect his studies he will receive rich dividends in his future work. My classes begin at 8:10. We have lectures in different subjects.

As a rule we have three or four classes a day. Sometimes it is very hard to wait till they end. Usually I don't miss my classes because I want to pass my exams successfully. Occasionally I have to stay at the University till 5 or even 6 o'clock in the evening because I go to the library to get ready for my practical classes or to write a report.

As I'm from Pinsk and I study in Brest so I need some housing. There are two opportunities for me: I can live in a dormitory or rent a flat. I decided to live in a dormitory and I think it is even more interesting to be a student if you live in a dormitory. After the sessions you can play the guitar and sing songs. The ones, who like dancing, go to local discos. Others get together simply to chat and discuss the topics they've learned.

As a rule I have no free time on week-days. So by the end of the week I get very tired. My regular day off is Sunday. It is a day of freedom from routine duties and studies. I can do whatever I wish and go wherever I want. But I must admit that every day off needs some special planning. Time passes quickly and if you have no plans be sure to get no results. Our University offers plenty of opportunities and ways to enjoy one's free time. In your free time you can practice signing, music and choreography. And the annual contest "BrSTUStars" helps to reveal the talents of first- year students. Our Student Club consists of 13 creative collectives, which take an active part in city, regional and national events. The Students' Club is the centre where the students can spend their time to the best advantage and make new acquaintances.

The Club offers various activities to the students who want to show their creativity.

You can join university amateur societies and groups or try out themselves as script writers, producers and actors at University shows and festivals. This social life broadens the mind, develops your talents and communication skills.

I also believe that a good student should also go in for sports to stay in good health and mood. They say: "A sound mind lives in a sound body." The University Sports Club offers a choice of 14 sport societies for the students to enjoy exercise in their free time. Every year the University Sports Club and the Department of Physical Training jointly conduct more than 50 athletic events: university competitions and championships among teachers and students in indoor soccer, table tennis, chess, aerobic, and track-and-field. The Citadel Alpinist Club is one of the most attractive centers of campus social life. It has united the students and staff, as well as University graduates, who are always eager to share their experience with newcomers. The Club chronicle keeps records of many climbing expeditions to the most picturesque places in the Carpathians, Caucasus, and Crimea as well as boating and skiing trips throughout Belarus. In 2010 the Alpinist Club participated in the third category difficulty climbing, and won the second prize in the Regional sport climbing championship.

Student life is never boring. It is always full of excitement and interesting experiences. Finally I'd like to say that it is absolutely great to be a student!

**II. Find in the text (ex.I) English equivalents for the following Russian words and word combinations.**

Первокурсник, любимое времяпрепровождение, свободное время, успешно сдать экзамены, очень уставать, как говорится, соревноваться, доцент, студент дневного отделения.

**III. They say that it is a poor soldier who does not want to become a general. Name the steps of the social ladder which a student must pass to climb up to the position of the rector. Use the words from the list below, placing one word on one step.**

Dean, assistant lecturer, head of department, vice-rector, associate professor, assistant professor, subdean, professor.

**IV. Match the words with similar meanings.**

hostel	term
semester	to finish
to introduce	to like

to leave	to present
to prefer	dormitory

**V. Match the words with opposite meanings.**

to pass	to fail
to like	to hate
easy	difficult
lazy	hard-working
strong	weak

**VI. Match the English idioms in the left column with their Russian equivalents.**

to go into details	начать с азов
to drum something into somebody's head	как дважды два – четыре
a brain twister	куриные мозги
two and two make four	вдаваться в подробности
a stumbling block	головоломка
the key word	легко даваться
the brain of a pigeon	ключевое слово
to come easy	камень преткновения
to start from scratch	вдолбить что-либо в голову

**VII. Speak in class what you feel when:**

you get a bad mark; you fall behind the group; you fail in an examination; you read up for an examination late at night; you miss classes; you come late to classes; you keep up with the rest of the group; you catch up with the rest; you spend sleepless nights over a load of books; you look up every word in your dictionary when reading an English book.

**VIII. Read the text and share your experience of dealing with exam stress with your groupmates.**

**How to Deal with Exam Stress**

Exam season can bring on levels of stress and burnout that can hinder your studies. Here are some handy tips on how to manage your anxiety. Exam stress affects most students in varying ways. It is important to manage this stress and find little ways of helping to eliminate the risk of burnout.

For some students, exams can be a breeze; revision is second nature to them and they could ace an exam with their eyes closed. But for others, sweaty palms and heart palpitations are just a part of the territory, and it seems that nothing is more impossible than sitting down and revising. Here are some handy tips that can help to dissipate stress and make sure you can get through exam season.

1. Take regular breaks and schedule in fun things to look forward to. Even the most intense exam timetables will allow a little time for a study break.

This can include 20-minute breaks during your revision day, and longer activities that you can look forward to. Go out for dinner with friends, go to the cinema, attend a gig, anything that you like doing in your spare time that will take your mind off exams. Spending a little time away from the books will leave you feeling more refreshed and

relaxed the next time you revise.

## 2. Exercise and get outdoors

Easily one of the most frustrating things about exam season is that it seems to occur just as the weather brightens up. Use this to your advantage and go out for a walk, or a run, or head to the gym or swimming pool. As well as keeping you healthy, exercise is known to boost your mood and can help to make you more productive while revising.

## 3. Don't (always) listen to others

As the old saying goes: "comparison is the thief of joy". While it is helpful to discuss topics with fellow students and often to revise together, try not to compare other peoples' revision to your own. Chances are you're doing just fine, and listening to other people talk about what they've learnt will only stress you out and may make you feel like you aren't progressing as well as them. Plus, if they themselves are stressed this can rub off on to you and other people's stress is not what you need right now.

## 4. Speak to someone

If the stress gets to a point where it is overwhelming, and is affecting your day-to-day life, try and speak to someone about it. Your university or school should have a service where you can speak to people about your concerns, and will be able to offer more advice on how to manage it. If that seems like too big a step, open up to a family member or a friend about the pressure you feel. You'll be amazed to know that you aren't alone in feeling like this.

## 10 quick ways to help eliminate exam stress

Watch a film, a TV show or listen to a podcast or comedian that makes you laugh.

Drink some herbal tea or a hot chocolate. It's a well known fact that hot drinks are known to soothe the soul (avoid too much caffeine though!).

A shower or a bath can help to relieve stress.

Cook or bake something. Just the thought of having something delicious to eat can bring you joy. As a bonus side note, try and cook something healthy too. You can't feed your mind well, if you don't feed your body well.

Get some sleep. The virtues of a good night's sleep during exam season should not be underestimated.

Keep things in perspective. Yes, exams are important. But you are so much more than your exam results.

Avoid other stressed people. You know the ones I mean. The ones with cue cards outside of the exam hall, frantically trying to remember key dates and equations.

They will do nothing for your stress levels.

Avoid the exam "post-mortem". You don't need to know how other people fared in the exam. You've done your best, you can't go back and change your answers so the second you step out of the exam hall, focus on your next exam.

Be flexible. While having a revision time table is one of the best tools in your arsenal for exam success, don't be too hard on yourself if you don't stick to it. If you accidentally oversleep, don't write the day off.

Write down everything you feel like you need to do and try and tick one thing off. Just the act of feeling like you are in control of your revision can help.

## **IX. Translate into English.**

1. Она поступила в университет прошлым летом и закончит его только через четыре года.

2. Лучше не пропускать занятия, а то можно быстро отстать от группы.



3. Мой любимый предмет, конечно же, английский.
4. Староста нашей группы получает стипендию.
5. Больше всего я боюсь провалить экзамен по математике.
6. В штате преподавателей у нас три профессора, четыре доцента, пять старших преподавателей и семь ассистентов.
7. В эту сессию будет пять зачётов и четыре экзамена.

**X. Read and translate the story. Answer and discuss in class the questions below. Continue the story.**

It took a couple of weeks for classes to get settled, and then we got down to the nitty-gritty. As homework began pouring in, and tests loomed on the horizon, I realized that my study skills were very poor and that it was going to be a challenge in itself to teach myself to study. I experimented with several tactics, trying to find out what would work for me. I started out in the bedroom with the door closed, but it seemed the phone was always ringing. I managed to get my work done, but I was not pleased with this frustrating situation. Later I tried going outside and preparing somewhere in the yard. I ended up chatting with a neighbour, petting her dog. Clearly, something had to be changed. As my workload increased, so did my frustration.

Quite by accident, however, I found the solution to my problem...

Find the English equivalents to the Russian words and phrases.

На это ушла пара недель, прийти в норму, засесть за что-либо, повседневная работа, наваливаться, маячить, слабые навыки, вызов, экспериментировать с чем-либо, обнаружить, начинать (разг.), удаваться, оканчиваться, удручающая ситуация, выходить из дома, болтать, работа накапливалась, разочарование, совершенно случайно, решение проблемы.

Answer the questions and express your opinion on the following.

1. What advice would you give to a friend of yours if he or she had to deal with the problem of distraction?
2. What tactics do you personally choose to get yourself organised and sit down to work?
3. Discuss in class the problem of getting oneself organised and concentrated when doing one's homework.

**XI. BrSTU offers a choice of 14 sport societies for the students to enjoy exercise in their free time. Which of them are you going to visit and why? Write a short essay (10-12 sentences).**

Sport Societies and Clubs:

- arm wrestling
- basketball
- table tennis
- indoor soccer
- handball
- volleyball
- judo
- karate
- aerobics
- kick-boxing
- tourism

- chess
- swimming
- Citadel Alpinist Club.

**XII. The Students' Club is the centre where our students can spend their time to the best advantage and make new acquaintances.? What its line is the most interesting for you? Write a short essay (10-12 sentences).**

BrSTU amateur societies and groups

Vocal line:

- pop-group
- vocal school
- vocal group «Kaliada»
- vocal group «Ramonki»
- vocal group «Vivat»
- vocal group «Krasuni»
- folk music group

Dance line:

- sport dance group «Tim-Wei»
- folk dance group
- school of variety show dancing
- club of historical dance «The Medieval meadow»

Instrumental music line:

- group of violinists
- instrumental music group

Clubs

- Theatre group “The Word”
- “What? Where? When?” Club (brain ring games)
- KVN club (a comedy club)
- Journalistic club “The Feather.”

## COLLEGE LIFE

**I. Read the text, consult a dictionary to find the meaning of the words in bold type, learn them by heart.**

The merry-go-round of **college life** is something that one never forgets. It's a fascinating, fantastic, fabulous experience, irrespective of the fact whether one is a **full-time or a part-time student**.

Who can forget the first day at the university when one turns from an **applicant** who has **passed entrance exams** into a **first-year student**? I did it! I **entered, I got in to the university!** A solemn ceremony in front of the **university building** and serious people **making speeches**: the **rector, vice-rectors, deans, subdeans, heads of departments** and **senior lecturers**. Some of them must be **professors, some – associate or assistant professors, lecturers and tutors**, but, of course, all of them have **high academic degrees**.

The **monitors** hand out **student membership cards, student record books** and **library cards** – one feels like a real person. First celebrations and then days of hard work. So many **classes**, so many new **subjects to put on the timetable!** The **curriculum** seems to be developed especially for geniuses. **Lectures, seminars** and **tutorials**.

Home **preparations**; a real avalanche of **homeworks**.

If one can not **cope with the work load of college** he or she immediately starts **lagging behind**. It is easier to **keep pace** with the programme than to **catch up with it** later. Everyone tries hard to be, or at least to look, **diligent**. First **tests and examination sessions**. The first **successes** and first **failures**: "**I have passed!**" or "**He has not given me a pass!**" Tears and smiles. And a long-awaited **vacation**.

The merry-go-round runs faster. **Assignments, written reproductions, compositions, synopses, papers**. Translations **checked up** and **marked**. "Professor, I have never **played truant, I had a good excuse for missing classes**". Works **handed in** and **handed out**. **Reading up for exams**. "No, professor, I have never **cheated** – no **cribs**. I just **crammed**".

**Junior students** become **senior**. Still all of them are one family – **undergraduates**. **Students' parties** in the **students' club**. Meeting people and parting with people. You know, Nora is going to **be expelled** and Dora is going to **graduate with honours**. **Yearly essays, graduation dissertations, finals...**

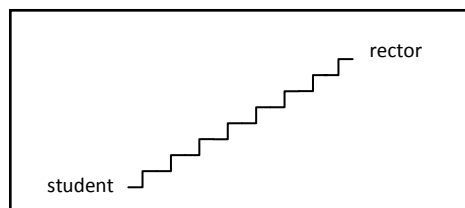
What? A **specialist's certificate**? You mean, I've got a **degree in Economics**? I am happy! It is over! It is over... Is it over? Oh, no...

A **postgraduate course, a thesis, an oral, and a degree in Economics**. The first of September. Where are the students of the **faculty of economics**? Is it the **economics department**? Oh, how nice...

## II. Do the following tasks.

1. Say a few words about your university: say what it is called, speak about its faculties and their specializations.
2. Would you compare college life with a merry-go-round or with something else?
3. What do you think of the first months at the university?
4. They say that it is a poor soldier who does not want to become a general. Name the steps of the social ladder which a student must pass to climb up to the position of the rector. Use the words from the list below, placing one word on one step.

Dean, assistant lecturer, head of department, vice-rector, associate professor, assistant professor, subdean, professor.



## A NEW PERIOD IN MY LIFE

### I. Pronounce the words correctly and learn their meaning.

1. housing [haʊzɪŋ] – жильё
2. opportunity [ɒpə'tju:nɪtɪ] – возможность
3. dormitory, students hostel ['dɔ:mɪtrɪ] [hɒstl] – студенческое общежитие
4. to rent a flat (an apartment) [ə'ra:tmənt] – снимать квартиру
5. usually ['ju:ʒuəlɪ] – обычно
6. rather ['rɑ:ðə] – довольно
7. enough [ɪnʌf] – достаточно

8. completely [kəm'pli:tli] – полностью, совершенно
9. to serve [sə:v] – обслуживать
10. while [waɪl] – пока, в то время как
11. to prefer [prɪ'fə:] – предпочитать
12. to miss [mɪs] – пропускать
13. successfully [sək'sesfʊli] – успешно
14. canteen [kæ:n'ti:n] – столовая
15. back [bæk] – обратно
16. break [breɪk] – перерыв
17. report [rɪ'pɔ:t] – доклад
18. tired [tʌɪəd] – усталый
19. admit [əd'mɪt] – соглашаться
20. disposal [dɪs'pəʊzl] – возможность распорядиться
21. recreation [rekri'eɪʃn] – отдых
22. facilities [fə'sɪlɪtɪz] – возможности, условия
23. to keep fit [ki:pfit] – быть бодрым, здоровым
24. advantage [əd'vɑ:ntɪdʒ] – польза

## II. Read the text.

A New Period in My Life My name is Dima Ivanov. On leaving school I entered Brest State Technical University.

Brest State Technical University is one of the largest scientific and educational centers in the western part of Belarus. It enables training of highly qualified specialists and conducts fundamental scientific research in the areas of construction, architecture, electronics, mechanical engineering, economy and ecology. Now I am a first-year student of Civil Engineering Department. I think Civil Engineering is a very important branch of national economy. The purpose of Civil Engineering is to construct and reconstruct residential and industrial buildings, bridges, schools, palaces and hospitals. This requires the use of new building methods and new building materials. That is why we must know all the latest achievements of science and engineering. I entered the university to be provided with a high standard of theoretical and practical knowledge.

I am a student of Technical University. My parents live in Grodno and I study in Brest so I need some housing. There are two opportunities for me: I can live in a dormitory or rent a flat. I decided to live in a dormitory.

A compact university campus is set in beautiful surroundings, with plenty of green space to relax. The campus offers a range of facilities to satisfy students' day-to-day needs:

Recreation and Wellness Center

four student dormitories

a bank

a chemist's shop

a laundry

a store

3 gyms

Located on the campus, the café “Zodchie” provides freshly made hot and cold food.

My classes begin at 8:10. We have lectures in different subjects. As a rule we have three or four classes a day. Sometimes it is very hard to wait till they end. Usually I

don't miss my classes because I want to pass my exams successfully. Occasionally I have to stay at the University till 5 or even 6 o'clock in the evening because I go to the library to get ready for my practical classes or to write a report. There is a good library in our University. It is on the ground floor. The library is open from 9 a.m. till 6 p.m. It is accessible to all the students and teachers free of charge. Subscription to the library is conducted according to a student's identity card. I have got a membership card and I can borrow books from the library. I can use books in the reading-room or take them on a loan. I can take books home for a certain number of days. The entire stock is represented in the author and classified catalogues. The newly acquired books are always displayed on the stands.

The library possesses more than 700,000 books, magazines and other printed works. Foreign literature is in English, French, German, Polish, Spanish, and other languages. There is a good selection of books for professional training. A special place among the library holding belongs to the reference collection.

As a rule I have no free time on week-days. So by the end of the week I get very tired. My regular day off is Sunday. It is a day of freedom from routine duties and studies. I can do whatever I wish and go wherever I want. But I must admit that every day off needs some special planning. Time passes quickly and if you have no plans be sure to get no results. Our University offers plenty of opportunities and ways to enjoy one's free time. The Students' Club is the center where the students can spend their time to the best advantage and make new acquaintances. The Club offers various activities to the students who want to show their creativity. They can join university amateur societies and groups or try out themselves as script writers, producers and actors at University shows and festivals.

The University Sports Club offers a choice of 14 sport societies for the students to enjoy exercise in their free time.

Every year the University Sports Club and the Department of Physical Training conduct more than 50 athletic events. The Citadel Alpinist Club is one of the most attractive centres of campus social life. It has united the students and staff, as well as University graduates, who are always eager to share their experience with newcomers. The Club chronicle keeps records of many climbing expeditions to the most picturesque places in the Carpathians, Caucasus, and Crimea as well as boating and skiing trips throughout Belarus. In 2010 the Alpinist Club participated in the third category difficulty climbing, and won the second prize.

### **III. Complete the sentences:**

1. On leaving school I entered...

-----

2. Brest State Technical University is one of the largest...

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3. I think Civil Engineering is...

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4. The purpose of Civil Engineering is...

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5. A compact university campus is set...

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6. The campus offers...

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7. The University Sports Club offers...

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**IV. Find one synonym to the first word in each row:**

1. Opportunity – share – shower – chance

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2. Usually – nearest – as a rule – latest

---

3. Rather – enough – ready – quarter

---

4. Turn on – serve – switch – prefer

---

5. Completely – usually – finally – entirely

---

6. Prefer – tired – like – different

---

7. Healthy – sound – hard – successful

---

**V. Find the suitable meaning to each word:**

1. Need – a) clean, polish, make tidy or smooth

2. Rent – b) go away from

3. Brush – c) want, require

4. Leave – d) interval (in space or time)

5. Miss – e) occupy or use (land, buildings, etc.) for rent

6. Success – f) fail to hit, hold, catch, reach, see

7. Break – g) person or thing that succeeds

**VI. Use sentences in the Past and Future Simple, Continuous or Perfect tense forms.**

Example: 1. Being happy is one way of being wise.

2. Being happy was one way of being wise.

3. Being happy will be one way of being wise.

Example: 1. Things are not going my way.

2. Things were not going my way.

3. Things will not be going my way.

Example: 1. She has just done some work about the house.

2. She had done some work about the house by 8.

3. She will have done some work about the house before 6.

1. My classes begin at 8:10.

---

2. We leave the house at ten minutes past eight and walk to the nearest bus-stop.

---

3. That is the time to share the latest news.

---

4. We are watching TV now.

---

5. It has made people better.

---

6. I have managed to do everything very well.

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**VII. Use sentences in the Past and Future Simple, Continuous or Perfect Passive tense forms.**

Example: 1. I am woken up by my roommate.  
2. I was woken up by my roommate.  
3. I shall be woken up by my roommate.

Example: 1. Breakfast is being served now.  
2. Breakfast was being served at that time.

Example: 1. The Flat has been rented by him.  
2. The flat had been rented by him by August.  
3. The flat will have been rented by him before September.

1. The latest news is listened to on the radio.

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2. The latest news is shared by us.

-----

3. The lecture is being presented now.

-----

4. The report is being written by him now.

-----

5. She has just left the house.

-----

6. The classes have already begun.

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7. They have had a lecture in physics.

-----

**VIII. Answer the following questions:**

1. Where do you live and study?
2. Do you live in a dormitory or in a flat?
3. Who is your best friend at the University?
4. Do you get on well with your group mates?
5. How many classes do you have every day?
6. What subjects are you good at?
7. Where do you have lunch?
8. You don't have much free time on week-days, do you?
9. How often do you go to the library?
10. Do you use any modern means of education?

**IX. Discuss the following points of the text in the form of a dialogue. Use all types of questions.**

Example: 1. Do his parents live in Minsk?  
2. Where does he study?  
3. Can he live in a dormitory or in a flat?  
4. Who shares the flat with the young man?  
5. He studies at the University, doesn't he?

1. Renting a flat.

2. Morning routine.
3. At the University.
4. Having meals.
5. Leisure time.
6. In the evening.

**X. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.**

1. Only the educated are free (Epictetus, Phrygian Stoic, philosopher, c AD 50-135).
2. The educated differ from the uneducated as much as the living from the dead (Aristotle, one of the most celebrated Greek philosophers, 384-322 BC).
3. Knowledge is power (Francis Bacon, British painter, 1909-1992).

**XI. Speak about your working day with your groupmate in the form of a dialogue.**

### NICK'S USUAL WORKING DAY

**I. Read and translate the text.**

Hi, nice to meet you all!

My name is Nick Price. I am a freshman at MIT – Massachusetts Institute of Technology. I am not from Boston myself. I was born in Vermilion, Ohio, not far from Cleveland.

My family is not very rich, that is why I can't afford to live on a campus. But it is a rule, that every student must reside during his or her freshman year on the campus. To cover some of the expenses I've got to work part-time on the campus. I work in cafeteria.

Now let me tell you about my usual working day. I wake up at seven in the morning. My alarm-clock radio is tuned to my favourite radio station. My roommate Todd Hall is a football player. He jogs every morning at 6:30. He is still out jogging when I get up. First I take a cold shower and brush my teeth. Then I dress myself up and rush to work – to the University cafeteria. I wash dishes and clean the tables. It is not a very interesting job, I know that, but soon I'll be a cook and will earn more. My boss Suzie is very strict but very nice when you do your job properly.

My first class starts at 11:15. The professor is never late for his classes. The lecture hall we sit in has about 100 seats. MIT is a very big school. I think that it is the best school of science and technology in the US.

At 2:00 p.m. I eat lunch at school cafeteria. The food is free for me because I work there. I am a vegetarian and I don't like drinks with caffeine. I prefer cool filtered water or juice.

Then I have two more classes. I need to go to the library right after the classes to do my homework. There I meet my friends and we talk a lot. Twice a week I play basketball with my friends. I swim once a week. Usually after library we go out to the cafe or just sit outside and talk.

I have dinner at 6:00 p.m. at the little Chinese restaurant not too far from the dormitory or I cook myself in the kitchen in my dorm. My favourite food is salami pizza and potato salad.



After dinner I watch TV or play ping-pong with my friends. When it is Friday, we go to the football game.

I usually read before I go to bed. It calms me down after the long day. I guess, that's pretty much it for now. See you later!

## II. Answer the questions.

1. Where does Nick Price study?
2. What year of study is he in?
3. Is Nick from Boston?
4. Is Nick's family a rich one?
5. What is Nick's job? Do you think he enjoys it?
6. Is Massachusetts Institute of Technology a good school?
7. Where does Nick spend his evenings?
8. What does Nick usually do on Friday nights?

## EDUCATION IN BELARUS

### I. Before you read the text, talk about these questions.

What institutions does the system of education in the Republic of Belarus include?

What are the most famous educational establishments in our country?

### II. Read the following words and learn their meaning.

- |     |                |                                |
|-----|----------------|--------------------------------|
| 1)  | trend          | тенденция, направление         |
| 2)  | unification    | объединение                    |
| 3)  | continuity     | непрерывность, преемственность |
| 4)  | to embrace     | включать                       |
| 5)  | vocational     | профессиональный               |
| 6)  | retraining     | переподготовка                 |
| 7)  | compulsory     | обязательный                   |
| 8)  | to reveal      | раскрывать, показывать         |
| 9)  | to acquaint    | знакомить                      |
| 10) | elective       | факультатив                    |
| 11) | simultaneously | одновременно                   |
| 12) | post-graduate  | послевузовский                 |
| 13) | entity         | организация, объект            |
| 14) | grant          | грант                          |
| 15) | scholarship    | стипендия                      |
| 16) | defense        | защита                         |
| 17) | thesis         | научная работа, диссертация    |

### III. Match the words in the box with definitions 1-12.

<i>simultaneously</i>	<i>compulsory</i>	<i>timetable</i>	<i>scholarship</i>
<i>to reveal</i>	<i>trend</i>	<i>continuity</i>	<i>elective</i>
<i>requirement</i>	<i>certificate</i>	<i>unification</i>	<i>establishment</i>

- 1) an official document that states that the information on it is true
- 2) an amount of money given by a college or other organization to pay for the studies of a person with great ability

- 3) something that must be done; necessary by law or a rule
- 4) happening or being done at exactly the same time
- 5) the place where an organization operates
- 6) a subject that someone can choose to study as part of a course
- 7) the general direction of changes or developments
- 8) the state of something without change or interruption
- 9) something needed or necessary
- 10) a detailed plan showing when events or activities will happen
- 11) to make known or show something that was previously secret
- 12) the forming of a single thing by bringing together separate parts

**IV. Read the text and decide whether it is worth studying English. Use the dictionary to look up unfamiliar words.**

The system of education in the Republic of Belarus is based on national traditions and global trends in world education. These guarantee equal access to all educational stages, unification of the requirements, continuity of all training stages and state financial support. The system of education in Belarus embraces a great number of educational establishments.

Today Belarusian educational system includes preschool education, secondary education (primary, basic and general secondary school), vocational education and secondary special education, higher education, postgraduate research education, adult education and retraining.

The system of education in Belarus starts with the preschool education. It is not compulsory in Belarus but around 70% of children attend nursery or kindergarten before they go to school. These institutions are for children under six years. Kindergartens develop physical growth, the ability to communicate, reveal personal qualities and talents. Children who attend kindergarten learn social skills when they play with other children. Such children are better prepared for primary school. Children are taught pre-reading and pre-writing as well as basic mathematics. The children learn to follow a timetable, respect their classmates and teacher. The public nurseries and kindergartens are free of charge but parents should pay for meals.

General secondary education in Belarus starts at the age of 6 and includes three levels: primary, general basic and general secondary. Secondary school starts with primary school where children are taught to read, count, draw, they are given knowledge in maths, nature studies and music. The primary and basic secondary school course is compulsory. It lasts for nine years. Secondary basic school itself acquaints pupils with culture, science, technology. Pupils study obligatory subjects like maths, biology, physics, chemistry, history and attend different electives to enrich their knowledge in favourite subjects as well as define their future profession. On successfully graduating from basic school, young people have the opportunity to continue their education at high school, college or vocational school. Those interested can simultaneously receive secondary education and professional training. The certificate of general secondary or secondary special education is the document which enables young people to continue their education at the university level.

The Belarusian system of higher education consists of universities, academies, and institutes. Universities and academies offer graduate and post-graduate programs and are engaged in fundamental research. Whereas universities offer education in a wide variety of areas, academies have a narrower specialization. Institutes are also high-

ly specialized and usually have no post-graduate programs. They can function as separate entities or as part of a university.

Most courses run for 4 or 5 years. Higher educational institutions offer full-time (day) and part-time programs. The most common and popular is full-time education. Two-thirds of all students choose this form of education. Grants are available for full-time students and scholarships are awarded to very gifted students. Students who graduate with honors are awarded a "red certificate."

The degree that has been traditionally conferred by Belarusian higher educational institutions is Certified Specialist. It usually requires four or five years of training, success in final state examinations, and defense of a thesis. Graduates of higher education institutions have the possibility of receiving postgraduate education.

The Belarusian state policy for higher education is mainly based on the Constitution of the Republic of Belarus, the Code of the Republic of Belarus on Education, as well as other state decrees and regulations. All types of educational establishments stimulate effectiveness of education according to one's abilities and inclinations and correspond to the state educational standards.

**V. Find equivalents to the following Russian word combinations in the text.**

- 1) мировые тенденции
- 2) доступ ко всем ступеням образования
- 3) раскрывать личностные качества
- 4) посещать различные факультативы
- 5) фундаментальные исследования
- 6) широкий выбор направлений
- 7) более узкая специализация
- 8) функционировать как отдельные объекты
- 9) выпускные государственные экзамены
- 10) по способностям и склонностям

**VI. Match the words to form word combinations. Make affirmative or negative sentences with each word combination.**

national	research
equal	program
financial	knowledge
educational	a timetable
reveal	of a thesis
follow	establishment
to enrich	traditions
fundamental	support
defense	talents
part-time	access

**VII. Complete the sentences with appropriate words or phrases from the box.**

<i>social skills</i>	<i>obligatory</i>	<i>a "red certificate"</i>	<i>basic mathematics</i>
<i>general</i>	<i>free of charge</i>	<i>pre-school</i>	<i>scholarships</i>
<i>stimulate</i>	<i>full-time</i>	<i>higher education</i>	<i>future profession</i>

1) The system of education in Belarus starts with the \_\_\_\_\_ education.

- 2) Children who attend kindergarten learn \_\_\_\_\_ when they play with other children.
- 3) Children are taught pre-reading and pre-writing as well as \_\_\_\_\_.
- 4) The public nurseries and kindergartens are \_\_\_\_\_.
- 5) \_\_\_\_\_ secondary education in Belarus starts at the age of 6.
- 6) Pupils study \_\_\_\_\_ subjects like maths, biology, physics.
- 7) Secondary basic school helps pupils define their \_\_\_\_\_.
- 8) \_\_\_\_\_ are awarded to very gifted students.
- 9) The system of \_\_\_\_\_ consists of universities, academies, and institutes.
- 10) Students who graduate with honors are awarded \_\_\_\_\_.
- 11) Two-thirds of all students choose \_\_\_\_\_ education.
- 12) All types of educational establishments \_\_\_\_\_ effectiveness of education.

### VIII. Complete the sentences with correct prepositions.

- 1) General secondary education in Belarus starts \_\_\_\_\_ the age of 6.
- 2) The system of education in Belarus starts \_\_\_\_\_ the preschool education.
- 3) Children are given knowledge \_\_\_\_\_ maths, nature studies and music.
- 4) Around 70% of children attend nursery or kindergarten \_\_\_\_\_ they go to school.
- 5) The Belarusian policy for higher education is mainly based \_\_\_\_\_ state laws.
- 6) The certificate of secondary education enables young people to continue their education \_\_\_\_\_ the university level.
- 7) Kindergartens are for children \_\_\_\_\_ six years.
- 8) The educational policy in the Republic of Belarus guarantees equal access \_\_\_\_\_ all educational stages.
- 9) On graduating \_\_\_\_\_ basic school, young people have the opportunity to continue their education.
- 10) Universities and academies are engaged \_\_\_\_\_ fundamental research.

### IX. Read the text again and answer the following questions.

- 1) What stages does Belarusian educational system include?
- 2) Is preschool education compulsory in our republic?
- 3) What advantages do kindergartens give to children?
- 4) Do parents have to pay for public nurseries and kindergartens?
- 5) How many levels does general secondary education include? What are they? Which of them are compulsory?
- 6) What is the role of primary school in children's life?
- 7) What opportunities do pupils have after graduating from basic school?
- 8) What is the difference between universities and academies?
- 9) Who can be awarded a "red certificate"?
- 10) What are the requirements for getting a Diploma of Certified Specialist?

### X. Fill in the table with the words given below.

higher education	secondary special education
primary secondary school	general secondary school

vocational education  
basic secondary school

preschool education

4-5 years	
1-4 years	
10-16 years old	
6-10 years old	
3-6 years old	

## **EDUCATION IN MY LIFE. WHY DO WE LEARN ENGLISH?**

### **I. Before you read the text, talk about these questions.**

Why do you think English is the world's most widely used language?

What are the advantages of studying English?

Is it important for your future profession to have skills in English?

### **II. Read the following words and learn their meaning.**

- |                   |                         |
|-------------------|-------------------------|
| 1) to communicate | общаться                |
| 2) average        | обычный                 |
| 3) access         | доступ                  |
| 4) to strive      | стараться, стремиться   |
| 5) widespread     | широко распространённый |
| 6) to conduct     | проводить, осуществлять |
| 7) to consider    | считать, полагать       |
| 8) majority       | большинство             |
| 9) option         | выбор, возможность      |
| 10) content       | содержание, контент     |
| 11) article       | статья                  |
| 12) to share      | делиться, обмениваться  |
| 13) competitive   | конкурентный            |
| 14) to attend     | посещать                |
| 15) success       | успех                   |

### **III. Match the words in the box with definitions 1-12.**

<i>widespread</i>	<i>content</i>	<i>to share</i>	<i>employability</i>
<i>to strive</i>	<i>to conduct</i>	<i>access</i>	<i>edge</i>
<i>to cover</i>	<i>mobility</i>	<i>to attend</i>	<i>outnumber</i>

- 1) existing in many places or among many people
- 2) to go officially and usually regularly to a place
- 3) to organize and perform
- 4) the opportunity to use something
- 5) the skills and abilities that allow you to be employed
- 6) to report the news about a particular important event
- 7) an advantage over other people
- 8) the ability to move freely
- 9) everything that is contained within something
- 10) to be greater in number than someone or something

- 11) to put something on a social media website so that other people can see it
- 12) to try very hard to do something

#### **IV. Read the text and decide whether it is worth studying English. Use the dictionary to look up unfamiliar words.**

Nowadays English seems to be the only language that everyone feels the need to study. The reason is that it is the international language of the world which can be used cross-culturally to **communicate** with each other. Obviously, English opens so many doors for the **average** person, allowing **access** to people, places, jobs. It is not only one of the most popular mother tongues in the world but the main foreign language too. This means that two people who come from different countries usually use English as a common language to communicate. That's why everyone **strives** to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from different countries all over the world, not just English-speaking ones. English is the language which is spoken by perhaps 400 million people. It is a geographically **widespread** language and it is the official language of more than 60 sovereign states.

The knowledge of English is often important in fields like computing, business and medicine. Up to half of all business deals throughout the world **are conducted** in this language. English is the universal language of international politics and science. It opens doors to the academic world. Many European universities are becoming highly international: the common working language of visiting scholars, students and professors from all around the world is English. It is generally **considered** that English is the language of the scientific community. Most of the research and studies you find in any given scientific field will be written in it. For example, roughly 80% of all the journals are published in English, two-thirds of all scientific papers are published in English, and it is reported that only half of scientific **articles** written in English come from English-speaking authors.

On the Internet the **majority** of websites are written and created in English. Even sites in other languages often give you the **option** to translate the site. Learning English can help you communicate more effectively online while also giving you **access** to a much wider choice of **content**. When someone wants **to share** something with as large an audience as possible, English is the most likely language to choose. About 75% of the world mail correspondence is in English. At least 35% of Internet users are English speakers, and about 70% of the Internet **content** is in English although reliable figures on this are hard to establish.

It's the primary language of the press: more newspapers and books are written in English than in any other language. Half of the world newspapers are in English. Journalists and writers around the world think that a good command of English is an increasingly useful skill. Even if you are writing your articles and doing interviews in your own language, with good English you can get background material from international wire services, papers, and magazines from around the world. You can interview foreign diplomats, businessmen, and even get sent **to cover** overseas stories.

English opens doors to employment, education and **mobility**. The knowledge of the English language is vital in many professions. The ability to speak English increases an individual's **employability** – which is a big plus in today's **competitive** times. Publishing in foreign journals and **attending** international conferences are some of the key steps to **success** in career. Multinational corporations employ English speakers in offic-

es around the world. All these facts prove the importance of knowing English for professional career. Whether you are aiming to be an engineer or a philosopher knowing English can give you a vital **edge** over others. Besides, learning languages broadens the mind and enriches all of us culturally.

Undoubtedly English has become a constructed international language developing professional and personal relationships. Non-native speakers now **outnumber** native speakers and as a result English belongs to the world rather than to any country. Do you agree with this and accept the fact that if you don't want to get left behind you should learn English?

**V. Find the equivalents to the following Russian word combinations in the text.**

- 1) распространённый язык
- 2) универсальный язык международной политики
- 3) достоверные данные
- 4) научное сообщество
- 5) посещение международных конференций
- 6) хорошее владение английским языком
- 7) расширять кругозор
- 8) обогащать в культурном отношении
- 9) давать важное преимущество над другими
- 10) остаться позади

**VI. Match the words to form word combinations. Make affirmative or negative sentences with each word combination.**

mother	community
international	corporation
academic	skill
visiting	scholar
scientific	figures
reliable	career
useful	world
background	material
professional	tongue
multinational	politics

**VII. Complete the sentences with appropriate words from the box.**

<i>scientific</i>	<i>the mind</i>	<i>English-speaking</i>	<i>access</i>
<i>command</i>	<i>professors</i>	<i>cross-culturally</i>	<i>widespread</i>
<i>effectively</i>	<i>material</i>	<i>the ability</i>	<i>content</i>

- 1) English as the international language can be used \_\_\_\_\_ to communicate with each other.
- 2) English allows \_\_\_\_\_ to people, places and jobs.
- 3) English is a geographically \_\_\_\_\_ language.
- 4) The common working language of visiting scholars, students and \_\_\_\_\_ from all around the world is English.
- 5) Two-thirds of all \_\_\_\_\_ papers are published in English.
- 6) Only half of scientific articles written in English come from \_\_\_\_\_ au-

thors.

- 7) Learning English can help you communicate more \_\_\_\_\_ online.
- 8) About 70 % of the Internet \_\_\_\_\_ is in English.
- 9) A good \_\_\_\_\_ of English is an increasingly useful skill.
- 10) With good English you can get background \_\_\_\_\_ from international wire services, papers, and magazines.
- 11) \_\_\_\_\_ to speak English increases an individual's employability.
- 12) Learning languages broadens \_\_\_\_\_ and enriches all of us culturally.

**VIII. Read the sentences 1)-8). Match the phrases in bold with suitable definitions a)-h). Paraphrase the sentences.**

- 1) Nowadays everyone **feels the need** to study English.
- 2) Everyone strives to learn the language in order **to get in touch** on an international level.
- 3) English **opens so many doors for** the average person.
- 4) Most of all scientific papers **are published** in English.
- 5) Even sites in other languages often **give you the option** to translate the site.
- 6) Journalists can get background material from **international wire services, papers, and magazines**.
- 7) One of the key steps to success in career is **attending** international conferences.
- 8) Multinational corporations **employ** English speakers in offices around the world.
  - a) hire
  - b) outside sources
  - c) participating in
  - d) finds it necessary
  - e) to communicate
  - f) gives a lot of opportunities to
  - g) are released
  - h) allow

**IX. Answer the following questions. Use the sentences from the text.**

- 1) Is the English language one of the most popular mother tongues in the world?
- 2) How many people in the world speak the English language today?
- 3) Why is it said that English opens doors to the academic world?
- 4) How many articles written in English come from English-speaking authors?
- 5) What language option do websites often give you?
- 6) Why is English called the primary language of the press?
- 7) Why is a good command of English considered a useful skill for journalists?
- 8) What are some of the key steps to success in career according to the text?
- 9) How can you prove that knowledge of English increases an individual's employability?
- 10) Why is it possible to say that English belongs to the world rather than to any country?

**X. Prove that English is important in the modern world. Enumerate at least five advantages of knowing English. Try to use the following words and word combinations:**



To begin with  
It is true that  
First of all  
What is more  
Besides  
Moreover  
In addition to this  
I can't but agree that  
In conclusion I can say that

## 1.2. ECONOMY AND ECONOMICS

### INTRODUCTION. ECONOMICS

#### **I. Read and translate the text.**

The word «economics» derives from the Greek word «oikonomika» that means household management. Economics came of age as a separate area of study with the publication of Adam Smith's «The Wealth of Nations». Adam Smith is often considered to be the founder of modern day economics, because he was the first writer to outline and appraise the workings of a free market economy. Smith argued that individuals know best what is good for them. If unrestricted by government controls or private monopolies, people will be motivated by the quest for profit to turn out the goods and services that society wants, people (businesses) will be led as though by an «*invisible hand*» to attain the greatest economic good for society. Adam Smith's theory that the government should not interfere with business is known as *laissez-faire* capitalism.

Nowadays economics is a social science concerned chiefly with description and analysis of the *production, distribution, and consumption of goods and services*. By goods and services, economists mean everything that can be bought and sold. By produced, they mean the processing and making of goods and services. By distributed, they mean the way goods and services are divided among people. Economists focus on the way in which individuals, groups, business enterprises, and governments seek to achieve efficiently any economic objective they select.

*Economics* is the study of how, in a given society, choices are made in the allocation of resources to produce goods and services for consumption, and the mechanisms and principles that govern this process. Economics seeks to apply scientific method to construct theories about the processes involved and to test them against what actually happens. Its two central concerns are the efficient allocation of *available resources* and the problem of reconciling finite resources with a virtually infinite desire for goods and services. Economics analyses the ingredients of economic efficiency in the production process, and the implications for practical policies, and examines conflicting demands for resources and the consequences of whatever choices are made, whether by individuals, enterprises, or governments. Economics focuses on the behaviour and interactions of economic agents and how economies work.

In economics, *factors of production, resources, or inputs* are what is used in the production process to produce *output* – that is, finished goods and services. The utilized amounts of the various inputs determine the quantity of output according to a relationship is called the production function. There are three basic resources or factors of pro-

duction: land, labor and capital. All three of these are required in combination at a time to produce a commodity. *Entrepreneurial* ability is the least familiar of four basic resources. The entrepreneur sets up a business, assembles the needed resources, risks his or her own money, and reaps the profits or absorbs the losses of this enterprise.

*Economy* is an area of the production, distribution, or trade, and consumption of goods and services by different agents in a given geographical location. The economy is defined as a social domain that emphasizes the practices, discourses, and material expressions associated with the production, use, and management of resources.

The economy of a country or region is the system by which money, industry, and trade are organized: a capitalist economy, socialist economy, free market economy, mixed economy, domestic economy. The wealth obtained by a country or region from business and industry is also referred to as its economy: the national economy. Economy is also careful spending or the careful use of things to save money, economy of effort I words.

An *economist* is somebody who studies, works, or is an expert in the field of economics. If you economize, you save money by spending it very carefully. To *economize* means to reduce expenditure, or use resources less wastefully. *Economic* means concerned with the organization of the money, industry, and trade of a country, region, or social group. A business that is economic produces a profit. Something that is economical does not require a lot of money to operate. If someone is *economical*, they spend money carefully and sensibly. Economical also means using the minimum amount of something that is necessary.

Economic agents can be individuals, businesses, organizations, or governments. Economic transactions occur when two parties agree to the value or price of the transacted good or service, commonly expressed in a certain currency. Monetary transactions only account for a small part of the economic domain.

Economic activity is spurred by production which uses natural resources, labor, and capital. It has changed over time due to technology (automation, accelerator of process, reduction of cost functions), innovation (new products, services, processes, new markets, expands markets, diversification of markets, niche markets, increases revenue functions) such as that which produces intellectual property and changes in industrial relations.

## **II. Complete the following sentences with the appropriate word from the list below.**

economic, economics, economize, economical, economist, economy
----------------------------------------------------------------

1. A good manager is ... in the use of his funds.
2. A small car is more ... than a large one, because it uses less petrol.
3. An ... person serves money and expense wherever possible.
4. An ... is a person who studies, teaches, or writes about economics.
5. By exercising strict ... he saved enough money to retire early.
6. By using ... in buying food and clothes, we were soon able to save money for the new car we needed.
7. ... is a social science concerning behaviour in the fields of production, consumption, distribution, and exchange.
8. If you can ... your time, you will get more done in less time.
9. In the long run, it is an ... to buy good quality goods, even though they cost more.

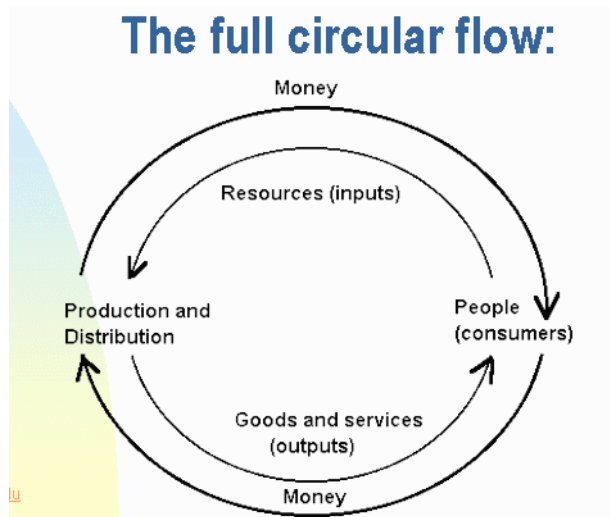
10. In times of difficulties we all have to ... .
11. It is much more ... to buy in bulk.
12. Nations experience different rates of ... growth.
13. The country is in a bad ... state.
14. The country is in the period of ... and industrial crisis.
15. The country's ... has grown rapidly in the second half of the 20th century.
16. The ... is a weekly journal published in London since 1843.
17. The loss of business was so great that they had to ... on staff.
18. The science or principles of the way in which industry and trade produce and use wealth is called ... .
19. There are many competing schools of thought in ... .
20. Unofficial strikes were damaging the British ... .

**III. Match the words listed below with the definitions that follow.**

econometrics	wellbeing	wealth
distribution	exchange	money
production	economy	seller
investment	banking	buyer
economist	finance	value
enterprise	income	price

1. The business engaged in by a bank.
2. A person who buys; purchaser; customer.
3. The division of the total income of a community among its members.
4. The application of mathematical and statistical techniques to economic problems and theories.
5. A specialist in economics.
6. The complex of human activities concerned with the production, distribution, and consumption of goods and services.
7. A business unit; a company or firm.
8. The system by which commercial debts between parties in different places are settled by commercial documents, esp. bills of exchange, instead of by direct payment of money.
9. The system of money, credit, etc., esp. with respect to government revenues and expenditures.
10. The amount of monetary or other returns, either earned or unearned, accruing over a given period of time.
11. The act of investing money.
12. The official currency, in the form of bank-notes, coins, etc., issued by a government or other authority.
13. The cost at which anything is obtained.
14. The creation or manufacture for sale of goods and services with exchange value.
15. A person who sells.
16. The worth attached by someone to something.
17. All goods: and services with monetary, exchangeable, or productive value.
18. The condition of being contented, healthy, or successful; welfare.

**IV. Describe the picture.**



**V. Make nouns from these verbs by adding the suffix -er to make the name of the person who does each action. Add as many words as you can to the list.**

<i>Verb</i>	<i>Noun</i>
buy	
consume	
export	
farm	
follow	
found	
import	
manufacture	
own	
produce	
purchase	
read	
sell	
supply	
think	
trade	
work	
write	

**VI. Group the words that follow into six antonymous groups:**

Buyer, expenditure, infinite, consumer, finite, producer, decline, growth, seller, employment, income, unemployment.

**ADAM SMITH'S MARKET ECONOMY**

**I. Read the text. Ask 5-7 questions about the text.**

The former Scottish professor of philosophy at the University of Glasgow published a monumental book entitled *An Inquiry into the Nature and Causes of the Wealth of Nations*. Usually known simply as *The Wealth of Nations*, it is an eloquent statement expounding a doctrine of economic freedom.

The book earned Smith the epithet “the founder of economics” because it was the first complete and systematic study of the subject. Smith argued that individuals know

best what is good for them. If unrestricted by government controls or private monopolies, people will be motivated by the quest for profit to turn out the goods and services that society wants, people (businesses) will be led as though by an “invisible hand” to attain the greatest economic good for society. In other words, if each person (or business) is free to work at maximizing his or her economic rewards, the economy will prosper. Consequently, through free trade and free markets, self-interest will be harnessed to the common good.

Adam Smith’s theory that the government should not interfere with business is known as *laissez-faire* capitalism. This French term came about when a French businessman responded *laissez nous faire* (“leave us alone”) after being asked how government could help business. This principle of pure capitalism as Smith saw it has been modified within most modern economies.

Through his approach to economic questions and his organization of the science, Smith cast a mold for the main body of nineteenth-century economic thought. His views on public policy, which became the semiofficial doctrine of the British government, left their imprint on parliamentary debates and governmental reports. For these reasons, and because of his enormous influence upon succeeding generations of scholars, Smith’s unique position in the history of economic thought is forever ensured.

Reading *The Wealth of Nations* today, one can see why the influence of this book reached out beyond the borders of economics. Like the Bible, Smith’s treatise contains familiar concepts and well-worn truths on almost every page. As a result, “the shy and absent-minded scholar,” as Smith was affectionately called, became the apostle of classical economic liberalism—meaning *laissez-faire* in his time. Today we tend to refer to such ideas as “conservatism.”

Smith’s version of the economic system as a naturally self-organizing and self-adjusting “social mechanism” – known as classical economic doctrine was never confirmed by factual evidence, as Newton’s laws of motion were; all the same, classical doctrine dominated economic thinking and national economic policy in all advanced economies for the next 150 years, and it plays its role in many countries to this day.

## **HOW THE MARKET ECONOMY WORKS**

### **I. Read the text. Be ready to answer the following questions:**

1. What is demand?
2. What is supply?
3. What does the demand (supply) curve represent?
4. What does the intersection of the industry supply and demand curves establish?

The central function of every economic system is to allocate its limited resources to satisfy the needs and desires of its people. The amount of goods produced depends upon the amount of resources available and on many other factors. At the same time, the people in a society have a great variety of needs and wants. Some of these, such as the need for food and shelter, always exist. Others, such as the desire to own particular style or clothing, continually change. Economies generally try to maintain a balance between the goods and services available from their producers (supply) and the needs and wants of their customers (demand).

Demand is the quantity of goods or services consumers are willing and able to buy at a given price. Usually the quantity demanded changes as price changes, and we



can use a demand curve to represent this change. The demand curve is a graphic representation of the relationship between various prices sellers charge for goods or services and the amount of those goods or services buyers will desire to buy at a certain price. Each point along the curve represents a different price-quantity combination. A demand curve slopes downward from left to right, reflecting the fact that the quantity of a product demanded varies inversely with the price. This is called the law of demand.

Supply is the quantity of goods or services marketers are willing and able to sell at a given price at a given period of time. The supply curve, or schedule of supply, graphically represents the amount of goods or services marketers will supply at various prices. A supply curve shows that as prices become more attractive to suppliers (marketers), those suppliers will try to provide more of the good or service. Each point along the curve represents a different price-quantity combination. A supply curve slopes upward from left to right, reflecting the fact that the quantity of a product supplied varies directly with the price. This is called the law of supply.

The intersection of the supply and demand curves determines the equilibrium price and the equilibrium quantity. Thus, at any price above the equilibrium price, the quantity supplied exceeds the quantity demanded and the price tends to fall. At any price below the equilibrium price, the quantity demanded exceeds the quantity supplied and the price tends to rise. At the equilibrium price, the quantity supplied precisely equals the quantity demanded, and hence there is no tendency for the price to change.

## **THE DEGREE OF COMPETITION WITHIN MARKETS**

**I. Read the text. Be ready to define the main idea of the text. In each paragraph, find the topic phrase or sentence and those related and unrelated to it.**

Economic competition, or rivalry among competitors, often leads to lower prices and the introduction of differentiated products. For example, videocassette recorders sold for more than \$1,500 when they were introduced. After a few short years, the price dropped to less than 20 percent of that figure. In addition, the first videocassettes could record only two hours of programming, but today eight-hour videocassettes are available from numerous new competitors. Cellular telephones have gone the same route.

Foreign and domestic competition influences the interaction of supply and demand forces. The degree of competition varies widely from industry to industry. Some industries are extremely competitive, with numerous competing firms, while others are dominated by one or two companies with large shares of the market. The competitive market structure of an industry that is, the number of competing firms and the size of the market each competitor holds strongly influences business strategies. Pure competition, monopolistic competition, oligopoly, and monopoly are the four basic types of competitive market structure.

Pure competition exists when there are no barriers to competition.

Many small competing firms offer almost identical products, and there are many buyers. This means there is a steady supply of and demand for the product, and therefore the price is controlled by neither the buyers nor the sellers; rather, the forces of supply and demand determine prices. An individual producer can make more money by producing and selling more.

The principal characteristic of monopolistic competition is product differentiation a large number of sellers, for example, selling similar products differentiated (distinguished) by only minor changes in product design, style, or technology. Firms engaged

in monopolistic competition have enough influence on the marketplace to exert some control over their own prices.

Oligopoly, the third type of market structure, is an industry controlled by a few large firms. The distinguishing characteristic of an oligopoly, however, is not the size of the company as measured by assets or sales volume but its control over the marketplace as measured by its share of the market. Each company in an oligopoly has a strong influence on product offering, price, and market structure within the industry.

Industries with only one producer firm are called monopolies. In a monopoly, no substitute products are available and the monopolist may charge any price. The monopolist will set the price to maximize its profits.

**II. Look through the text once again and characterize each type of competitive market structure. Give your own examples.**

## **BUSINESS CYCLES**

**I. Read and translate the following terms:** peak, boom, recession, capacity utilization rate, expansion, unemployment rate, downturn, depression, trough, upturn.

**II. Read the text and be ready to explain what each of them means.**

Business cycles have varying durations and intensities. Why are businesses so interested in the state of the economy? They want to be able to predict whether it's going into a contraction or an expansion. Making the right prediction can determine whether the business will be profitable or not. That's why a large amount of economists' activity goes into trying to predict the future course of the economy.

The top of a cycle is called the peak. A very high peak, representing a big jump in output, is called a boom. Eventually an expansion peaks.

When the economy starts to fall from that peak, there's a downturn in business activity. If that downturn persists for more than two consecutive quarters of the year, that downturn becomes a recession. In a recession the economy isn't doing so great; many people are unemployed and a number of people are depressed.

A large recession is called a depression. There is no formal line indicating when a recession becomes a depression. In general, a depression is much longer and more severe than a recession. This ambiguity allows some economists to joke, "When your neighbor is unemployed, it's a recession; when you're unemployed, it's a depression." It is generally accepted that if unemployment exceeds 12 percent for more than a year, the economy is in a depression.

The bottom of a recession or depression is called the trough. When the economy comes out of the trough, economists say it's in an upturn.

If an upturn lasts two consecutive quarters of the year, it's called an expansion, which leads us back up to the peak. And so it goes.

Two measures that economists use to determine where the economy is on the business cycle are the unemployment rate (the percentage of people in the labor force who can't find a job) and the capacity utilization rate (the rate at which factories and machines are operating compared to the rate at which they could be used). Generally economists say that 5-6 percent unemployment and 80-85 percent capacity utilization are about as much as we should expect from the economy. Therefore, they use them as targets. Thus the target rate of unemployment is defined as the lowest sustainable rate of

unemployment economists believe is possible under existing conditions.

Economists translate the target unemployment rate and target capacity utilization rate into the level of output with which those rates will be associated. That level of output is called potential output (or potential income, because output creates income). Potential output is the output that would materialize at the target rate of unemployment and the target level of capacity utilization. Potential output grows at the secular (long-term) trend rate of 3.5 percent per year. When the economy is in a downturn or recession, actual output is below potential output. When the economy is in a boom, actual output is above potential output.

## GDP AND GNP

**I. Read the text. Divide it into logical parts. Give the title to the text. Make a list of the economic terms used in the text. Be ready to explain what they mean.**

A firm generally measures how busy it is by how much it produces. To talk about, how well the aggregate economy is doing, national income accounting uses a corresponding concept, aggregate output, which goes under the name gross domestic product (GDP). GDP is the total market value of all final goods and services produced in an economy in a one-year period. It's probably the single most-used economic measure.

When economists, journalists, and other analysts talk about the economy, they continually discuss GDP: how much it has increased or decreased, and what it's likely to do. In every country the production of goods and services provides the food, clothing, and shelter that allow its people to survive and prosper. Some countries produce an abundance of raw materials such as coal and timber while others produce manufactured goods like steel and automobiles. Some countries may concentrate on producing foodstuffs like rice and butter while others produce services movies, insurance, or banking. Whatever is not consumed in the country itself can be sold to other countries as exports. The size of a country's economy is determined by the total amount of goods and services that country produces. As more and more goods and services are produced, the economy grows and the best way to measure this growth is to put a monetary value on everything bought or sold. Although money is not the only measure of an economy's size, it is the easiest way to sum up the value of all the apples and oranges, automobiles and computers, football games and college classes that a country produces in the course of a given year. The monetary value of all these goods and services can then be added up and compared with that of other countries. Since almost every country uses a different currency, the totals from each country have to be translated by using currency exchange rates to compare the size of one country's economy to another. For example, the yen value of the Japanese economy can be converted into U.S. dollars to compare it to the American economy. The measure of economic activity that includes all the goods and services bought or sold in a country over the course of a year is called gross domestic product (GDP). GDP measures a country's economic activity. A healthy economy grows steadily, over a period of months or years. When the international activities of a country's residents are added to GDP, a wider more global measure of a country's total economic activity is created: gross national product or GNP. Both measures tell more or less the same story GDP concentrates on the purely "domestic" production of goods and services covering only the economic activity which takes place within the country's borders, while GNP includes net international trade and investment, which includes eve-



rything from exports of movies and compact disks to foreign earnings and travel abroad. GDP and GNP try to measure every legal good and service that an economy produces. A farmer selling fresh vegetables, an automobile dealer selling used cars, a poet selling a new book, a hair-dresser, prize fighter, or lifeguard selling his goods and services all contribute to economic activity, as measured by GDP and GNP. At each stage of production, every time that monetary value is added, a country's GDP and GNP are increased. Government policymakers and businesspeople use GNP to forecast trends and to analyze the economy's performance. Although the measure is well entrenched, many economists complain that it is sometimes misleading. The value of all shadow economy, for example, is not reflected in GNP figures. Revenues from illegal transactions are not included because they are not reported. Besides, the value of bartering goods and services cannot easily be measured because money is not used in the transactions.

## **II. Look through the text once again and answer the following questions:**

1. How does a firm generally measure its activity?
2. What concept is used to measure how well the aggregate economy is doing?
3. In what does aggregate output differ from GDP?
4. What does a country do with the goods not consumed in the country itself?
5. How is the size of a country's economy determined?
6. What is the best way to measure the growth of the economy?
7. The totals from each country have to be translated by using currency exchange rates. What for?
8. What does GNP measure?
9. What is GNP used to forecast?
10. Why do many economists complain that GNP is sometimes misleading?

## **Language**

**I. Practise reading the following words correctly. If necessary, use a dictionary.**

insights, issue, endure, exceed, scarcity, prosperous, privileged, luxurious, entrepreneurship, impoverish, emerge, occur, volatile, satisfy, legitimate, expound, quest, determine, purchase, relative, equilibrium, curve, increase (v, n), decrease (v, n), entrepreneur

**II. Read the following international words. Which are translator's "false friends"? Give their Russian equivalents.**

e.g. generate – генерировать – порождать

Dominance, accurate, total, complementary, furniture, design, collaborator, stress, specifications, basis, package, ratio, rational, actual, determine, figure.

**III. When describing an economic situation and different trends in the economy, the following words can be used. Make your own sentences with these words. Translate them into Russian.**

Crucial(ly), dramatic, vital, increase, decrease, go down, decline, soar, drop, remain stable, hold, maintain, reduce, turn down, fall, raise, rise, systematically, slow(ly), gradual(ly), slight(ly), considerably, rapid(ly), significant(ly), constant(ly)

**IV. Reproduce the context the following words are used in:**

Economic reasoning, economic terminology; wants and desires, opportunity

costs, factors of production, material resources, human resources; a doctrine of economic freedom, invisible hand, laissez-faire, economic thinking; demand curve, supply, equilibrium price; economic competition, competitive market structure, pure competition, oligopoly, monopoly, share of the market; future course of the economy, consecutive quarters of the year, recession, trough, sustainable rate of unemployment; aggregate output, most-used economic measure, monetary value of all goods and services; total market value, net international trade, illegal transactions

**V. The following verbs are close in their meanings. Which of them are synonyms? Give your own examples to show you understand their exact meaning.**

Contain, constitute, consist, compose, compile, construct, comprise, embody, include, incorporate, form, mold, build, establish, set up, embrace

**VI. Read and translate into Russian the following word-combinations.**

Pay attention to the way some words change their meaning depending on the word-combination they are used in.

- a) domestic animal, domestic science, domestic market;
- b) interest rate, growth rate, unemployment rate, capacity utilization rate, target rate; tax rate, birth rate, exchange rate;
- c) foreign language, foreign market, foreign investments, foreign earnings;

**VII. Complete the following table.**

<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>
—	—	wide
—	favour	—
encourage	—	—
allow	—	—
—	success	—
measure	—	—
earn	—	—
—	—	sustainable
consume	—	—
—	competition	—

**VIII. Find in the texts the words that mean**

wish for possession of; point in question, important subject; lack or shortage; resources required to produce economic goods; the workers of a country or industry, considered as a group; something that is given for good behaviour, work; policy of non-interference; a long formal piece of writing about a particular subject; used so often that it no longer seems to have much meaning; at one's disposal, obtainable; a long-term plan or policy; objective or result aimed at; sum total, amount assembled; plenty, more than enough; complete, comprising the whole; trading by exchanging goods and services directly rather than through a medium of money.

**IX. Read the following passage attentively and find the words that do not belong here.**

A basic principle of liberal thought is that applicable individuals are the best and most accurate judges of their own interests and can be relied upon to pursue those inter-

ests with great small dedication and creativity. The mighty arm of the wonderful state with its beautiful web of regulations and bureaucratic agents often does more harm than good when trying to substitute administrative methods of organization of impersonal market process that spring out of self-interested individual action. Classical liberals are not funny anarchists and at the very least recommend a minimal green state: a state that protects lives, produces, defines property rights, and limits enforces private contracts. A good many classical liberals went somewhat further anywhere and requested that the state build and maintain certain public works (bridges, canals, rooms, highways, recreational parks, and so on), maintain standing weak armies, provide basic education, promote invention and innovation, and intervene in the market on a limited scale for specific human childish purpose such as the enactment and enforcement of child labour law.

Generally, the classical liberal believes in the tiny general rule of laissez-faire and wants to preserve self-regulating market process as much as not possible. The classical liberal is confident that with the enactment of strict constitutional safeguards and the elimination of monopoly peace and material progress are within the reach of all ancient societies and all social young classes.

**Look through the passage once again. Express the main idea in 2-3 short sentences.**

**X. Fill in the gaps with the suitable words.**

natural, quantity, price, competition, item, supply, people, low, scarce, demand, reaction, system, sufficient, consume, available, needs

**A Market Economy: Self-interest and Competition**

The term market economy refers to the fact that ... exists and the market forces of supply and demand determine the ... of goods and services. Through the price ..., the forces of supply and demand determine what will be produced, what ... of goods and services will be produced, and who will ... the goods and services. When products are ... or in short supply, prices are high and wealthier ... are better able than poorer people to afford them. When a produce ... such as beets is not in great demand, the price for this item is ... . Thus, in a market economy price allocates ... goods and services by determining who will get them. The basic principle reads: when the price of a good or service is low, buyers are willing to buy more of it (... is high). Suppliers' ... to prices is opposite to that of buyers: the lower the market price, the less suppliers are willing to sell (... is low). In a market economy, if the quantity brought to the market is ... to supply consumers' ..., the economy will create a ... market price.

**XI. Fill in the gaps with the necessary prepositions.**

1. You should pay for the goods ... 30 days. 2. If we concentrate ... the problem, we will find the solution. 3. The results of his work do not compare ... those of the average employee. 4. It can be done only ... certain conditions. 5. Their control ... the marketplace is insignificant. 6. Have you investigated the demand ... this product? 7. They cannot influence... the situation. 8. Our products are known ... ... the borders of the country. 9. What price have you charged ... our new TV set? 10. Their policy will lead ... the failure, I'm afraid. 11. She asked them ... financial support but they refused. 12. We work ... maximizing our profit. 13. I don't want you to interfere ... my business. 14. Their influence ... her is enormous. 15. We can't rely ... his information because we have no factual evidence. 16. Refer ... some other sources of information. 17. They are not concerned ... production. They are distributors.

**XII. Give the Russian equivalents to the following words and word-combinations.**

Social standing; economic reasoning; costs and benefits; decision involves opportunity costs; commonly agreed-upon goals; fail to provide the highest standard of living; capital goods; subject matter of economics; data handling; monitor the performance of the economy; to encourage growth; motivated by the quest for profit; economic rewards; cast a mold; substitute products; consecutive quarters; sustainable rate; actual output; most used economic measure, shadow economy, the degree of competition, competitive market structure.

**XIII. Give the English equivalents to the following words and word combinations.**

Тенденция продолжается; приемлемо ли определенное поведение; влияет на экономическое решение; оставить эмоции в стороне; как ресурсы размещены в пределах одной отрасли; имеющиеся альтернативы; неограниченные потребности; незанятое оборудование; немногие привилегированные живут в роскоши; с экономической точки зрения; создает и является владельцем бизнеса; держать под контролем; конкурирующие фирмы; назначить цену; состояние экономики; доходы от внешнеэкономической деятельности

**XIV. Translate the following 'noun+noun' word-combinations.**

Demand curve, time period, capacity utilization, target capacity utilization rate, sales volume, market structure, export oil, oil export, capital investment, investment capital, monopoly control, monopoly superprofits, unemployment figures, market conditions, unemployment benefit, services price, price index, services price index, world market, world market prices, world market cotton prices, world market cotton prices index.

**XV. Explain the meaning of the following terms in your own words.**

Supply, demand, economic institution, opportunity costs, inputs, output, labour, laissez-faire, pure competition, target unemployment rate, exports, totals, bartering goods, monetary value, trough, recession, boom, depression.

**XVI. Match the halves of the sentences.**

1. Economy is
2. Economics is
3. Learning economic reasoning
4. Opportunity costs are
5. Resources refer to anything
6. Demand is
7. Supply is
8. Economic competition often leads
9. Pure competition exists
10. Industries with only one producer
11. Making the right prediction can
12. Whatever is not consumed in the country
13. Policymakers use GNP

- a. that can be used to manufacture products.
- b. to lower prices and the introduction of differentiated products.
- c. determine whether the business will be profitable or not.
- d. can be sold to other countries as exports.
- e. to forecast trends and to analyze the economy's performance.
- f. when there are no barriers to competition.
- g. are called monopolies.
- h. means learning how to think as an economist.
- i. willingness and ability to purchase goods and services.
- j. a community's system of wealth creation.
- k. social science concerning behaviour in the fields of production, consumption, distribution, and exchange.
- l. providing of what is needed.
- m. benefit lost by not employing an economic resource in the most profitable alternative activity.

**XVII. Think of the situations where you can use the following idioms.**

work against time; work body and soul; work hand in hand; work one's finger to the bone; work one's heart out; work round the clock; play a trick on somebody; play for time; play hardball; play one's cards right; play it safe; play one's ace; play the game; a fair play

**XVIII. Open the bracket, using the correct verb form.**

**Mercantilism**

As cities and their markets (to grow) in size and power, a whole new variety of possible economic activities (to develop). Individuals in particular occupations (to organize) into groups (to call) guilds, which (to be) similar to strong trade unions today. These guilds, many of which (to finance) and (to support) the king, (to expect) the king and his government (to protect) their interests. As new economic activities, such as trading companies, (to develop), individuals (to involve) in these activities similarly (to depend) on the king for the right (to trade) and for help in (to finance) and (to organize) their activities. For example, in 1492, when Christopher Columbus (to have) the wild idea that by (to sail) west he could (to get) to the East Indies and (to trade) for their riches, he (to go) to Spain's Queen Isabella and King Ferdinand for financial support.

Since many traders (to play) and (to continue) (to play) important roles in (to finance), (to establish), and (to support) the king, the king (to be) usually happy (to protect) their interests. By the late 1400s western Europe (to evolve) from a feudal to a mercantilist economy.

The mercantilist period (to mark) by the increased role of government, which could (to classify) in two ways: by the way it (to encourage) growth and by the way it (to limit) growth. Government (to legitimize) and (to finance) a variety of activities, thus encouraging growth. But government also (to limit) economic activity in order (to protect) the monopolies of those it (to favoured), thus limiting growth. So mercantilism (to allow) the markets (to operate), but it (to keep) the market under its control. The market (not to allow) (to respond) to the laws of supply and demand.

**XIX. Using the Infinitive turn these fragments into complete sentences**

e.g.: They are strong enough to launch a new project.

1. It's absolutely necessary for us to...
2. There were too many goods to...
3. The

prices were reasonable enough to... 4. The salesmen were not experienced enough to... 5. Their goal was clear enough to... 6. Her policy is too shortsighted to ... 7. Our resources are big enough to... 8. It is necessary for the firm to... 9. It is difficult for me to... 20. Use the given sentences in your own situations.

1. There was nothing to explain.
2. I have something to tell you.
3. They were the first to congratulate him.
4. Here is someone to speak to you.
5. He is the first to answer at the exam.
5. I'm sorry to say it.
6. I'm sorry to have said it.

## **XX. Render the following in English.**

1. Economics – наука, изучающая то, как люди осуществляют выбор среди ограниченных ресурсов, которые могут ими альтернативно использоваться для производства различных товаров и услуг и распределяться затем для потребления в настоящем и будущем.

2. Capital – один из основных факторов производства, представленный всеми средствами производства, которые созданы людьми для того, чтобы с их помощью производить другие товары и услуги.

3. Empirical evidence – доказательство, основанное на результатах эксперимента или наблюдения и имеющее важное значение для подтверждения справедливости той или иной теории.

4. Factors of production – основные компоненты, использующиеся в процессе производства.

5. Labour – вклад в процесс производства, сделанный людьми в форме непосредственного расходования умственных и физических усилий.

6. Law of scarcity – закон, утверждающий, что в каждый данный момент существует ограниченное количество трудовых и других ресурсов, которые при имеющемся уровне технологии могут быть использованы для производства только ограниченного количества благ.

7. Output – разнообразные товары и услуги, произведенные с помощью факторов производства, потребляемые либо в настоящем, либо в будущем, либо используемые для производства других товаров и услуг.

8. Principle of “the invisible hand” – предположение, в соответствии с которым отдельная личность, стремясь к собственной выгоде, независимо от ее воли и сознания, направляется к достижению выгоды и пользы для всего общества.

9. Theory – система представлений о том, каким образом связаны друг с другом те или иные факты и явления, основанные на эксперименте или наблюдении.

10. What? Who? How? For whom? – четыре вопроса, отражающие совокупность экономических проблем любого общества.

11. Equilibrium of supply and demand – положение на рынке, при котором количество товаров или услуг, которые хотят приобрести потребители, абсолютно идентично количеству товаров и услуг, которые желают продать производители, и, таким образом, силы, влияющие на спрос и предложение на рынке, сбалансированы.

12. Classical economics – направление в экономической теории, основанное

А. Смитом, развитое позднее Т. Мальтусом, Д. Рикардо, Д.С. Миллем, А. Маршаллом, и А. Пигу, утверждающее, что экономика обладает способностью к саморегулированию, а любое производство организуется для того, чтобы увеличить потребление.

13. Economic growth – одна из макроэкономических целей, достижение которой вызвано необходимостью опережающего роста национального дохода.

### Speaking

1. There are four main factors of production. What are they? Explain the way they work.
2. What is a business cycle? How does it work? Why is it important to predict it?
3. Explain in your own words what oligopoly, pure competition, monopolistic competition, and monopoly mean.
4. Choose and explain one of the economic laws. Show how it works in real life. Demonstrate your knowledge with the help of graphs.
5. Explain why we cannot have all that we want.
6. Briefly describe economic systems existing today. What economic system is the most efficient? Why?
7. With the help of your own examples explain how market operates.
8. What are the most important economic resources? What are the main problems any economic system has to solve with regard to them?
9. What is GNP? Why is it one of the most important indicators of the economy's performance?
10. Prepare a short report on the biography and works of a well-known economist. Make emphasis on his tribute to Economics.

### Writing

1. What is economics? Give some definitions from different texts, dictionaries. Compare them, choose the best one from your point view.  
Explain your choice in written form (100–120 words).
2. To what extent do you agree with the statement “The truth is we are all caught in a great economic system which is heartless” (W. Wilson)? Express your opinion in 150–170 words.
3. Give your pros and cons: “That government is best which governs least” (Thomas Jefferson).

### Key vocabulary

economy	pure competition	curve
economics n	monopoly	equilibrium
capital	oligopoly	opportunity costs
supply and demand	recession	scarcity
GDP	boom n, v	(un)certainty
GNP	trough	costs and benefits
factors of production	peak n, v	downturn
human resources	sustainable growth	upturn
material resources	macroeconomics	needs and wants
entrepreneurship	microeconomics	standard of living
invisible hand	aggregate	economic reasoning

laissez-faire	output v	economic growth
depression	labour n	subject matter
transaction	salary	wages (pl)
rent	inputs	(un)employment

### **1.3. BREST STATE TECHNICAL UNIVERSITY IN THE SYSTEM OF HIGHER EDUCATION OF THE REPUBLIC OF BELARUS**

#### **ANN'S ACADEMY**

##### **I. Read and translate the text.**

Hello again! Now let me tell you about my Polytechnical Academy. I am really glad that I study here. It is one of the finest country's higher educational institutions. Many famous people have graduated from my Academy, and not only engineers or scientists, but many outstanding writers, actors, showmen and politicians. Studying at our Academy gives a solid background in all spheres of knowledge and prepares for practical work.

Our Academy is quite large and old. It was founded in the 19th century by the famous Russian inventor Vladimir Komarov. First, it was a small department of a large University, but later it was rearranged into an independent institution. Nowadays it is a large school where more than 5,000 students are **currently enrolled**. About 3,000 **are full-time students**, like me, and the rest **are part time-students**. There are also about **150** graduate students. They **conduct** independent research work and have pedagogical practice.

The **course of study** at my academy lasts five years. There are many faculties in my academy. Here are some of them: the faculty of **industrial automation** and **robotics**, the faculty of **plastics**, the faculty of **machine tools** and the faculty of **metalworking**.

Our academy is large and we have several buildings. One of the buildings is for lectures and seminars only. There are many large halls there so that students of 3-4 groups together can fit in there. And that is more than 100 people. The acoustics [ə'ku:stiks] in such large halls is very good but sometimes it is very **noisy** when students **chat** during the lecture.

We have two laboratory buildings which are **equipped with up-to-date equipment** and there students can **carry on** lab works and conduct various experiments. Many students from my group do their own **research** work.

There are several cafes at the academy. My favourite one is situated in a separate **one-storeyed** building and people say that this is the oldest canteen or student's cafe. The food there is **tasty** and very **affordable**.

There are also several dormitories or hostel buildings where students from other cities live. But you know already that I don't live in a dormitory – I rent an apartment.

##### **Vocabulary:**

currently – в настоящее время

to be enrolled – числиться в списках студентов

full-time students – студенты дневного отделения

part time-students – студенты вечернего отделения

to conduct – проводить



course of study – курс обучения  
industrial automation – промышленная автоматика  
robotics – робототехника  
plastics – пластмассы  
machine-tools – станки  
metalworking – металлообработка  
figure – фигура, цифра  
noisy – шумный  
to chat – беседовать, болтать  
to be equipped with – быть оборудованным  
up-to-date equipment – современное оборудование  
carry on – проводить  
research work – исследовательская работа  
one-storeyed – одноэтажное  
tasty – вкусный  
affordable – доступная (to afford – позволять)  
classroom – класс, аудитория  
lecture hall – лекционный зал  
laboratory – лаборатория  
gym (gymnasium) – спортзал  
semester (term) – семестр  
school year – учебный год  
course of studies – курс обучения  
academy – академия  
university – университет  
institute – институт  
faculty, college, department – факультет  
department, chair of... – кафедра  
head of the department, chief of the department, chair (man, woman) – зав.  
кафедрой  
substitute – заместитель  
teaching instructor (TI) – преподаватель  
professor – профессор  
dean – декан  
Rector – ректор  
teaching staff, faculty members – преподавательский состав  
full-time student – студент(ка) дневного отделения  
part-time student – студент(ка) «вечерник»  
student of distant education – студент(ка) «заочник»  
student of preparatory courses – слушатель подкурсов, «подкурсник»  
undergraduate student – студент 1-4(5) курсов  
graduate student – студент 5-6 курсов (магистрант, аспирант)

## **II. Tell about:**

- a) your secondary school (college)
- b) the faculty of your university
- c) your favourite teacher at school.

### III. Do you know?

- 1) When was your University or Academy established?
- 2) Who was the first Rector?
- 3) Were there any famous a) scientists, engineers b) politicians c) artists among the graduates of your Institute?
- 4) How many people are currently enrolled?
- 5) What is the most popular faculty in your Academy?

### IV. Do you agree or disagree with the following statements:

- a) Larger schools are better than smaller ones.
- b) It is impossible to enter the university if you haven't attended preparatory courses.
- c) The best professors are the oldest ones.
- d) It is better to live in a dormitory or student hostel than to rent an apartment.
- e) Professors always know more than students and teaching instructors.

## MY UNIVERSITY

### I. Read the following words and word combinations. Learn their meaning.

- |                           |                                    |
|---------------------------|------------------------------------|
| 1) training               | подготовка                         |
| 2) conduct research work  | проводить исследовательскую работу |
| 3) construction           | строительство                      |
| 4) mechanical engineering | машиностроение                     |
| 5) full-time students     | студенты дневного отделения        |
| 6) teaching staff         | преподавательский состав           |
| 7) graduate               | выпускник                          |
| 8) Civil Engineering      | ПГС                                |
| 9) Ltd                    | ООО                                |
| 10) extra-mural           | заочный                            |
| 11) degree                | степень                            |
| 12) dormitory             | общежитие                          |

### II. Read the text Brest State Technical University and decide whether it is a one of the best universities in our country. Prove your opinion.

#### INTRODUCTION

Brest State Technical University is one of the largest scientific and educational centres in the western part of the Republic of Belarus. BrSTU enables **training** of highly qualified specialists and **conducts** fundamental scientific **research work** in the fields of **construction**, architecture, electronics, **mechanical engineering**, economy and ecology.

#### BRIEF HISTORY

Brest State Technical University began as a Civil Engineering Institute on April 1, 1966. The first intake was 330 full-time students and 110 evening-class students. The teaching staff numbered 32 teachers. In 1969 the number of students reached 2700, namely 1960 **full-time students**, 480 evening-class students, 260 part-time students. The **teaching staff** increased till 186 teachers. In 1989 the institute was reorganized into Brest Polytechnic Institute. Since then Mechanical Engineering, Economics and Electronics Faculties were opened, new specialties appeared; the spectrum of research work

has expanded. Now it is the largest technical institution of higher learning in the western region of Belarus. In 2000 Brest Polytechnic Institute was incorporated as a State Technical University. Since its foundation more than 43000 specialists have graduated from the University. At present it is a large educational and scientific centre with its teaching staff, scientists and **graduates** contributing a lot to the development of science and engineering.

## GENERAL INFORMATION

### *Faculties*

Being one of the largest educational and scientific centres in the western part of Belarus Brest State Technical University has a broad and constantly developing infrastructure. The training is conducted at 5 faculties:

#### 1) Civil Engineering Faculty

Civil Engineering is one of the oldest faculties of the university. More than 1,300 students study there. The faculty is a part of the International Association of Construction Departments, within the framework of which introduction of new technologies in educational process for training of construction industry specialists is conducted. Students learn to design buildings, organize construction work, build roads and airfields and conduct real estate expertise. You may also become an Architect here, at Faculty of Civil Engineering.

#### 2) Faculty of Engineering Systems and Ecology.

The faculty was established in 1971, its first name was Amelioration. The system of teaching at the faculty combines general theoretical and general engineering training with deep special training. All departments of the faculty have well-equipped laboratories and offices. They are equipped with the latest technical teaching aids, computing techniques, equipment. In the process of teaching students learn about ecological problems, organization of safety activity, and the introduction of effective technologies for natural and waste water purification.

#### 3) Faculty of electronic information systems.

The faculty was established in 2005 as a result of reorganization of the Faculty Mechanical Engineering and Electronics, which had existed since 1984, on the basis of specialties of the electronic information profile. Many professors of the faculty are fluent in English, have repeatedly undergone scientific and training course abroad, and have been conducting their courses in English for many years for students who come to the university with a help of various international exchange programs, undergraduate and graduate students. Since 2013/14 academic year, a group of students (foreign and Belarusian ones) is being trained for the specialty "Automatic Data Processing Systems", the training is conducted in English. Successful graduates of the faculty are offered job positions and also they can find a job independently at the best IT enterprises of Brest and the Republic of Belarus, which are residents of the High Technologies Park: Ltd. "Epol Soft", EPAM systems inc., Ltd. "Tectus Media", etc.

#### 4) Mechanical Engineering Faculty

The Faculty of Mechanical Engineering was established as an electronic mechanical faculty in 1984 with the view of training highly-qualified personnel for the machine-building and electronic industries that are high developing in the western region of the Republic of Belarus based on the specialty "Machine-Building Technologies". The electronic-mechanical faculty was reorganized on August 15, 2005 as a result of which the Faculty of Mechanical Engineering was established. Mechanical Engineering Faculty trains engineers of practical orientation: technologists, designers, mechanics,

automation specialists in the field of industrial production, road transport, food production and other branches of the national economy.

#### 5) Faculty of Economics

The Faculty of Economics was established on the 1st of February, 1995. The faculty trains specialists for various fields of economic activity. Effective partnership with many enterprises and organizations of the city have been established, which gives an opportunity to have off-site classes, carry out real

#### The Department of Pre-University Training

At the Department of Pre-University Training young people can revise and consolidate what they have learnt at secondary school to successfully pass their entrance examinations at the University. Here they are also provided with the guidance in the choice of their future speciality and prospects of professional career. The Faculty offers a wide range of programs to satisfy various demands of young people seeking for extensive study curriculum:

- evening and extramural preparatory courses for high school students; the courses optionally cover mathematics, physics, a foreign language, drawing, and technical drawing;
- short-term pre-university courses covering one subject at a student's option;
- a full-time or correspondence pre-university course for holders of a secondary education certificate; the course covers several subjects at a student's option;
- a full-time pre-university for international students.

International students who have no command of the Russian language or whose Russian language proficiency may not yet have reached a suitable standard for study can follow a one-year course at the Pre-University Department. The course provides students with elementary and advanced learning of the Russian language with a specialization in the subjects which are relevant to the students' chosen line.

The students get higher education in 21 specialities and 29 specializations. The total student population is about 12, 000 people. The training course lasts 4 years and 10 months (or 3 years and 10 months) for full-time students while 5 years and 10 months (or 4 years and 10 months) for part-time students.

#### Professional and Teaching Staff

The teaching staff numbers more than 500 members. The scientific potential of the University includes 14 Doctors of Science, 152 Candidates (Ph.D.) and experienced academic instructors. Some of them are the scientists known all over the world.

#### Development Tendencies

One of the main priorities in the University development is further supply of the teaching process with necessary computing equipment and software in addition to the available ones. The university has already got a local computer network of more than 460 computers at all the faculties, departments, scientific centres and specially equipped classrooms. So the students and the University staff are provided with access to the shareable campus database as well as Internet through satellite and inland channels. In compliance with the above stated priority a lot is being done to introduce advanced technologies into the teaching process for teaching and testing applications. The campus-based Institute of Professional Development and Re-Training gives the University students an opportunity to get a second Diploma of higher education in the line chosen. This enables the University graduates to be awarded with two Diplomas and get qualification in two specialities. It is evident that our future progress depends on the creation of new high technologies and technical equipment of superior quality. Everything will

be determined by engineering and a standard of professional training.

Besides, the development of the University is adapted to satisfy the needs of the Belarus Republic and of Brest region in specialists:

- The conditions are being created for highly-qualified training of economists and managers;
- The range of new specialties connected with electronics and computers is being expanded;
- The Scientific Research Institute for the problems of Construction Engineering organized in May 2004 is successfully being developed;
- The process of reformation of the system of the University is being carried out to offer Master and Bachelor programs.

The University main research lines are the following:

- building units and materials, roof coatings, pavements, organization of labour, techniques, design engineering;
- wear-resistant composite materials, resource-saving and material-strengthening technologies in mechanical engineering;
- novel technologies of fuel utilization;
- advanced water distribution and water supply systems, rational nature management schemes;
- environmental protection, ecological security;
- neuron-type computer network systems of artificial intellect; ultrasound technologies, luminescent light-emitters.

#### University Facilities

BSTU is almost a fifty-year-old educational establishment with its own traditions which are followed by the University staff in its work by combining science, studies and practice to their best advantage. The University has created all necessary conditions for forming and educating specialists understanding their responsibility and possessing knowledge and competence required for successful creation of the country's future. High-quality technology and successful studying are made possible by the currently available educational facilities: many workshops, laboratories, computer classes fitted out with up-to-date equipment and devices, and a library having a stock of more than 400000 books by native and foreign writers. The campus-based Research Institute was set up to carry out research work on the problems in the construction industry of the country. The specialists of the Institute among whom are the University academic staffs and senior students take an active part in the reconstruction of Brest and rehabilitation of the town's old buildings. Diploma design projects of our students range high at international competitions and research works are awarded with first- and second-degree Diplomas at republican competitions of research works. Some university students take out patents on their inventions and participate in arranging trial production.

#### Non-Academic Opportunities

On the university campus there are dormitories with all conveniences (shared occupancy in double/triple adjacent rooms). The University has well-developed social services available on the campus. Excellent athletic and recreational facilities are also available on the campus. There are 14 sport societies for those who want to keep themselves fit and enjoy their free time. The University rents modern sports complexes and provides gyms and table-tennis rooms on the campus. Annually, our students take part in open competitions and championships in Belarus and become prize-winners in karate, power-lifting, boxing, arm-wrestling.

### *Canteens*

Canteens provide students and employees with healthy food. On the campus there are also two student cafes, which will offer you varied menu at accessible prices. Located on the campus, the café “Zodchie” provides freshly made hot and cold food.

### *Hostels*

University disposes of four comfortable student hostels, which have gyms, rooms for studies and rest.

### *Dispensary*

Huge attention is paid to student's health. On the territory of the campus there is sanatorium-dispensary, where students have an opportunity to improve their health. You will be offered various types of massage, electro- and phototherapy, inhalation therapy, mineral and medical bath.

Students' festivals and performances as well as various societies run by the *Students' Club* and the International Students' Club help students to spend their free time to the best advantage and reveal their creative abilities.

### *International Contacts*

The University develops close contacts with higher educational establishments in Germany, Poland, Ukraine, China, Republic of Korea, France and Russia. We have long-term partner contacts with Bialystock Polytechnic Institute (Poland), Lublin Polytechnic Institute (Poland), Higher Technical Professional School in Biberach (Germany) and Higher Technical School in Ravensburg-Weingarten (Germany), Middle East Technical University (Turkey). This partnership creates an essential basis for mutually useful training activity and scientific research.

Brest State Technical University actively participates in numerous international projects and programs, communicates with educational and scientific funds including European ones – TACIS, ERASMUS,

The University is a member of the Association of European Civil Engineering Faculties with the participation of civil engineering faculties from non-European countries, AECEF. In 2009 BrSTU joined the Baltic Sea Academy, Hamburg-based organization that unites European universities and academies, with the aim to intensify the University's international cooperation.

The University participates in international innovation exhibitions in Hannover and Saint Petersburg. Research in IT, architecture and construction are carried out at the University. International conferences and seminars are held in the areas of electronics, architecture and construction, ecology, economy, mechanical engineering.

All the above mentioned international partnerships and relations create an essential basis for mutually useful academic activity and scientific researches.

### **CONCLUSION**

The graduates of Brest State Technical University have opportunities to carry out their creative activity in science, engineering and private business in all sectors of our economy as well as of foreign countries. After graduating from Brest State Technical University, a number of students become promising scientists, some of them continue their scientific activity at the University delivering lectures and supervising new lines of scientific research. The university is constantly developing, that's why it has turned into one of the leading educational and scientific centres in the western part of Belarus.

**III. Make a presentation about your faculty. You may use information from the English version of official BrSTU website. <http://en.bstu.by>**

#### **IV. Write a letter to student studying at foreign university. Describe:**

- Structure of your university
- Your faculties
- Specialties and specialization
- Period of studying
- Your favourite teachers
- Subjects studied at your faculty
- Extra-curricular activities.

#### **V. Translate the following quotations and comment upon them**

*Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.*

Oscar Wilde

*I have no special talent. I am only passionately curious.*

Albert Einstein

*The philosophy of the school room in one generation will be the philosophy of government in the next.*

Abraham Lincoln

*A person who won't read has no advantage over one who can't read.*

Mark Twain

*Education is the most powerful weapon which you can use to change the world.*

Nelson Mandela

*The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.*

Martin Luther King

*The roots of education are bitter, but the fruit is sweet.*

Aristotle

*Education is for improving the lives of others and for leaving your community and world better than you found it.*

Marian Wright Edelman

*An investment in knowledge pays the best interest.*

Benjamin Franklin

*Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.*

Maimonides

*Education must not simply teach work – it must teach Life.*

W. E. B. Du Bois

*Formal education will make you a living; self-education will make you a fortune.*

Jim Rohn

*You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.*

Clay P. Bedford

#### **VI. Read the text about METU. Compare its structure and facilities with BrSTU.**

Middle East Technical University (commonly referred to as METU) is a public technical university located in Ankara, Turkey. The university puts special emphasis on research and education in engineering and natural sciences, offering about 40 undergraduate programs within 5 faculties, and 97 masters and 62 doctorate programs. The

main campus of METU spans an area of 11,100 acres (4,500 ha), comprising, in addition to academic and auxiliary facilities, a forest area of 7,500 acres (3,000 ha), and the natural lake Eymir. METU has more than 120,000 alumni worldwide. The official language of instruction at METU is English. Middle East Technical University was founded under the name "Orta Doğu Teknoloji Enstitüsü" (Middle East Institute of Technology) on November 15, 1956, to contribute to the development of Turkey and the surrounding countries of the Middle East, Balkans, and Caucasus, by creating a skilled workforce in the natural and social sciences.

In 1956, the Department of Architecture initiated the first academic program at METU, followed by the Department of Mechanical Engineering in the spring of 1957. At the start of the 1957–1958 academic year, the Faculty of Architecture, the Faculty of Engineering, and the Faculty of Administrative Sciences were established. In 1959, the establishment of the Faculty of Arts and Sciences was completed. The Faculty of Education launched its academic program in 1982.

As of 2010, METU has approximately 23,000 students, of which 15,800 are enrolled in undergraduate programs, 4,500 in masters, and 2,700 in doctorate programs.

METU has 42 academic departments, most of which are organized into 5 faculties:

*Faculty of Architecture:* Architecture, City and Regional Planning, Industrial Design

*Faculty of Arts and Sciences:* Biology, Chemistry, History, Mathematics, Molecular Biology and Genetics, Philosophy, Physics, Psychology, Sociology, Statistics

*Faculty of Economic and Administrative Sciences:* Business Administration, Economics, International Relations, Political Science and Public Administration

*Faculty of Education:* Computer Education and Instructional Technology, Educational Sciences, Elementary Education, Foreign Language Education, Physical Education and Sports, Secondary Science and Mathematics Education

*Faculty of Engineering:* Aerospace Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical and Electronics Engineering, Engineering Sciences, Environmental Engineering, Food Engineering, Geological Engineering, Industrial Engineering, Mechanical Engineering, Metallurgical and Materials Engineering, Mining Engineering, Petroleum and Natural Gas Engineering

In addition to these, there are the Department of Basic English and the Department of Modern Languages in the School of Foreign Languages; the Technical Vocational School of Higher Education; and, bound directly to the President's Office, the Department of Turkish Language and the Department of Music and Fine Arts.

The University develops close contacts with BrSTU. A number of our students have studied for 1 term in METU due to Erasmus academic mobility programs. In 2017, within Erasmus program, the head of Foreign language department of BrSTU Mr. V.I. Rahuba delivered lectures in Business English at METU.

## **WELCOME TO BREST STATE TECHNICAL UNIVERSITY**

### **I. Pronounce the following words correctly and learn their meaning.**

1. graduate ['grædʒjuət] –выпускник
2. contribute [kən'tribju:t] –делать вклад
3. extra-mural ['ekstrə'mjuərəl] –заочный
4. priority [praɪ'ɔrɪtɪ] –приоритет



5. available [ə'veiləbl] –доступный
6. access ['æksəs] – доступ
7. compliance [kəm'plaɪəns] –соответствие
8. application [əplɪ'keɪʃən] –применение
9. enable [ɪ'neɪbl] –дать возможность
10. award [ə'wɔ:d] –присуждать, награждать
11. evident ['evɪdənt] –очевидный
12. creation [kri'eɪʃn] –создание
13. determine [dɪ'tə:mɪn] –определять
14. advantage [əd'vɑ:ntɪdʒ] –преимущество
15. responsibility [rɪs,pɒnsɪ'bɪlɪtɪ] –ответственность
16. possess [pə'zes] –обладать, владеть
17. require [rɪ'kwaɪə] –требовать
18. facilities [fə'sɪlɪtɪz] –оборудование
19. fit [fɪt] –соответствовать
20. rank [ræŋk] –занимать какое-либо место
21. invention [ɪn'venʃn] –изобретение
22. trial ['traɪəl] –пробный
23. amenities [ə'mi:nɪtɪz] –всё, что соответствует хорошему настроению
24. recreation [rɪkri'eɪʃn] –развлечение, отдых
25. participate [pɑ:tɪsɪpeɪt] –участвовать

## II. Read and translate the text.

The state policy of the Republic of Belarus in the field of higher education is based on three priorities: available education, its quality and the financial efficiency of the activities of higher education institutions (HEI). Ever since it declared its sovereignty, higher education in Belarus has experienced considerable growth. The number of undergraduates has increased from 180 to 475 people per ten thousand citizens. The Belarusian state policy for higher education is mainly based on the Constitution of Belarus, the Code of the Republic of Belarus on Education, as well as other decrees and regulations of the President and the Council of Ministers of the Republic of Belarus. The state program defined the order and terms of transition in the various stages of professional training at undergraduate level (4, 4.5 and 5 years). The Code of the Republic of Belarus on Education regulates the professional training of Belarusian citizens and sets out the legal, organizational and financial basis for the national higher education system. The process of receiving higher education includes two stages: The first stage is realized by higher education providing training in areas of specialization, confirmed by the corresponding qualification and specialist's diploma (4, 4.5 or 5-year curriculum). The second stage is realized by research and professionally oriented Master's Degree programs, confirmed by a Master's Degree diploma (1 or 2-year curriculum). Graduates of higher education institutions also have the possibility of receiving postgraduate education. On May 14th, 2015, Belarus joined the Bologna Process and the European Higher Education Area (EHEA). The decision was made at the Yerevan Conference of Education Ministers of the EHEA and the Bologna Policy Forum.

Brest State Technical University began as Civil Engineering Institute in 1966 and later was changed into Brest Polytechnical Institute. At present it is a large educational and scientific centre with its teaching staff, scientists and graduates contributing a lot to the development of science and engineering.

Brest State Technical University is one of the largest educational and scientific centres in the western part of Belarus having a broad and constantly developing infrastructure. The University is divided into 8 faculties: Civil Engineering, Engineering Systems and Ecology, Mechanical Engineering, Electronic and Information Systems, Economics, Preparatory Faculty, Faculty of Extra-Mural Studies and Faculty of Innovation, Management and Finance. The students get higher education in 27 specialties. The teaching staff numbers more than 600 members including Doctors of Science and Candidates of Science. Some of them are scientists known all over the world.

One of the main priorities in the University development is the further supply of the teaching process with the necessary computing equipment and software in addition to the available ones. The university has already got a local computer network of more than 500 computers at all the faculties, departments, scientific centres and specially equipped classrooms. So the students and the University staff are provided with the access to the shareable campus database as well as Internet through satellite and inland channels. In compliance with the above stated priority a lot is being done to introduce advanced technologies into the teaching process for teaching and testing applications.

The campus-based Institute of Further Education and Retraining gives the University students an opportunity to get a second Diploma of higher education in the line chosen. This enables the University graduates to be awarded with two Diplomas and get qualification in two specialties.

It is evident that our future progress depends on the creation of new high technologies and technical equipment of superior quality. Everything will be determined by engineering and a standard of professional training. BSTU is a fifty-year-old educational establishment with its own traditions which are followed by the University staff in its work by combining science, studies and, practice to their best advantage. The University has created all necessary conditions for forming and educating specialists understanding their responsibility and possessing knowledge and competence required for successful creation of the country's future. High-quality technology and successful studying are made possible by the currently available educational facilities, many workshops, laboratories, computer classes fitted out with up-to-date equipment and devices, and a library having a stock of more than 700,000 books by native and foreign writers. The campus-based Research Institute was set up to carry out research work on the problems in the construction industry of the country. The specialists of the Institute including the University academic staff and senior students take an active part in the reconstruction of Brest and rehabilitation of the town's old buildings. Diploma design projects of our students range high at international competitions and research works are awarded with the first- and second-degree Diplomas at republican competitions of research works. Our students take out patents on their inventions and participate in arranging trial production. The University has well-developed social services available on the campus. Excellent athletic and recreational facilities are also available on the campus. Students can participate in sports activities to keep themselves fit and enjoy their free time. Students' festivals and performances as well as various societies run by the Students' Club help students to spend their free time to the best advantage and display their creative abilities.

The University develops international contacts in the sphere of science and education with institutes of higher learning in Russia, Ukraine, Poland, Germany, Great Britain, Italy, Spain and Portugal. Our University graduates have opportunities to carry out their creative activity in science, engineering and private business in all sectors of

our economy as well as of foreign countries. On graduating the University, a number of students become promising scientists, some of them continue their scientific activity at our University delivering lectures and supervising new lines of scientific research. We are proud of our University and of the fact that it constantly develops turning into one of leading educational and scientific centres in the Western part of Belarus.

### III. Complete the sentences:

1. The state policy of the Republic of Belarus in the field of higher education is based...

-----  
2. The Belarusian state policy for higher education is mainly based on ...  
-----

3. Brest State Technical University began...  
-----

4. At present Brest State Technical University is...  
-----

5. The University is divided into 8 faculties:...  
-----

6. The University develops international contacts...  
-----

### IV. Find the synonym to the first word in each row:

1. award – give – access – enable  
-----

2. determine – extra-mural – decide – compliance  
-----

3. possess – advantage – possible – own  
-----

4. require – depend – need – combine  
-----

5. recreation – invention – staff – refreshment  
-----

6. stock – supply – trial – research  
-----

7. state – express – carry – deliver  
-----

### V. Find the suitable meaning to each of the words:

- |                |                                                 |
|----------------|-------------------------------------------------|
| 1. graduate    | a) high place among competing claims            |
| 2. contribute  | b) plain or clear to the eyes or mind           |
| 3. priority    | c) person who holds a university degree         |
| 4. available   | d) production of the human intelligence         |
| 5. application | e) that may be used or obtained                 |
| 6. evident     | f) join with others in giving help, money, etc. |
| 7. creation    | g) putting to a special or practical use        |

### VI. Translate the following sentences. Pay attention to the Gerund.

Example: The Institute of Further Education and Retraining gives the University students an opportunity to get a second Diploma.

Институт повышения квалификации и переподготовки даёт студентам университета возможность получить второй диплом.

1. It is evident that our future progress depends on creating new high technologies.

2. Everything will be determined by engineering and a standard of professional training.

3. BSTU is fifty-year-old education establishment with its own traditions which are followed by the University staff in its work by combining science, studies and practice to their best advantage.

4. Correspondence and evening forms of learning are a good opportunity for persons with financial, age, physical and other limitations.

5. Every establishment occupies its particular niche in training of highly qualified staff for various branches of national economy.

6. 3 forms of learning available at Belarusian higher educational establishments: full-time, evening and by correspondence.

7. Full-time learning is the most widespread.

## **VII. Answer the following questions:**

1. Did Brest Technical University begin as a Civil Engineering Institute?
2. What educational establishment is it now?
3. What has a broad and constantly developing infrastructure?
4. How many faculties is it divided into?
5. The students get education in 21 specialties, don't they?
6. What is the total student population?
7. What can you say about the teaching staff?
8. Can you name one of the main priorities of the University?
9. What kind of opportunities do the students have?
10. High-quality teaching and successful studying are made possible by the educational facilities, aren't they?
11. What was set up to carry out research work on the problems in the construction industry of the country?
12. Who takes an active part in the reconstruction of Brest?
13. Do the students take out patents?
14. Are there any recreational facilities at the University?
15. Why are you proud of the university?

## **VIII. Discuss the following points of the text in the form of a dialogue. Use all types of questions.**

Example: 1. Is BSTU one of the largest educational and scientific centres?

2. When was the University founded?

3. Who contributes a lot to the development of science and engineering?

4. Is the University divided into 7 or 9 faculties?

5. The students get higher education in many specialities, don't they?

1. The foundation of BSTU.
2. The structure of the University.
3. Great opportunities for students.
4. Educational facilities.
5. The achievements of the students.
6. Recreational facilities.

**IX. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.**

1. The educated differ from the uneducated as much as the living from the dead (Aristotle, one of the most celebrated Greek philosophers, 384-322 BC).

2. An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't (Anatole France, French novelist and critic, 1844-1924).

3. Education is a progressive discovery of our ignorance (Will Durant, US teacher, philosopher, and historian, 1885-1982).

4. They know enough who know how to learn (Henry Adams, (US historian, essayist, and novelist, 1838-1918).

5. Knowledge is power (Francis Bacon, British painter, 1909-1992).

6. The essence of knowledge is, having it, to apply it; not having it, to confess your ignorance (Confucius, Chinese philosopher, administrator, and moralist, 551 BC-479 BC).

7. Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young (Henry Ford, US industrialist and pioneer in car manufacture, 1863-1947).

8. Learning makes a good man better and an ill man worse (Thomas Fuller, English cleric and historian, 1608-61).

**X. Speak about the University with your groupmate in the form of a dialogue.**

**BENEFITS OF EDUCATION**

**I. Look through the sayings of famous people. Explain how you understand their words.**

1) *An investment in knowledge pays the best interest.* (Benjamin Franklin)

2) *Education is what remains after one has forgotten what one has learned in school.* (Albert Einstein)

3) *Education is the most powerful weapon which you can use to change the world.* (Nelson Mandela)

**II. Read the following words and learn their meaning.**

- |                |                 |
|----------------|-----------------|
| 1) aspect      | аспект, сторона |
| 2) to allow    | позволять       |
| 3) opportunity | возможность     |
| 4) to develop  | развивать       |

5) to devote to	посвящать
6) benefit	преимущество, польза
7) ultimate	окончательный
8) to enroll in	зачислять в
9) generation	поколение
10) society	общество
11) to contribute to	делать вклад в
12) wages	заработная плата
13) device	устройство, прибор
14) government	правительство
15) to advance	идти вперёд
16) improvement	улучшение
17) life expectancy	продолжительность жизни
18) to gain	получать, приобретать

### III. Match the words in the box with definitions 1-12.

<i>to support</i>	<i>significant</i>	<i>promotion</i>	<i>discovery</i>
<i>income</i>	<i>to affect</i>	<i>to encourage</i>	<i>vital</i>
<i>free</i>	<i>citizenry</i>	<i>poverty</i>	<i>compulsory</i>

- 1) to provide the necessities of life
- 2) money which one receives regularly as payment for work or interest from investments
- 3) having noticeable importance, effect or influence
- 4) advancement to a more important rank or position
- 5) costing nothing, without payment of any kind
- 6) to influence, to cause some change
- 7) a group of people who live in a particular city, town, country
- 8) finding something for the first time
- 9) to help someone feel able to do something
- 10) the condition of being extremely poor
- 11) extremely important
- 12) something that must be done by law or rules

### IV. Read the text. Use the dictionary to look up unfamiliar words.

Education is an important **aspect** that plays a huge role in the modern world. It helps us build opinions on different things in life, make right decisions and understand reality better. It gives us knowledge about the world around us. Education does not only **allow** people to read or write, but also offers them the **opportunity** to have a good life, communicate better, **develop** new technologies and **support** the economy.

Each of us **devotes** a big part of our life **to** education. It starts from childhood, where kids learn everything from what is happening around them. The whole education can be divided into three divisions: primary education, secondary education and higher education. All these divisions have their own importance and **benefits**. Primary education prepares the base which helps throughout the life, secondary education prepares the path for further study and higher education prepares the **ultimate** path to the future.

Primary and secondary education is free and **compulsory** in many countries around the world. In most countries education is compulsory up to the age of 16. Hardly anyone can realize that about 61 million children in the world are not **enrolled in** prima-

ry school. Of these kids, 40 million live in **poverty**. It is hard for those people living below the poverty line to even imagine sending their kids to school because education is not **free**. If there is a choice between eating a meal and educating a child, most families choose eating a meal. Boys are often kept out of school so they can work and bring in money for the family, while girls cook and do other things that are needed to keep the family functioning.

Fortunately, more and more people understand how important education is for future **generations**. If there is a deficit of educated people the **society** can't develop. Education **contributes to** individual and social benefits, such as higher **wages**, greater life satisfaction, higher national **income**, healthier population and a better functioning society. It produces **significant improvements** in health, and **life expectancy**. Countries with an educated **citizenry** are more likely to be democratic and politically stable. Moreover, educated people can effectively contribute to the development of their country by making **discoveries** in various spheres, inventing new **devices** or producing new medicines to cure people. That is why the **governments** of the majority of countries realize the importance of education and pay serious attention to it. Governments all around the world spend money on good education systems, and people are actively **encouraged** to win scholarships and continue their studies.

And what is the importance of education for individuals? Whether a person is living in poverty or among the wealthiest in the world, education is necessary **to advance** in any situation. It is becoming one of the main factors for a person's success in today's society. It develops confidence and builds personality of a person.

What can you do to improve and grow in your career? When it comes to self-improvement, we know a lot of methods. To get fit, you eat right and exercise. To grow your physical strength, you train and lift weights. To improve your memory, you get enough sleep and learn new things. To grow in your career, you've got to deepen your knowledge and **gain** new skills. People agree that education is the best investment because well-educated people have more opportunities to get a good job which is well-paid. They enjoy respect among their colleagues and have more hopes for **promotion**. So education is the most powerful tool to improve your career.

No matter how difficult it can be to study, it's **vital** to remember that education is a privilege that every person should appreciate. It **affects** our lives significantly and offers us lots of opportunities. It's our choice to use them or not, but it's better to have this choice.

**V. Find the equivalents to the following Russian word combinations in the text.**

- 1) принимать правильные решения
- 2) развивать новые технологии
- 3) поддерживать экономику
- 4) путь для дальнейшего обучения
- 5) черта бедности
- 6) будущие поколения
- 7) нехватка образованных людей
- 8) удовлетворённость жизнью
- 9) политически стабильный
- 10) выигрывать стипендию
- 11) пользоваться уважением среди коллег

12) приобретать новые навыки

**VI. Complete the sentences with correct prepositions.**

- a) Education helps us build opinions \_\_\_\_\_ different things in life.
- b) Education is an important aspect that plays a huge role \_\_\_\_\_ the modern industrialized world.
- c) Each of us devotes a big part of our life \_\_\_\_\_ education.
- d) The whole education can be divided \_\_\_\_\_ three divisions.
- e) Higher education prepares the ultimate path \_\_\_\_\_ the future.
- f) Secondary education is free and compulsory \_\_\_\_\_ many countries.
- g) About 61 million children in the world are not enrolled \_\_\_\_\_ primary school.
- h) It is hard for those people living \_\_\_\_\_ the poverty line to even imagine sending their kids to school.
- i) Education contributes \_\_\_\_\_ individual and social benefits.
- j) The governments of the majority of countries realize the importance \_\_\_\_\_ education.
- k) Governments all around the world pay serious attention \_\_\_\_\_ education and spend money \_\_\_\_\_ good education systems.
- l) Education is becoming one of the main factors for a person's success \_\_\_\_\_ today's society.
- m) Well-educated people enjoy respect \_\_\_\_\_ their colleagues.

**VII. Match the words to form word combinations. Give Russian equivalents to them.**

life	Stable
industrialized	scholarships
to make	devices
higher	studies
national	education
politically	decision
to continue	expectancy
to win	skills
significant	world
to deepen	improvement
to invent	income
to gain	knowledge

**VIII. Complete the sentences using the words in bold from the text.**

- 1) Education offers people the opportunity \_\_\_\_\_ new technologies.
- 2) Education is an important \_\_\_\_\_ that plays a huge role in modern world.
- 3) Primary and secondary education is \_\_\_\_\_ in many countries.
- 4) Higher education prepares the \_\_\_\_\_ path to the future.
- 5) Education contributes to a better functioning \_\_\_\_\_.
- 6) Education is important for future \_\_\_\_\_.
- 7) \_\_\_\_\_ all around the world spend money on good education systems.
- 8) Education produces significant \_\_\_\_\_ in life expectancy.
- 9) Well-educated people have more hopes for \_\_\_\_\_.
- 10) To improve your career you've got \_\_\_\_\_ new skills.



**IX. Read the text again and answer the following questions.**

- 1) When does education start in person's life?
- 2) What is the role of primary education on in our life?
- 3) Is secondary education compulsory in most countries?
- 4) Why do children in poor countries have no opportunity to attend primary school?
- 5) Does the level of education influence the political life of a country?
- 6) How can educated people contribute to the development of their country?
- 7) What social benefits of education are listed in the text?
- 8) Why is education considered to be the best investment?
- 9) How can education improve your career?
- 10) Education is a privilege that every person should appreciate, isn't it?

**X. Do you know when the International Day of Education is celebrated? When was it proclaimed? Find this information and try to formulate the aims of celebrating the International Day of Education.**

**BREST STATE TECHNICAL UNIVERSITY**

**I. Read and translate the text.**

Brest State Technical University (BrSTU) is a large scientific and educational center in the western region of the Republic of Belarus. Here specialists are trained and a large volume of scientific research is carried out in the spheres of civil engineering, architecture, electronics, mechanical engineering, economics and ecology.

Since 2011, the university has a quality management system. The development of the university is taking into account the changing needs of the republic and the region in the specialists: conditions are created for the training of highly qualified specialists; the expansion of the list of specialties is systematically planned.

BrSTU is a member of the Association of European Faculties of Civil Engineering with the participation of faculties of civil construction of non-European countries (AECEF), and is also a member of the Association of the Baltic Sea Academy. The university constantly takes part in international innovation exhibitions in Hannover and St. Petersburg, conducts research in the field of information technology, architecture, construction, ecology, water resources use.

In 2009, BrSTU joined the Baltic Sea Academy, Hamburg-based organization that unites European universities and academies, with the aim to intensify the University's international cooperation.

The Civil Engineering Faculty, as a part of the European Association of similar faculties, is developing and is preparing to give diplomas recognized in the EU countries in the near future to its graduates; the quality of the practical training of specialists is enhanced by combining theoretical training with the industrial practice of students of civil engineering specialties; a transition to a two-level training of specialists - specialists and masters.

Brest State Technical University is a member of the Association of Technical Universities and the Association of Network Cooperation, is a part of a consortium working on 6 projects of Erasmus + program. The University has signed over 130 cooperation agreements with leading foreign universities.

The University has scientific-research laboratories: “Self-stressed constructions”, “Artificial neural networks”, "Pulsar".

The University participates in international innovation exhibitions and hosts international conferences and seminars in the areas of electronics, information technologies, architecture and construction, ecology, economy, and social sciences.

The active participation of students in the creative life of the university, amateur groups and cultural events contributes to the formation of a comprehensively developed, spiritually moral, creative and socially active personality. It is facilitated by the activities of the department of student initiatives and cultural and leisure activities at the university. Traditional cultural events, holiday concerts, competitions and festivals are organized and held during the academic year.

Amateur groups are created and conduct creative activities in various art genres.

Numerous high awards, diplomas of winners and gratitude for participation in the republican festivals of creativity of students testify to the high performing level, the creative successes of the university teams and students at different art festivals: “ART-vakatsyi”, “F.-ART.by”, “We are Together” "The Palette of Creativity" (Belarus), international choir festivals "Provence" and "Averon" (France), the "European Cup" (Belarus), the festival of university choirs "Universitas cantat" (Poland) and "Paparats Kvetka" (Belarus), festivals of spiritual music "Hajnowka" (Poland), “Derzhavnyi glas”, "Harmony of the times" (Belarus), festivals of art song "Univision" (Azerbaijan), "Russian Song" (Russia) and others.

#### *International relations and main international actions*

The University develops close contacts with higher educational establishments in Germany, Poland, Ukraine, China, Republic of Korea, France and Russia.

We have long-term partner contacts with Bialystock Polytechnic Institute (Poland), Lublin Polytechnic Institute (Poland), Higher Technical Professional School in Biberach(Germany) and Higher Technical School in Ravensburg-Weingarten (Germany).

This partnership creates an essential basis for mutually useful training activity and scientific research.

Brest State Technical University actively participates in numerous international projects and programs, communicates with educational and scientific funds including European ones – TACIS, TEMPUS, INTAS, etc.

We are interested in establishing effective mutually beneficial partnership relations with universities all over the world in the following areas of cooperation:

- exchange of faculty members and students;
- joint research activities;
- participation in seminars and other academic events;
- collaboration in technopark areas.

## **ENGLISH UNIVERSITIES**

### **I. Read the following words and learn their meaning.**

- |                |                        |
|----------------|------------------------|
| 1) excellence  | превосходство          |
| 2) available   | доступный              |
| 3) destination | пункт назначения, цель |
| 4) devotion    | преданность            |
| 6) maintain    | поддерживать           |

7) supervision	руководство
8) mentoring (syn. coaching)	наставничество
9) curator	куратор
10) expertise [ekspɜ:'ti:z]	экспертный
11) establishment	учреждение
12) enroll	зачислять
13) achievement	достижение
14) attract	привлекать
15) high-tech	высокотехнологичный
16) pursuit [pə'sju:t]	стремление
17) rowing	гребля
18) martial arts	боевые искусства
19) innovative	передовой
20) applicant	абитуриент, кандидат
21) community	сообщество
22) elective	факультативный курс
23) discretion	усмотрение
24) administration	управление, администрирование
25) diverse	разнообразный

## II. Match the words in the box with definitions 1-12.

<i>elective</i>	<i>high-tech</i>	<i>mentoring</i>	<i>attract</i>
<i>diverse</i>	<i>devotion</i>	<i>destination</i>	<i>expertise</i>
<i>supervision</i>	<i>innovative</i>	<i>pursuit</i>	<i>applicant</i>

- 1) a person who formally requests something, especially a job, or to study at a college or university
- 2) using the most advanced equipment and methods
- 3) a subject that someone can choose to study as part of a course
- 4) a place where someone is going
- 5) love or care for someone or something
- 6) varied or different, including many different types of things
- 7) having a high level of skill or knowledge
- 8) a process of helping and giving advice to a less experienced person
- 9) responsibility for the good performance of an activity of a person
- 10) an attempt to achieve something
- 11) to make people want to visit a place or find out more about something
- 12) using new methods or ideas

## III. Read the text. Use the dictionary to look up unfamiliar words.

The higher education system in the UK has been the basis for higher education standards in other countries for years. English universities are known for their academic **excellence** among numerous other advantages. They have an undisputed reputation for the quality of education with thousands of courses **available** for students. They make up an ideal **destination** for over a million international students from all over the world. Let's have a look at some of them.

Oxford and Cambridge Universities are known throughout the world because of their courses and **devotion** to the quality of education. Oxford is the oldest of these two universities, it is more philosophical, classical, theological.

Oxford University is known as the first university in the English-speaking world. It was opened in 1096. The University of Oxford has **maintained** its status as the leading educational and research centre in Britain. Its specialists conduct research in the field of technology and medicine. A unique feature of the university is the educational system. It is based on **supervision** and **mentoring**, and the maximum attention is paid to the personal preparation of each student. The schedule depends on program and course. It includes academic studies, meetings with **curators**, sports and recreational activities. Intensity and type of educational process are chosen by students themselves.

There are around 24,000 students currently enrolled at the University of Oxford. This university offers around 350 graduate degree programs, and it is constantly ranked on top of the major worldwide ranking lists. A lot of international students from 150 countries are getting their qualifications at this university. Known for its **expertise** and qualified academic staff, University of Oxford is one of the most favored study destinations for students around the world.

This university offers degree programs in the following fields of study: Humanities, Medical Sciences, Social Sciences and Mathematical, Physical and Life Sciences.

Cambridge University is one of the oldest in the English-speaking world and one of the finest universities in the UK. It has been working in Britain since 1209. The university offers a large variety of courses and professional academic staff. Leading experts of the world work with students in various fields. Here high-quality education in the best British traditions is available. The educational **establishment** has over 18,000 students **enrolled** in its degree programs. This university has a reputation for intellectual **achievements** of its students, and has a status of one of the most successful research institutes in Europe and the world. It has a membership in a variety of international associations.

Cambridge University **attracts** thousands of international students worldwide as well. In the university curatorship is practiced. Such system allows to achieve high academic results. Studying is as **high-tech** as possible. Students in the university are given an opportunity to use the most advanced equipment in academic and research activities. The schedule of lessons is individual for each course and group. A typical Cambridge University student day includes academic **pursuits**, physical activity (sport), creativity and recreation. In addition, circles of theatrical art and music are offered to the attention of students. At the university, students are given an opportunity to play sports. The choice of sports is huge: rugby, horseback riding, **rowing**, parachuting, yachting, yoga, **martial arts**, shooting, etc.

This university offers degree programs in the following fields of study: Arts and Humanities, Biological Sciences, Clinical Medicine, Humanities and Social Sciences, Physical Sciences, Technology.

University College London (UCL) is an ideal and **innovative** place to get a degree. It offers some of the best conditions to study in, with modern facilities and equipment. This university gathers ambitious students from all around the world, with more than 13,000 in staff and 42,000 students from 150 different countries. UCL was founded in 1826 and ever since then it has created generations of successful graduates with 29 Nobel Prize laureates among its graduates.

This university was the first educational institution in Britain, which opened the doors for **applicants** of any race and class, religious convictions, s Today UCL is one of the most international universities in the country. More female professors than in other universities in Britain work here. A busy college life is one of the features of the ULC.

The university organizes more than 180 **communities** and thematic clubs. The program of extra-curricular activities in the college includes conferences, master classes, trips, entertainment, sports. The schedule for each student group provides theoretical, practical classes, profile **electives**. Students organize leisure activities at their own **discretion**.

This university offers degree programs in the following fields of study: Arts & Humanities, Built Environment, Brain Sciences, Engineering Sciences, Laws, Life Sciences, Mathematical & Physical Sciences, Medical Sciences, Population Health Sciences, Social & Historical Sciences.

London School of Economics and Political Science is the best university for specialists in financial and political science. The school is famous for the high quality of education in public **administration**. It offers applied specialties in finance, economics, social policy. This university employs leading professors from several highly ranked universities. Lectures on political science, government management may read the leaders of many countries. Bill Clinton, David Cameron, Angela Merkel, Tony Blair, Dmitry Medvedev, Nelson Mandela and others were in the conference rooms of the London School.

Today, the London School of Economics and Political Science (LSE) unites 9,000 students from 140 countries. The teaching staff of the university is also multinational. Teachers from 45 countries work here. The LSE has 19 research centres. Scientists and students of the university work in the field of political science, law, economics.

The UK is the perfect example of a **diverse** environment where students get to earn their skills and qualifications. It goes without saying that Cambridge and Oxford universities are the most respected. Nevertheless, the diplomas of other educational centres, such as Imperial College London, The University of Edinburgh, The University of Manchester and others, create a competitive advantage when applying for a job.

**IV. Find equivalents to the following Russian word combinations in the text.**

- основа стандартов высшего образования
- среди множества других преимуществ
- преданность качеству образования
- в области техники и медицины
- на вершине крупнейших мировых рейтингов
- членство в различных международных ассоциациях
- добиться высоких академических результатов
- поколения успешных выпускников
- программа внеклассных мероприятий
- по собственному усмотрению
- прикладные специальности в области финансов
- из нескольких высокорейтинговых университетов
- это само собой разумеется
- конкурентное преимущество

**V. Look at the names of some disciplines studied at English universities. Match the Russian equivalents with them.**

Humanities	Гуманитарные и социальные науки
Medical Sciences	Клиническая медицина
Social Sciences	Социальные науки
Mathematical, Physical and Life Sciences	Физика

Arts and Humanities	Технология
Biological Sciences	Антропогенная среда
Clinical Medicine	Законодательство
Humanities and Social Sciences	Математика, физика и ест. науки
Physical Sciences	Технические науки
Technology	Социально-исторические науки
Built Environment	Медицина
Engineering Sciences	Естественные науки
Laws	Наука о здоровье населения
Life Sciences	Искусство и гуманитарные науки
Population Health Sciences	Гуманитарные науки
Social and Historical Sciences	Биология

**VI. Complete the sentences with correct prepositions.**

- English universities are known \_\_\_\_\_ their numerous advantages.
- Thousands of courses are available \_\_\_\_\_ students.
- The educational system is based \_\_\_\_\_ supervision and mentoring.
- The schedule depends \_\_\_\_\_ program and course.
- \_\_\_\_\_ addition, circles of theatrical art and music are offered.
- UCL was founded \_\_\_\_\_ 1826.
- Students organize leisure activities \_\_\_\_\_ their own discretion.
- The school is famous \_\_\_\_\_ the high quality of education.
- The leaders of many countries may read lectures \_\_\_\_\_ political science and government management.
- It goes \_\_\_\_\_ saying that Cambridge and Oxford universities are the most respected.

**VII. Underline the correct alternatives.**

- English universities *know / are known* all over the world.
- Cambridge University *was working / has been working* in Britain since 1209.
- Students *give / are given* an opportunity to use the most advanced equipment.
- University College London *was founded / founded* in 1826.
- Over 18,000 students *enrolled / are enrolled* in the degree programs.
- Students *are chosen / choose* the type of educational process.
- UCL *was opened / opened* the doors for applicants of any race and class.
- Oxford University *was opened / opened* in 1096.
- This university *is offered / offers* a number of graduate degree programs.
- The schedule *provides / is provided* theoretical and practical classes.

**VIII. In the sentences below fill in the appropriate part of speech derived from the word on the right.**

1) English universities are known for their _____ advantages.	NUMBER
2) They open their doors for over a million _____ students from all over the world.	NATION
3) The maximum attention is paid to the personal _____ of each student.	PREPARE
4) A lot of students are getting their _____ at this universi-	QUALIFY



ty.	
5) The university offers a large _____ of courses.	VARY
6) This educational _____ has a reputation for its quality of education.	ESTABLISH
7) Cambridge University is one of the most _____ re- search institutes in Europe.	SUCCESS
8) The intellectual _____ of its students are rated highly.	ACHIEVE
9) Circles of _____ art are offered to the students.	THEATER
10) It offers the best conditions with modern _____ .	EQUIP

**IX. Make a short summary of the text. Do it according to the following plan:**

1. The title of the text is ... .
2. The text is devoted to ... .
3. Oxford University is known as ... .
4. Cambridge University offers ... .
5. University College London was the first educational institution ... .
6. London School of Economics and Political Sciences is the best university for....
7. The main idea of the text is ... .

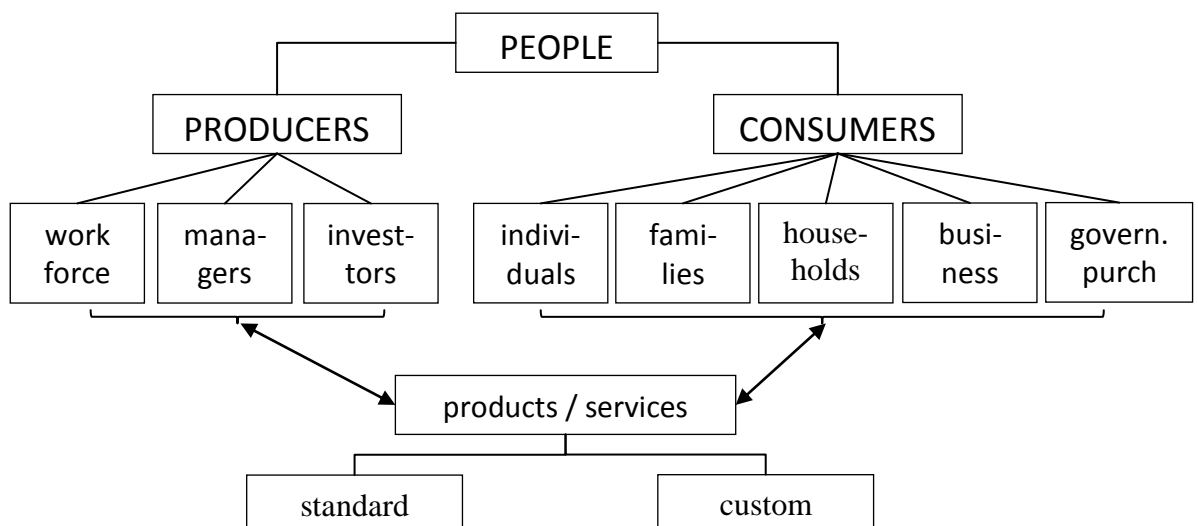
**1.4. GOODS AND SERVICES**

**Lead-in**

1. Give your examples of goods and services. What are the main differences between them?
2. What sphere of economic life of a country is more important nowadays: service or production? Give your reasons.
3. Which is more difficult to work in? Why?
4. What makes a product/service popular?
5. What new types of product/service have appeared recently?

**Reading**

**I. Look at the tree-diagram given below. Read the text. Find in the text the information to explain the tree-diagram.**



In every type of economy there are two sets of people that make the system work. These are producers and consumers.

Producers are the people who perform the work that provides goods and services for society. This group includes not only those people who work with their hands, but also those who start up and manage a business. It also includes the investors who supply the money to initiate and sustain business. Producers supply the products and services that are demanded by consumers.

Consumers are the people who buy the products and services provided by the producers. All producers are also consumers. That is, a person who works in a factory making pens is a producer; when that same person spends the money received for working to buy food, he or she is a consumer. Similarly, the factory that produces pens is also a consumer.

Consumers are made up of individuals, families and households, businesses, and also government purchasers. Consumers play an important role in most societies since they decide what they will buy, where they will buy it, when, and from whom. Their decision about how they will spend their incomes greatly affects what the producers will supply.

Products provided by businesses can be classified as standard products and custom products. Standard products are usually made in advance of sale to unknown customers. Toothpaste, for example, is made in huge quantities without the producer knowing specifically who will buy and when. Similarly, certain services are available continuously, like telephone service and television entertainment. Custom goods are not made until an order is placed, the customer usually has some latitude in determining the specifications of the product. A custom-made suit, for instance, will be cut to the buyer's measurement and made of the material that the buyer selects. So, "custom-made" means made according to customer's special requirement. You should differentiate it from the word "customize" which means to change the appearance let's say of a bag in order to make it look special or unusual.

Products can be classified as standard and custom ones. What about services? Can the same classification be applied here? Why/why not? Give your reasons.

**II. The paragraphs of the text have been jumbled. Read the text and put them into the correct order.**

Production. Productivity. Product

(1) A person or an enterprise that is economically productive creates economic value. Such a person or enterprise is constructive, that is, efficient. Productivity is a measure indicating how constructive or efficient a person, an operation, or an enterprise is. The most common way to measure productivity is a ratio of output to input. A measure of productivity in a factory might be the amount of output for a single worker over a specified period of time, that is, output per labor hour. For an entire automobile factory, the number of cars produced in a day might be the measure of productivity.

(2) The production of goods is a more volatile business than the delivery of services. Production moves up and down depending on the state of the economy. When times get tough, consumers and businesses both defer their purchases of such products as cars, houses, machinery. Consumption of services, on the other hand, occurs more independently of the business cycle. Despite recessions, people still go to the doctor,



pay their insurance premiums, make telephone calls, burn electricity and go to the movies.

(3) The economy can be divided into two overall sectors: goods-producing businesses (manufacturing, agriculture, constructing, etc.) and service businesses (wholesale and retail trade, finance and insurance, transportation etc.) Since the end of World War II, the relative balance between these sectors has shifted. But the relationship between services and the production of goods is not a battle for dominance. The two sectors are complementary parts of a whole, both dependent on each other.

(4) The product a company offers to its market is not simply a can of cat food, a hotel room, or a charitable cause. Defining a product as a bundle of benefits stresses the satisfaction a product provides its consumers. Thus, it is a customer-oriented definition. It stresses what the buyer gets, not what the seller is selling. For example, a family visit at a Disney World Resort Hotel is more than a place to stay. It's sun and fun, relaxation and entertainment, and being a good parent.

(5) Every product has both primary characteristics and auxiliary dimensions. Primary characteristics are basic features and aspects of the core product. The core product provides the essential benefits common to most competitive offerings. Consumers expect a basic level of its performance. A half-inch drill is expected to operate to provide half-inch holes. Auxiliary dimensions include special features, styling, color, package, warranty, repair service contract, reputation, brand name, instructions for use, and so on. Any of these features may be important to a particular buyer. However, effective marketing strategies emphasize certain benefits over others.

(6) Defining the product in terms of benefits allows a broad range of offerings. Practically everything ranging from tangible items to services and ideas can be identified as products. Whether the company's offering is largely tangible (a car), intangible (financial counseling), or even more intangible (the idea of racial harmony), it is a product. Thus, a product includes all the tangible and intangible benefits a buyer might gain once he or she has purchased it.

(7) The transformation of inputs into outputs requires that some inputs perform operations that affect other inputs. Effective production requires that waste and pollution be minimized, that the goods or services be of high quality, and that a minimum of inputs be consumed (used up) in the process.

(8) Typically the production process is thought of as an input-transformation-output system. Inputs in the production system include the people who work for the company and collaborators such as consulting and engineering firms that provide useful services. Various materials, technology, and equipment used during the transformation stage are also important inputs.

(9) Productivity for the economy can be measured with average output per labor hour. Changes in productivity, seen by comparing the current year with past years, influence the cost of production of goods and services for the economy as a whole.

(10) Economists argue that a strong production sector is fundamental to a strong country. Production is the use of people, capital, and other resources (inputs) to convert raw materials into finished goods and services (outputs). Production management concerns the activities directly involved in producing the organization's goods or services. Both tangible goods and intangible services require the conversion of inputs into outputs.

**III. Look through the text once again and say if the following statements are**

**true or false. Correct the false ones.**

1. Productivity is a measure of efficiency.
2. Products have only primary characteristics.
3. The delivery of services is more volatile business than the production of goods.
4. Consumption of services depends greatly on the business cycle.
5. Primary characteristics include special features, styling, colour, package, etc.
6. Only tangible items can be defined as products.
7. The production process is thought of as an input-transformation output system.
8. Various materials, technology, and equipment are important outputs.
9. Changes in productivity do not influence the cost of production of goods and services.

**BASIC DIFFERENCES BETWEEN GOODS AND SERVICES**

**I. Read the following text. Analyze and compare the information given in two columns. Complete the table.**

Products can be grouped in a variety of ways. One approach is to distinguish between goods and services, which differ in fundamental respects.

1. Good are tangible objects that can be perceived with the senses. They can be depicted in advertising and examined in the store. The buyer receives value through ownership. .....	1. Services are often intangible objects. The buyer obtains value from an experience or event. .....
2. Goods can be stored. If demand is weak, the manufacturer can hold items in inventory until sales pick up. .....	2. Services are perishable. The provider must match supply to demand, since unused capacity cannot be saved until later. In many cases, the buyer's satisfaction occurs over a relatively brief period during which the service is performed.
3. Goods can be transported from manufacturer to seller and can pass through the hands of intermediaries. The buyer can evaluate the quality of the goods independently from the quality of the intermediary.	3. Many services cannot be transported or transferred through intermediaries. .....
4. Goods can be standardized and mass-produced. .....	4. Services cannot be standardized or mass-produced. Quality can vary over time.
5.	5.
6.	6.

Although the distinction between goods and services is important, the line between the two types of products is often blurry. There is a continuum with pure goods, like toothpaste, on one end and pure services, like medical attention, on the other. In between lies a vast middle ground where goods and services are bundled to create a total package that satisfies the consumer. The mail-order-catalogue service is a typical example.

## **GRADE AND QUALITY OF THE PRODUCT.** **THE STEPS OF PRODUCT DEVELOPMENT**

**I. Read and translate the following text. Analyze the difference between grade and quality, the steps of product development.**

Quality measures how closely a deliverable matches its intended purpose, functions, or requirements. For example, a high-quality phone is one you can use to make phone calls and has no defects or performance issues that prevent it from doing what it's meant to do.

Typically, PMP credential holders can judge quality by verifying that the deliverable fulfills all specifications and is fit to be used as intended. This makes "quality" relatively objective. However, just because a product is high quality doesn't mean the customer or end-user will like or approve it.

A customer may desire some features or characteristics outside the specifications of the product. This is where grade becomes essential for a PMP certificate holder.

Some characteristics or features of a deliverable may be more important to customers based on their individual needs and goals. It can be challenging to describe or measure deliverables by how well they meet subjective user needs. To do so, grade must be defined.

Grade refers to a category or ranking system used to classify deliverables that fulfill the same functional quality but have different features. Those features may be more or less desirable to the customer or end-user based on what they want from the deliverable. If the deliverable or product has desirable features, PMP certificate holders consider this "high grade." If it doesn't, it is "low grade."

Let's look at the example of the phone. A flip phone and smartphone both fulfill the same function of making calls and storing contacts, so both are high quality. However, a flip phone may be more durable, user-friendly, and have longer battery life. In contrast, a smartphone may have good camera quality, video calling features, a touch screen, and more apps. Depending on which of these features is most important to the user, one has a higher grade than the other.

Grade is an essential tool for minimizing cost and maximizing scope. It helps you determine which characteristics or features are necessary for a high-quality product and which can be "sacrificed" if you need to cut costs, time, or effort.

It is crucial to understand the difference between quality vs. grade. You should understand their definitions, the high and low variants, and how they interact with each other. Let's start by taking a look at them separately:

- *Quality*: measures how closely a deliverable meets expectations and functions as intended. It's necessary to consider if there are any defects or performance errors.

- *High quality*: the deliverable matches its expected specifications. There are no defects, and it functions correctly.

- *Low quality*: the deliverable does not fulfill requirements. It has defects or does not work well or at all.

- *Grade*: categorizes desired features or characteristics of a deliverable. It can be understood as a measure of what a customer values in a product.

- *High grade*: many valuable or desired features.

- *Low grade*: limited or undesirable features.

There are four possible combinations when looking at a product or deliverable-based on quality and grade.

• *High quality, high grade*: this is the type of burger you might find at a five-star restaurant. It's cooked correctly and safe to eat (high quality), and it uses a high grade of meat and other ingredients that make it desirable – and often pretty expensive (high grade).

• *High quality, low grade*: you can get this type of burger at a fast-food restaurant. It's still cooked correctly and safe to eat (high quality), but it might use low-grade meat or have unhealthy ingredients that make it less desirable (low grade).

• *Low quality, high grade*: imagine you ordered a burger at a nice restaurant that you know uses good ingredients (high grade). However, the burger arrives burnt and inedible! Although the grade is high, the quality is low.

• *Low quality, low grade*: have you ever gotten a fast-food burger and bitten into a cold patty or burnt rock? That's a low-quality and low-grade burger.

As you can see, high quality doesn't always mean high grade, and low quality does not always come with low grade. A low grade can be acceptable as long as all the quality is high – that is, as long as it fulfills all requirements. However, you never want anything to be low quality, especially as a PMP credential holder. Always aim for high-quality deliverables regardless of the grade.

Since low quality is never acceptable, you may have to adjust the grade based on your project's activities and requirements. For example, if the budget needs to be reduced, you should consider removing some features to lower production costs while still meeting project requirements.

#### *Quality and Grade PMP examples*

##### Example 1

Imagine your team has to design seats for an airplane. The airline wants all seats to be at least 18 inches wide, have at least 30 inches of legroom, and include armrests, a seatbelt, and all other necessary safety features. The airline also offers three travel classes: First, Business, and Economy. These are different *grades* of seats, but none of them should be low *quality*.

Every seat needs to fulfill the listed requirements to be *high quality*. *Higher-grade* seats may exceed these requirements or add other features, such as overhead storage space, an entertainment system, or in-flight snack services.

##### Example 2

Let's say your project is to create a new website for a client. Your client wants the website to have information about their services, company and contact details, their logo, a specific font, and various shades of blue, orange, and white.

You must match these specifications to create a *high quality* website. If you change the font, add different colors, or use incorrect information, the website will be *low quality*.

You may have the time and budget to add helpful features to the website the client mentioned wanting, such as a chatbot, updated photography, or a search bar. These additional features improve the *grade* of the website. However, if you don't add these features, the website might be *lower-grade* but still high quality because you have met all the specified requirements.

#### *What is Product Development?*

It is essential to develop new products or alter or improve the existing ones to meet the oft-changing customer needs. Introducing new products is rather a difficult strategic alternative as it involves long-range planning.

The role of new product development can be stated in the following terms:

- Ensuring that the product-mix matches the changing environmental conditions and that product obsolescence is avoided.
- Enabling the marketer to compete in new and developing segments of the market.
- Reducing the marketer's dependence on particular elements of the product range or vulnerable market segments.
- Filling excess capacity.
- Achieving greater long-term growth and profit.

#### *Product Development Definition*

In business and engineering, *new product development* (NPD) is the term used to describe the complete process of bringing a new product or service to market. There are two equivalent paths involved in the *new product development process*:

- (1) involves the idea generation, product design and detail engineering;
- (2) involves market research and marketing analysis.

#### *Stages of New Product Development Process*

List of 7 stages of new product development process is discussed below:

#### *Concept Generation and Market Structure Identification*

The first step in the new product development process centres on concept generation and market identification.

In this part of the new product development process, there are four key activities namely idea generation, structure identification, sales potential and concept screening.

#### *Idea Generation*

The first stage of the New Product Development evolution begins with an idea for the product. Hence this stage is also termed as 'Idea Generation'.

New product ideas can be generated both directly and indirectly. *Direct methods* rely heavily upon the creativity of individuals as well as groups and consumer survey data for techniques e.g. forced relationship, transfer analysis, brainstorming, motivation research, multi-dimensional scaling etc.

*Indirect methods* refer to the 'synthetic' methods; methods that are used for other purposes but with little ingenuity, they can be employed just as well in exploration, e.g. quadrant analysis and magnitude estimation have been used in product testing.

The result of the idea generation step is the consumer's view of the market in qualitative terms; an understanding of the technical development potential and a possible list of new product ideas in untested and raw idea form.

#### *Market Structure Analysis*

The next step in the process of the new product development process is to implement a market structure.

This process describes the consumer's perception of the market by building a map outlining critical consumer dimensions, positioning existing brands on the perceptual map and indicating favourable new product opportunities.

#### *Sales Potential*

In this step, the potential of a new product entry into the market structure is estimated. Executive judgment and Delphi techniques are used to develop a simulated market model, as most of the input data are available with the new product team.

#### *Concept Screening*

At this stage, the ideas collected are scrutinised to eliminate those inconsistent with the product policies and objectives of the firm. Patents may already protect some ideas and some others may not be fit for consideration because of the non-availability of

raw materials for production.

#### *Advertising Development*

This stage of new product development involves the development of advertising and formulation of the product. All the advertising and technical developments of the product concept have a greater focus due to the results from the earlier stages.

This stage typically involves two activities, viz. development of advertising strategy and product formulation.

#### *Product Formulation and Testing*

While advertising formulation happens in the advertising agency, the product formulation happens in the laboratory. During this stage, the 'idea-on-the-paper' is turned into a 'product-on-hand'.

In other words, the idea is converted into a product that can be produced and demonstrated. This stage is also termed as 'Technical Development'. It is during this period that all developments of the product, from idea to final physical form, take place.

#### *Testing the Product*

It is at this stage of product testing that the new product manager can check the feasibility and accuracy of product performance. The objective of this stage is to assess whether the product meets the technical and commercial specifications developed at various levels of concept development for ascertaining product acceptability.

There are three types of tests conducted at this stage as mentioned below:

#### *Concept Testing*

This step is concerned with measuring customer reactions to the idea or concept of a product.

#### *Product Prototype Testing*

Putting the real product into a few selected markets.

#### *Test Marketing*

Test marketing is a simulation of full-scale production and distribution and provides very useful information for better planning of the full-scale effort. It also permits initial pricing mistakes to be made on a small rather than large scale.

For example, Liril Soap, introduced by Hindustan Lever Limited, was originally tested in Hyderabad and Lucknow. These towns were selected because of their different characteristics, which make them representative of a large spectrum of towns in India.

#### *From Development to Commercialisation*

In this stage, the product is submitted to the market, and thus commences its life cycle. Commercialisation is also the phase where marketing is most active in connection with the new product. This stage is considered to be a critical one for any new product and should, therefore, be handled carefully.

## **THE MAJOR ISSUE OF PRODUCT DESIGN**

**I. Read the text. What title can you suggest? Explain what has influenced your decision.**

The major issue in product design is selecting the characteristics and attributes a product will have. Engineers must consider several factors when designing new products and services. It is difficult to range them according to their importance but among the first are producibility and cost. Producibility means the extent to which a product or service can be easily produced using existing facilities and processes. Cost refers to the value of all inputs used to produce the product or service, including raw materials, labor, plant and equipment overheads, and similar factors. Products that are less produci-

ble tend to cost more.

Perhaps the most talked about issue in the area of product design today is quality. Product quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs. An important indicator of quality is a warranty for the product.

Warranty is the producer's statement of what it will do to compensate the buyer if the product is defective or does not work properly. Many sellers offer a guarantee instead of or in addition to a warranty. A guarantee is a promise that the product is as represented and will perform properly.

Typically, if the product fails to perform, the organization making the guarantee replaces the product or refunds its cost. These promises imply that the manufacturer is confident in the product's quality.

It is necessary to distinguish between grade and quality. Grade represents the addition or deletion of features or characteristics to satisfy additional needs, usually at a higher cost. Quality refers to satisfying customer requirements. Japanese manufacturers have shown that high-quality goods and services are actually less costly to produce in the long run. This is because less scrap and rework are involved, and fewer purchases are returned by customers.

Styling (colour, shape, size and so on) is also very important for products ranging from tissue paper to office furniture. Styling should facilitate a product's function. Nowadays product designers are increasingly emphasizing the human side of their products' design – human factors engineering, or ergonomics. The last but not the least characteristic is materials that go into making a product. It is of great importance as it can affect a product's sales appeal.

The product development process involves analysis of the market place, the buyer, the company's capabilities, and the other economic potential of a new product idea. For every one hundred generated ideas, only one or two salable products may emerge from the lengthy and expensive process of product development. As a rule, this process is both expensive and time-consuming.

The first step – generating and screening of ideas – is to come up with ideas that will satisfy unmet needs. From the mass of ideas, the company culls a few that appear to be worthy of further development.

A product idea that survives the screening stage is subject to a business analysis. At this point the question is: Can the company make enough money on the product to justify the investment? To answer the question, companies forecast the probable sales of the product.

The next step is to create and test a few samples, or prototypes, of the product, including the packaging. During the product-testing stage, a small group of consumers actually uses the product, often in comparison tests with existing brands. If the results are good, the next step is test marketing. The company introduces the product in selected areas of the country and monitor consumer reactions.

The final stage of development is commercialization, the large-scale production and distribution of those products that have survived the testing process. This phase requires the coordination of many activities – manufacturing, packaging, distribution, pricing, and promotion.

## **II. Look through the text once again and answer the following questions:**

1. What is the major issue in product design?



2. What are the main “ingredients” of product design?
3. Why is quality the most talked about issue in the area of product design?
4. What role does styling play in product design?
5. What are the steps of product development?

## **PRODUCT LIFE CYCLE**

**I. Read and translate the text. Be ready to explain what a product life cycle is, how many stages product passes through, the objectives of each stage.**

After launching a new product, the company is naturally eager to see it enjoy a long and profitable life. It is difficult to forecast how long the public will go on liking a product. Public tastes change very quickly.

Even if a product is successful at first, this may not last for very long, as rival products may begin flooding the market or another manufacturer may produce a more advanced product. Few products last forever. Most go through a product life cycle, passing through four distinct stages in sales and earnings: introduction, growth, maturity, and decline.

The amount of time that elapses during any one of the stages depends on consumer needs and preferences, economic conditions, the nature of the product itself, and the manufacturer’s marketing strategy. A basic product that serves a real need is likely to show steady growth for quite a few years before leveling off. In contrast, some high-technology items and many fashions generally have relatively short life cycle.

The first stage in the product life cycle is the introductory stage, during which the producer tries to stimulate demand. Typically, this stage involves an expensive advertising and promotional campaign, plus research and development costs. Products in the introductory phase generally require large investments to cover the costs of developing the product, building distribution systems, and educating the public about the product’s benefits. The producer is not likely to make a great profit during this phase.

Next comes growth stage, marked by a rapid jump in sales – and, usually, in the number of competitors – as the introductory effort starts paying off. As the product enters the growth phase, competition increases and the war for market share begins, creating pressure to maintain large promotional budgets and reduce prices. This competitive warfare is expensive, and often the small, weak firms do not survive. The remaining participants divide the market, and competition diminishes.

During the maturity stage, sales begin to level off or show a slight decline in unit terms. This slowdown may result in overcapacity in the industry, prompting producers to cut prices. Nevertheless, mature products are a primary source of profits for most companies, since the maturity phase is typically the longest phase in the product life cycle.

Although maturity can be extended for many years, eventually most products enter the decline phase, when sales and profits begin to slip and eventually fade away. Declines occur for several reasons: changing demographics, shifts in popular taste, and advances in technology. When a product reaches this phase, the company must decide whether to remain in the game or discontinue the product and focus on newer items.

## **CREATING PRODUCT IDENTIFICATION**

**I. Read and translate the text. In each paragraph, find the topic phrase or**



## **sentence and those related and unrelated to it.**

Firms could not succeed in developing and managing products without effectively identifying their products. Consumers must be able to distinguish one product from another. Organizations identify their offerings in three important ways: branding, packaging, and labeling.

Regardless of what type of product a company produces, it may want to create a brand identity by using a unique name or design that sets the product apart from those offered by competitors. Brand names may be owned by wholesalers and retailers as well as by producers of a product.

Brands owned by national manufacturers are called national brands.

Brand marks and trademarks have existed for centuries. In medieval Europe trade guilds required tradesmen to “mark” each of their products to document its source. But long before brick makers in ancient Egypt used symbols to identify their bricks. Brand names first appeared in the sixteenth century, when whiskey distillers burned their names on the top of each barrel to alert consumers to the source of the product and to prevent substitution with cheaper products. In the eighteenth and nineteenth centuries branding took on broader purposes. Names or pictures of places, famous people, or animals were used as brand names to increase memorability and to differentiate products.

Brand is a name, term, design, symbol, or any other feature that identifies one seller’s goods or service as distinct from those of other sellers. The brand name is that part of a brand that can be spoken – letter, numbers, or words. The brand mark, or logo, is that part of a brand name that cannot be spoken and is most commonly a symbol, picture, design, colour, or a combination of these. It is recognizable by sight but is not pronounceable. A trademark is a legal term meaning the same as brand.

Today the primary objectives of branding remain much the same and a major purpose of advertising is to enhance the degree of familiarity – the level of awareness of a product by any given person. A product may be unrecognized by a customer (it means “I’ve never heard of brand A”), recognized (I’ve heard of Brand A), rejected (I wouldn’t buy Brand A), accepted (I’d buy Brand A), preferred (I like Brand A better than any other brand), or insisted on (I always buy Brand A) As an alternative to branded products, some retailers also offer generic products, which are packaged in plain containers that bear only the name of the product. These products are most often standard rather than first quality. They cost up to 40 percent less than brand-name products because of uneven quality, plain packaging, and lack of promotion.

Brand names and brand symbols may be registered with the Patent and Trademark Office as trademarks. A trademark is a brand that has been given legal protection so that its owner has exclusive rights to its use. A well-known name is a valuable asset and generates more sales than an unknown name that’s why manufacturers zealously protect their trademarks.

Packaging involves designing a product container that will identify the product, protect it, and attract the attention of buyers. It is important to both consumers and manufacturers. The food and beverage industries alone spend \$35 billion each year to package products; the sum represents 9 cents of every dollar spent on those products.

Manufacturers communicate with buyers through labeling. The label is the part of the package that identifies the brand and provides essential product information regarding contents, size, weight, quantity, ingredients, directions for use, shelf life, and any other hazards or dangers of improper use.

Labels also provide the means for automatic checkout and inventory monitoring.

The universal product code (UPC), an electronic bar code on labels that identifies manufacturers and products, enables supermarkets and other stores to use computerized scanners at the checkout counter.

**II. Say whether the following statements are true or false. Correct the false ones.**

1. Firms can easily succeed in developing products without identifying their products.
  2. There are two ways to identify their offerings: branding and labeling.
  3. Brand marks and trademarks appeared only some 100 years ago.
  4. The brand name is that part of a brand that cannot be spoken.
  5. A trademark doesn't mean the same as brand.
  6. The primary objective of branding today is to enhance the degree of familiarity.
  7. There is no alternative to branded products.
  8. A trademark is a brand that has been given legal protection.
  9. Packaging is important only to consumers.
  10. Labels provide the means for automatic checkout and inventory monitoring.
- Look through the text once again and ask 10 questions on its content.

### **Language**

**I. Practise reading the following words correctly. If necessary, use a dictionary.**

Purchase, merchandise, resources, collaborators, consume, consumption, require, tangible, efficiency, manufacturer, standardized, intermediary, quality, quantity, maturity, competitive, technology, logo, valuable, package

**II. Reproduce the context in which the following words and word-combinations are used.**

Standard products, custom goods, the measure of productivity, defer purchases, bundle of benefits, input-transformation-output system, a vast middle ground, productivity, grade and quality, test a few samples, commercialization, launch a new product, maturity stage, create a brand identity, communicate through labeling.

**III. Read the following words. In a certain situation they can be used as synonyms. In what do they differ? Give your own examples.**

- a) product, output, goods, merchandise, consignment, commodity
- b) distinguish, differentiate, identify, characterize, determine, discriminate
- c) consumer, client, buyer, purchaser, customer

**IV. Read the passage attentively. There are some implanted words in it. What are they?**

#### JIT Logic

JIT (just-in-time) is an integrated green set of activities designed to achieve profound high-volume production using minimal maximum inventories of raw materials, work in process, and finished goods. Parts arrive at the following next workstation "just-in-time" and are across completed and move through the operation quickly. JIT demands high quantity levels of quality at each stage of the beautiful, process, strong

clever vendor relations, and a fairly predictable cherry demand for the end product. JIT can be well viewed as “big JIT” and “little JIT”. Big JIT is the boring philosophy of operations management that annually seeks to eliminate waste in all narrow aspects of a firm’s production activities: human relations, vendor relations, future technology, and the management of raw inventories and materials. Little JIT focuses more narrowly plus on scheduling goods inventories and providing service resources where and when needed.

**Read the passage once again and explain in your own words what “just-in-time” means.**

**V. Work with a dictionary to be sure you know the meaning of the following word expressions. Think of the situations where you could use them.**

Make the best of; make a decision; make profit; make money; make a clean breast; make a clean sweep; make a day (night) of it; make good; make the most of it; make much (little) of; make a name for oneself; make no bones about; make or break; make a price; make one’s way

**VI. Match the halves.**

1. A product mix is	a) an organization’s entire offering of product items.
2. A product line is	b) a group of products that are related because of customer, marketing, or production consideration.
3. Breadth of product line	c) refers to the number of different product lines.
4. Depth of product line	d) refers to the number of product items within each line.
5. Production is	e) products for which the purchase of one increases the likelihood that the second will be purchased.
6. Inputs are	f) products that satisfy the same basic needs but differ slightly in terms of specific characteristics.
7. Both tangible goods and intangible services require	g) a person who buys goods or services from a shop or a business
8. Complementary products are	h) the conversion of inputs into outputs
9. Substitute products are	i) resources required by an organization to enable it to produce goods or services
10. Customer is	j) process by which inputs are converted into outputs

**VII. Read the words given below. Be sure you know their meaning. Fill in the gaps with these words. Mind your grammar.**

Manufacture, customer, product, temporary, tangible, durable, service, intangible, classify, nondurable, generalization, example

Scientists ... similar plants and animals into groups to study them.

Marketers classify goods and services into groups to develop ... about desirable marketing mixes for the different groups of ... . Thus, ... can be grouped into three classes (1) durable goods, (2) nondurable goods and (3) services.

Goods have a ... form that is, you can see, hear, feel, taste, or smell them. ... goods, such as automobiles and refrigerators, last over an extended period of time. ... goods are quickly used, worn out, or outdated and are consumed in a single usage or a few uses. Chewing gum, paper towels, and hand soap are ... of nondurables.

A ... is any task (work) performed by another person or business.

A service may provide a product or facility for someone's ... use, but ownership is not transferred to the customer. Services differ from goods because they are ... . A company that produces intangible services operates its business differently than one that ... durable or nondurable goods.

**VIII. Read the text attentively. There are some mistakes in spelling. Find and correct them.**

Logistics is the entire process of moving raw materials and component parts, in-process inventory, and finished goods into, through, and out of the firm. The term logistics is broad in scope. It includes managing the movement and storage of raw materials and supply parts needed during the production processes. It also includes planning and coordinating the physical distribution of finished goods. Inventory or materials management consists of those activities performed up to the production point, whereas physical distribution includes activities that occur after production, namely getting the product or service to the customers. Collaborators such as transportation companies are vital to these processes.

**IX. Read the following words. Translate them into Russian. Then add the prefix en-. What meaning have the words gained? Make your own sentences with these words.**

Able, cage, chase, cipher, act, chain, circle, close, courage, danger, durable, force, slave, large, sure.

**X. Give the Russian equivalents to the following.**

Battle for dominance; complementary parts; delivery of goods; when times get tough; defer purchases; convert raw materials into finished goods; inputs, outputs; an input-transformation-output system; in terms of benefit; measure of productivity; to screen the ideas; time-consuming; satisfy stated or implied needs; maturity; primary objectives; generic products; plain packaging; uneven quality; generate more sales.

**XI. Fill in the blanks with the necessary prepositions.**

1. Think twice ... you do it. 2. We've decided to go there regardless ... their strong opposition. 3. I'm sure he will stick ... his point of view. He is so stubborn. 4. I can't give you any answer right now ... the uncertainty of the possible development of the situation. 5. We are to deal ... this problem in any case. 6. This is his fault. He has done it ... the wrong time. 7. It will have an adverse affect ... the whole business situation. 8. The problem should be subject ... thorough consideration. 9. They tried to hold the inflation ... constant rate but failed. 10. It is difficult but we'll do our best to compensate ... all your losses. 11. We must focus our attention ... the main financial problems. 12. The firm agreed to do it ... exchange ... better conditions on the market. 13. These two sectors are very important, both dependent ... each other. 14. We are interested ... buying goods ... high quality. 15. Producers convert raw materials ... finished goods. 16. These goods seem to be absolutely the same. ... what do they differ?

**XII. Give the definition or explain in your own words the following terms.**

Consumer, custom goods, intangibles, life cycle, maturity stage, brand name, logo, JIT, logistics, offering, product development, standard products, customizing

**XIII. Translate the following sentences. Pay attention to the Complex Subject.**

1. The producer is not likely to make a great profit during this phase. 2. The market is said to be at equilibrium because the quantity supplied is equal to the quantity demanded. 3. They are supposed to set up a joint venture. 4. He happened to be there when they were discussing the situation. 5. The problem proved to be a difficult one. 6. She seemed to be a good manager. 7. This policy is unlikely to be a success. 8. Customers seem to be satisfied with our product. 9. The market is said to be at equilibrium at the moment. 10. This type of service is believed to be more competitive.

**XIV. Use the English equivalents of the Russian subordinate clauses.**

1. I have seen (как они встречали своих партнеров в аэропорту). 2. They didn't expect (что цены так быстро возрастут). 3. They wanted (чтобы мы закупили оборудование по более высокой цене). 4. We would like (чтобы вы проверили все данные еще раз). 5. Do you want (чтобы мы сами сделали это)? 6. We expected (что они начнут выпуск новой продукции в конце года). 7. We heard (как они обсуждали новый проект с директором фирмы). 8. We'd like (чтобы вы начали разработку новой упаковки для нашего товара). 9. We didn't expect (что этот товар так быстро устареет). 10. We'd like (чтобы вы составили перечень услуг, которые наша фирма может предложить своим клиентам).

**XV. Read the following sentences. Pay attention to the translation of the Gerund.**

1. Revenues and expenditures forecasting is the most fundamental step in the process of budget preparation. 2. Adequate planning of capital expenditures depends crucially on an accurate forecast of revenue availability. 3. Reading much is a great habit. 4. He likes going to the cinema once a week. 5. Please, leave the room without banging the door. 6. I don't feel like laughing over it. 7. The financial director insisted upon investing into this project. 8. He seemed to enjoy being deliberately impolite. 9. She couldn't help noticing the shallowness of this person. 10. I remembered being here with my grandmother. 11. I shall never forget seeing the Alps for the first time. 12. You should not risk going out if you have a cold. 13. I prefer seeing a play to reading it.

**XVI. Make up sentences of your own using these verbs and phrase, followed by a Gerund Phrase or a Gerund Construction.**

To succeed in; to complain of; to look forward to; to see to; to believe in; to be afraid of; to be interested in; to be ashamed of; to get used to; to be tired of; to be in the habit of; to be on the point of; to be in danger of; to have an objection to; to put up with.

**XVII. Translate the following sentences into Russian in written form.**

1. A consumer is a person or business who purchases goods or services for personal or organizational use. 2. A nation's resources are used to produce goods and services that will meet people's needs and wants. 3. Consumerism includes the activities of individuals, groups, and organizations aimed at protecting consumer rights. 4. Production is the total process by which a company produces finished goods or services. 5. Manufacturing refers only to the physical process of producing goods. The word manufacturing comes from the ancient Latin word manu (hand) and facto (create, or make) – in other words, handmade. 6. Operations are the functions needed to keep

the company producing, literally any function or series of functions enacted to carry out a strategic plan. 7. The rate at which goods and services are created is called productivity. 8. In a healthy economy, productivity must be high and also steadily increasing. 9. A product consists of all the tangible and intangible characteristics provided in an exchange between a seller and a buyer.

### **XVIII. Give the English equivalents to the following.**

состояние экономики, равновесие между этими секторами, потребление товаров и услуг, осязаемые товары, неосязаемые услуги, проходит через руки посредников, полный пакет услуг, оправдать капиталовложения в продукт, протестировать несколько образцов, прогнозировать объем продаж, отслеживать реакцию потребителей, крупномасштабное производство, различать сорт и качество, прибыльный, прекратить выпуск товара, продлить на несколько лет

### **XIX. Translate the sentences into English.**

1. Материалы, которые идут на производство товаров, мы покупаем во Франции. 2. Процесс создания нового товара требует огромных затрат времени и средств. 3. Из ста предложенных идей только одна воплощается в товар. 4. Услуги не подлежат транспортировке и хранению. 5. Компания надеется, что новый продукт будет прибыльным и долго продержится на рынке. 6. Снижение продаж происходит в силу разных причин: изменение моды, демографический спад, и т.д. 7. Владельцами брэнда могут быть не только производители, но и продавцы. 8. Производители ревниво защищают свою торговую марку. 9. Экономика практически любой страны состоит из производственного сектора и сектора услуг. 10. Производство товаров и услуг должно быть ориентировано на покупателя. 11. Потребитель может оценить качество товара без участия его производителя. 12. Потребителя интересует прежде всего качество товара или услуг. 13. Экономисты используют статистические данные, чтобы доказать свои теории. 14. У них достаточно сил, чтобы контролировать этот сектор экономики. 15. Монополии установили эту цену, чтобы максимизировать прибыль. 16. Новая продукция требует больших инвестиций для того, чтобы покрыть издержки на ее разработку и продвижение на рынок. 17. Маловероятно, что эти услуги будут пользоваться популярностью у населения. 18. Вероятно, им придется закупать новое оборудование. 19. Оказалось, что эта торговая марка зарегистрирована. 20. Мне было необходимо увидеть директора, чтобы обсудить с ним все вопросы заранее. 21. Ситуация была слишком сложной, чтобы разобраться в ней за такое короткое время. 22. Наши ресурсы слишком малы, чтобы начинать такой сложный проект. 23. Это необходимо сделать для того, чтобы увеличить производство наших товаров. 24. Для них важно было закупить все необходимые материалы до конца года.

### **Speaking**

1. Make a short report on the topic "Goods and services: what is common and in what do they differ?"
2. Speak on the production development. Give your own examples.
3. Compare Product Life Cycle and Business Cycle. What do they have in common? In what do they differ?
4. Take as an example any product you like and describe how the principles of

product identification work.

5. If you are to choose between goods and service sector to work in, what would you choose? Give your reasons.

6. The production process is thought of as “an input-transformation-output system” Explain each element of this definition.

7. What are the differences between standard and custom-made products? Give your own examples.

8. In which areas of production does the law of supply and demand have the greatest influence on prices? How do you account for this?

9. Decide on the criteria for evaluating a product/ service.

10. Speak on different types of products.

11. Sum up the information of the Unit (100–120 words).

### Writing

1. Give your arguments in favour of creating product identification. Do it in written form (150–200 words)

2. Explain the importance of product design. Give your point of view in written form (150–200 words).

### Key vocabulary

goods	volatile	quality
warranty	customize	label
purchase	collaborator	trademark
brand	finished goods	consumer
grade	costly	custom-made
guarantee	package	mature
services	ergonomics	consumption
complementary	custom products	product life cycle
tangible	ratio	standard products
intangible	customer-oriented	increase
inputs	average	decrease
output	time-consuming	offer
production	shelf life	wholesaler
seller	generic products	retailer
buyer	hazard	decline

## 1.5. MY NATIVE CITY BREST

### BREST: REGIONAL CENTRE

#### **I. Before you read the text, talk about these questions.**

Why is Brest so popular among tourists today? How is this fact connected with the geographical position?

Brest played an important role in the history of Belarus, didn't it? Explain your answer.

#### **II. Read the following words from the text below and learn their meaning.**

1) greenbelt

зелёный пояс

2)	highway	магистраль
3)	bark	кора
4)	elm	вяз
5)	ford	брод, поток
6)	bog	трясина, болото
7)	rescue	спасение
8)	birch-bark	береста
9)	cape	мыс
10)	to facilitate	способствовать
11)	autonomous	автономный, самоуправляющийся
12)	to annex	присоединять, аннексировать
13)	to consolidate (with)	объединять (с)
14)	enterprise	предприятие
15)	management	управление
16)	implementation	реализация
17)	advantageous	выгодный
18)	location	расположение
19)	durable	прочный, длительный
20)	consulate	консульство

### III. Match the words in the box with definitions 1-12.

<i>advantageous</i>	<i>ancient</i>	<i>highway</i>	<i>to annex</i>
<i>merchant</i>	<i>facilitate</i>	<i>qualitative</i>	<i>cooperation</i>
<i>foodstuff</i>	<i>innovative</i>	<i>valid</i>	<i>enterprise</i>

- 1) using new methods or ideas
- 2) a public road, especially an important road that joints cities or towns together
- 3) helping to make more successful
- 4) to take possession of an area of a country, usually by force or without permission
- 5) relating to how good or bad something is
- 6) very old, having lasted for a very long time
- 7) a person whose job is to buy and sell products, especially by trading with other countries
- 8) an organization (a business) that will earn money
- 9) to make something possible or easier
- 10) the process of working together to achieve something
- 11) based on truth or reason, able to be accepted
- 12) a substance that is used as food or to make food

### IV. Read the text. Use the dictionary to look up unfamiliar words.

#### BREST: REGIONAL CENTRE

Brest surrounded by a large greenbelt is situated in the south-west of the Republic of Belarus, neighboring with Poland and Ukraine. Its territory covers 72.9 square kilometers, about 326 thousand people live there. Being situated on the main Berlin-Moscow railway line and international highway, Brest became a principle border crossing since World War II. Today it links the European Union and the Commonwealth of Independent states.

There are several theories of the city name origin. The most common are as fol-



lows. The name of the city comes from: a) the Slavic root “beresta” meaning birch bark, b) the Slavic root “berest” meaning elm, c) the Lithuanian word “brasta” meaning ford.

Different legends exist about the foundation of Brest. According to one of them a Russian merchant who travelled with his caravan in the west, had become stuck in the bog. He covered the way for himself with branches of birch-trees and managed to reach the river bank. Grateful for his wonderful rescue he built a chapel in this place. Later people settled here and called their settlement Berestyie from the word “beresta” meaning birch-bark.

In the 11th century Berestyie was an ancient Russian trade centre and a fortress, which was situated on the cape formed by the Western Bug River and by the left branch of the river Mukhavets. The development of the city foundation was facilitated by its favourable location on the border with Polish and Lithuanian lands. In the 14-16th centuries Berestyie was one of the largest cities in the Great Duchy of Lithuania. In 1390 Berestyie was among the first Belarusian cities given the right of autonomous administration under the Magdeburg Law. In 1553 the head of Berestyie, Radzivil Chorny, founded the first printing house in Belarus.

During the years of World War I Brest-Litovsk was occupied by German Troops. On March 3, 1918 the Treaty of Brest was signed in the White Palace. Beginning from 1921 Brest-Litovsk, being a part of Western Belarus, was annexed by Poland almost for 20 years. On September 22, 1939 the western part of Belarus was consolidated with the BSSR and Brest became the centre of the region. According to the agreement of the Yalta Conference of February 1945, Brest’s status as part of the Belarusian Soviet Socialist Republic was officially recognized. Now it is part of the independent country of Belarus.

Brest today is one of the largest economic and cultural centers of the republic. There are industrial enterprises in the city. Among them we can mention the Electric Test Equipment Plant, The Electric Bulb Plant, the Chemical Goods Plants, and the Knitted-Wear Factory, Joint Venture “Brestgazoapparat” etc. Our enterprises produce electric and gas stoves, furniture, carpets, knitted-wear clothes, foodstuff.

In 1996, at the start of qualitative economic transformations, the first Free Economic Zone was established in the Republic of Belarus. The “Brest” FEZ has become a territory of new possibilities for innovative forms of business management and implementation of promising investment projects with foreign capital.

There is a variety of valid reasons why Brest was specifically chosen as the first place for innovative activities, namely: advantageous geographical location on the EU border, easier access to the CIS/EU markets, close location to automobile, railway, river and air communication routes, availability of production areas with well-developed transportation infrastructure and, last but not least, people with high level of education, professional skills, creative initiative.

The educational system comprises 77 nursery schools, 35 secondary schools, 6 gymnasiums, and 2 lyceums. Young people study at vocational and training schools, at Brest State Pushkin University and Brest State Technical University.

The system of public health includes 28 medical centers. Sport plays a very important role in the city’s life. Children attend sports schools for teenagers. There are several sports centers, the Ice Palace, the Rowing Canal, the Sports Manege, the Palace of Water Sports, stadiums, indoor swimming pools and outdoor sports facilities.

The location of the city at the crossroads of the whole Eurasian continent is a good basis for progress in all spheres of life and for the development of durable and per-

spective international relations. The Russian Federation, Ukraine and the Republic of Poland consulates, which are located in Brest, actually promote cooperation between the people of the countries.

**V. Find equivalents to the following Russian word combinations in the text.**

- международная автомагистраль
- пункт пересечения границы
- выгодное расположение
- право автономного управления
- независимая страна
- промышленные предприятия
- качественные экономические преобразования
- перспективные инвестиционные проекты
- выгодное географическое положение
- хорошая основа для прогресса

**VI. Match the words to form word combinations. Make affirmative or negative sentences with each word combination.**

build	initiative
trade	activities
printing	continent
industrial	enterprises
foreign	relations
business	management
innovative	centre
creative	a chapel
Eurasian	capital
international	house

**VII. Complete the sentences with appropriate words or phrases from the box.**

<i>autonomous</i>	<i>implementation</i>	<i>enterprises</i>	<i>investment</i>
<i>advantageous</i>	<i>highway</i>	<i>basis</i>	<i>public health</i>
<i>activities</i>	<i>high education</i>	<i>consulates</i>	<i>transformations</i>

- 1) Brest is situated on the main Berlin-Moscow railway line and international \_\_\_\_\_.
- 2) Berestye was among the first Belarusian cities given the right of \_\_\_\_\_ administration under the Magdeburg Law.
- 3) Nowadays there are several industrial \_\_\_\_\_ in the city.
- 4) The first Free Economic Zone “Brest” is associated with the start of qualitative economic \_\_\_\_\_.
- 5) The “Brest” FEZ has become a territory of \_\_\_\_\_ of promising \_\_\_\_\_ projects with foreign capital.
- 6) Brest has an \_\_\_\_\_ geographical location on the EU border.
- 7) A great number of innovative \_\_\_\_\_ are realized in Brest.
- 8) The system of \_\_\_\_\_ in Brest comprises two universities.
- 9) The system of \_\_\_\_\_ includes 28 medical centres.
- 10) The location of the city is a good \_\_\_\_\_ for progress in all spheres of

life.

11) The Russian Federation, Ukraine and the Republic of Poland have their \_\_\_\_\_ in Brest.

**VIII. In the sentences below fill in the appropriate part of speech derived from the word on the right.**

1) There are different legends about the _____ of Brest.	FOUND
2) People called their _____ Berestyie from the word "beresta".	SETTLE
3) The _____ location of the city facilitated economic development.	FAVOUR
4) Finally the countries reached an _____.	AGREE
5) Brest is part of the _____ country of Belarus.	DEPEND
6) The "Brest" FEZ is a territory of great _____.	POSSIBLE
7) There is very little _____ between the two countries.	OPERATE
8) Great _____ changes have taken place in the economy of the country.	QUALITY
9) The company has suffered from bad _____.	MANAGE
10) The best thing about the _____ of the city is its proximity to the border crossing.	LOCATE

**IX. Read the text again and answer the following questions.**

- 1) What advantages can you find in the geographical location of Brest?
- 2) What are the theories of the city name origin?
- 3) How many legends do you know about the foundation of Brest? Say a few words about one of them.
- 4) When did Brest get the right of autonomous administration? How do you understand the meaning of this privilege?
- 5) When was the first printing house founded in Belarus?
- 6) What industrial enterprises in Brest are mentioned in the text? Add to the list.
- 7) What are the aims of the "Brest" FEZ?
- 8) What are the reasons for the successful economic development of our city?
- 9) What educational establishments are there in Brest?
- 10) What sports facilities are available to our citizens?

**X. Read the text. Make a short summary.**

Places of Interest in Brest

**The Brest Fortress** over the Bug has become a symbol of the eternal glory of the Soviet Soldiers. It was founded on June 1, 1836. The Citadel is the main fortification of the fortress. It is not merely a remarkable military construction; it is an interesting architectural complex.

The Brest Fortress got universal fame during the Great Patriotic War because it took the first blow for itself. The courage of the soldiers of the fortress will always be in the memory of our descendants. At the dawn June 22, 1941(Sunday), Hitler Germany launched its perfidious attack against the Soviet Union without declaring war. Hitler had counted on the "Blitzkrieg": he expected to rout the Soviet Army Forces in a short period of time.

The garrison of the Brest Fortress had to fight under unbelievably hard condi-

tions. The small fortress area of just four square kilometers was steadily shelled by hundreds of guns while planes with swastika on their wings showered it with bombs. The garrison was short of ammunition, medical supplies and food. They were cut off from the water, which had to be fetched under enemy fire.

The defense lasted for over a month. The fortress walls were tumbling down, the bricks melted and the very earth was scorched, but the fortress stood undaunted. The Nazi command was outraged. The Hitler forces mounted one attack after another, sustaining heavy losses, but they were powerless to crush the fighting spirit of the fortress defenders.

The Brest Fortress became one of the sacred monuments of the Soviet people, a symbol of its heroism and endurance, a living example of patriotism. The memorial complex "Brest Hero-Fortress" erected on the site is a tribute commemorating the immortal exploit of its garrison. Today the Brest Fortress is the major tourist sight.

**Brest Millennium Monument** (2009) - was designed by the Belarusian architect Alexei Andreyuk and sculptor Alexei Pavluchuk to commemorate the millennium of Brest, Belarus. It was erected in 2009 at the intersection of Sovietskaya Street and Gogol Street in Brest. The project was financed by the state budget and public donations.

The monument presents a group of bronze statues. The angel of mercy with a cross is standing at the top of a granite column. 3 statues remember the remarkable historic personalities that are associated with Brest: Vladimir Vasilkovich, who put up a tower in the castle of the town in the 13th century, Vytautas the grand duke of Grand Duchy of Lithuania, Mikołaj "the Black" Radziwiłł in whose printing shop the first Belarusian book was printed, 3 more statues represent abstract images: warrior, mother, chronicler (who wrote apparently the Primary Chronicle). The total height is 15.1 m, the height of the angel is 3.8 m, the height of the 6 statues is 3m. the diameter of the base is 8.6 m. In April 2011 a belt of high reliefs appeared around the monument. It depicts history-making episodes of Brest.

Unique **Belovezhskaya Pushcha** lies about 70 km from Brest, less than 1.5 hours off by road. The word Pushcha means in Belarusian a forest, but not any forest can be called pushcha, because it implies a virgin forest. That is the only virgin forest, which survived in Central Europe. Pushcha is the largest wildlife reserve in the south west of Belarus.

Incomparable beauty, rich wildlife world, interesting history of Pushcha attract tourists from all over the world. 55 species of mammals, 214 species of birds, 11 amphibious species, 7 species of reptiles, nearly 30 species of fish live in this unique reserve. The king of Pushcha is the East European aurochs, the biggest animal in Europe. Pushcha is rich in deer, roes, elks, wild boars, otters and beavers.

The museum of Pushcha offers a rich display that includes common species of wildlife. Tourists can see some animals in spacious enclosures. Pushcha is a vast open-air laboratory for survey of wildlife world. Visiting the Brest region, you should necessarily see Belovezhskaya Pushcha to admire the majestic beauty of this virgin forest.

There are some other places to visit or to see in our town: a lot of museums, two theatres, several cinemas, parks and other places where you can have a good time. Brest City Park is 100 years old, but it looks quite new after the recent reconstruction.

Other architectural landmarks of the city are:

- St. Nicolas' Orthodox Cathedral (1903),
- St. Simeon's Orthodox Cathedral (1865),

- Resurrection Orthodox Cathedral (1995),
- St. Nicolas’ Garrison Orthodox Cathedral (1856),
- Cross Exaltation Roman-Catholic Church (1856),
- Brest Central Railway Station (1886),
- Soviet Street.

## **1.6. BUSINESS ORGANIZATION**

### **Lead-in**

1. What forms of business organization do you know?
2. Which of them are more common in different spheres? Give your examples.
3. What characteristics should a person have to be in any type of business?
4. “If you don’t like problem solving, you shouldn’t be in business because every day is filled with problems.” Give your arguments.

### **Reading**

**I. Read the following text. Find the key words and answer the question “What is organization?” Use the information from the text on Henry Ford’s example.**

## **WHAT IS ORGANIZATION?**

Despite the great number of organizations, the term organization is elusive and somewhat difficult to define. This difficulty is pointed up by the fact that a variety of definitions have been suggested by sociologists, psychologists, and organization and management theorists. Chester I.

Barnard’s definition, though put forth many decades ago, still remains popular among organization and management theorists. Barnard defined an organization as “a system of consciously coordinated activities or forces of two or more persons”. In other words, when people gather together and formally agree to combine their efforts for a common purpose, an organization is the result.

Although Barnard’s statement is a good general definition, it is necessary to go a step farther and identify some important common denominators of organizations. According to Edgar Schein, a prominent organizational psychologist, there are four characteristics common to all organizations: 1) coordination of effort 2) common goal or purpose 3) division of labor 4) hierarchy of authority.

As the old saying goes, “Two heads are better than one.” When individuals join together and coordinate their mental and/or physical efforts, great and exciting things can be accomplished. Coordination of efforts multiplies individual contributions.

Coordination of effort cannot take place unless those who have joined together agree to strive for something of mutual interest. A common goal or purpose gives organization members a rallying point. For example, Nucor, a small but highly successful steel company, prints the name of every Nucor employee on the front and back pages of its annual report.

By systematically dividing complex tasks into specialized jobs, an organization can efficiently use its human resources. Division of labour permits each organization member to become more proficient by repeatedly doing the same specialized task. The

advantages of dividing labor have been known for a long time. One of its early proponents was the pioneering economist Adam Smith.

According to traditional organization theory, if anything is to be accomplished through formal collective effort, someone should be given the authority to see that the intended goals are carried out effectively and efficiently. Organization theorists have defined authority as the right to direct the actions of others. Without a recognized hierarchy of authority, coordination of effort is difficult, if not impossible, to achieve.

All four of the four characteristics are necessary before an organization can be said to exist. Through the years, many well-intentioned attempts to create organizations have failed because something was missing. For example, in 1896 Frederick Strauss, a boyhood friend of Henry Ford, helped Ford set up a machine shop, supposedly to produce gasoline-powered engines. But while Strauss was busy carrying out his end of the bargain by machining needed parts, Ford was secretly building a horseless carriage in a workshop behind his house. Their organization never got off the ground. Although Henry Ford eventually went on to become an automobile-industry giant, his first attempt at organization failed because not all of the pieces of an organization were in place.

Ford's and his partner's efforts were not coordinated: they worked at cross-purposes, their labor was vaguely divided, and they had organizational intentions, but not an organization.

## **SOLE PROPRIETORSHIP**

### **I. Read the following text and answer the questions that follow it.**

The three most common forms of business ownership are sole proprietorship, partnership and corporation. Each form of ownership has a characteristic internal structure, legal status, size, and field to which it is best suited. Each has key advantages and disadvantages and offers employees a distinctive working environment with its own risks and rewards.

**Sole proprietorship.** The oldest, most common form of private business ownership is the sole proprietorship. A sole proprietorship is a business owned and managed by one individual. That person may receive help from others in operating the business but is the only boss; the sole proprietor is the company.

Typically the sole proprietor owns a small service or retail operation, such as a roadside produce stand, hardware store, bakery, or a restaurant.

The sole owner, often aided by one or two employees, operates a small shop that frequently caters to a group of regular customers. The capital (money) needed to start and operate the business is normally provided by the owner through personal wealth or borrowed money.

The sole proprietor is usually an active manager, working in the shop every day. He or she controls the operations, supervises the employees, and makes the decisions. The managerial ability of the owner usually accounts for the success or failure of the business.

**Advantages of sole proprietorship.** The sole proprietorship has a number of advantages. One is ease of establishment. In essence, all you have to do to launch a sole proprietorship is to open your door and start selling your goods and services. Your financial investment need not be large, and the legal red tape is minimal.

A second advantage is independence. As a sole proprietor, you have the satisfaction of working for yourself. You can make your own decisions – what hours to work,

whom to hire, what prices to charge, whether to expand, and whether to shut down. You can see directly the results of your own efforts and keep all the profits.

Secrecy is another benefit of sole proprietorship. You do not have to reveal your performance or plans to anyone except the Internal Revenue Service. Furthermore, sole proprietorships present tax advantages, because proprietors pay taxes only on the personal income they earn from their businesses. As business grows and becomes more profitable, proprietors have the option of incorporating to obtain other kinds of tax advantages without giving up ownership.

Disadvantages of sole proprietorships. There are also some disadvantages in operating a proprietorship. Sole proprietorships usually start with limited resources as well. Not only is an individual likely to have less capital than a group of individuals, but banks are also less willing to lend money to individuals than to large corporations; and lending institutions charge higher interest rates to smaller companies, too. The sole proprietor's independence may be a negative as well as positive feature – the prosperity of the business depends largely on the talents and managerial skills of one person. If managerial problems crop up, the sole proprietor may be too personally involved in the business to seek aid. In addition, qualified help costs money, which the proprietor may be unwilling or unable to pay. Another major disadvantage is the proprietor's unlimited liability. Any damages or debt that can be attributed to the business can also be attached to the owner. The two have no separate legal existence. If the business suffers big operating losses, the owner is liable and might have to sell personal assets, like the family's home, to satisfy a business debt. A final disadvantage is that proprietorships have a limited life. When the proprietor dies, the business often dies, too. Generally, owners who want to make sure their businesses grow and continue without them must form a partnership or corporation or merge with a larger business.

## **II. Answer the questions.**

1. Who owns a sole proprietorship?
2. Who keeps the profits of a sole proprietorship?
3. Why are sole proprietorships easy to a) set to and b) run?
4. What happens to a sole proprietorship if the owner falls ill or dies?
5. Why do sole proprietors often find it difficult to raise the money to start a business?
6. What are advantages and disadvantages of a sole proprietorship?

## **PARTNERSHIP**

### **I. Read the following text and be ready to speak on partnership focusing on advantages and disadvantages of this form of business organization.**

A partnership is a legal association of two or more persons as co-owners of a business for profit. The partners share the profits and losses of the business and often the management responsibilities as well. Partnership range from small, two-person operations to international businesses with hundreds of employees. They are formed for many purposes such as sharing in the ownership of property, making contracts, and operating businesses. In a general partnership, all partners are legally equal and are liable for the business's debts. In a limited partnership, however, one or more people act as general partners and run the business; the remaining partners are passive investors whose liability is limited to the amount of their capital contribution.



Advantages of partnerships. Partnerships share many of the advantages of proprietorships. They are easy to form, although it's wise to get a lawyer's advice. In addition, partnerships may provide tax advantages, since profits are taxed personal-income-tax rates rather than corporate rates. A partnership has greater profit potential than a proprietor does, since two or more individuals are pulling their talents. Partnerships also have a built-in incentive for talented employees. In fields such as accounting, law, and finance, the prospect of becoming a partner in an established firm attracts top-quality employees. Partnerships also have the benefit of a definite legal standing. Usually the partners have entered into a specific explicit agreement; and even if they have not done so, there is often an implied agreement that would be upheld in court if a legal question arose. Moreover, partnerships generally have a high credit rating since the typical partnership has several owners. Thus, a partnership can raise money more easily than a proprietorship can. In fact, many deal makers operate through limited partnerships, which raise huge pools of capital for investing in leveraged buyouts and takeovers. Another contrast to the sole proprietorship is that a partnership may have an unlimited life span, because new partners can replace retiring ones.

Disadvantages of partnerships. A fundamental drawback of the partnership arrangement is the unlimited liability of the active partners. Doctors in a partnership, for instance, may all suffer financial disaster if even one is hit with a large malpractice suit. A number of precedent-setting suits against accountants and lawyers have made those professionals aware of the hazards of unlimited liability. As a consequence, many professionals are establishing corporations as opposed to partnerships. Another disadvantage of partnerships is the potential for interpersonal problems. No two people see things exactly the same way, and conflict among partners may hurt the company. From another point of view, a large partnership has the disadvantage of being extremely competitive. Except for its clerical staff, a large partnership is said to have two kinds of people – partners and aspiring partners. Since junior employees are in competition for a limited number of partnership slots, they must work long and hard to convince the partners of their superior ability. Another major disadvantage is the management problem inherent in partnerships. If too many partners have a say in the business's daily operations, confusion is apt to result. Thus, many partnerships name a managing partner.

## **CORPORATIONS**

### **I. Read the following text and answer the questions that follow it.**

A corporation is legally chartered enterprise with most legal rights of a person, including the right to conduct business, to own and sell property, to borrow money, and to sue or be sued. A corporation have five important characteristics:

1. It is an artificial person with specific legal standing.
2. It has an unlimited life span.
3. It is empowered by the state to carry on a specific line of business.
4. It is owned by shareholders (stockholders).
5. Its shareholders are usually liable for damages only to the extent of their holdings.

The relationship between the company and its shareholders, or owners, is central to the enormous strength of the modern corporation. Since ownership and management are separate, the owners may get rid of the managers (in theory, at least), if the owners vote to do so. Conversely, because shares of the company (known as stock) may be be-



queathed or sold to someone else, the company's ownership may change drastically over time while the company and its management remain intact. This unlimited life span gives a corporation unlimited potential for growth.

**Types of corporations.** The giant organizations are almost all public corporations – that is, companies owned by large numbers of public investors. These investors buy stock on the open market, thereby providing public corporations with large amounts of permanent capital. In return, the shareholders receive the chance to share in the profits if the corporation succeeds.

But not all corporations sell shares on the open market. Private corporations (also known as closely held corporations) withhold their stock from public sale, preferring to finance any expansion out of their own earnings or to borrow from some other source. Thus, a private corporation's executives who control the majority of the stock are assured of complete control over their operations and are protected from being bought out by people who might dismantle the company.

Some small corporations, known as S corporations (or subchapter S corporations), are even more closely held. These corporations have no more than 35 shareholders. They have one chief advantage: they may be taxed like partnerships, at rates lower than other corporations.

Not all corporations are profit-making institutions. There are many non-profit corporations as well, some owned by the government and others formed to pursue noneconomic goals in such areas as social service and the arts.

Finally, not all corporations are independent entities. Subsidiary corporations are partially or wholly owned by another corporation known as a parent company, which supervises the operations of the subsidiary.

A holding company is a special type of parent company that exercises little operating control over the subsidiary, merely "holding" its stock as an investment.

**Advantages of corporations.** No other form of business ownership can match the success of the corporation in bringing together money, resources, and talent; in accumulating assets; and in creating wealth.

The corporation has certain significant advantages that make it the best vehicle for accomplishing these tasks, a main one being its limited liability. Although a corporate entity can assume tremendous liabilities, it is the corporation that is liable rather than any of the private shareholders.

Another important advantage is liquidity, meaning that an investment in a publicly held corporation can easily be converted into cash through trade on the open market. A corporation's unlimited life span is another important advantage. It allows a firm to make long-range plans and to recruit, train, and motivate the best employees.

**Disadvantages of corporations.** Corporations are not without some disadvantages. One is their public disclosure requirements. Publicly owned companies are required by the government to follow certain rules and to publish information about their finances and operations. These reporting requirements put corporate managers under pressure to achieve short-term growth and earnings targets in order to satisfy shareholders and attract potential investors. The cost of incorporation are burdensome also. In addition to charter fees and lawyers' fees, the cost of making a public stock offering may be very high. Although the tax rates for small corporations have declined in recent years, incorporated businesses still suffer from relatively high taxes when compared with unincorporated businesses. Some large corporations claim that they are taxed too heavily and that society would benefit if companies could retain more of their earnings for rein-

vestment. Many critics of business counter that corporations have evaded their social responsibility by employing various tax-minimization techniques, such as doing business in Panama, the Bahamas, and Bermuda, which impose no income taxes.

## **II. Answer the questions.**

1. Who owns a company?
2. What characteristics has a corporation? Speak on each.
3. What are the main types of corporations?
4. Explain the difference between an open and a closed corporation.
5. Describe some of the advantages and disadvantages of a corporation.

## **MULTINATIONAL COMPANIES**

### **I. Read the following text, make a plan and use it while speaking on multinationals.**

The multinational label has been attached to a growing number of privately owned corporations over the last decades. These multinational corporations (MNCs) have many characteristics in common. They tend to be quite large in terms of assets they control: they tend to wield a great deal of social, political and economic power on a global scale; and they tend to be the subject of controversy and criticism. One authority has defined the multinational corporation as "...a number of affiliated business establishments that function as productive enterprises in different countries simultaneously. To have such capacity the firm must possess host-country-based production units such as factories, mines, retail stores, insurance offices, banking houses, or whatever operating facility is characteristic to its business".

All major industrialized countries have their own multinational companies owned by shareholders in their own countries, but operating internationally. Some multinationals have major shareholders in several other countries as well. Multinational companies often have complicated structures. There is likely to be a parent company. This is a company with shareholders which owns other companies called subsidiaries. In a mature MNC, capital, technology, goods and services, information, and managerial talent flow freely from one country to another as business conditions dictate. Profit potential rather than national boundaries determines the multinational manager's strategies.

Full-fledged multinationalism does not occur overnight. Instead it is the result of an evolutionary "internationalization" process with six identifiable stages.

Stage 1. Licensing. Companies in foreign countries are authorized to produce and/or market a given product within a specified territory in return for a fee.

Stage 2. Exporting. Goods are produced in one country and sold for use or resale to one or more companies in foreign countries.

Stage 3. Local warehousing and selling. Goods that are produced in one country are shipped to the parent company's storage and marketing facilities located in one or more foreign countries.

Stage 4. Local assembly and packaging. Components rather than finished products are shipped to company-owned assembly facilities in one or more foreign countries for final assembly and sales.

Stage 5. Joint venture. A company in one country pools resources with one or more companies in a foreign country to produce, store, transport, and market products with resulting profits/losses shared appropriately.

Stage 6. Direct foreign investment. A company in one country produces and mar-

kets products through wholly owned subsidiaries in foreign countries.

According to traditional international management theory, each successive stage in this internationalization process increases the parent firm's political and economic risks. However, many argue which stage is more risky. But many support that direct foreign investment, or multinationalism, is recommended as the way to protect the firm's technology and competitive knowledge advantage, because management can directly oversee and control its application.

The growth of multinationals has had both benefits and drawbacks.

On the positive side it has tied the world more closely together economically and has helped spur development in poor nations. It has also increased free-market competition by providing consumers with greater choice in the goods they may buy. Among the drawbacks, especially for home-country firms, have been a great outflow of money for overseas investment and a net loss of jobs to foreign workers. Some firms locate plants abroad in regions where labor is cheaper and ship the products back to the home country to compete with more expensive domestically made goods.

## Language

**I. Practise reading the following words correctly. If necessary, use a dictionary.**

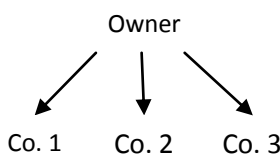
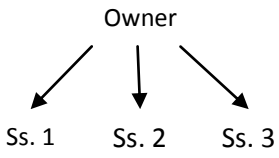
organization; effort; authority; characteristics; bargain; sole proprietorship; incentive; partnership; proprietor; employee; employer; customer; home country; acquisition; independence; limited resources; unlimited liability; private; public; host country; non-profit; subsidiary; holding; parent; governance; shareholders; franchiser; franchisee; multinational; multinationalism; licensing; ware-housing; joint venture; entrepreneurship; franchiser; franchisee; entrepreneur; entrepreneurship; co-operative; merger; take-over.

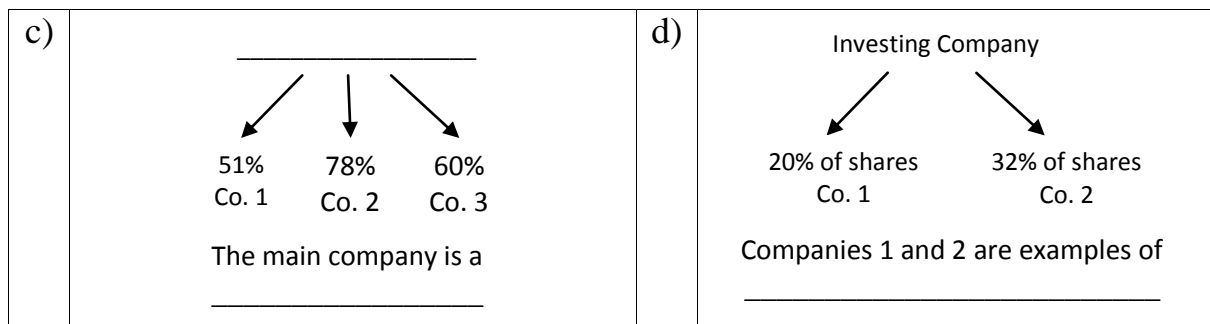
**II. The word company can be used in many word combinations. Consult the dictionary and give the Russian equivalents of the following word combinations.**

affiliated/subsidiary ~; holding/controlling ~; bogus/bubble ~; chartered ~; forwarding ~; full-line ~; incorporated ~; indigenous ~; insurance ~; joint stock/stock ~; letter-box ~s; manufacturing ~; mortgage ~; multinational ~; one-man ~; operating ~; parent ~; real-estate ~; safe deposit ~; shipping ~; short-line ~; surviving ~; top-notch ~ies; trust ~; wild cat ~.

**III. Look at the four diagrams showing corporate relations and complete each sentence with one of the terms below.**

sister companies, group, associated companies, holding company

a)		b)	
	<p>The three companies is an example of a _____</p>		<p>The three subsidiaries are _____</p>



Co: company; Ss: subsidiary.

#### IV. Complete the sentences using the words from the list below.

associated company; acquisition; chief executive; big business; subsidiaries; mergers; chairperson; corporations; shares; company; multinational; venture; commercial; parent company; conglomerates

1. Some of the operations of a typical ... are more global than others. 2. Each unit including the ... has its own, local management. 3. A large shareholding should provide considerable influence (but not control) over the ... . 4. Whether the project will be a ... success is still uncertain. 5. His first business ... was a clothes shop in Rose Street. 6. Mr. Gate's boyhood pastime was computer programming. Today Microsoft, his ..., is the world's most successful supplier of computer software. 7. The South depends more on small and medium-sized business for jobs than on large ... . 8. Goodman Holdings has ... in Liechtenstein and the Channel Islands, which control investment around the world. 9. Medeva, the fast-growing pharmaceuticals group 19 p (points) to 224 p on the news that it has made another ... in America. 10. Tourism in Hong Kong is ...: it is the third largest source of foreign exchange and employs, directly and indirectly, 180,000 people. 11. Many corporations have expanded by means of mergers with and acquisitions of businesses in unrelated fields. Such collections businesses are called ... . 12. One problem posed by some ... is that economic growth does not necessarily result from them, and no new jobs may be created. 13. The majority of ... in practically all companies are owned by institutional investors. 14. In general terms, the ... represents the company in the outside world and takes a leading part in making policy. 15. The ... is responsible for carrying out company policy and the day-to-day management of the firm.

#### V. Find combinations with the word corporate that refer to:

1. The perception that people have of a corporation.
  2. What corporate employees climb during their career.
  3. Company results over a period of time.
  4. The values that people have and the way that things are done in an organization.
  5. The way a company is managed at the highest level.
  6. Plans that companies have maintaining and developing their positions in future.
  7. Company failure.
  8. A symbol, usually showing the company's name.
- Corporate: performance, image, collapses, governance, strategy, culture, ladder, logo.

#### VI. Use the expressions from ex. 5 to complete the following sentences.

1. Corporate ... and associated fiascos have exposed the failure of the auditing

industry as a whole, not just the failure of industrial audits. 2. No single subject has so dominated the attention of managers, consultants and management theorists as the subject of corporate ... . 3. While Wal-Mart grew, Walton was developing the practices that were to give the firm one of America's most-admired corporate ... . 4. Huet, remaining one step ahead on the corporate ..., has been transferred to New York as head of Societe Generale ion America. 5. Good corporate ... should be about stopping messes from happening, not just cleaning up afterwards. 6. Few investors are prepared to look beyond conventional measure for assessing corporate ... . 7. All phone books are to have identical blue covers with the British Telecom ... . It is part of the corporate ... .

**VII. Fill in the gaps with the correct preposition.**

Corporate Identity: the Executive Uniform

An expensive advertising campaign can attract you ... a company, its impressive building will make you glad you came, but if the first person you deal ... is wearing a purple tank top and flared trousers, are you really going to take them seriously? A uniform is the most personal manifestation ... a company's corporate identity, so companies specializing ... "executive career wear" are putting white collar workers and professionals ... "corporate suits".

There is often a certain amount ... choice available ... terms ... style and color, so not everyone ends up dressed identically. But together, the effect remains coordinated. ... the Abbey National not only are corporate suits provided, but the corporate identity is carried ... maternity wear and ... the special requirements ... ethnic groups. The majority ... people who wear corporate clothing are those who deal directly ... the public, and the response ... customers has been very positive.

But who ... the professionals would wear company colors, and how are they persuaded to do so? The most recent newcomers ... corporate dressing are financial services such as banks, and building societies and the challenge is to find a look that pleases everyone.

There will always be those who consider that being asked to wear a uniform is a dubious privilege. A senior employee ... a leading estate agency says: "When the clothes were introduced, we were all ... the phone ... our lawyers because we just didn't want to wear them. Some people even left their jobs".

**VIII. Match the halves.**

1. Business history books are full of entrepreneurial.	a) culture would be strangled by GM's bureaucracy.
2. EDS has turned its relationships with General Motors to advantage despite initial concerns that its entrepreneurial Initial concerns that its entrepreneurial.	b) firms that failed to survive for long after their founders' departure.
3. His company, Soria Natural SA, has become an entrepreneurial.	c) flair of the founder of the organization Michael Wood.
4. It was his entrepreneurial.	d) role in which he had a big financial stake in his own efforts. "I'd rather build a company than run one".
5. Most governments now believe self-employment is something to be promote and encouraged with tax-payers' money.	e) skills and is a vital source of new jobs, they claim.

It releases people's entrepreneurial.	
6. Mr. Azoff was eager to return to a more entrepreneurial.	f) spirit which took him from being a waiter at the Savoy to riches beyond most people's dreams.
7. The nature of the company and its success since its start-up were closely influenced by the entrepreneurial.	g) success story and one of the area's leading employers.

**IX. Match the items in A with their synonyms in B.**

A	B
1. effort	a) purpose/aim
2. amount of	b) revenue/profit
3. shareholders	c) stockholders
4. goal	d) controlling company
5. affiliated company	e) subsidiary company
6. liability	f) sum
7. proprietor	g) property
8. holding company	h) attempt
9. income	i) responsibility
10. ownership	j) owner
11. aid	k) assistance

**X. Match the definitions to the words given below.**

a franchise; entrepreneur; board of directors; private corporation; a conglomerate; a holding company; property; multinationals; partnership; takeover

1. Large companies operating in many countries. 2. A company that holds stakes in one or more subsidiaries. 3. A group containing a lot of different companies in different businesses. 4. Someone who builds up a company from nothing. 5. People who are legally responsible for a company. 6. Association of two or more persons carrying on business together for the purpose of making a profit. 7. Anything that has value and can be owned, including things having substance, such as land, money, etc. 8. An arrangement by which a monopoly producer gives another producer or trader by formal license the right to manufacture or sell the products in a certain area. 9. A corporation whose stock is not available to the general public. 10. When one company accumulates enough of another company's shares to take over control and ownership.

**XI. Read the following extracts. In each case, decide whether they refer to:**

a) joint venture                      b) a merger                      c) an acquisition

1. The biggest deal of the year was carried off by Phillip Morris of the US, which bought the Swiss chocolate and coffee group Jacobs Suchard for \$2.2 billion.

2. Asea AB of Sweden and Brown Boveri and Company of Switzerland, together have formed the world's largest electrical engineering group with combined sales of \$18.6 billion.

3. Two American car makers, General Motors and Chrysler, are combining two of their transmission plants in a new company called "New Venture Year".

4. AEG, and Deutsche Aerospace, two Daimler Benz subsidiaries, have formed a new group based in Stuttgart. The new project will employ 20,000 workers.

5. The National Australia Bank announced its purchase of Yorkshire Bank UK

for \$1.9 billion.

**XII. Read the passage carefully. Some of the lines are correct and some has a word which should not be there. Find these words and cross them out.**

For the most part, British companies fall in within the private sector. In any case, government policy has brought about a very decrease in the number of state-owned the companies as telecommunications, water, gas and electricity have in turn be been through the privatization program. Companies in the private sector consist of the two basic types, confusingly called the public and private. Public companies in general are too large-scale operations such as banks, insurance companies, and of course that the privatized companies. However, public companies remain the fewer in number than private companies which, that on the whole, are smaller or family-run businesses. The difference between the two, on paper at least, can to be found in their names. The word limited (Ltd) after a company name shows that it is one's private. On the other hand, the status of a public company is shown by the many letters plc after its name (public limited company). In practice, however, the real difference in between the two arises from the fact of that private companies cannot raise money by which selling shares to the public, in contrast to public companies, which can to do so by issuing shares and bonds to be offered for sale on the Stock Exchange. In the theory, there is no reason why a private company cannot "go public" but as if it ever does come up to it, nine times out of ten this is to do with growth, in conjunction with the need to raise a substantial amount of the capital.

**XIII. Choose the correct tense form.**

As the company marks an important anniversary, Canon President pauses to reflect on how his company has grown/has been growing since its start in August 1937 as a manufacturer of high-quality cameras. In a way, Fujio Mitari observes/is observing, it was lucky that Canon's products were at the time relatively expensive for most Japanese consumers. "This forced/as forced us to look overseas for sales," he notes. "It forced/has forced us to stand up to criticism and competition, and to make our products better and better" Mitari divides/is dividing the company's past into two periods. Camera production was mastered in the first period, he says, and a new era began/has begun in 1967 when it was decided Canon would be a "two-handed company", with "cameras on the right hand and business machine on the left". The ensuing 30 years have seen/have been seeing the company turn out new products. "But all along", Mitari says, "our goals have been/were to globalize and diversify". Canon now has 140 sales subsidiaries in 33 countries, plus 30 different production sites outside Japan, and has opened/has been opening 8 separate R&D facilities in different countries. Consolidated sales rose/has risen 18% last year and the number of employees has increased/has been increasing rapidly to over 75,000. Recently, Mitari has also pushed/has also been pushing Canon to play an increasingly active role in digital technology.

Turning back to talk of his workforce, Mitari repeats "Our employees have always been/always were our greatest strength". A new health and fitness center has just been built/was just built, and for the last few days cranes have pulled/have been pulling down an old building to make room for a garden.

**XIV. Choose the correct item.**

1. The shareholders own the company. The shareholders are usually family mem-

bers of the persons who/which set up the business. 2. The chairperson of the board of directors is often also the managing director which/who carries out the policy day by day. 3. In practice, therefore, the people who/which started the business actually own the company and control it. 4. Unlike the sole proprietor, which/who has unlimited liability for his or her Debts, a company has only limited liability. 5. A company is legally a separate entity, distinct from the persons who/which run it, which/that means that it has certain rights that are recognized by the courts. 6. A company's shares can be bought and sold. Unlike a sole proprietor business, which/that ends with the death of the owner, a company can carry on after the person which/who started it has sold it or died. 7. A big company's accounts must be audited, that/which means that it has to employ an auditor as well as an accountant. 8. A company is less flexible in some ways than a sole proprietor business, as it is governed by two documents who/which state the nature of the business, the amount of capital and how the business should be run. 9. A sole proprietor has to fill in an income tax return for the Inland Revenue who/which collect income tax, recording the profits of the business. 10. The sole business doesn't have to publish any which/what could be seen by the general public or other businesses. 11. The affairs of the partnership can be kept private because only the tax authorities need to be told how much the partners are earning and what/which is the profit of the business. 12. Cooperatives were originally founded to serve the needs of consumers. Profit was to be given back to customers which/who were members of the society as a dividend.

#### **XV. Turn the following dialogues into reported speech.**

**a)**

– Hi, Alec. I thought if you could give me a piece of advice.

– Hi, John. Sure, if I can.

– You know, I want to start my own business.

– What are you going to produce?

– Sleeping bags. We've decided that my brother will keep accounts and my friend will be a sales manager.

– If you go into business alone you can start or stop it whenever you wish. And you take all decisions yourself. Besides you needn't share your profit with anyone else.

– But, there, certainly must be some drawbacks and risks.

– Definitely. Since you have a small number of employees your financial resources are quite limited.

– I see. Thank you very much. I'll think it over again.

**b)**

– (Susan) Can you give me a picture of the structure of your company?

– (Greg) Yes.

– You are part of the Peterson organization, the main activities of which used to be in newspapers.

– Yes, the basic holding company is Australian, an Australian owned private company well, I mean owned – majority share ownership of the Peterson family. The British company is the International Peterson Organization, and that has three main activities: oil, travel, and publishing, of which newspapers is the major part.

– I see.

– The Travel group, called Peterson Travel, has four companies: an airline, a retail travel agency, who owns about eight shops up and down the country, a small hotel company, and the Peterson Holidays and a sister company called Mortimer Holidays,



which is a direct-sell company.

- And all of these are run as independent businesses?
- Well, no, they have a fair bit of contact. But they are run as independent profit centers.

#### **XVI. Fill in the gaps with the correct article.**

Origins of corporations. The first corporations were towns, universities and monastic orders in ... Middle Ages. They differed from partnerships in that they existed independently of any particular membership, and all assets and holdings belonged to ... corporation itself. ... unique feature of corporate ownership was spelled out by ... English courts during ... 15th century in ... legal principle called limited liability. This means that what is owed to ... corporation is not owed to ... individuals in ... the group that make up ... corporation; and what ... group owes is not owed by ... individuals that make it up. Hence, if ... corporation goes bankrupt and is sued by its creditors for recovery of debts, ... individual members of ... corporation are not individually liable. In... United States this feature was further refined by ... 1886 ruling of ... Supreme Court, in ... case of Santa Clara County vs. Southern Pacific Railroad, in which ... court ruled that ... corporation is to be regarded as ... person. ... modern corporation is chartered by ... state or nation and owned by individuals or institutions who have purchased shares representing fractions of ... firm's holdings. Such holdings, called assets, include cash and other securities, equipment, real estate, and any unsold goods manufactured by ... corporation. Thus, someone owns part of ... corporation only so long as he possesses shares in it. Some corporations are closely held, meaning that all ... shares are in ... hands of ... specific individual or small group and are not traded to ... public.

#### **XVII. Choose the correct item.**

1. The merger wave, which in 1998 was a predominantly/predominant American affair is now sweeping over Europe. 2. Success in the future will depend mainly/main on what happens after the deal has been done. 3. People never fit together as easy/easily as flow charts. 4. Some recent details will not doubt/doubtly prove a stunning success. 5. The board of directors of a limited company is primary/primarily responsible for determining the objectives and policies of a business. 6. The directors are appointed by the shareholders normally/normal at the company's annual meeting at which the chairman of the board will be expected to account for their stewardship during the previous year. 7. The fact that the board of directors tend to meet rather infrequently/ infrequent means that part-time directors can be elected to the board. 8. Although large firms are able to afford heavy/heavily R&D expenditures and are often the source of innovation, their role should not be exaggerated. 9. For months the two companies have been negotiating over a possibly/possible corporate partnership. 10. Renault produces 1.9 million cars a year, while Volvo turn out slightly/slight more than 400.000. 11. The dividend, which kept customers loyal/loyally to the co-operatives in the past, became less and less important as shoppers could see lower prices. 12. In worker co-operatives there is less like/likely to be a conflict of interest between owners and workers because the profits made by the business go to the workers or are invested back in the business.

#### **XVIII. Give the summary of the following passage in Russian (10–12 sentences) using active vocabulary.**

Conglomerates. Government regulation, particularly in the United States, at-

tempts to prevent the formation of monopolies, or businesses that totally control a single field of enterprise such as steel, petroleum, or automobiles. Therefore, many corporations have expanded by means of mergers with and acquisitions of businesses in unrelated fields. Such collection of businesses are called conglomerates. For instance, International Telephone and Telegraph achieved its growth by absorbing such companies as Sheraton Hotels, Avis car rentals, the Hartford Insurance Company, Continental bakeries, and others. In the 70s of the last century the top 500 corporations absorbed some 4,500 smaller companies. One problem posed by some mergers is that economic growth does not necessarily result from them, and no new jobs may be created. Acquisitions are sometimes harmful. A small company, for example, may be acquired by a larger one, have its assets drained off, and then be liquidated, causing the loss of jobs, goods or services, and competition.

**XIX. Render the following passage in English (10–12 sentences) focusing on key vocabulary.**

Корпоративный бизнес: сущность и основные черты. Известный американский экономист Дж. Гелбрейт считает корпорацию единственно возможной с точки зрения общественных интересов формой организации производства. Слово «корпорация» происходит от позднелатинского *corporatio*, что означает объединение.

Под корпорации подходят наименования союзов и организаций, создающихся в целях защиты коллективных интересов или привилегий. В феодальном обществе ими назывались средневековые ремесленные цехи, купеческие гильдии, рыцарские ордена.

В современной литературе этим термином называется совокупность лиц, объединенных для какой-либо деятельности и образующих самостоятельный субъект – юридическое лицо. Первые подобные организации в США появились в 1606 г. По образному выражению некоторых исследователей Запада, они появляются тогда, когда возникает необходимость в них, и умирают, когда нужда отпадает.

Корпорации бывают различных видов: некоммерческие и коммерческие. Некоммерческие значит не рассчитанные на получение прибыли. Сюда входят разного рода правительственные, городские, муниципальные, политические образования, а также религиозные и благотворительные союзы и институты. Коммерческие корпорации – весьма мощные деловые предприятия. Они бывают открытые или закрытые в зависимости от того, подлежали ли продаже их акции или нет. Часто случается так, что первоначально закрытые корпорации, если дела шли хорошо, становились открытыми. В ряде стран функционируют смешанные корпоративные объединения, в которых участвуют как частные лица, так и государство. В них могут принимать участие и иностранные капиталы.

**Speaking**

1. What are the major legal forms of business organizations?
2. Why do many new businesses fail, and how can such failures be avoided?
3. What class of business organizations creates new jobs?
4. What personal qualities does a sole proprietor need for success in business?
5. Why is the sole proprietorship the most popular form of business organization?
6. Explain in your own words how a franchise business is set up.

7. Why are businesses willing to franchise their valuable business ideas to other businesses?
8. Explain the following statement: “For legal purposes, only corporations are separate from their owners, sole proprietors and partnerships are not legally separate from their owners.”
9. What do you know about the history of first corporations?
10. What is the main difference between a plc and a private limited company? State one way in which both of them are similar.
11. What is the difference between a parent company and a subsidiary company?
12. What can lead to the establishment of multinationals?
13. List five characteristics that distinguish a corporation from the other types of businesses.
14. Name four multinationals. Speak about the activities of one of them.
15. What is a merger? What are the main types of mergers? Why do mergers take place?
16. Speak on acquisitions and take-overs.

### Writing

Express your ideas on the following (150–200 words):

- a) “Plan for what happens when you succeed and plan for what happens when you fail. Planning is the most important thing.”
- b) “You can’t get rich working for someone else.”
- c) “Every man to his trade”.
- d) What type of business organisation do you see yourself working in? Why?

### Key Vocabulary

Organization	activity	franchise
sole proprietorship	tax advantages	franchiser
liability	partnership	franchisee
legal standing	life span	board of directors
shareholder	corporation	merger
public corporation	liquidity	acquisition
private	subsidiary	take-over
non-profit	parent company	joint venture
holding company	affiliated	entrepreneur
multinational	business	co-operative
profitable	home country	
license	host country	

## **1.7. THE REPUBLIC OF BELARUS IN THE MODERN WORLD**

### **THE BELARUSIAN CHARACTER**

#### **I. Read and translate the text and do the following tasks.**

The formation of the modern national character of Belarusians was influenced by various historical and geographical factors and one of them is specific natural and cli-

matic conditions of Belarus, which are characterized by many kilometers of forests, swamps, isolation of settlements, etc.

Geographically Belarus is located in the center of Europe and this feature played a cruel joke with the Belarusians during the Middle Ages. Neighbouring countries often fought with each other, and at that time Belarus was turning into a “staging post” for them. But the Belarusians managed to achieve peace with small sacrifices. After centuries, all this has transformed into a national trait: a Belarusian is able to come to an agreement with anyone and about anything. It is not for nothing that the national anthem begins with the words: “We, Belarusians, are peaceful people”.

One of the characteristic features of Belarusians, which is noted by all foreigners, is endless kindness. The Belarusian will lay the table for you (even if he has no money), will always help you for “thank you” (although he will not refuse to help in return) and is ready to “give the last shirt” if you really ask. It doesn’t matter what colour your skin is, what god you believe in and where you come from. You will be accepted as you are. Here, in Belarus you can easily find a cheerful company of Belarusian, African American and Asian among the students. Orthodox Church, Catholic Church and Synagogue can peacefully stand on the same square (as, for example, in Grodno).

Belarusians are the most hardworking people in Europe. This is not surprising because since childhood, young Belarusians have been cultivating responsibility and accuracy in their work. Belarusians, in general, are not prone to laziness and the desire to get as much as possible without making any effort.

Despite many difficulties, the majority of Belarusians continue to love and value their country. This is proved by a large - scale study, as a result of which 79% of respondents aged 18 to 70 said they are proud of Belarus and their nationality.

Belarusian cities are European - style clean and well-groomed. And this is typical not only for Minsk or Brest, where there are many tourists, but also for the towns. The secret here is not in the special infrastructure of cities, but in the fact that Belarusians are prone to cleanliness. For example, in many courtyards of blocks of flats, residents are independently engaged in the improvement of the surrounding territory and planting beautiful trees and flowers.

The Belarusians always remain faithful to high moral values and good traditions: Kolyady, Radonitsa, Kupala, Dozhinki and etc.

All these are unique Belarusian holidays that Belarusians carried through the centuries into the 21st century.

As for the language, there is a stereotype that the Belarusians have completely abandoned their native language and you can only hear it in the Belarusian language lessons at school. This is not entirely true: of course, in the region centres Belarusians often use Russian for communication, but in small towns a huge number of people continue to speak either exclusively Belarusian or its dialects.

Let us see what has been influencing the formation of the Belarusian national character. We`ll start with the natural and climatic conditions.

The climate in the republic is moderately continental, the breathing of the Baltic sea is constantly felt here. We have no frosts or high temperature jumps in the summertime. Sharp contrasts outside, inside and in the souls are not typical for Belarus.

Our rivers are flat, calm and not very deep. They are homely and dear. Belarusian`s natural scenery is wide, lonely plains covered with hills, and many lakes and forests. The Belarusian character has no somberness and tense readiness for unexpected dangers. The nature of Belarus does not know storms. Therefore, the Belarusians are

trustful and optimistic.

Belarus is a country of developed industry, agriculture, science and culture. Belarusian industry produces trucks and tractors, dump trucks, refrigerators, TV sets and dairy products. Also Belarusians produce soil, sand or clay that is why they are patient and hardworking. We must be able of doing much. Diligence and universality help us to survive. Moreover, the Belarusians are undemanding and modest. To a certain degree they are accustomed to poverty.

The advantageous geographical position – on the crossroads from east to west and from north to south – more than once turned into disadvantage. Belarus was the arena of many wars, invasions and aggressions. But so much international contacts influenced the most distinctive features of the Belarusian national character – tolerance and hospitality. Belarusians can hardly be named fatalists, but if there is violence used against them, they have no choice than to reach for a weapon to defend themselves. History proves it too well.

## **II. Are the sentences true or false according to the text?**

1. The formation of the modern national character of Belarusians was influenced by various historical and geographical factors.

2. Geographically Belarus is located in the West of Europe and this feature played a cruel joke with the Belarusians during the Middle Ages.

3. One of the characteristic features of Belarusians, which is noted by all foreigners, is endless laziness.

4. Orthodox Church, Catholic Church and Synagogue can peacefully stand on the same square.

5. Belarusians, in general, are prone to laziness and the desire to get as much as possible without making any effort.

6. Despite many difficulties, the majority of Belarusians continue to love and value their country.

7. The Belarusians always remain faithful to high moral values and good traditions.

8. As for the language, there is a stereotype that the Belarusians have completely abandoned their native language and you can only hear it in the Belarusian language lessons at school.

## **III. Read the text and say in 2-5 sentences what it is about.**

Belarusian customs and traditions

Belarus has deep historical roots in the past that's why its customs and traditions often have a fascinating history. The most ancient Belarusian traditions and holidays can be classified according to four seasons of the year: spring, summer, autumn and winter.

In ancient times the arrival of spring reassured mankind. It was a sign that life would return to the land, crops would grow and existence was assured. Belarus has a remarkable range of spring-time celebrations, for example Calling of Spring. This holiday dates back to the pagan times.

One of the greatest Christian holidays in Belarus has always been Easter Sunday. There are two Easter holidays in Belarus: the Roman Catholic and the Russian Orthodox ones with painted eggs and special pies.

The summer festivities start in July beginning with the greatest holiday Kupalle.

The essential part of this celebration is the great fire. The oiled wooden wheel is set on fire to symbolize the sun. According to the belief this fire has a purifying power. Young couples hand in hand must jump it over. One of the main traditions of Kupalle is search for the mythic paparats-kvetka (fern flower). Those, who find it, will enjoy good luck for the whole year and their wishes will come true

Autumn has its own holidays. They are traditionally connected with the end of the harvesting time. In ancient times it has always been the wedding season. That's why so many traditions and customs are connected with marriage, for example match-making, bride-show, wedding itself, special songs, games etc.

In late autumn we have Dziady. It is a day for commemoration of the dead relatives. The special ritual food is cooked for Dziady dinner. According to the tradition part of the food and drink is left in a special plate and glass for the dead. At this day families are going to the cemeteries to take care of the graves.

The winter solstice used to be a time for meditation on the year gone by and of hope for the year to come. That's why people asked the sun to come back, they sang songs to honor it. Thus the Kaliady holiday appeared, which later became the integral part of Christmas, the greatest holiday in the year.

New Year is widely celebrated all over the country. Preparations to this holiday start a couple of weeks before. The towns and cities of Belarus put on holiday attire; illumination, New Year trees in the squares and New Year fairs add to the holiday mood. The culmination of the festivity is the December 31— January 1 night, when various concerts and open-air merrymaking take place. January 1 is an official holiday. The Belarusian people are proud of the country's past and its traditional culture.

**Answer the questions:**

- What are the spring-time celebrations?
- What are the greatest Christian holidays in Belarus?
- What can you say about Kupalle?

**AT THE CROSSROADS OF EUROPE.**  
**BELARUS. WELCOME TO BELARUS**

**I. Before you read the text, talk about these questions:**

- 1) Do you know what sign “Made in Belarus” means?
- 2) Do Belarusians use the Belarusian language in everyday life?
- 3) Is Belarus an attractive tourist destination? How does free-visa entry support tourism in our country?

**II. Read the following words and learn their meaning.**

- |                        |              |
|------------------------|--------------|
| 1) sovereign           | суверенный   |
| 2) to border on (with) | граничить с  |
| 3) to occupy           | занимать     |
| 4) to stretch for      | простирается |
| 5) terrain             | местность    |
| 6) coniferous          | хвойный      |
| 7) meadow              | луг          |
| 8) rare                | редкий       |
| 9) reserve             | заповедник   |
| 10) peat               | торф         |

11) potassium	калий
12) gravel	гравий
13) clay	глина
14) competitive	конкурентный
15) favorable	благоприятный
16) flax	лён
17) livestock	домашний скот
18) conduct	вести (торговлю)
19) expenditure	расход, потребление
20) cooperation	сотрудничество
21) extensive	обширный
22) highway	автомагистраль, шоссе
23) toll	пошлина

### III. Match the words in the box with definitions 1-12.

<i>humid</i>	<i>flora and fauna</i>	<i>flat</i>	<i>to constitute</i>
<i>leading</i>	<i>a capital</i>	<i>to export</i>	<i>route</i>
<i>legislative</i>	<i>a supplier</i>	<i>network</i>	<i>a deposit</i>

- 1) a city which is the centre of a country or other political area
- 2) to form or make something
- 3) containing extremely small drops of water in the air
- 4) having little or no height
- 5) plants and animals.
- 6) relating to the making of laws
- 7) a layer that has formed under the ground, especially over a long period
- 8) a country (a person, a company) that provides particular goods
- 9) best, most important, or most successful
- 10) to send goods to another country for sale
- 11) a large system consisting of many similar parts that are connected together
- 12) a particular way or direction between places

### IV. Read the text. Use the dictionary to look up unfamiliar words.

The Republic of Belarus is a young sovereign state situated in the eastern part of Europe. It borders in the north and east on Russia, in the west on Poland, in the south on Ukraine, in the northwest on Latvia and Lithuania. Modern Belarus occupies the territory of 207,600 square kilometers and it stretches for 650 km from east to west and for 560 km from north to south. The Republic of Belarus consists of six regions, the largest cities of which are Minsk, Gomel, Brest, Vitebsk, Grodno and Mogilev. The capital and the largest city is Minsk, located in the center of the country.

About 9,5 million people live in Belarus. Ethnic Belarusians constitute about 81% of the population of the country. Russians, Poles, Ukrainians and other nationalities also live in Belarus. About two thirds of people live in urban centers. Today both the Belarusian and Russian languages are official languages of the country.

Belarus has a temperate continental climate with mild humid winters, warm summers and wet autumns. Belarus has a generally flat terrain. Nature is the main landmark of the country. Belarus is the land of vast plains and picturesque hills, thick forests and green meadows, deep blue lakes and flowing rivers. About one third of its territory is covered with forests, mostly coniferous and birch. Belarus is famous for its

rich flora and fauna. The country is inhabited by hundreds of rare species of animals and plants, especially in Belovezhskaya Pushcha. It is one of the national symbols of Belarus, the largest forest in Europe and a unique tourist center. The reserve is the major home of European bison, the biggest representative of European fauna.

Belarus is often called the land of rivers and blue lakes. There are more than 20,000 rivers and streams in Belarus, and about 11,000 lakes. Naroch is the largest lake in Belarus. The Dnepr is the longest and the most important river in Belarus. It flows from Russia, through Belarus into Ukraine, providing important shipping channel between the Baltic Sea and the Black Sea.

Natural resources are mainly represented by thirty types of minerals. Peat is in the first place among energy resources. Peat deposits are quite rich and can be found in every region. Potassium salts take the leading position among the minerals. The country is one of the five biggest suppliers of potassium in the world. There are also deposits of coal, oil, gravel, sands and clays in Belarus.

The Republic of Belarus has a significant economic potential which makes it possible to produce competitive industrial and agricultural products. The brand «Made in Belarus» is known in many countries. Belarusians participate actively in leading international economic forums. The most developed branches of industry are machine building, radio-electronics, chemical and food industry. The most important manufactured products are tractors, transport vehicles, trucks, agricultural machinery, metal-cutting machines as well as consumer goods such as bicycles, clocks and watches, refrigerators, TV sets and others.

More than half of the land is used for agriculture. The climatic conditions are favorable for growing potatoes, grains, sugar beet, flax and vegetables. Agriculture specializes in milk and meat production. Livestock production (cattle, hogs, sheep and goats) accounts for more than 50 % of agriculture and is the main source of funds for the development of the agricultural sector of the country.

Belarus exports tractors, heavy lorries, motorcycles, TV and radio-sets, furniture, carpets, textiles, chemicals and foodstuffs. Imports include fuel, natural gas, industrial raw materials, metal, chemicals, cotton, sugar, vegetable oil, fish products, tea, coffee, wine. Fuel is the largest import expenditure. Russia is the most important trade partner. Belarus also conducts trade with the countries of the European Union (Great Britain, Poland, Germany, Lithuania, the Netherlands, Latvia, Belgium and Norway). There is a positive dynamics in cooperation with the traditional partners in Latin America, such as Brazil, Cuba, Ecuador, and in Asia, notably with China, India, Vietnam, Israel, Korea and Japan.

Due to its geographical position right in the center of Europe our country is an international corridor connecting the West and the East. Belarus has an extensive transportation system, including networks of railroads, highways, air and water routes. The major railroad which was built in 1860s to connect Moscow and Warsaw, runs through Belarus via Minsk and Brest. The M1 is the main road crossing Belarus. It forms a part of European route and is the most important road link in the country connecting Moscow with Poland and Western Europe. There is a system of toll roads in the Republic of Belarus. This technology enables foreign road users to pay tolls.

Belarus has several international airports. Minsk has a modern national airport which accepts international flights from all over Europe. This is the fastest and most comfortable way to get to Belarus, but the most expensive at the same time.

Belarus has a network of water routes that connects the country with the border-



ing states. Navigation routes are known to go along the Dnepr-Bug Canal, the rivers Sozh, Berezina, Dnepr, Pripyat, Neman and others. They improve water transportation of cargo and passengers by linking the mentioned rivers with the ports on the Baltic Sea and the Black Sea.

Participation in the international organizations enables Belarus to achieve its political goals, contribute to the development of the country and modernize its economy. In 1945 Belarus became a founding member of the United Nations. Today Belarus is a member of over 60 international organizations, among them the United Nations, UNESCO, the World Health Organization, the International Bank for Reconstruction and Development, the International Monetary Fund, the European Bank for Reconstruction and Development, the Customs Union and the Eurasian Economic Union.

Belarus is a presidential republic. State power in the country is formed and realized through three main branches: legislative, executive and judicial. Under the constitution the president is the head of the state and directs the domestic and foreign policy. A two-chamber parliament is the main legislative body of the state. The executive branch is represented by the Council of Ministers headed by the prime minister. The judicial power in the republic consists of three high courts: the Supreme Court, the Supreme Economic Court and the Constitutional Court. The latter is charged with protecting the constitution. It has the power to review the constitutionality of presidential edicts and the decisions of the other two high courts.

As Belarus is situated in the center of Europe, a lot of wars took place on its territory. The World War II is one of the most tragic periods in the history of Belarus. Its territory was occupied by the Nazi for three years. The country lost more than three million people. Belarus also lost more than half of its national wealth, a lot of towns and villages were ruined.

Nowadays, Belarus has become a sovereign independent state with a well-developed industry and agriculture, science and culture. It contributes to the world peace, friendship and cooperation among nations.

**V. Fill in the table below.**

Official name	<i>The Republic of Belarus</i>
Area	
Administrative centres	
Capital	
Official languages	
Population	
Ethnic groups	
Climate	
Natural resources	
International relationships	
System of government	

**VI. Find equivalents to the following Russian word combinations in the text.**

- суверенное государство
- состоять из шести регионов (областей)
- умеренный континентальный климат
- редкие виды животных и растений
- уникальный туристический центр

судоходный канал  
 природные ресурсы  
 месторождения угля  
 экономический потенциал  
 производить конкурентоспособные товары  
 животноводство  
 промышленное сырьё  
 платные дороги  
 достичь политические цели  
 указы президента

**VII. Match the words to form word combinations. Give Russian equivalents to them.**

sovereign	system
urban	hills
official	symbol
continental	state
flat	resources
picturesque	airport
thick	centre
national	routes
shipping	language
natural	terrain
leading	climate
transportation	channel
navigation	forest
international	position

**VIII. Complete the sentences with correct prepositions. Translate the sentences into Russian.**

- a) The Republic of Belarus borders \_\_\_\_\_ Russia, Poland, Ukraine, Latvia and Lithuania.
- b) Modern Belarus stretches \_\_\_\_\_ 650 km from east to west and \_\_\_\_\_ 560 km from north to south.
- c) The Republic of Belarus consists \_\_\_\_\_ six regions.
- d) Minsk is located \_\_\_\_\_ the centre of the country.
- e) About one third of the territory is covered \_\_\_\_\_ forests.
- f) Belarus is inhabited \_\_\_\_\_ hundreds of rare species of animals and plants.
- g) Peat is \_\_\_\_\_ the first place among energy resources.
- h) Belarusians participate \_\_\_\_\_ leading international economic forums.
- i) There is a positive dynamics in cooperation \_\_\_\_\_ the traditional partners in Latin America.
- j) The major railroad in Belarus was built \_\_\_\_\_ 1860s.
- k) Navigation routes go \_\_\_\_\_ the Dnepr-Bug Canal, the rivers Sozh, Berezina, Dnepr, Pripyat, Neman and others.
- l) Participation \_\_\_\_\_ the international organizations enables Belarus to contribute \_\_\_\_\_ the development of the country.
- m) The executive branch is represented \_\_\_\_\_ the Council of Ministers.

**IX. Read the text again and answer the following questions.**

- 1) Where is the Republic of Belarus situated?
- 2) What is the territory of the Republic?
- 3) How many administrative regions are there in Belarus?
- 4) What is the population of the country?
- 5) What is the climate of Belarus?
- 6) What national reserve symbolizes our Republic?
- 7) What natural resources of Belarus do you know?
- 8) What are the most developed branches of industry in Belarus?
- 9) What does agriculture specialize in?
- 10) Belarus exports various goods, doesn't it? What are they?
- 11) What is the largest import expenditure?
- 12) Why is the M1 the main road in the country?
- 13) What international organizations does Belarus participate in?
- 14) What can you say about the Republic's political system?
- 15) How did the World War II influence our country?

**X. Make a plan of the text: put the information below in the right order as it is given in the text. Discuss each point of the plan.**

- 1) Industry
- 2) Nature
- 3) Geographical position
- 4) Export, import
- 5) Population
- 6) Transportation system
- 7) Natural resources
- 8) International organizations
- 9) Agriculture
- 10) Political system
- 11) World war II
- 12) Climate

**XI. Read the text about important facts in the history of our country. Complete the text with additional information about the facts mentioned.**

The first written documents of the Belarusian statehood go as far back as 980 AD when Prince Rogvolod began his reign on Polotsk lands, which are the historic and religious center of the Belarusian nation and culture.

From the 13th till the 16th century the territory of contemporary Belarus was the center of a medieval polyethnic state - the Grand Duchy of Litva. The lands of contemporary Belarus, Lithuania, the Ukraine and a part of Russia comprised this state.

The period that started in the 15th century, when the crusaders expansion was crushed in the west, and lasted until the middle of the 17th century is considered the Golden Age in Belarusian history. This period was marked with significant evolutionary processes in the culture and economy of Belarusian people.

In 1569 the Grand Duchy of Litva and the Polish Kingdom established a political union according to which the Litva-Poland confederation – Rzecz Pospolita – emerged. As a result of three divisions of Rzecz Pospolita in 1772, 1793 and 1795 between three

empires – Russia, Austria and Prussia – the Belarusian lands were incorporated into the Russian Empire.

On December 30, 1922 the Communist governments of Belarus, Russia, the Ukraine and Caucasus created the Union of Soviet Socialist Republics, which included the major part of the former Russian Empire. On August 1991 Belarus declared its independence.

## **THE REPUBLIC I LIVE IN**

### **I. Pronounce the following words correctly and learn their meaning:**

1. divide [di'vaɪd] – делить
2. include [ɪn'klu:d] – включать
3. promote [prə'məʊt] – продвигать
4. humidity [hju'mɪdɪtɪ] – влажность
5. coniferous [kəʊ'nɪfərəs] – хвойный
6. rare [rɛə] – редкий
7. peat [pi:t] – торф
8. gravel [ˈgrævəl] – гравий
9. clay [kleɪ] – глина
10. survey [sə'veɪ] – обследование
11. recent [ˈri:snt] – недавний
12. contribute [kən'trɪbjʊt] – способствовать
13. output [ˈaʊtpʊt] – продукция
14. account [ə'kaʊnt] – составлять
15. crop [krɒp] – с/х культура
16. barley [ˈbɑ:lɪ] – ячмень
17. rye [raɪ] – рожь
18. flax [flæks] – лён
19. livestock [ˈlaɪvstɔ:k] – домашний скот
20. expenditure [ɪks'pendɪtʃə] – расход
21. conduct [kən'dʌkt] – вести
22. connect [kə'nekt] – связывать
23. serve [sɜ:v] – служить
24. create [kri'eɪt] – создавать
25. legislature [ˈledʒɪsleɪtʃə] – законодательная власть
26. judicial [dʒu'dɪʃəl] – судебный
27. protect [prə'tekt] – защищать
28. enormous [ɪ'nɔ:məs] – громадный
29. devastation [devəs'teɪʃən] – опустошение
30. rapid [ˈræpɪd] – быстрый
31. ancient [ˈeɪnfənt] – старинный, древний

### **II. Read the text.**

The Republic of Belarus is a country in eastern Europe, bordered in the north and east by Russia, in the south by the Ukraine, in the west by Poland, and in the northwest by the Baltic republics of Lithuania and Latvia. The capital and largest city is Minsk, located in the centre of the country.

The total area of Belarus is 207 600 sq km. Belarus is divided administratively in-

to six provinces, or oblasts, which have the same names as their largest cities: Minsk, Brest, Gomel, Grodno, Mogilev, and Vitebsk.

The population of Belarus is over 9.5 mln. Nearly 80 percent of its people are ethnic Belarusians. Russians make up 12 percent. Smaller groups include Poles and Ukrainians. About two-thirds of Belarus people live in urban centres. The official state languages are Belarusian and Russian. In the early 1900's, two Belarusian poets, Yanka Kupala and Yakub Kolas, helped to promote the use of the Belarusian language in literature. Formerly, most literary works were written in Russian or Polish. About 215 daily newspapers are published in Belarus, 130 in Belarusian. Most Belarusians finish secondary school, and many receive higher education. There are a lot of universities in Belarus. The Belarusian State University in Minsk is the largest one.

Belarus has a temperate continental climate, with cool temperatures and high humidity. Belarus has a generally flat terrain with many forests, lakes, and marshes. There are hundreds of rivers and lakes in the country, the largest of which are the river Dnieper and Lake Naroch. About one-third of the country is covered with forests, mostly coniferous and birch. There is a rich variety of wildlife, including such rare animals as the European bison in the primal forest reserve of Byelovezhskaya Pushcha.

Belarus was long thought to be poor in minerals, its natural resources limited to peat, gravel, sands, and clays. Recent surveys, however, have uncovered major deposits of coal, oil, and potassium salts.

Belarus has a well-developed economy. Manufacturing contributes most of the country's industrial output. The most important manufactured products are tractors, transport vehicles, trucks, agricultural machinery, metal-cutting machines, as well as consumer goods such as motorcycles and bicycles, clocks and watches, refrigerators, television sets, and others.

Agriculture accounts for about a fourth of Belarus' economic output. The principal crops are potatoes, barley, rye, flax and sugar beet. Nearly 60 percent of the country's total land area is cultivated. Livestock (cattle, hogs, sheep, and goats) accounts for more than half the value of agricultural output in Belarus.

Belarus exports transport equipment, machinery, chemicals, and foodstuff. The major Belarusian exports include tractors to Australia, Canada, New Zealand, and the United States. Imports include fuel, natural gas, industrial raw materials, textiles, and sugar. Fuel is Belarus' largest import expenditure. Russia, which supplies most of the country's fuel imports, is the most important trading partner. Belarus also conducts trade with the Ukraine, Germany, Poland, Lithuania and other countries.

Belarus has an extensive transportation system, including railroad and highway networks connecting its cities with other major European cities. The major railroad, which was built in the 1860s to connect Moscow and Warsaw, runs through Belarus via Minsk and Brest. The best-quality road in Belarus is that which links Moscow with Warsaw. Buses provide most of the transportation within cities.

Belarus has several international airports, the largest of which is located about 50 km east of Minsk: The airport in Minsk serves airlines from Germany, Austria, Poland, Scandinavia, and other countries.

The Dnieper-Bug Canal and other canals improve water transportation by linking many of the rivers with ports on the Baltic and Black seas.

In 1945, Belarus became a founding member of the United Nations. Now Belarus is a member of over 60 international organizations, most notably the United Nations, the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and the

World Health Organization. In 1992 Belarus became a member of the International Bank for Reconstruction and Development, the International Monetary Fund, and the European Bank for Reconstruction and Development.

Belarus is a presidential republic. Under the constitution the president is the head of the state of Belarus and directs domestic and foreign policy. The president creates the Council of Ministers, whose chairman is the country's prime minister. The legislature is a bicameral National Assembly. The judicial system of Belarus consists of three high courts: the Supreme Court, the Supreme Economic Court, and the Constitutional Court. The latter court is charged with protecting the constitution, and its decisions are not subjected to appeal. It has the power to review the constitutionality of presidential edicts and the regulatory decisions of the other two high courts.

The name Belarus is derived from the words Belaya Rus' (White Russia). The Belarusians trace their history to Kievan Rus, a state founded by East Slavs in the 800's, Belarus made up the northwestern part of Kievan Rus. Belarus became part of Lithuania in the 1300's. It passed to Poland in the 1500's and to Russia in the late 1700's

Belarus as a sovereign state was established in 1919. In 1922 the Belarusian Soviet Socialist Republic became one of the four founding republics of the Union of Soviet Socialist Republics. In August 1991 Belarus declared its independence.

Nazi Germany occupied Belarus from 1941 to 1944, during World War II. By the summer of 1942 the republic became the location of an extensive partisan movement, which played a major role in undermining the Nazi regime. In 1944 the Soviet Red Army drove out Nazi forces.

As a principal theatre of World War II, Belarus suffered enormous devastation and lost one quarter of its population. Minsk was almost entirely destroyed.

Postwar reconstruction was followed by a period of considerable economic development and rapid industrialization. In the postwar years, Belarus became the major center for the production of tractors and automobiles and an important base for chemicals and other products. Concurrently, the postwar years were marked by rapid urbanization. Minsk developed as the major center of economic, cultural, and political life and the largest urban center with a quarter of the republic's urban residents.

### III: Find one synonym to the first word in each row.

1. Rare – unusual – rapid – total

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2. Connect – promote – state – join

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3. Serve – receive – work for – cover

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4. Rapid – rely – quick – quality

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5. Notably – nearly – remarkably – domestic

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### IV. Complete the following sentences.

- Belarus is a country in \_\_\_\_\_
- The total area of Belarus is \_\_\_\_\_
- Belarus is divided administratively into \_\_\_\_\_
- Belarus has a \_\_\_\_\_

- Belarus has a \_\_\_\_\_
- Belarus was long thought to be \_\_\_\_\_
- The most important manufacture products are \_\_\_\_\_
- Belarus exports \_\_\_\_\_
- In 1945, Belarus became \_\_\_\_\_
- Belarus is a \_\_\_\_\_

Possible answers: eastern Europe; six provinces or oblasts; 207 600 sq. km.; temperate continental climate; poor in minerals; well-developed economy; machinery, foodstuff; machinery, transport equipment; tractors, trucks, agricultural machinery; a founding member of the U.N.; presidential republic.

#### **V. Insert the missed parts of the sentences**

- Belarus became \_\_\_\_\_ of the U.N.
- Under the constitution the president is \_\_\_\_\_ of the state.
- Belarus as \_\_\_\_\_ was established in 1919.
- Nazi Germany occupied Belarus \_\_\_\_\_ during World War II
- By the summer of 1942 the republic became \_\_\_\_\_ of an extensive partisan movement.
- In 1944 the Soviet Union Red Army \_\_\_\_\_ Nazi Forces.
- Postwar reconstruction \_\_\_\_\_ by a period of considerable economic development.
- In the postwar years, Belarus became \_\_\_\_\_ for the production of tractors and automobiles.
- The postwar years \_\_\_\_\_ by rapid urbanization.
- Minsk developed as \_\_\_\_\_ of economic, cultural and political life.

Possible answers: the head; a founding member; the location; a sovereign state; from 1941 to 1944; drove out; was followed; the major centre; were marked; the major centre.

#### **VI. Answer the following questions:**

- Where is the Republic of Belarus situated?
- What is the territory of the Republic?
- How is Belarus divided administratively?
- What is the population of the country?
- What is the climate of Belarus?
- What can you say about the natural resources in the Republic?
- Is the economy of Belarus well-developed?
- What can you say about agriculture?
- Belarus exports various goods, doesn't it?
- Is the transportation system in Belarus extensive?
- What international organizations does Belarus participate in?
- What can you say about the Republic's state system?
- What is the history of our country?
- Did Belarus suffer enormous devastation during World War II?
- Postwar reconstruction was followed by a period of considerable economic development, wasn't it?

**VII. Discuss the following points of the text in the form of a dialogue. Use all types of questions.**

Example:

- Is the total area of Belarus 207,600 sq km?
- What countries does Belarus border with?
- Is Belarus divided into six or four provinces?
- Who promoted the use of the Belarusian language in literature?
- About one-third of the country is covered with forests, isn't it?
- The geographical position of Belarus.
- The nature and resources of the republic.
- Agriculture and industry.
- Export and transportation system.
- The postwar period.

**VIII. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.**

A man should know something of his own country, too, before he goes abroad (Laurence Sterne, Irish-born British writer).

Ask not what your country can do for you - ask what you can do for your country (John Fitzgerald Kennedy, US statesman, thirty-fifth President of the USA).

It is a sweet and seemly thing to die for one's country (Horace, Roman poet).

**IX. Speak about Belarus with your groupmate in the form of a dialogue.**

## **PLACES TO VISIT IN BREST**

**I. Read the text. Make a short summary.**

**The Brest Fortress** over the Bug has become a symbol of the eternal glory of the Soviet Soldiers. It was founded on June 1, 1836. The Citadel is the main fortification of the fortress. It is not merely a remarkable military construction; it is an interesting architectural complex.

The Brest Fortress got universal fame during the Great Patriotic War because it took the first blow for itself. The courage of the soldiers of the fortress will always be in the memory of our descendants. At the dawn June 22, 1941(Sunday), Hitler Germany launched its perfidious attack against the Soviet Union without declaring war. Hitler had counted on the "Blitzkrieg": he expected to rout the Soviet Army Forces in a short period of time.

The garrison of the Brest Fortress had to fight under unbelievably hard conditions. The small fortress area of just four square kilometers was steadily shelled by hundreds of guns while planes with swastika on their wings showered it with bombs. The garrison was short of ammunition, medical supplies and food. They were cut off from the water, which had to be fetched under enemy fire.

The defense lasted for over a month. The fortress walls were tumbling down, the bricks melted and the very earth was scorched, but the fortress stood undaunted. The Nazi command was outraged. The Hitler forces mounted one attack after another, sustaining heavy losses, but they were powerless to crush the fighting spirit of the fortress defenders.



The Brest Fortress became one of the sacred monuments of the Soviet people, a symbol of its heroism and endurance, a living example of patriotism. The memorial complex “Brest Hero-Fortress” erected on the site is a tribute commemorating the immortal exploit of its garrison. Today the Brest Fortress is the major tourist sight.

**Brest Millennium Monument** (2009) – was designed by the Belarusian architect Alexei Andreyuk and sculptor Alexei Pavluchuk to commemorate the millennium of Brest, Belarus. It was erected in 2009 at the intersection of Sovietskaya Street and Gogol Street in Brest. The project was financed by the state budget and public donations.

The monument presents a group of bronze statues. The angel of mercy with a cross is standing at the top of a granite column. 3 statues remember the remarkable historic personalities that are associated with Brest: Vladimir Vasilkovich, who put up a tower in the castle of the town in the 13th century, Vytautas the grand duke of Grand Duchy of Lithuania, Mikolaj "the Black" Radziwill in whose printing shop the first Belarusian book was printed, 3 more statues represent abstract images: warrior, mother, chronicler (who wrote apparently the Primary Chronicle). The total height is 15.1 m, the height of the angel is 3.8 m, the height of the 6 statues is 3m. the diameter of the base is 8.6 m. In April 2011 a belt of high reliefs appeared around the monument. It depicts history-making episodes of Brest

Unique **Belovezhskaya Pushcha** lies about 70 km from Brest, less than 1.5 hours off by road. The word Pushcha means in Belarusian a forest, but not any forest can be called pushcha, because it implies a virgin forest. That is the only virgin forest, which survived in Central Europe. Pushcha is the largest wildlife reserve in the south west of Belarus.

Incomparable beauty, rich wildlife world, interesting history of Pushcha attract tourists from all over the world. 55 species of mammals, 214 species of birds, 11 amphibious species, 7 species of reptiles, nearly 30 species of fish live in this unique reserve. The king of Pushcha is the East European aurochs, the biggest animal in Europe. Pushcha is rich in deer, roes, elks, wild boars, otters and beavers.

The museum of Pushcha offers a rich display that includes common species of wildlife. Tourists can see some animals in spacious enclosures. Pushcha is a vast open-air laboratory for survey of wildlife world. Visiting the Brest region, you should necessarily see Belovezhskaya Pushcha to admire the majestic beauty of this virgin forest.

There are some other places to visit or to see in our town: a lot of museums, two theatres, several cinemas, parks and other places where you can have a good time. Brest City Park is 100 years old, but it looks quite new after the recent reconstruction.

Other architectural landmarks of the city are:

- St. Nicolas’ Orthodox Cathedral (1903),
- St. Simeon’s Orthodox Cathedral (1865),
- Resurrection Orthodox Cathedral (1995),
- St. Nicolas’ Garrison Orthodox Cathedral (1856),
- Cross Exaltation Roman-Catholic Church (1856),
- Brest Central Railway Station (1886),
- Soviet Street.

## **BELARUSIAN ECONOMY**

**I. Read the text. Use the dictionary to look up unfamiliar words.**

Belarus has a rather developed economy. It retained well-developed industrial

base following the break-up of the USSR. The country also has a broad agricultural base and a high education level. Among the former republics of the Soviet Union, it had one of the highest standards of living. Nowadays approximately 5.3 million people contribute to the economy of Belarus. Of this total, 42 percent are employed in industry; 21 percent in agriculture and forestry; 17 percent in culture, education, and health services; 7 percent in trade; 7 percent in transportation, and 6 percent in miscellaneous pursuits.

Official unemployment rate is lower than 1%. Methods of International Labour Organization (international standard) also include job-seekers who are not registered officially. Many unemployed people in Belarus are trying to avoid registration, because of obligatory public works, while unemployment benefits are very low. In July 2012 World Bank concluded that the real unemployment rate is seven times higher than the official rate. Belarus is a member of Commonwealth of Independent States (CIS) and Eurasian Economic Union (EAEU).

The Gross Domestic Product (GDP) in Belarus was worth 62.572 billion US dollars in 2019. The GDP value of Belarus represents 0.09 percent of the world economy. GDP in Belarus averaged 32.27 USD Billion from 1990 until 2015, reaching an all time high of 76.10 USD Billion in 2014 and a record low of 12.14 USD Billion in 1999. The economy of Belarus is world's 72nd largest economy by GDP based on purchasing power parity (PPP), which in 2019 stood at \$195 billion, or \$20,900 per capita. In 2018, Belarus ranked 53rd out of 189 countries on the United Nations Human Development Index, and is in the group of states with "very high development".

Exports provide 50.52% of Belarus' GDP (Nov.2018) with more than a half of exported goods falling in the industrial products category. Major export items: machinery, transport vehicles, chemicals, petrochemical products, rubber, fibers, mineral products, primary metals, fertilizers, food, agricultural raw materials, as well as IT and transportation services. Belarus also holds about 5% in the world exports of dairy products and about 11% of butter.

Belarus is relatively poor in terms of natural resources. It does not have vast amounts of most of the minerals used in modern industrial production. The country has small reserves of petroleum and natural gas.

In the south-east there are small reserves of hard coal, brown coal, and petroleum, but they are not easily accessible and remain undeveloped. The country has large forest reserves. About one-third of the republic is covered in forest.

Belarus does possess, however, one of the world's largest reserves of potassium salts – discovered in 1949 south of Minsk and exploited from the 1960s around the new mining town and fertilizer-manufacturing centre of Soligorsk. Although exports of potash to other former Soviet republics declined significantly in the 1990s, exports to other countries remained at a high level.

The country also is a world leader in the production of peat, which is especially abundant in the Pripyat Marshes. Peat is used as a mulching material in agriculture. In briquette form it is used as fuel.

Among the other minerals recovered are salt, an important deposit of which, near Mozyr, was opened in the 1980s; building materials, chiefly limestone and, near Grodno, quartz sands for glassmaking, both used locally; and small deposits of gold and diamonds.

Belarus is heavily reliant on oil and gas supplies from Russia. These fuel imports reach Belarus via two major pipelines: the Friendship Pipeline carrying oil, and the Natural Lights Pipeline carrying natural gas. The government is attempting to accelerate the

development of its raw-material base, but Belarus remains dependent on Russia for most of its energy and fossil-fuel requirements.

Belarus is a highly developed industrial country. The main industries include machine building, instrument making, chemicals, timber processing, textile and clothing manufacture, and food processing.

Manufacturing contributes most of the country's industrial output. The country is known for its heavy-duty trucks, transport vehicles, and tractors. Belarus also manufactures computers, engineering equipment, metal-cutting tools, and such consumer goods as clocks and watches, motorcycles, bicycles, refrigerators, radios, television sets and others. Forests yield many wood products, including furniture, matches, plywood and paper goods. Heavy industry is the most highly developed sector of the economy. Machine-building industry is mostly concentrated in Minsk. It makes various types of tractors, heavy-duty trucks, other heavy machinery and electrical equipment. Belarus specializes in truck manufacturing. The Belarusian Autoworks (BELAZ) is one of the major world manufacturers of mining dump trucks with payload capacity from 25 to 360 tons, as well as the other heavy vehicles, being used in mining and construction branches. The products of BELAZ are supplied to more than 70 countries of the world. Dump trucks are also made in Moghilyov.

During the last years the ICT sector in Belarus receives strong government support and is one of the top-priority economic sectors to develop. Thus, by the special Law issued in 2005, Belarus Hi-Tech Park was established with the main goal to support software industry. HTP Belarus provides special business environment for IT business with incentives unprecedented for European countries. Since 2015, Hi-Tech Park resident-companies are allowed to get involved in new science-intensive activities. Now, any company engaged in IT and related industries (micro-, opto- and nanoelectronics, mechatronics, telecommunications, radar ranging, radio navigation and wireless communication), information protection and establishment of data processing centers can apply for residency within the HTP and benefit from tax-incentives and other advantages it provides. HTP resident-companies can work and provide services in the field of information system analysis, designing and software development (IT consulting, audit, national information networks maintenance, database development and corporate information systems implementation and support). The export share in the total production volume exceeds more than 90 %. Park specialists teach children and teenagers to program.

Such support for the IT sector in 2019 increased the share of the IT sector, which provided half of the GDP growth. The export of IT services in 2017–2019 increased by 2.4 times. Production growth in the first half of 2019 was 166%. The total export of services of HTP residents in 2019 exceeded \$2 billion. In January 2020, the HTP registered 758 companies with a total of more than 58 thousand employees. In April 2020, the number of resident companies in the Park was 818 with a total of more than 61 thousand employees. In July 2020, the number of residents of the Park increased by 71 companies. In October 2020, another 83 companies became residents of the Hi-Tech Park. Thus, in October 2020, the number of residents of the Park totals 969 companies, which employ more than 65 thousand specialists.

Mobile applications developed by HTP residents are used by more than 1 billion people in over 150 countries of the world. Some major international companies have already opened captive centers or global in-house centers in Belarus: IHS Markit, Playtika, Netcracker, Viber, Yandex, Fitbit, Ciclum, WorkFusion, etc. According to Ernst &

Young survey, more than 30% of the Fortune Global 200 companies have worked with HTP residents. The most trending customers are Facebook, Microsoft, Northrop Grumman, PepsiCo, Whirlpool, 3M, Amazon.com, Cisco Systems, HP, Oracle, Xerox, Disney, Intel, Apple and IBM, which have worked with several companies from Belarus.

Agriculture accounts for about a seventh of Belarus' economic output. Belarus has a large amount of farmland. But a short growing season and a lack of fertile soil make farming difficult. Most of Belarus has soils of only moderate fertility, but the better-drained uplands can be productive with fertilizer application. Considerable areas of the swampy lowlands have been drained since the late 19th century, with much of the reclaimed land being used for fodder crops. The agricultural sector in Belarus is dominated by large state and collective farms. State farms operate like government factories, called sovkhozy.

Independent Belarus restructured its banking system into a system consisting of the National Bank of Belarus and a number of commercial banks. Six commercial banks, four formerly state-owned specialized banks Belagroprombank (agricultural sector), Promstroibank (industrial sector), Vneshekonombank (foreign trade), and Belarusbank (savings bank) and two universal banks (Priorbank and Belbusinessbank) dominated the banking system. These banks account for over 80 percent of the banking system outstanding loans and approximately 70 percent of domestic currency deposits. In 1992 Belarus became a member of the International Bank for Reconstruction and Development, the International Monetary Fund, and the European Bank for Reconstruction and Development.

Belarus has an extensive transportation system, including railroad and highway networks connecting its cities with other major European cities. Belarus has several international airports, the largest of which is Minsk-2, located about 50 km east of its capital.

## **II. Match the words listed below with the definitions that follow.**

*Supermarket, currency, imports, output, expenditure, inflation, exports, crop, work, force, meadow, partner, soil, farmland, industry, pasture, livestock, security, upland*

- 1) The produce of cultivated plants, esp. cereals, vegetables, and fruit.
- 2) A metal or paper medium of exchange that is in current use in a particular country.
- 3) Something expended, such as time or money.
- 4) Goods or services sold to a foreign country or countries.
- 5) Land used or suitable for farming.
- 6) Goods or services that are bought from foreign countries.
- 7) Organized economic activity concerned with manufacture, extraction and processing of raw materials, or construction.
- 8) A progressive increase in the general level of prices brought about by an expansion in demand or the money supply or by autonomous increases in costs.
- 9) Cattle, horses, poultry, and similar animals kept for domestic use but not as pets, esp. on a farm or ranch.
- 10) An area of grassland, often used for hay or for grazing of animals.
- 11) The act of production or manufacture.
- 12) An ally or companion.
- 13) Land covered with grass or herbage and grazed by or suitable for grazing by livestock.

14) A certificate of creditorship or property carrying the right to receive interest or dividend, such as shares or bonds.

15) The top layer of the land surface of the earth that is composed of disintegrated rock particles, humus, water, and air.

16) A large self-service store retailing food and household supplies.

17) An area of high or relatively high ground.

18) The total number of workers employed by a company on a specific job, project, etc.

### **III. Group the following words into eight synonymous groups:**

amount, low-priced, occupation, swamp, cheap, machinery, profession, various, equipment, marsh, pursuit, vast, extensive, miscellaneous, quantity, inexpensive, need, requirement

### **IV. Group the words that follow into six antonymous groups:**

cheap, high, poor, rich, employment, long, private, short, expensive, low, public, unemployment

### **V. Complete the following sentences with the appropriate terms from the list below.**

agriculture, industrial production, CIS countries' markets, energy needs, livestock, farming, farmland, potassium salts, forest reserves, service industries, heavy industry, small businesses, industrial output, trading partner
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1. Minerals are used in modern ... .

2. The country has large ... .

3. Belarus possesses one of the world's largest reserves of ... .

4. Belarus generates only about 12 percent of its own ... .

5. Manufacturing contributes most of the country's... .

6. ... is the most highly developed sector of the economy.

7. ... accounts for about a seventh of Belarus' economic output.

8. Belarus has a large amount of ... .

9. A short growing season and a lack of fertile soil make ... difficult.

10. Cattle, hogs, and sheep are the most important ... raised in the country.

11. ... are industries that produce services, not goods.

12. Many individuals and families are starting ... .

13. A great amount of goods produced by Belarusian industries and agriculture is oriented towards the ... .

14. Russia, which supplies most of the country's fuel imports, is the most important ... .

### **VI. Do you think the following statements are true or false? Discuss your answers in pairs.**

1. The national economy of Belarus is well-developed.

2. Belarus has vast amounts of most of the minerals used in modern industrial production.

3. The country has large reserves of petroleum and natural gas.

4. The country is a world leader in the production of peat.

5. Belarus is heavily reliant on oil and gas supplies from Russia.

6. Belarus satisfies all its energy needs.
7. Heavy industry is the least developed sector of the economy.
8. The chief chemical product is potassium fertilizer.
9. The Gomel area is Belarus' leading manufacturing centre.
10. Agriculture accounts for about a half of Belarus' economic output.
11. Belarus has a large amount of farmland.
12. The agricultural sector in Belarus is dominated by private farms.
13. The transition to private farms proved to be slow and difficult.
14. Service industries are well developed in Belarus.
15. Belarus proper consumes most of the goods produced.
16. Belarus has an extensive transportation system

## **1.8. OWNERSHIP IN BUSINESS**

### **ENTREPRENEURSHIP. SMALL BUSINESS**

#### **Lead-in**

Discuss the following issues in small groups and then report your findings:

1. Would you like to be a business owner?
2. What personal characteristics should a person possess to be a success in business?
3. All big businesses used to be once small. Give the names of some companies that are locally or world famous; recall some facts from their success stories.
4. What kind of environment for small business is there in your country?

### **SMALL BUSINESS**

#### **Reading**

**I. Read the text and complete the outline of its content given below; some items are suggested to you.**

Many people find the potential independence and financial rewards that can come from owning a small business very appealing. For some, owning their own business has been a lifelong dream. Many people, however, hesitate to pursue this dream because they don't think they have enough education, experience or money – or are simply afraid they might fail. Others can't accept the idea that they can change their lives – that people like them could ever own their own business. For still others, going into business for themselves is a financial necessity because they have lost their job and there are no other readily available ways to earn a living, or even survive.

Whatever the reason, owning your own business can be one of the most challenging, satisfying, demanding and rewarding things you do in your life. However, there are real risks and difficulties in starting any new business.

Small business owners are also called entrepreneurs. One definition of an entrepreneur is someone who organizes, manages and assumes the risks of a business or enterprise. Other experts say an entrepreneur is a person who can “create out of nothing” a viable business.

There are a number of myths and misconceptions about what it takes to be an entrepreneur. One misconception is the people who go into business for themselves are

naturally high risk-takers. Of course, there are risks in business, but real entrepreneurs aren't gamblers who depend solely on chance to succeed.

In fact, just the opposite is true: successful entrepreneurs do everything possible to minimize the real risks associated with starting a company by studying, planning and organizing the information, people and materials they will need to succeed. They manage risk by setting reasonable and obtainable goals – then work to achieve them. In short, the successful small business owner works hard and intelligently.

Despite what many think, starting a successful small business does not always require a lot of formal education or prior management experience. Certain basic skills will be needed, plus some background in the business being contemplated. Just as important as formal education is the willingness to learn and improve the skills needed to succeed in business.

One of the biggest misconceptions about entrepreneurs is that they are only interested in making money. Entrepreneurs certainly like and respect money, but money is only a byproduct of an even bigger goal for many very successful entrepreneurs.

As one U.S. expert on entrepreneurial management observed, many businesses fail because their owners were only interested in money.

Most really successful companies are founded by someone with an idea and a dream. Whatever money and wealth they accumulated is the result of them being willing to work night and day to make this dream a reality. If you want to be really successful, know what your dreams are before going into business.

There are also a number of common traits successful entrepreneurs share:

- a great deal of energy;
- ability to establish priorities and make decisions;
- ability to deal effectively with a wide variety of people, such as customers, employees, suppliers, possible investors and lenders;
- ability to communicate clearly and effectively;
- ability to work with numbers;
- familiarity with customers and with the products or services to be sold;
- ability to balance conflicts between business and personal goals;
- awareness of personal strengths and weaknesses.

Becoming an entrepreneur is a way of looking at the world, seeing opportunity where others see problems. It is also knowing how to use certain basic tools to achieve your goals.

### **Outline**

1. Reasons for starting one's own business.
2. ....
3. Common misconceptions about entrepreneurs.
  - 3.1. ....
  - 3.2. ....
4. ....

## **II. Read the text again and say if the following statements are true or false according to the information in the text.**

1. People start their business for various reasons.
2. All the people starting their own business want to be independent.
3. Many people hesitate to set up their own business because they are afraid of failure.

4. Real entrepreneurs are like gamblers because they solely depend on chance to succeed.
5. Starting and running a successful small business requires a lot of formal education and experience.
6. Many entrepreneurs fail because they are only interested in money.
7. Ability of dealing with people and communicating effectively is an important trait of a successful entrepreneur.

### III. Match the halves.

1. For some people owning their own business	a. by someone with an idea and a dream.
2. Many people hesitate to start their business because	b. who depend solely on chance to succeed.
3. Real entrepreneurs aren't gamblers	c. have a great deal of energy.
4. Successful entrepreneurs do everything possible	d. certain basic skills and some background in the business.
5. Starting a successful small business requires	e. their owners were only interested in money.
6. Many businesses fail because	f. to minimize the risks.
7. Really successful companies are founded	g. they don't think they have enough education.
8. A successful entrepreneur must	h. has been a lifelong dream.

### IV. Look through the text again and find the English equivalents of the following collocations.

Материальное вознаграждение; мечта всей жизни; добиваться осуществления мечты (идти за мечтой); зарабатывать на жизнь; трудное, ответственное дело; жизнеспособное предприятие; мифы и заблуждения; целиком полагаться на случай; свести риск к минимуму; справиться с риском; ставить разумные, достижимые цели; образование, полученное в учебном заведении; предполагаемый бизнес; потерпеть неудачу; зарабатывать деньги; побочный продукт; воплотить мечту в жизнь; определить приоритеты; знание своих слабых и сильных сторон; достигать цели.

### V. Comment on the following statements from the text.

1. People start their own business for various reasons.
2. There are a number of myths and misconceptions about entrepreneurship.
3. There are a number of common traits successful entrepreneurs share.

### VI. Summarize the text in 5–7 sentences.

## THE FRANCHISE ALTERNATIVE

### I. Read the following text and find out what franchising is.

One way to avoid some of the management headaches associated with starting a business is to invest in a franchise, an approach that enables you to use a larger company's trade name and sell its products and services in a specific territory. In exchange for this right, the franchisee pays an initial fee and often monthly royalties as well to the



franchiser (the corporation).

There are three basic types of franchises. In a product franchise, the franchisee pays the franchising company for the right to sell trademarked goods, which are purchased from the franchiser and resold by the franchisee. Car dealers and gasoline stations fall into this category. In a manufacturing franchise, like a soft-drink bottling plant, the franchisee is licensed by the parent company to produce and distribute its products, using supplies purchased from the franchiser. In a business-format franchise, the franchisee buys the right to open a business using the franchiser's name and format for doing business. The fast-food chains typify this form of franchising.

Franchises account for about one third of all retail sales in the United States and employ 7 million people.

Franchising is not a new phenomenon. It has been around since the nineteenth century, when such companies as Singer and International Harvester established dealerships throughout the world. Early in this century, Coca-Cola and General Motors, among others, used franchises to distribute or sell their products. But the real boom in franchising began in the late 1950s, with the proliferation of hotels and motels like Holiday Inn and fast-food establishments like McDonald's and Baskin-Robbins.

The latest trend in franchising has been diversification in the variety of products and services offered. Today, franchises range from day-care centers and health clubs to dental clinics and video-tape rental outlets.

By and large, most are service operations.

Advantages of Franchising. Why is franchising so popular? According to the president of the International Franchise Association, franchising has triple benefits: "The franchiser wins because he builds a strong foundation for his company. The franchisee wins because he can take advantage of the franchiser's proven business system. And the general public benefits from the consistency of the product or service."

The biggest winners are generally the franchisers, who are able to expand their businesses through franchised outlets without depleting their own capital. Franchisers not only expand their business using other people's money, they also receive regular income from franchisees, who pass on a percentage of their gross revenues and help pay for advertising and promotional costs.

Investing in a franchise can also be good for the franchisee, because the risk is reasonably low. Ninety-two percent of all franchise outlets make it through their fifth year. When you invest in a franchise, you know that you are getting a viable business, one that has "worked" many times before. You also have the advantage of instant name recognition and mass advertising. An independent hamburger stand can't afford a national TV advertising campaign, but McDonald's, Burger King, and Wendy's can.

Few franchisees are able to write a check for the amount of the total investment. Most obtain a loan to cover at least part of the cost. According to the Department of Commerce, 16 percent of all franchisers provide some form of financial assistance such as low-rate loans. Another 34 percent assist the franchisees in preparing loan applications for banks, private investors, or the Small Business Administration.

Besides financial aid and advice, the franchiser gives a new franchisee training in how to run a business. Although franchising offers many advantages, it is not the ideal vehicle for everyone. For one thing, owning a franchise is no guarantee of wealth. It may be the safest way to get into business, but it is not necessarily the cheapest. According to some analysts, it costs 10 to 30 percent more to buy a franchise than to open a business independently. And not all franchises are extremely profitable operations.

One of the most significant financial variables is the monthly payment or royalty that must be turned over to the franchiser. The fees vary widely, from nothing at all to 20 percent of sales.

Another drawback of franchises is that they allow individual operators very little independence. Franchiser can prescribe virtually every aspect of the business, down to the details of employees' uniforms and the color of the walls. Franchisees may be required to buy the products they sell directly from the franchiser at whatever price the franchiser feels like charging. Franchisers may also make important decisions without consulting franchisees.

## **II. Match the terms with their definitions:**

1. franchise
2. franchising
3. franchisee
4. franchiser
  - a. a corporation that grants a franchise to an individual or group
  - b. a person or group to whom a corporation grants an exclusive right to the use of its name in a certain territory, usually in exchange for an initial fee plus monthly royalty payments
  - c. a formal agreement for someone to sell a company's products or services in a particular place, in exchange for a payment or part of the profits
  - d. a business arrangement whereby an individual obtains right from a larger company to sell a well-known product or service

## **III. Find in the text the English equivalents for the following Russian terms:**

Франчайзинг; франшиза; франчайзер (франшизодатель); франчайзи (франшизополучатель); франчайзинг товара; производственный франчайзинг; франчайзинг организации бизнеса (формата бизнеса); диверсификация; агентство, представительство (фирмы); финансовая переменная; торговая точка, работающая на основе франчайзинга.

## **IV. Read the text again picking out the advantages and disadvantages of franchising for a franchiser and a franchisee.**

Advantages Disadvantages for a franchiser for a franchisee for a franchiser for a franchisee

## **V. Answer the following questions on of the text.**

1. Why is franchising said to help avoid some problems associated with starting a business? 2. What are the two parties in franchising? 3. How many types of franchises are defined in the text? 4. What type of franchise is used when a franchisee makes and distributes the products licensed by the parent company? 5. Is franchising a new phenomenon? Since when has it been known? 6. What have been the recent trends in franchising? 7. Why does the franchiser win by selling a franchise? 8. Is buying a franchise a guarantee of success and profit for a franchisee? 9. What is often more costly – buying a franchise or opening a business independently? 10. Who has more freedom in business – franchisees or independent business operators?

## **VI. Give a gist of the contents of the text.**

**VII. Complete the questionnaire below and analyze the results using the directions given after it. The language of the questionnaire is rather informal and abounds in phrasal verbs; to cope with this difficulty you may first do Activities from the Language section.**

Have You Got What It Takes to Be a Small-Business Owner?

This checklist will help you determine your potential for owning a small business.

**A. Are you a self-starter?**

1. I do things on my own. Nobody has to tell me to get going.
2. If someone gets me started, I keep going all right.
3. Easy does it<sup>1</sup>. I don't put myself out<sup>2</sup> until I have to.

**B. How do you feel about other people?**

1. I like people. I can get along with just about anybody.
2. I have plenty of friends, I don't need anyone else.
3. Most people irritate me.

**C. Can you lead others?**

1. I can get most people to go along when I start something.
2. I can give the orders, if someone tells me what we should do.
3. I let someone else get things moving.

**D. Can you take responsibility?**

1. I like to take charge of things and see them through.
2. I'll take over if I have to, but I'd rather let someone else be responsible.
3. There's always some eager person who wants to look smart. I'm glad to let that person do the work.

**E. How good an organizer are you?**

1. I like to have a plan before I start. I'm usually the one to get things lined up when the group wants to do something.
2. I do all right unless things get too confused. Then I quit.
3. When I get all set something comes along and presents too many problems. So I just take things as they come.

**F. How good a worker are you?**

1. I can keep going as long as I need to. I don't mind working hard for something I want.
2. I'll work hard for a while. But when I've had enough, that's it.
3. I can't see that hard work gets you anywhere.

**G. Can you make decisions?**

1. I can make up my mind in a hurry if I have to. It usually turns out okay, too.
2. I can if I have plenty of time. If I have to make up my mind fast, later I think that I should have decided the other way.
3. I don't like to be the one who has to decide things.

**H. Can people trust what you say?**

1. You bet they can<sup>3</sup>. I don't say things I don't mean.
2. I try to be on the level most of the time, but sometimes I just say what is easiest.
3. Why bother if the other person doesn't know the difference?

**I. Can you stick with it?**

1. If I make up my mind to do something, I don't let anything stop me.
2. I usually finish what I start – if it goes well.

3. If it doesn't go well right away, I quit. Why beat your brains out 4?

**J.** How good is your health?

1. I never run down.

2. I have energy for most things I want to do.

3. I run out of energy sooner than most of my friends seem to.

Directions: If most of your checks were beside the first answer you probably have what it takes to operate a business successfully. If not, you are likely to have difficulty and should consider getting a partner to compensate for your weaknesses. If most of your checks were beside the third answer, not even a good partner will enable you to overcome the deficiencies indicated.

### Notes

1. Easy does it – Тише едешь, дальше будешь

2. put one's elf out – стараться изо всех сил, выложиться

3. You bet (they can) – Можете не сомневаться.

4. beat one's brains out – ломать голову, прикладывать максимум усилий

## THE SMALL BUSINESS ADMINISTRATION

**I. Read the text and choose the most suitable title out of those given below.**

– Small Business in the USA

– The Small Business Administration

– The Small Business Act

– Criticism of the SBA

The Small Business Administration, or SBA, is a United States Government agency that provides support to small businesses.

The SBA was established in 1953 by the United States Congress with the passage of the Small Business Act. Its functions are to make loans to small businesses unable to obtain financing from private sources on reasonable terms; to help small firms sell their products and services to the federal government; to make loans to small business concerns affected by natural disasters; to license and regulate privately owned investment companies that make loans to small businesses; to develop and improve the managerial skills of prospective and current small-business owners; and to provide aid and support to women and minority groups in order to increase their participation in small-business ownership. The head of the agency is appointed by the president with the advice and consent of the Senate.

The SBA has directly or indirectly helped nearly 20 million businesses and currently holds a portfolio of roughly 219,000 loans worth more than \$45 billion making it the largest single financial backer of businesses in the United States.

The SBA has survived a number of threats to its existence. In 1996 the then Republican-controlled House of Representatives planned to eliminate the agency. It survived and went on to receive a record high budget in 2000. Renewed efforts by the Bush Administration to end the SBA loan program have met congressional resistance, although the SBA's budget has been repeatedly cut.

The SBA has been subject to criticism on several occasions. Businesses applying for SBA loans are supposed to have previously been turned down by at least two banks. Designed to avoid direct competition with banks, this provision allows the most promising projects to be funded by the private sector leaving higher risk projects to be picked

up by the government resulting in the government holding a higher share of non-performing loans.

The SBA has most recently been criticized for the manner in which it disbursed loans earmarked for businesses directly affected by September 11th. Lax oversight resulted in widespread abuse of the program as the low-interest loans were awarded to unaffected businesses.

## **II. Draw up a plan of the text and use it to summarize the contents.**

### **III. Find out if there is a specialized government agency in your country, performing the functions similar to those of the SBA. Present its profile to the group.**

#### Self-Employment

1. Before you read the text discuss the following questions with your partners:

1. What do you understand by self-employment?
2. What advantages might there be in self-employment?
3. What disadvantages might there be?

2. Make sure you know the following words and phrases.

Off the beaten track – в стороне от оживленных мест, дорог

Go from strength to strength – библ. приходить от силы в силу; постоянно расти, улучшаться

touchandgo (attr.) – рискованный, критический, опасный

catch – ловушка, взаимопротиворечивые условия; положение, из которого трудно выйти; бюрократические препоны на пути к цели (выражение из одноименного романа американского писателя Дж. Хеллера (1961))

financial track record – кредитная история

### **IV. Read the interview of a small business owner and get ready to answer the questions that follow.**

It's a small bookshop in the centre of Brighton. A place called George Street. It's a little bit off the beaten track, not in the main shopping street, because when we were first setting up, we didn't have the money to afford the rent on such premises. We sell books to students of English as a Foreign Language, and teachers in their schools. We've been open for about four years now.

The reason we set up the shop in the first place was because both of us had been teachers for many years and we had the desire to be self-employed rather than working for someone else all the time.

We've just gone from strength to strength, really. It was the first six or eight months which were touch and go, trying to get new customers, but now we're very busy. We've got two other people working here.

Setting up the shop in the first place, as with all small businesses was very difficult, because it's sort of Catch 22. You have no financial track record in running a business yourself, so nobody wants to lend you any money. And you've never previously ordered goods on credit from anyone, so nobody wants to supply you any goods on credit.

So the most difficult thing is to get your potential suppliers, in our case educational publishers, to agree to supply you with your opening stock and wait for their money. And the other one is to find some friendly bank manager who's willing to lend

you cash at an extortionate rate of interest, which is always the case with business loans.

Having got over those two problems, and found a property that we could operate from, the rest of it seems to have been comparatively easy.

The business is going so fast now, we're beginning to wonder whether it's the business which is running us or us running the business. That's the problem.

The other thing is that you don't escape from being told what to do when you become self-employed. Because when you're an employee, your boss tells you what to do. And when you're self-employed, it's your bank manager or your accountant or most of all your customers who tell you what to do. So you still find yourself tipping your cap to someone or other.

#### **V. Answer the following questions:**

1. What is the interviewee's business? What does he sell? In which town? 2. Why isn't his shop in a main street? 3. Why did he and his wife start the shop? 4. Have they been successful? 5. What were their first months in business like? 6. What are the common problems with setting up a small business? 7. What did they need: a. from educational publishers? b. from a bank manager? 8. Do they feel themselves free from others' dictatorship now when they are self-employed? 9. Who tells the self-employed person what to do? 10. What do you think 'tipping your cap to someone' means?

#### **Language**

**1. Practise reading the following words aloud; in case of difficulties consult a dictionary.**

Entrepreneur, entrepreneurship, entrepreneurial, priority, familiarity, employer, employee, franchise, franchiser, franchisee.

#### **2. a) Form nouns using one of the following patterns**

a + -(i)ty → n,

a + -ness → n;

**make the necessary adjustments in the words; give their Russian equivalents; the first has been done for you:**

able → ability – способность; weak → weakness – слабость

Able, weak, (im)possible, aware, necessary, familiar, willing, clear, formal, prior, real, creative, personal, busy, certain, effective, difficult.

**b) Use some of these words either as an adjective or as a noun in the following sentences; the initial letter of the word is given as a prompt:**

1. There is a strong p..... that they win the next election. 2. When starting your own business you should be a..... of all possible risks. 3. Applicants should demonstrate a f..... with bookkeeping. 4. You need e..... communication within the organization. 5. The boss shouldn't be disturbed unless it is absolutely n..... . 6. We were impressed by his w..... to listen and learn. 7. Success is by no means c..... . 8. Just try to do the job to the best of you're a..... . 9. The loss puts our company in financial d..... . 10. I'll keep Thursday afternoon c..... in case we need to meet. 11. We went through usual f..... at customs and passport control. 12. She resigned from her job for p..... reasons. 13. We offer people the opportunity to be c..... .

**3. Form agent nouns from the following verbs (nouns) according to the given pattern, work out the Russian equivalents of the resulting nouns:**

train, pay, franchise, mortgage, trust

employ

employer

one who employs

работодатель, наниматель

employee

one who is employed

работающий по найму

**4. Form agent nouns (names of people or things) by adding -er to a phrase; give the Russian equivalents of the resulting nouns.**

to own a business + -er → a business owner – владелец бизнеса;

to process words – a word-processor – текстовый процессор

take a risk, make decisions, produce cars, rise early, write textbooks, throw flame, get attention, break ice, do wrong (things), pinch pence, kill pain, bust stress, tell stories, hold shares, seek a job, raise money, supply energy, provide the Internet (services).

**5. Match the synonyms.**

- |               |                |
|---------------|----------------|
| 1. found      | a. sponsor     |
| 2. difficulty | b. opportunity |
| 3. effective  | c. own         |
| 4. goal       | d. hardship    |
| 5. chance     | e. assistance  |
| 6. possess    | f. aim         |
| 7. trait      | g. intelligent |
| 8. clever     | h. efficient   |
| 9. backer     | i. set up      |
| 10. aid       | j. feature     |

**6. Match the opposites.**

- |               |                  |
|---------------|------------------|
| 1. accept     | a. disable       |
| 2. succeed    | b. borrower      |
| 3. strength   | c. disinterested |
| 4. reasonable | d. refuse        |
| 5. enable     | e. ineffective   |
| 6. interested | f. fail          |
| 7. lender     | g. unreasonable  |
| 8. effective  | h. weakness      |

**VI. Form word partnerships (more than one option is possible) and use them in the sentences of your own.**

pursue	an opportunity
assume	a company
recognize	a risk
own	a dream
make	a budget
establish	priorities
set	goals

cut	a loan
grant	a profit

**VII. Sort out the following verbs and idioms denoting a degree of success in business under three headings:**

Success	Survival	Failure

Boom; succeed; fail; break even; go bust; be in debt; prosper; lose count of millions; make a considerable profit; keep/stay afloat; thrive; sink; be a success; be a failure; survive; reach a break-even point; keep one's head above water; flourish; be a flop; get a business off the ground.

**VIII. Complete the sentences with appropriate prepositions.**

1. He is a great expert ... international management. 2. This book of tips for entrepreneurs was published in association ... the Small Business Administration. 3. Could I interest you ... something from our range of beauty products? 4. We have dealt ... the company for years. 5. To make the right decision we need to look carefully ... all options. 6. The project's success depends ... the support of everyone concerned. 7. They supplied us ... our opening stock of clothes ... credit and agreed to wait ... their money. 8. Are you fully aware ... all the difficulties that you'll have to overcome? 9. We only deal ... companies which have a good credit record. 10. All successful entrepreneurs share a number ... common traits.

**IX. Match the following phrasal verbs with their meanings; in case of difficulty consult a dictionary:**

1. get something lined up	a. take responsibility for controlling or caring for sth
2. run out of sth	b. start doing sth
3. run down	c. continue to do one particular thing and not to change it or stop it; continue to follow a particular path
4. set up	d. try hard, do one's best even if it causes problems for you
5. make up one's mind	e. continue doing sth
6. take charge of	f. organize or prepare things
7. keep going	g. establish or arrange
8. put oneself out	h. like each other and be friendly to each other
9. get going	i. to use all of sth and not have any left
10. stick to sth	j. lose power; get exhausted
11 get along with sb	k. continue doing something until it is finished, especially something unpleasant or difficult
12 see things through	l. make a decision

**X. Translate the following sentences into Russian with a focus on phrasal verbs.**

1. She really put herself out to get everything ready for us. 2. I think we should stick to our original plan. 3. Since he took his extra job he's really run himself down. 4. My doctor said I was looking run-down and ought to take some time to rest. 5. I can't make up my mind whether to buy it or not. 6. Many hospitals are running out of money.



7. They got a series of activities lined up to keep their business partner entertained. 8. A committee has been set up to organize social events in the college. 9. The boss asked him to take charge of the office for a few days while she was away. 10. I get along well with most of my colleagues. 11. Don't give up; keep going. 12. Having come this far, we were determined to see things through.

**XI. Complete the sentences with the words given, using them as either countable or uncountable nouns; make the necessary form adjustments – mind the number of the noun and the article). Translate the sentences into Russian.**

**1) business**

a. She's finished college and now she works in ... . b. The two brothers started up (...) clothes retailing ... . c. If the introductions are over I'd like to get down to ... . d. Many small ... fail in the first year. e. Are you here for ... or pleasure? f. Those were the years of private enterprise, when lots of small ... were started. g. Mathew's little shop has turned into (...) thriving ... . h. Our firm does a lot of ... with overseas customers. i. I have a hobby out of which I think I could make ... . j. Most small ... go through a period of time before they break even, and considerably more time before they make a profit. k. It was a mistake to go into ... with my brother.

**2) venture**

a. There are many joint ... between American and Japanese companies. b. They'll need to raise £1 million in ... capital if they're to get the business off the ground. c. I don't think he will obtain another loan because all his previous ... failed.

**3) enterprise**

a. Euro Disney is (...) much smaller ... than its American counterparts. b. The country needs a government that works to encourage free ... . c. They're involved in (...) exciting scientific ... . d. We need someone with ... and imagination to design a marketing strategy. e. Don't forget this is (...) commercial ... – we're here to make money. f. Margaret Thatcher often talked about the benefits of private ... and said that her achievement was to establish an ... economy in Britain. g. State-owned ... account for 90% of the country's output.

**XII. Complete the passage by filling in the blanks with the words given below.**

*start-up incubators entrepreneurs business plan incubation survival premises a fee venture capital assistance success rate*

Business incubators are organizations that support the entrepreneurial process, helping to increase (1)... rates for innovative startup companies. Only (2)... with feasible projects are admitted into the incubators, where they are offered a specialized menu of support resources and services. The resources and services open to an entrepreneur include: provision of (3)..., management coaching, help in making an effective (4)..., administrative services, technical support, business networking, advice on intellectual property and sources of financing. The (5)... process is intended to last around 2-5 years.

Business incubators can be private or public. Private incubators are for-profit firms that receive (6)... for the business services, they provide to their clients. In essence, they are a consulting firm that is specialized in new firm creation. In the last twenty years, many developed and developing countries have started large systems of public business incubators to encourage and assist entrepreneurship. In many cases,

public (7)... are designed to stimulate the development of new products and services in high-tech industries.

Since new firms require finance to grow, incubators have close relationships with many kinds of investors. (8)... funds and banks provide most of (9)... capital for incubated companies.

Evaluations of business incubators in Europe and the U.S. suggest that 90% of incubated startups were active and growing after three years of operation, which is a much higher (10)... than that observed in startups launched without (11) ... .

**XIII. Render the following excerpt from the Russian translation of N.C. Stropolis' book Small Business Management back into English; use the topical vocabulary.**

Как правило, предпринимателям наибольшее удовлетворение приносит ощущение того, что они являются хозяевами своей компании, особенно, если оно подкрепляется уважением со стороны друзей и родственников.

Что касается финансовой стороны, удачливые предприниматели не станут копить деньги или заниматься ценными бумагами, а, скорее всего, будут вкладывать прибыль в свое предприятие для обеспечения его роста. Они нередко более заинтересованы в расширении дела, чем в получении высокой зарплаты.

В этом заключаются основные награды от занятия предпринимательской деятельностью. А как обстоит дело с опасностями?

Создание нового предприятия всегда связано с определенным риском неудачи. Абсолютно надежного вложения капитала не бывает. Как правило, чем рискованнее предприятие, тем выше потенциальная прибыль. Если предприниматель добивается успеха, прибыли могут быть высокими; если нет – можно потерять все свои сбережения. Для некоторых людей неудача является трагедией; для других – это возможность начать дело заново. Генри Форд, например, дважды терпел неудачу, прежде чем создал «Форд мотор кампания». Многие не могут перенести неудачу; она разрушает их «я», ослабляет волю и энергию. Общество в целом также несет потери при каждой личной неудаче.

**XIV. Complete the sentences with appropriate words choosing from those given in brackets.**

1. That three hour lecture yesterday was really ...! (tired/tiring) 2. It is ... to read of such crimes. (shocked/shocking) 3. We were deeply ... to hear of the failure of his business. (shocked/shocking) 4. I like ... tasks. (challenged/challenging) 5. This decision of the company management is likely to be ... . (challenged/ challenging) 6. I was ... by a new security guard who didn't recognize me. (challenged/ challenging) 7. This idea for starting a business doesn't seem very ... . (excited/ exciting) 8. My trip to Paris has been cancelled. I'm really ... . (disappointed/disappointing) 9. I'm very ... in this subject. I find it fascinating. (interested/interesting) 10. – I heard some very ... news. I'm going to lose my job. I feel terrible. – Cheer up. Don't feel so .... There are plenty of other jobs. (depressing/depressed) 11. Her presentation was good but a little ... for people who were new to the subject. (confused/confusing) 12. I doubt that this business can be ... . (rewarded/ rewarding) 13. Her success story is an ... example to her followers. (inspired/inspiring)

**XV. Complete the sentences by putting the verbs in brackets into the present**

**simple or present continuous.**

1. We ... of going public next year. (think) 2. I ... with Andrew's clients while he's on holiday. (deal) 3. He ... a small corner shop in Manchester. (own) 4. The new equipment ... a fortune, we can hardly afford purchasing it right now. (cost) 5. – How long ... your visitors ...? (stay) – Oh, I'm sorry, I ... (not/know). We really need to speak to Helen, she generally ... with visits. (deal) 6. We ... a big risk if we go ahead with the project. (take) 7. This building ... too old, we need to find better premises. (get) 8. I ... to Minsk next week – I can call in to your office. (come) 9. My name is Andrey Matusевич and I ... from Minsk, Belarus. (come) 10. This photocopier ... (always/break down). 11. We ... the sales to go up the next quarter. (expect) 12. I ... an important call from my Moscow partner. (expect) 13. The number of franchises ... all over the world due to the obvious advantages of this form of business. (grow) 14. This product ... as well as we hoped. (not/sell) 15. Helen is starting her own business. Look at the extract from her planning schedule and then complete her letter to a business advice service.

**XVI. Choose either the present perfect passive (has/have been done), present continuous passive (is/are being done) or a modal passive form (eg: should be done).**

Contact bank to arrange loan.	_____
Find office space.	_____
Equipment needed? Order if necessary.	<i>In progress</i>
Print business cards, stationery.	<i>In progress</i>
Decorate office. Order furniture, etc.	<i>Finish end of month</i>
Place advertisements in local press.	_____
Review staffing needs for Christmas period.	<i>November</i>
	_____

Dear Sir or Madam,

I am writing to arrange an interview with one of your business advisers to discuss my business start-up. I've analyzed the market very carefully and I believe that I have a good business plan. I can give you a few details of my progress so far.

I've had several meetings with my bank, and a loan (1) has been arranged (arrange). I've found some office space in a good location, although some work (2) ..... (will/need) there before I can move in.

I've reviewed my equipment needs and in fact some specialized items (3) ..... (order) at the moment. My business cards (4) ..... (print) and will be ready in a week or so. This week I'm busy decorating the office, and I (5) ..... (should/finish) by the end of the month.

I know that soon I'll have to advertise in the local press, and perhaps you could advise me on the matter. Finally, I'd like some help planning my staffing needs – extra staff (6) ..... (might/need) over the Christmas period.

Yours faithfully  
Helen Chadwick

**XVII. Use an appropriate article where necessary instead of the gaps.**

**DEVELOPING A BUSINESS PLAN**

Perhaps (1) ... most important step in launching your own business is planning.

You need to develop (2) ... written statement that explains what you are going to do. Your plan should describe (3) ... basic idea for your business and set forth (4) ... specific goals and objectives. This plan not only guides your efforts but also helps convince (5) ... lenders and investors to finance your business.

(6) ... business plan should highlight (7) ... following information for (8) ... investors.

1. *Summary.* (9) ... crisp overview will help investors decide whether reading (10) ... whole plan is worthwhile. (11) ... potential investors spent (12) ... average of five minutes screening (13) ... plan. If you don't grab their interest at (14) ... beginning, your plan will probably disappear into the wastebasket. It should include:

- A brief description of your product and market;
- (15) ... brief description of your company and its principles;
- (16) ... summary of your financial projections and expected return on (17) ... investment;
- (18) ... amount of money you now seek, in what form, and for what purpose.

2. *Company and industry.*

3. *Products.*

4. *Market.*

5. *Marketing strategy.*

6. *Design and development plans.*

7. *Operations plan.*

8. *Overall schedule.*

9. *Critical risks and problems.*

Although the business plan has (19) ... simple, straightforward purpose, it requires (20) ... great deal of thought.

**XVIII. Fill in each of the numbered blanks in the following passage with the words you find appropriate. Use only one word in each space.**

John and Mary are in many ways typical of young entrepreneurs today. They have their .....(1) business, a hamburger restaurant in a shopping centre .....(2) the South of England. They already have a .....(3) of over 40 people, because .....(4) the restaurant is quite small, it has to .....(5) open for long hours.

They bought the business a couple of years .....(6) and spent the first few months working .....(7) hard that they rarely saw any of .....(8) friends. But once they had got .....(9) to the way the restaurant worked, they did not .....(10) to work such long hours and were .....(11) to take more time .....(12). Since then they .....(13) improved efficiency by installing a new computer system.

The restaurant has been very successful, and .....(14) the competition from another fast food restaurant nearby, the .....(15) of customers .....(16) increased steadily. As a ..... (17), they are planning to enlarge the restaurant .....(18) buying the hairdressing salon .....(19) door and turning it .....(20) another seating area.

## **Speaking**

### **1. Case Study: Applying for a Bank Loan**

a) Mr Brown is talking to his bank manager. He would like to have a loan to start a small business.

Read the conversation and fill in the details required by the bank manager on the interview sheet.

Bank manager: Good morning, Mr Brown. Do take a seat. How can I help you?

Mr Brown: Good morning. Yes, you may be able to help me. You see, I'm thinking of starting a business of my own and I need some financial advice.

Bank manager: I see. What sort of business are you thinking of going into?

Mr Brown: Well, I suppose the best way of describing it is tourism. I'd like to organize European tours.

Bank manager: May I ask whether you have ever worked in this field before? I mean you're a teacher, aren't you?

Mr Brown: Yes, I am – a French teacher – and I've organized lots of trips abroad for children.

Bank manager: Yes, but have you really looked into the arguments for and against going into business on your own? Have you fully researched the field you're interested in? Have you done a market survey? Have you looked at the competition?

Mr Brown: I must admit I haven't got that far yet. In fact, what I would really like to know from you is, would I be able to get a loan, just short term, to cover the start-up costs?

Bank manager: Well, we would have to look very closely at the venture, get the key facts straight. We'd look at the type of company you intend setting up. Then we would need a breakdown of the start-up costs: premises, staff, advertising costs, etc. Then calculate your present assets and liabilities. Let's consider the last point first. What assets do you have which you could offer as security for the loan?

Mr Brown: Well, there's my house; that must be worth at least £200,000. Then I have some savings, around £50,000, and I have some shares. I would think my total assets would be about £350,000.

Bank manager: Shares, eh? And what can happen to share prices?

Mr Brown: Well, yes, I have made some small losses occasionally but I've taken that into consideration.

Bank manager: Do you actually own your own house or have you got a mortgage or some other sort of loan?

Mr Brown: I have a very small mortgage. There's only about £20,000 left to pay over the next eight years and I have no other liabilities.

Bank manager: Mmmm. What size loan do you have in mind?

Mr Brown: I thought £400,000 would be enough to get the business off the ground.

Bank manager: May I ask how old you are?

Mr Brown: Forty-eight next November.

### *Interview Sheet*

Name \_\_\_\_\_

Age \_\_\_\_\_

Type of enquiry Loan to start up a new business \_\_\_\_\_

Type of business \_\_\_\_\_

Present occupation \_\_\_\_\_

Preparation for business                      Yes                      No

Market survey                                                           

Competition checked                                                   

Breakdown of start-up costs

*Present assets*

House £ \_\_\_\_\_

Savings £ \_\_\_\_\_

Shares £ \_\_\_\_\_

Amount required for loan £ \_\_\_\_\_

*Present liabilities*

Mortgage £ \_\_\_\_\_

b) Discuss with your partners what the bank manager's decision will be in this case. Make reasoned assumptions, using functional words of 'probability' given below.

He'll definitely get the loan because...

He might get the loan because...

He probably won't get the loan

He definitely won't get the loan because...

## **2. Role play**

Three different groups of inexperienced young business people require capital for their businesses. They all apply to the local branch of Megabank.

The roles are:

1. A junior manager (and assistants) at the bank, responsible for new local small businesses.

2. A group of young people who want to open a small specialist shop selling CDs of black music – jazz, soul, funk, reggae, rap, and some latest trends.

3. A group of young people who want to buy an existing take-away pizza business (the lease on the premises, the kitchens, the delivery scooters, and so on).

4. A group of students who already operate a part-time computing consultancy service, advising small businesses on what hardware and software to buy and how to set up an Internet home page. They need money to buy more computers, on which to try out elaborate new software.

Choose the roles, study further details given in the role cards below, discuss your questions or arguments in groups and act out an interview with the bankers, following the pattern of the conversation in 1.

### **Role 1**

Your bank recently launched a big advertising campaign announcing that it was the friend of small businesses, with the result that everyone with half an idea is coming to you and asking for money. Your superiors expect you to pick out good local investment opportunities. On the one hand, you have previously lent money to young people who lost it all within six months. You want facts and figures – about costs, sales projections, profit margins, repayment periods, existing competitors, the possibility of new competitors entering the market, and the long-term prospects for the market.

### **Role 2**

You are fans of black music; you think you know what the market wants; you think the market is big enough to make a small shop profitable; you think the existing competition is weak – inadequate selection of music, wrong ambience, etc. Remember that you will probably be talking to someone who knows nothing at all about the kind of music you are interested in. He/she wants numbers. You have to convince him/her that your business will be successful – that is will have, and keep enough customers to make a profit. You have to pay three months' rent in advance for the small shop. You have to buy display racks and lots of CD players and headphones. Your suppliers (record companies, exporters, distributors) expect to be paid within 60 days.

### **Role 3**

Members of the group have been working in the business – answering the tele-

phone, making pizzas and delivering them – for over two years. You know that the business is profitable. The owner wants to leave quickly and is keen to sell to you. You have enough money to pay the rent and the normal bills, but the equipment will cost \$40,000. Not only do you have experience in the take-away pizza business, but as business students you know all about accounting, promotions, etc.

#### Role 4

You are what other people call ‘computer nerds’. You know everything about computers. You have spent several hours a day in front of a computer screen since you were nine years old. You have been advising small local businesses for two years and earning good money, but you would like to buy better hardware for yourself. \$40,000 would be perfect.

**3. Which definition of the word ‘entrepreneur’ do you find the most comprehensive? Explain your choice.**

- a. Someone who uses money to start businesses and make business deals.
- b. A person who is willing and able to convert a new idea or invention into a successful innovation.
- b. A person who attempts to make a profit by starting their own company or by operating alone in the business world, esp. when it involves taking risks.
- c. A person who shifts economic resources out of an area of lower and into an area of higher productivity and yield.
- d. A person who takes the risks necessary to organize and manage a business and receives the financial profits and nonmonetary rewards.

#### **4. Comment on the following quotation:**

“Business is a game, the greatest game in the world if you know how to play it.”  
(Thomas J. Watson Sr.).

**5. Give arguments to prove the need for more governmental support of small businesses in your country.**

**6. Get ready to discuss the topic “Keys to Success in Business”, use the following outline:**

- Are entrepreneurs born or can entrepreneurial skills be acquired?
- What are the major personal traits that a person must possess to be a successful entrepreneur?
- What knowledge and skills are necessary for a successful entrepreneur?

**7. Find detailed information about a business success story and present it to your group mates; make an emphasis on the reasons for success.**

#### **Writing**

**1. You just nabbed a plum job (заполучить теплое местечко) joining a team of consultants writing an advice column, “Dear Dr. Decisive,” for the local newspaper. Yesterday you received your first letter.**

Dear Dr. Decisive,

Yesterday, my boyfriend and I got into a high-spirited discussion about lucky people in business. I say that most successful business people are just plain lucky.

They've been in the right place at the right time. He says that these successful people have worked hard preparing themselves for the time when they will be in the right place at the right time. OK, I think we're saying the same thing. He says there is an important difference. Now he won't call me unless I admit I'm wrong (which I'm not) or until you say I'm right. I'm right, right? Call me "Lucky."

Write a response to "Lucky."

**2. Write an essay of 250 words about the role of small business in your own country, support your judgements with statistics.**

**3. Imagine that you are thinking of starting a business of your own. Give a short description of this business in a paragraph of about 70–100 words.**

### Key Vocabulary

business (U/C) syn. venture/ enterprise/company start/set up a business own a, v owner ownership entrepreneur entrepreneurship entrepreneurial reward n, v rewarding a challenging a risk n, v risky a take/assume/recognize/ minimize/manage risk(s) pursue a dream earn a living creativity opportunity; syn. chance	goal syn. objective, target set/meet/achieve goals reasonable/obtainable goals willingness strength weakness be aware of awareness recognize opportunity familiar (with) a familiarity n success successful be a success succeed v syn. prosper/boom/ flourish/thrive v fail v syn. be a flop/go bust/ go bankrupt failure n	survive assistance; syn. aid backer; syn. sponsor premises outlet account for franchise n, v franchising franchiser/-or franchisee diversify diversification Idioms: be self-employed syn. be one's own boss keep one's head above water keep afloat start from scratch break even v syn. reach a break- even point/situation
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## **1.9. THE SOCIO-POLITICAL PORTRAIT OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND**

### **GREAT BRITAIN**

**I. What are the first three things which come into your mind when you hear the words 'Britain' or 'the British'? Continue the phrase:**

*When I think of the British, I think about ....*

The following prompts are likely to help you: *bad weather, the royal family, cor-*



*gi, pubs, cricket, double-decker buses, Shakespeare, Big Ben.*

**II. Read the following words and learn their meaning.**

- |                  |                       |
|------------------|-----------------------|
| 1) to refer      | обращаться, ссылаться |
| 2) to comprise   | включать, содержать   |
| 3) island        | остров                |
| 4) to occupy     | занимать              |
| 5) to influence  | оказывать влияние     |
| 6) current       | течение               |
| 7) infrequent    | нечастый              |
| 8) monarchy      | монархия              |
| 9) legislation   | законодательство      |
| 10) institution  | учреждение            |
| 11) issue        | вопрос, проблема      |
| 12) to represent | представлять          |
| 13) chamber      | палата                |
| 14) majority     | большинство           |
| 15) support      | поддержка             |
| 16) to appoint   | назначать             |
| 17) mining       | горная промышленность |
| 18) construction | строительство         |
| 19) abundant     | богатый, изобилующий  |
| 20) beverage     | напиток               |
| 21) insurance    | страхование           |
| 22) stockbroking | биржевое маклерство   |
| 23) consultancy  | консалтинг            |
| 24) livestock    | домашний скот         |
| 25) poultry      | домашняя птица        |
| 26) to damage    | наносить ущерб        |

**III. Match the words in the box with definitions 1-12.**

<i>to appoint</i>	<i>issue</i>	<i>construction</i>	<i>support</i>
<i>island</i>	<i>stockbroking</i>	<i>to comprise</i>	<i>current</i>
<i>to damage</i>	<i>mining</i>	<i>to influence</i>	<i>abundant</i>

- 1) existing in large quantities
- 2) an important subject or problem that people are discussing
- 3) an area of land that has water around it
- 4) to officially choose someone for a job
- 5) to harm or break something
- 6) the natural flow of air or water in one direction
- 7) agreement with an idea, group, or person
- 8) the industry or activity of removing coal and other substances from the earth
- 9) to consist of particular parts or members
- 10) the work of building or making something, especially buildings, bridges, etc.
- 11) to have an effect on people or things
- 12) the job or activity of buying and selling stocks and shares for other people

**IV. Read the text. Use the dictionary to look up unfamiliar words.**

How much do you know about the United Kingdom? The first thing that comes to

one's mind is the weather. It is boring, isn't it? British people don't like it because of its changeability. This feature makes it distinct from the rest of the world. But there are still many interesting facts that make the UK a unique country.

There is an important thing we should know about the UK. Officially the country's name is the United Kingdom of Great Britain and Northern Ireland, but sometimes the name Britain is used to **refer** to the United Kingdom as a whole. The United Kingdom **comprises** four geographical and political parts: England, Scotland, Wales and Northern Ireland. London is the capital and the largest city of the country. It is among the world's leading commercial, financial and cultural centres. Other major cities include Birmingham, Liverpool, Manchester, Belfast, Leeds and others.

The territory of the country is surrounded by water, having only one land border with Ireland. The United Kingdom is separated from the continent by the English Channel. The country occupies an area of over 242,000 sq km and has a population of over 67 million (2019). The United Kingdom covers most of the British Isles, a collection of over 6,000 **islands** of which Great Britain is the largest. England, Scotland and Wales **occupy** the island of Great Britain. Northern Ireland occupies the north-eastern part of the island of Ireland.

The main factor **influencing** the weather of the British Isles is their position close to the ocean. It means that the UK receives a large amount of rain. On the whole the country has a temperate climate with generally cool temperatures and plentiful rainfall all year round. Atlantic **currents** warmed by the Gulf stream bring mild winters, and British summers are cooler than those on the continent. In general the weather in the UK is often cloudy and rainy, and high temperatures are **infrequent**. In addition the weather conditions are extremely changeable. The English sometimes say you can't plan your day because every moment it can start to rain.

The United Kingdom is a constitutional **monarchy** and parliamentary democracy. The current monarch and the head of the state is Queen Elizabeth II. The monarch undertake various official and representational duties. At the same time the government runs the country. The head of the government is the prime minister (PM) who is the leader of the majority political party. The British Constitution is not based on a single document, it is only partly written and is flexible. Its basic sources are parliamentary **legislation** and law decisions. That's why the country is often said to have an unwritten constitution.

The British Parliament often referred to as the "Mother of Parliaments" is one of the oldest legislatures in the world. It consists of the monarch, the House of Commons and the House of Lords. Parliament is the legislative body of the United Kingdom and the primary lawmaking **institution**.

The work of the two houses of Parliament is similar: making laws, checking the work of the government, discussing the current **issues**. Nevertheless the House of Commons often called simply the Commons is more powerful as it decides which laws will be discussed and passed. The House of Commons is publicly elected from the four political divisions that make up the United Kingdom. The UK voters elect 650 Members of Parliament (MPs) to **represent** their interests in the House of Commons.

The House of Lords often called the Lords is the second **chamber** in the UK Parliament. It is made up of around 800 members. They are not elected. The role of the Lords is generally recognized to be complementary to that of the Commons.

The two main political parties in the United Kingdom are the Conservative Party and the Labour Party. Since 1945 eight general elections have been won by the Con-

servative party and six by the Labour Party; the great **majority** of the members of the House of Commons have belonged to one of these parties. The Conservative Party developed from the old Tory Party which began in the late 1600's. The Labour Party began in 1900. Much of its support comes from trade unions.

The Liberal Party is the third significant party, but it has never received enough **support** to form the national government. It is much smaller than either the Conservative or the Labour Party.

The party which wins most seats at a general election usually forms the government. The Prime Minister is usually the leader of this party. The Queen **appoints** the Prime Minister after each general election. As the head of the Government, the prime minister selects the Cabinet, choosing its members from among those in Parliament who generally agree with his intended policies. The largest minority party becomes the official Opposition with its own leader and the "Shadow Cabinet". The leader of the Opposition is elected by his or her fellow party members.

Major segments of the British industry include energy, **mining**, manufacturing and **construction**. One of the strongest components of the British industry is the energy sector. The United Kingdom is a net exporter of energy. In addition to oil, the Kingdom has **abundant** reserves of natural gas, coal, and atomic power. Most of the kingdom's energy resources are concentrated in the North Sea.

The UK has a strong manufacturing tradition that goes back to the origins of the Industrial Revolution. In the XIX century the UK was a world leader in producing key materials associated with the Industrial Revolution: coal, steel, textiles, steam engines and ships. The most important manufactured products today are machinery, fuels, chemicals, food, **beverages**, tobacco. The UK is also the major supplier of vehicles, aerospace products, electrical and electronic equipment. The country is responsible for 10 % of the world's export of services, including banking, **insurance**, **stockbroking**, **consultancy** and computer programming. The main export partners are The USA, Germany, France, Ireland, the Netherlands, Belgium and Spain.

Agriculture in The UK is today intensive, highly mechanized and efficient, producing about 60 % of food needs with only 2 % of the labour force. Around two thirds of production is devoted to **livestock**, one third to arable crops. The livestock products include **poultry**, cattle and sheep, milk, meat, eggs and wool. Farmers grow wheat, barley, oats, potatoes, oilseed rape and sugar beets. British farming corresponds to the world's tendencies in agriculture: farmers have to adopt more environmentally friendly methods such as organic farming. It does not use artificial chemicals that can **damage** the environment and human health. There are several types of farming practiced in the UK: arable farming (growing of crops and cereals), pastoral farming (rearing and production of animals) and mixed farming (the combination of arable and pastoral farming). There is also market gardening which is the production of fruits and vegetables.

The United Kingdom of Great Britain and Northern Ireland is one of the most powerful nations and strongest economies in the world. It occurred to be among the world's first industrialized countries.

**V. Fill in the table below.**

Official name	<i>The United Kingdom of Great Britain and Northern Ireland</i>
Capital	
Major cities	

Area	
Population	
Political divisions	
Climate	
System of government	
Segments of industry	
Agricultural products	
International partners	

**VI. Find equivalents to the following Russian word combinations in the text.**

- a) уникальная страна
- b) сухопутная граница
- c) расположение недалеко от океана
- d) с обильными осадками круглый год
- e) чрезвычайно изменчивы
- f) нынешний монарх
- g) выполнять различные официальные и представительские обязанности
- h) законодательный орган
- i) обсуждение текущих вопросов
- j) товарищи по партии
- k) богатые запасы природного газа, угля и атомной энергии
- l) электрическое и электронное оборудование
- m) экспорт услуг
- n) высокомеханизированный
- o) экологически чистые методы

**VII. Match the words to form word combinations. Find Russian equivalents to them.**

environmentally	country
interesting	force
Atlantic	programming
making	changeable
temperate	sector
mixed	rainfall
industrialized	friendly
energy	climate
financial	laws
computer	current
plentiful	farming
intended	policy
weather	fact
extremely	centre
labour	conditions

**VIII. In the sentences below fill in the appropriate part of speech derived from the word on the right.**

1) The weather in the UK is _____, isn't it?	BORE
2) The United Kingdom consists of four _____ divisions.	POLICY

3) The British Isles is a _____ of over 6,000 islands.	COLLECT
4) High temperatures are _____ in the UK.	FREQUENT
5) The weather on the islands is extremely _____.	CHANGE
6) The British Constitution is based both on a parliamentary legislation and law _____.	DECIDE
7) The two houses of Parliament check the work of the _____.	GOVERN
8) The House of Commons is more _____.	POWER
9) Employees join a trade _____ in order to have their interests and goals better represented.	UNITE
10) In _____, the Kingdom has reserves of natural gas and coal.	ADD
11) The UK is one of the main _____ of aerospace products.	SUPPLY
12) The UK occurred to be among the world's first _____ countries.	INDUSTRY
13) Mixed farming is the _____ of arable and pastoral farming.	COMBINE
14) Market gardening is the _____ of fruits and vegetables.	PRODUCE

**IX. Read the text again and answer the following questions.**

- 1) What is the official name of Great Britain?
- 2) What are the four geographical and political parts of the UK?
- 3) What are the largest cities of the country?
- 4) How does the geographical position influence the weather of the British Isles?
- 5) Why is the UK often said to have an unwritten constitution?
- 6) Who is the political leader of the country?
- 7) Who is the official head of the state?
- 8) What are the functions of the Houses of Parliament?
- 9) What are the main political parties in the United Kingdom?
- 10) What are the major segments of the British industry?
- 11) What are the most important manufactured products in the UK?
- 12) What services does the country export nowadays?
- 13) Which types of farming are practiced in the UK?
- 14) What does the term 'organic farming' mean?

**X. Make a plan of the text: put the information below in the right order as it is given in the text. Discuss each point of the plan.**

- 1) Industry
- 2) Geographical position and population
- 3) Parliament and political parties
- 4) Agriculture
- 5) Political system
- 6) Official name
- 7) Climate

**THE ENGLISH CHARACTER**

**I. Read and translate the text.**

Customs and traditions always reflect the character of the nation. It is a common knowledge that every nation has a reputation of this or that kind. Here are some views on the British character or the character of the people who live on the British Isles.

The British people are said to be very polite and well-mannered. “Please, thank you and Excuse me” are used very often in Britain. They are rather conservative and reserved. They are considered to be the world’s tea drinkers.

Newspapers and TV form our opinion about different countries. So, what do you imagine when you think of Britain and its people?

What are the British like?

- friendly and polite
- conservative and well-mannered
- cold and reserved

People who live in Britain are called British. Many people think that ‘English’ is the same as ‘British’. But England is only one of the four nations in the UK. The Scots, Welsh and Northern Irish are British too. They sometimes get angry when they are called ‘English’.

There are also millions of British people whose parents first came to Britain in the 1950s and 1960s from the Caribbean, India, Pakistan, Hong Kong and other places. Their homes are mainly in the big English cities like London, Birmingham and Manchester.

Foreigners have many ideas what the English are like. For example, many people say that they are cold and reserved, friendly and well-mannered. You hardly find a person in England who dislikes tea drinking, home cooking and gardening. Their sense of humour is known all over the world.

As for other characteristics which are associated with the English, they are egoism, self-confidence, intolerance of outsiders, independence, love of comfort and a strong belief in private property. Moderation, the avoidance of extremes, the choice of middle way is among the essential qualities of the English.

The English have a strong sense of individualism which can be explained by the uniqueness of the British which was isolated from the European continent for a long time.

One thing never fail to confuse foreigners when they come to Britain and it is British meals. The English are used to certain food and seem never get tired of it. The legendary English breakfast is a hearty meal and a perfect start to a hard working day. This favourite meal consists of bacon, eggs, tomato, fried bread and a variety of sausages. It is usually finished off with slices of toast spread with orange marmalade and a cup of tea with milk (which is traditionally called English tea) or lemon.

The English are very fond of tea. They drink tea four or five times a day, but afternoon tea (which is usually taken at 4 or 5 p.m.) is a special treat.

Dinner is usually at 7 o’clock. It is the most substantial meal of the day and is a very formal one. Many people even wear special clothes for dinner.

The English are said to be a nation of stay-at-homes. Their famous saying “There is no place like home” is known all over the world. When the Englishman is free, he likes to be at home with the company of his wife and children. There is another saying which is typical for the English – “The Englishman’s house is his castle.”

Undoubtedly, the English are rather conservative. They are proud of their customs and are reluctant to change them in a way. Examples of the English conservatism, such as eating traditional English food or reading a newspaper in the morning are well-known worldwide. On a large scale their conservatism is expressed through the attitude to the monarchy, for an example. The local conservatism can be easily noticed in private traditions observed at schools and societies. So, Britain is the country of traditions and

they make a nation special.

Such are the English as we see them.

Englishmen are also known for their devotion to animals and pets. The English firmly believe themselves to be the only nation on the Earth that is really kind to its animals. Contrary to the English, the Scots, the Welsh and the Irish are somewhat different.

The Scots are rather kind, but at first glance not as friendly as the English perhaps. They like extremes. Sometimes, they seem to be gloomy and grey, whereas quite often they are highly coloured and extravagant. The Scots are probably best known to the world for their traditional costume, the kilt, the short skirt worn by men. It has been the dress of Highlanders since old-times and has been very suitable for going through the wet, moorland country.

Wales is the place where national spirit and national pride are more intense than in any other part of the UK. The Welsh eagerly wear their national dress on festival occasions. The Welsh language is still preserved and taught in schools side by side with English. The Welsh are known for their highly developed artistic sense, as well as a distinguished record in the realm of poetry, singing and drama.

In the Northern Ireland the pace of life is slightly different from the whole of the country. Everything moves slowly, and people are usually not much in a hurry. Most of the Irish are considered to be hard-headed, business-like, self-conscious and very superstitious. Another national feature is that they are desperately afraid of being laughed at.

It may seem difficult to tell an Englishman from an Irishman or a Scottish person and in this case a surname may help. If their surnames start with 'Mac' or 'Mc' (for example, McDonald), this person is sure to come from Scotland or Ireland. The surnames that start with 'O' (for example, O'Brien) are always Irish.

## **II. Sometimes GB is called a strange island because some customs and manners differ from those accepted in other countries.**

Choose what is usual for Britain.

- to queue in a line waiting for a bus
- to greet a friend as many times as you meet him during a day
- to shake hands each time you meet your friends
- to take off shoes as soon as you enter someone's home
- to keep a distance talking to a person (to stay at least an arm's length away)
- to jump the queue waiting for a bus
- to bump into another person

## **III. There are some stereotypes about national characters. Translate the sentences into Russian. Use Complex Subject.**

- The Irish are said to be great talkers.
- The Scots are thought to be careful with money.
- The English are considered to be great tea-drinkers.
- The Russians are believed to be lazy.

Which of the statements are stereotypes?

## **IV. Make up sentences about the manners in your country. Use the sentences and the example.**

- Take off your shoes entering someone's home.
- Make way for a girl or older people.
- Give up your seat in favour of older people or other people who need it.
- Say "Good appetite" to people that are having a meal.
- Greet your friends each time you meet them during the day.
- Jump the queue waiting for a service.

**V. Some older people think that today young people are bad-mannered. What makes them think so? What rules do the young people sometimes break? What manners do you consider to be good or bad? Do you always follow these "rules of good behavior"?**

**VI. Can you explain the proverb "When in Rome do as Romans do"? Give the equivalent of the proverb in your language.**

## **WHAT I KNOW OF THE COUNTRY THE LANGUAGE OF WHICH I STUDY**

**I. Pronounce the following words correctly and learn their meaning:**

1. refer [r'ifə:] –относиться, иметь отношение
2. occupy ['ɔkjupaɪ] –занимать
3. influence ['ɪnfluəns] –влияние, влиять
4. mild [maɪld] –мягкий
5. refresh [rɪ'freʃ] –освежать
6. explorer [ɪks'plɔ:rə] – исследователь
7. monarch ['mɒnək] – монарх
8. powerful ['paʊəfʊl] –сильный
9. division [dɪ'vɪʒən] –деление
10. delay [dɪ'leɪ] – откладывать, задерживать
11. defeat [dɪ'fi:t] –отменять
12. support [sə'pɔ:t] –поддерживать
13. emerge [ɪ'mə:dʒ] –появляться
14. appoint [ə'pɔɪnt] –назначать
15. pick [pɪk] –выбирать
16. oppose [ə'pəʊz] – выступать против
17. fellow ['feləʊ] –товарищ
18. salary ['sæləri] –жалованье, оклад
19. criticize ['krɪtɪsaɪz] –критиковать
20. survive [sə'vaɪv] –пережить, уцелеть
21. resource [rɪ'sɔ:s] – ресурсы, возможность
22. harvester ['hɑ:vɪstə] –уборочная машина
23. drilling machine ['drɪlɪŋ] [mə'ʃi:n] –сверлильный станок
24. household appliances [haʊshəʊld] [ə'plaɪənsɪz] –бытовая техника
25. remain [rɪ'meɪn] –оставаться
26. join [dʒɔɪn] – присоединяться

**II. Read the text.**

The United Kingdom is a country in northwestern Europe. The nation's official



name is the United Kingdom of Great Britain and Northern Ireland. When people refer to the country, most of them shorten its name to the United Kingdom, the U.K., Great Britain, or Britain. The United Kingdom consists of four political divisions - England, Scotland, Wales and Northern Ireland. London is the capital and the largest city. The United Kingdom occupies an area of over 244,000 sq km and has a population of over 58 million. About 90 percent of the population of the United Kingdom live in urban areas. The most important cities are London, Birmingham, Liverpool, Manchester, and Leeds.

The United Kingdom covers most of an island group called the British Isles. The British Isles consist of two large islands - Great Britain and Ireland - and thousands of small islands. England, Scotland, and Wales occupy the island of Great Britain. Northern Ireland occupies the north-eastern part of the island of Ireland. Britain's longest rivers are the Severn and the Thames. Bristol, Liverpool, London, and other cities are important ports.

The United Kingdom has a mild climate. The climate is influenced by the Gulf Stream, a warm ocean current that flows past the British Isles. Steady southwest winds blow across this current and bring warmth in winter. In summer, the ocean is cooler than the land. Winds over the ocean come to Britain as refreshing breezes. The sea winds also bring plentiful rain. The United Kingdom has rain throughout the year, and rarely is any section of the country dry for as long as three weeks.

The United Kingdom has a rich history. The British started the Industrial Revolution, a period of rapid industrialization that began in the 1700s. They founded the largest empire in history. They have produced some of the world's greatest scientists, explorers, artists, and political leaders.

The United Kingdom is a constitutional monarchy. Queen Elizabeth II is the head of the state, but the cabinet of senior politicians called ministers actually governs the country. The prime minister is the head of the government.

The Constitution of the United Kingdom is not one document, as are the constitutions of many other countries. Much of it is not even in writing, and so the country is often said to have an unwritten constitution.

Parliament makes the laws of the United Kingdom. The British Parliament has been called the Mother of Parliaments because many of the world's legislatures have copied features from it.

Parliament is the chief lawmaking body. It consists of the monarch, the House of Commons, and the House of Lords.

Of the two houses that make up Parliament, the House of Commons often called simply the Commons, is by far the more powerful. The House of Commons has 651 members, elected from the four divisions that make up the United Kingdom. A general election must be held at least every five years.

The House of Lords, often called the Lords, was once the strongest house of Parliament, but today it has little power. It can delay, but not defeat, any bill that the Commons is determined to pass. The House of Lords has about 1,200 members. The people do not elect them.

The two largest political parties in the United Kingdom are the Conservative Party and the Labour Party. The Conservative Party developed from the Tory Party, which began in the late 1600's. It has always been one of the main parties in Britain. The Labour Party began in 1900. Much of its support comes from labor unions, called trade unions.

For many years, another party, called the Liberal Party, was the Conservative Party's chief opponent. It developed from the Whig Party, which emerged in the late 1600's. But by the mid-1930's, the Liberal Party had become much smaller than either the Conservative or the Labour party. The Prime Minister is usually the leader of the political party that has the most seats in the House of Commons. The king or queen appoints the prime minister after each general election. The prime minister selects about 100 ministers. From them, the prime minister picks a special group of about 20 ministers to make up the Cabinet. The largest political party in the House of Commons that opposes the party in power is called Her (or His) Majesty's Opposition. The head of that party is the leader of the opposition. The leader is elected by his or her fellow party members but is paid a salary from the government funds. The opposition has the duty of criticizing the government in power and standing ready to set up a new government. For this reason, the leading members of the opposition party are popularly referred to as the Shadow Cabinet.

The United Kingdom is an important manufacturing and trading nation. In fact-Britain can survive only by manufacturing and trading. The country's farms produce only about two-thirds of the food needed by the people. Except for coal, natural gas, and oil, Britain has few natural resources. The country must import about a third of its food and many of the raw materials it needs for manufacturing.

The country is one of the world's largest producers of tractors. Other products include cranes, earth movers, road graders, harvesters, and drilling machines. British factories also make railway equipment, household appliances, and machine tools.

The Industrial Revolution began in Britain's textile industry. Today Britain remains an important producer of cotton and woolen textiles.

Many British farmers practice mixed farming – that is they raise a variety of crops and animals. Britain's most important crops are barley, potatoes, rapeseed, sugar beets and wheat. Sheep are Britain's chief live-stock. Farmers in almost every part of the country raise sheep for meat and wool. British farmers also raise beef cattle, dairy cattle, and hogs. Chickens are raised mainly in special mass-production plants.

Most of the United Kingdom's trade is with other developed countries. France, Germany, and the United States are Britain's leading customers and suppliers. A growing proportion of the country's trade is with themembers of the European Community, which the United Kingdom joined in 1973. Other trade partners include Canada, Ireland, Japan, Norway, Saudi Arabia, Sweden and Switzerland.

### **III. Find one synonym to the first word in each row.**

1. powerful– influence – strong – refresh

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2. delay – postpone – occupy – refer

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3. support – defeat –mild – help

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4. emerge – leave – appear – appoint

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5. pick – join – take – oppose

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6. salary – fellow – explorer – payment

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7. resource – wealth – harvester – division

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**IV. Find the suitable meaning to each of the words.**

- |                  |                                       |
|------------------|---------------------------------------|
| 1. survive –     | a) dividing or being divided          |
| 2. remain –      | b) assembly which makes laws          |
| 3. division –    | c) continue to live or exist          |
| 4. plentiful –   | d) higher in rank, authority          |
| 5. rapid –       | e) In large quantities                |
| 6. senior –      | f) moving, happening with great speed |
| 7. legislature – | g) be still present                   |

**V. Translate the sentences into Russian. Pay attention to the Infinitive.**

Example: The country is often said to have an unwritten constitution. Часто говорят, что в стране нет конституции в письменном виде.

1. A general election must be held at least every five years.
2. The House of Lords can delay, but not defeat, any bill that Commons is determined to pass.
3. From them, the prime minister picks a special group of about 20 ministers to make up the Cabinet.
4. Much of it is not even in writing, and so the country is often said to have an unwritten constitution.
5. His duty is to inform everybody immediately.
6. The opposition has the duty to criticize the government in power and standing ready to set up a new government.
7. Britain can survive only by manufacturing and trading.

**VI. Complete the following sentences:**

1. The United Kingdom is a country in \_\_\_\_\_.
2. The U.K. occupies an area of over \_\_\_\_\_.
3. The U.K. covers most of an island group called \_\_\_\_\_.
4. The British Isles consist of two large islands – \_\_\_\_\_.
5. The U.K. has a \_\_\_\_\_.
6. The sea winds also bring \_\_\_\_\_.
7. The U.K. has a \_\_\_\_\_.
8. The country must import \_\_\_\_\_.
9. A general election must be held at least \_\_\_\_\_.
10. Many British farmers practice \_\_\_\_\_.

Possible answers: north-western Europe; 244 000 sq km; plentiful rain; mild climate; rich history; the British Isles; Great Britain and Ireland; a third of its food; every five years; mixed farming.

**VII. Insert the missed parts of the sentences:**

1. Great Britain covers most of an \_\_\_\_\_ called the British Isles.
2. The U.K. has \_\_\_\_\_ throughout the year.
3. The British started the \_\_\_\_\_ in the 1700s.
4. A cabinet of senior politicians called ministers actually \_\_\_\_\_ the country.

5. The Constitution of the U.K. is not one \_\_\_\_\_, as are the constitutions of other countries.
6. Parliament makes the \_\_\_\_\_ of the country.
7. The House of Lords was once the \_\_\_\_\_ of Parliament.
8. The Prime Minister is usually the \_\_\_\_\_ of the political party that has the most seats in the House of Commons.
9. The king or queen appoints the \_\_\_\_\_ after each general election.
10. The U.K. is an important \_\_\_\_\_ and trading nation.

Possible answers: Industrial Revolution; rain; island group; manufacturing; prime minister; leader; strongest house; laws; document; governs.

### **VIII. Answer the following questions:**

1. What is the official name of Great Britain?
2. Where are the British Isles situated?
3. What are the four political divisions of the United Kingdom?
4. Why does the United Kingdom have a mild climate?
5. What can you say about the state organization of the United Kingdom?
6. Why is the British Parliament called the Mother of Parliaments?
7. What are the main political parties in the United Kingdom?
8. What is the ruling political party in Great Britain at present?
9. Who is the prime minister in the United Kingdom nowadays?
10. Who was the first woman to hold the office of prime minister of the United Kingdom?
11. Does the United Kingdom rank among the top industrial countries?
12. What British industry did the Industrial Revolution begin in?

### **IX. Discuss the following points of the text in the form of a dialogue.**

**Use all types of questions.**

Example: 1. Does the United Kingdom consist of four political divisions?

2. Where is the UK situated?
3. What country occupies an area of over 244,000 sq km?
4. Do the British Isles consist of two or three large islands?
5. Britain's longest rivers are the Severn and the Thames, aren't they?
1. The geographical position and population.
2. The country's history and state system.
3. The political parties.
4. The industry of the country.
5. British agriculture.
6. The country's trade.

### **X. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.**

1. When people say England, they sometimes mean Great Britain sometimes the United Kingdom, sometimes the British Isles, - but never England (George Mikes, Hungarian-born British writer, 1912-87).

2. But of all nations in the world the English are perhaps the least a nation of pure philosophers (Walter Bagehot, British economist and journalist, 1826-77).

3. England is... a country infested with people who love to tell us what' to do, but who very rarely seem to know what's going on (Colin MacInnes, British novelist, 1914-

76).

**XI. Read the article and say in 2-5 sentences what it is about.**

London Celebrates 150 Years of the Tube

On January 9th 1863 the London Underground opened for the first time. Now the Tube is a central part of life in the British capital.

On January 9th, 1863, a steam-powered train left London's Paddington Station. Packed with passengers, it snaked three and a half miles under the soil of London to Farringdon, a station close to the city's financial heartland. Today, the same journey takes place thousands of times every year.

The first half of the 19th Century was a boom period for industrialization and London was changing radically: trade traffic packed the streets, pollution filled the air and the population more than doubled.

Now, as it celebrates its 150th anniversary, the Tube incorporates eleven lines and 270 stations. Some 527 trains each travel 114,500 miles every year, carrying over one billion passengers.

During World War II platforms and stations functioned as makeshift bunkers, where nearly 200,000 slept as bombs rained down on London. By the middle of the Blitz, 2,400 gallons of tea and cocoa were served underground every night and wash-rooms, libraries and 22,000 bunk beds had been installed.

But the Tube is not always regarded with affection. When the Circle Line opened in 1884 the Times newspaper claimed that a journey on it was 'a form of mild torture which no person would undergo if he could conveniently help it'. Today temperatures in some parts of the network can reach 32°C - too hot to legally transport animals - and the air quality is so bad that one twenty minute journey is deemed the equivalent of smoking a cigarette.

**Answer the following questions:**

1. How many lines, stations and trains does the London Underground have now?
2. How was the London Underground used during World War II?
3. Does the London Underground make a positive contribution to people's quality of life?

**XII. Speak about Great Britain with your groupmate in the form of a dialogue.**

**XIII. Read the text. Use the dictionary to look up unfamiliar words.**

The UK Economy

The economy of the United Kingdom is highly developed and market-orientated. It is the sixth-largest national economy in the world measured by nominal gross domestic product (GDP), ninth-largest by purchasing power parity (PPP), and twenty second-largest by GDP per capita, comprising 3.3% of world GDP. In 2016, the UK was the tenth-largest goods exporter in the world and the fifth-largest goods importer. It also had the second-largest inward foreign direct investment, and the third-largest outward foreign direct investment. The UK is one of the most globalised economies, and it is composed of England, Scotland, Wales and Northern Ireland. The country's gross domestic product is \$2.743 trillion in 2019.

Service industries account for about two-thirds of the United Kingdom's gross domestic product. More than 70 percent of British workers are employed in service in-

dustries. The country's service industries are concentrated in and near its largest cities, especially London.

Finance, insurance, and real property is the most important service industry in Britain. This industry accounts for a larger portion of the United Kingdom's GDP than any other industry. Most of the country's financial companies operate in London, one of the world's leading financial cities. Major financial institutions in London include the Bank of England (1), the United Kingdom's national bank, the London Stock Exchange (2), and Lloyd's of London insurance society (3).

Community, social, and personal services rank second among the service industries in the United Kingdom. This industry employs more British workers than any other service industry. It includes such activities as education and health care, and advertising and data processing.

Wholesale and retail trade is the third most important service industry in Britain. The most valuable wholesale trading activities include the distribution of petroleum and textiles. Aberdeen and London are important centres of petroleum refining and distribution. Leeds is the chief centre of the British clothing industry. Retail trade is centred in London, which has thousands of small shops and attracts millions of tourists yearly. Tourism is another of Britain's important service industries. It is a growing source of income and employment. Other large service industries in the United Kingdom include government, transportation and communication, and utilities.

The United Kingdom is a leading industrial nation. Most British industries are in central England, the London area, the Scottish Central Lowlands, the Newcastle upon Tyne area, and southern Wales. Britain ranks as an important steel producer. It exports nearly half of its finished steel. The rest is used in Britain to make hundreds of products. Much steel is used in automobiles, buses, trucks, and motorcycles. Britain also produces heavy machinery for industry, farming, and mining. The country is one of the world's largest producers of tractors. Other products include cranes, earth movers, road graders, harvesters, and drilling machines. British factories also make railway equipment, household appliances, and machine tools. The city of Sheffield is famous for its high-quality knives and hand tools.

British Aerospace makes a wide range of jet aircraft. It is the largest aerospace company in Europe. Rolls-Royce is world famous for airplane engines as well as luxury automobiles. Space satellites and weapons defense systems are also produced in Britain. Aerospace equipment and heavy machinery are major British exports.

An increasing percentage of Britain's manufactured goods consists of sophisticated electronic equipment. Much of this equipment is exported. Factories produce such items as cable television equipment, data processing equipment, fibre-optic communications systems, radar devices, and undersea telephone cables.

The chemical industry in Britain produces a variety of products – from industrial chemicals to plastics and soap. Britain is the fourth largest exporter of pharmaceuticals. The country's pottery industry is centred in Stoke-on-Trent. Outstanding names in British pottery include Worcester, Spode, and Wedgwood.

The United Kingdom is one of the world's chief centres of printing and publishing. British companies print paper money and postage stamps for many countries. Books published in Britain are exported to countries throughout the world.

The Industrial Revolution began in Britain's textile industry. Today, Britain remains an important producer of cotton and woollen textiles. British manufacturers also make synthetic fibres and fabrics. England's east Midlands region is a centre for the

production of lace and knitwear. Cotton and wool are produced in northern England. Scotland produces knitwear and is famous for its fine woollen products. Northern Ireland has a world-wide reputation for its linen goods.

Britain has one of Europe's largest clothing industries. The biggest centres are Leicester, Leeds, London, and Manchester. British clothing has long been famous for its quality. But today, Britain imports more clothing than it exports because many countries with lower labour costs can produce clothing more cheaply than the British can.

Processing of foods and beverages ranks as one of Britain's major industries. Most processed foods and beverages are consumed in Britain. But some are exported. Scotch whisky has a large world market. Other British industries manufacture bricks and cement, furniture, leather goods, glassware, and paper.

Britain imports about a third of its food supply. The imports include avocados, bananas, oranges, peppers, pineapples, and other items that cannot be easily grown in Britain's climate.

The United Kingdom has about 240,000 farms. About two-thirds of Britain's farmers own the farms on which they live. The rest rent their farms. About half the people who operate or work on farms do so on a part-time basis. Many British farmers practice mixed farming – that is, they raise a variety of crops and animals. Methods of mixed farming vary from farm to farm. In the rough highlands of Scotland, Wales, and western England, grass grows much better than farm crops. There, farmers use most of their land for grazing. The land in southern and eastern England is drier and flatter, and it is more easily worked. Farmers in eastern England use most of their land for raising crops.

Britain's most important crops are barley, potatoes, sugar beets, and wheat. Farmers in southern and eastern England grow almost all the country's sugar beets, and wheat and most of its barley. Potatoes are grown throughout the United Kingdom. Farmers in southern England grow most of Britain's fruits and garden vegetables. One of the most productive regions is the county of Kent in south-eastern England. It is called the Garden of England and is famous for the beautiful blossoms of its apple and cherry orchards in springtime. Farmers in Kent also grow hops, which are used in making beer.

Sheep are Britain's chief livestock. Farmers in almost every part of the country raise sheep for meat and wool. British farmers also raise beef cattle, dairy cattle, and hogs. Chickens are raised mainly in special mass-production plants.

The United Kingdom is a major world producer of petroleum, coal, and natural gas. These three fuels account for about 85 percent of the value of total mineral production in the country. Petroleum is Britain's most valuable mineral. British oil wells produce about 650 million barrels of petroleum a year. In the past, the country had to import petroleum to meet its needs. But during the 1970's, Britain began producing petroleum from wells in the North Sea. Today, Britain's oil wells provide nearly all the petroleum that the country uses and also supply petroleum for export.

Britain's largest coal-mining region lies near the River Trent in central England. Coal from this area is an important source of fuel for the country's electric power plants. Britain obtains natural gas from deposits below the North Sea. These deposits provide enough gas to meet most of the country's needs. Britain's next most important minerals, in order of value, are sand and gravel, limestone, and clays. The Southwest Peninsula has fine china clay, used in making pottery. South-eastern England has large deposits of chalk, used for cement. Other British minerals include sandstone and gypsum.

The United Kingdom ranks as a leading trading nation. Britain once imported

chiefly raw materials and exported mostly manufactured products. However, manufactured goods now account for about three-fourths of British imports and also about three-fourths of its exports. Britain exports aerospace equipment, chemicals and pharmaceuticals, machinery, motor vehicles, petroleum, and scientific and medical equipment. Its imports include chemicals, clothing, foods (especially fish, fruit, vegetables, meat, coffee, and tea), machinery, metals, motor vehicles, paper and newsprint, petroleum products, and textiles.

Most of the United Kingdom's trade is with other developed countries. France, Germany, and the United States are Britain's leading customers and suppliers. A growing proportion of the country's trade is with members of the European Union. Other trade partners include Canada, Ireland, Japan, Norway, Saudi Arabia, Sweden, and Switzerland.

The value of Britain's imports of goods usually exceeds the value of its exports. British banks and insurance companies make up part of the difference by selling their services to people and firms in other lands. Another important source of income is the spending by the more than 15 million tourists who visit the United Kingdom each year. The British merchant fleet also brings in money by carrying cargoes for other countries. The income from all these invisible exports exceeds \$200 billion a year.

Roads and railways carry most passenger and freight traffic within the United Kingdom. An excellent system of high-speed motorways links major cities and towns. Bus systems provide local and intercity transportation. Lorries carry about 80 percent of the inland freight. An extensive rail network crisscrosses the United Kingdom. The railroads are owned by the government and provide excellent high-speed passenger service, as well as freight hauling.

Britain has a large merchant fleet. The ships in the fleet carry British-made goods to ports throughout the world and bring back needed imports. British ships also carry freight for other countries. There are about 80 ports of commercial significance throughout the United Kingdom. The country's inland waterways are used to carry freight, as well as for recreational boating. The Thames, which flows through London, is Britain's busiest river and one of the busiest in the world.

British Airways, the United Kingdom's largest airline, operates flights to all parts of the world. Smaller airlines provide service within Britain and to other countries. Britain's largest airports are Heathrow and Gatwick, both near London, and those at Birmingham, Glasgow, and Manchester.

Britain has about 100 daily newspapers. About 15 have nation-wide circulation. Their main offices are in London. The Sun and the Daily Mirror have the largest circulations. Other leading papers include The Times, The Guardian, The Daily Telegraph, and The Independent.

The British Broadcasting Corporation (BBC), a public corporation, provides commercial-free radio and television service. The BBC is financed chiefly by yearly licenses that people must buy to own a television set. Television stations controlled by the Independent Television Commission and radio stations controlled by the Radio Authority broadcast commercials.

**1. Group the following words into nine synonymous groups.**

aggregate	external	leading	national
cheap	foreign	low-cost	naval
chief	gross	low-priced	overseas



commercial	important	main	significant
complex	inexpensive	major	sophisticated
domestic	inland	marine	total
entire	international	mercantile	trading

**2. Read the following text and find synonyms for the highlighted words.**

The **leading** position of British commerce in world trade during the 18th and 19th centuries resulted largely from the geographical isolation of the British Isles from the wars and political troubles that afflicted the centres of trade on the European continent. The development of the great **trading** companies, colonial expansion, and **naval** control of the high seas were corollary factors. Before the 17th century the **foreign** trade of England was almost completely in the hands of foreigners; wool was the principal export, and manufactured goods were the chief imports. Under the **mercantile** system, which in Great Britain was the prevailing economic theory of the 17th and 18th centuries, the government fostered British **foreign** trade, the development of shipping, and trading companies. As British overseas possessions increased, the raising of sheep for wool and mutton became a major occupation in the colonies; the practice of exporting wool from England and importing manufactured woollen articles was gradually replaced by the import of wool and the manufacture and export of yarns and fabrics. Cotton textiles, iron and steel, and coal soon became **significant** British exports.

**3. Group the words that follow into six antonymous groups.**

cheap	full-time	low	personal
expensive	high	national	public
foreign	invisible	part-time	visible

**4. Fill in the blanks in this passage, using the words from the list.**

companies	goods	land
countries	government	petroleum
crops	imports	trade
economy	industry	workforce

The United Kingdom has a developed mixed private and public-enterprise (1) that is largely based on services, especially international trade, and manufacturing. The (2) controls the production of coal, steel, and ships; it also runs certain utilities, the railways, and most civil aviation. The gross national product (GNP) is growing faster than the population, but only slowly. The GNP per capita lags behind those of most other western European (3).

Agriculture accounts for less than 2 percent of the GNP and employs some 2 percent of the (4). Farming is highly mechanized, though farms are not extremely large, and is dominated by the raising of sheep and cattle. Pastures cover about one-half of the land. Arable (5) is limited to less than one-third of the nation's land area, and the United Kingdom is not agriculturally self-sufficient. Chief (6) include barley, wheat, sugar beets, and potatoes.

The mineral (7) accounts for approximately 6 percent of the GNP but employs less than 1 percent of the workforce. Production from oil fields in the North Sea has allowed the United Kingdom to become virtually self-sufficient in (8). The United Kingdom's coal industry, despite its steady decline since the early 1950s, remains one of the largest and most technologically advanced in Europe.

Manufacturing industries account for one-fifth of the GNP and employ a similar proportion of the workforce. Small (9) predominate, though companies with 500 or more employees employ a larger percentage of the workforce. Major manufactures include motor vehicles, aerospace equipment, electronic data-processing and telecommunication equipment, metal goods, precision instruments, petrochemicals, and other chemicals.

Exports of (10) and services account for as much as a third of the GNP, and the British merchant navy remains one of the world's largest. The European Union, which the United Kingdom joined in 1973, accounted for nearly half of the country's (11) before brexit. Exports to Commonwealth countries also represent a significant share of the United Kingdom's total exports and ordinarily exceed (12).

## **GREAT BRITAIN: THE LAND OF INSPIRATION**

### **I. Read the text and be ready to discuss it.**

Although you may think of Britain as England, it is really three countries in one. Scotland in the North, and Wales in the West, were once separate countries. They have different customs, traditions, languages and, in Scotland's case, different legal and educational systems, all fought over with the English centuries ago, and even now not entirely resolved. Both the Scottish language Gaelic, and particularly Welsh, can still be heard spoken in each country, but nevertheless English is still their main language.

Britain is a deceptively large island and is surrounded by some varied – and very beautiful – coastline, which is worth exploring. Some of the best sandy beaches are found in Devon and Cornwall, where they are washed by shallow Atlantic seas and overlooked by craggy, granite cliffs.

Beyond London, Britain's landscape varies from the soft rolling hills of Southern England, through the flatter expanses of the Midlands, to the dramatic hills and lakes of Northern England, Wales and Scotland.

Historical towns abound in the south. Oxford is a world famous university town dating back to the 12<sup>th</sup> century. Bath is an elegant spa town built over the remains of a similar Roman settlement.

In the hub of England lies an area steeped in heritage, unspoiled countryside, bijou villages and lively cities competing for attention. This is an area of contrasting landscapes and architectural styles, with meandering rivers and picturesque market towns that have changed little with time. Stratford-upon-Avon, the birthplace of William Shakespeare, and Cambridge with its architectural glories and peaceful, unhurried atmosphere, Nottingham, home to the medieval outlaw Robin Hood and his merry men, must all surely merit a visit too.

Some of the country's most inspiring landscapes await you in the north of England. It is a peaceful and pastoral region boasting no less than five National Parks. In Cumbria you will find the Lake District, a stunning combination of mountains, lakes and rushing streams that have inspired countless poets, artists and writers, including Wordsworth and Beatrix Potter, who lived in the area. The spectacular views of the Lake District are a magnet to fell-walkers, climbers and watersports enthusiasts.

Scotland conjures up images of dramatic mountains, lochs, tartan, bagpipes and fine malt whisky. Scotland is all this and much more besides... it's a land rich in royal heritage, with turreted castles, Highland games and historical towns and cities

Landscapes in Scotland are breathtaking in their variety, and have sustained and

inspired the unquenchable spirit of Scotland.

The soaring Highlands, with deep glens cradling jewel-like lochs attest to the drama and beauty of Scotland's landscapes. Southwards lie high moorland, green rolling hills and scattered abbey ruins of the Lowlands. The Scottish Isles – the Hebrides, the Orkneys and the Shetlands – belong to another peaceful and idyllic world.

If mountains, glens and lochs embody the scenery of the Highlands; clans, tartans and bagpipes, porridge and whisky are its essence.

The cities are just as diverse as the landscapes. Edinburgh, the graceful capital, is dominated by an imposing 12<sup>th</sup> century castle. In contrast is the Georgian Edinburgh of attractive squares, tree-lined avenues and elegant shopping thoroughfares (renowned for their classic tartans and cashmere sweaters). The city's rich cultural heritage is highlighted by its spectacular International Festival.

Glasgow is the cultural centre of Scotland and its exuberant festivals are widely acclaimed. Housing some of the finest museums and galleries in Europe, the city is great for culture hunters.

Magnificent scenery with imposing castles on just about every vital hill top, a long and colourful history, a country where its people have maintained a separate identity, an ancient language and a passion for their song and poetry... this, unquestionably, is Wales.

You'll know you are in a different country as soon as you cross the border from England and see the road signs in English and Welsh. The Welsh word for their country is 'Cymru' meaning 'the land of comrades'. And it goes without saying that you'll find the Welsh open, friendly, and good at making people welcome.

The Welsh people with a rich and ancient culture that is instilled in everyday life even today, are famed for their love of poetry and song. The Welsh gift for singing in harmony is praised worldwide and male choirs can be found almost in every village. The best places to hear their song are at festivals of music, the best known of which is the Eisteddfod.

Yet this is not just a "Land of Song", it is also a land of mountains, a heaven for those invigorated by fresh air and open spaces. The rugged and untamed Snowdonia National Park lies to the north, a favourite with walkers and climbers.

Wales is also renowned for its enchanting castles. There are more castles to the square mile than in any other country in the world. These mighty fortresses and romantic ruins are reminders of historic battles. They were built by Welsh princes as a defence from their neighbours, then more castles were constructed by the Normans, and later still the English to keep the fiery Welsh at bay.

Cardiff, the capital of Wales, is a rich tapestry of culture and history. Wherever you walk in this truly cosmopolitan city you will discover art and architecture that echo many ages and ideals. One of the chief glories of the capital is the magnificent Cardiff Castle, started by the Romans, enhanced by the Normans and lavishly adorned more recently.

If you like impressive castles and nature at its most dramatic, have a love of poetry, song... and British team sports like rugby... Wales will not disappoint you.

Hardly 85 miles from top to bottom, Northern Ireland can be explored in just a week. The delightful variety of Northern Ireland's scenery - blue mountains, forest parks, island-studded lakes, and a spectacular coastline - is matched by the country's richly varied cultural inheritance. There are ancient tombs, Celtic crosses, early monasteries, and a range of exciting visitor attractions, which put this heritage into context.

Highlights of the northern coast include the extraordinary volcanic formations of the Giant's Causeway and the oldest licensed whiskey distillery in the world.

Belfast's lively cultural scene, with concert halls, theatres and world-class musical entertainment, draws in visitors from all over. The largest arts festival in the whole of Ireland is held in Belfast each November.

Discover the delightful beauty of Northern Ireland, and you soon realise that this is a country just pretending to be small.

Britain is a land so rich in diversity that it is only the beginning of your journey of discovery. But we do hope that it is a pleasant start - and a taste of things to come!

## **1.10. EMPLOYMENT**

**I. Read the text and explain the meaning of the words and in bold type. Be ready to answer the questions given below.**

### **Lead-in**

1. What education do people need to work?
2. What do people get out of their work?
3. What attitudes to work could be?
4. When do people feel happy in the job?
5. Why is it important for employees to be motivated?
6. In what kinds of firm would you like to work?

## **WHY WORK?**

### **Reading**

Why do people work? Is it just for money? Or because they are genuinely interested in what they do? Or because they would be bored if they did nothing? Or because they like working with other people? Or because they take pride in doing something better than other people? All these questions are important for business. If people did not work, the business world and the whole economy would collapse overnight. So business must try to understand why people work and provide the right motivation, such as money or interest to make them work more keenly and efficiently.

One of the main reasons for working is money. How many people would work if they did not get paid? Basically people work to get enough money to satisfy their basic needs for food, water, shelter, clothes and warmth. Even when those needs have been met, money still remains a strong motivation, as it buys the luxuries that most people cannot afford – a country mansion, a Rolls Royce, a diamond necklace.

Money is rarely the only motivation! People want more out of work than that. Some people, but not all, would prefer to do any kind of job rather than sit idly at home. They would miss the company of their workmates. The sense of affiliation, of having friends, of belonging to a group, is a strong motivation for all kinds of working people. Businesses can use this personal need to motivate the work force by: providing company uniforms or overalls, organizing company entertainments and sports events providing free company trips for employees – and sometimes their wives or husbands too, producing a company newsletter or magazine, forming working groups in the factory, so that the members feel part of a team.

A sense of security is another basic human need for most people. Until recently, many businesses in both the private and the public sectors provide jobs for life. Employees knew for certain that there was very little possibility of their losing their job and that annual increases in their salary were guaranteed. When they retired, the company provided them a pension.

That kind of security has gone, even in the civil service. The greatest security most people can now obtain is having a job while millions of others do not. Even so, businesses can still increase their employees' sense of security to a certain extent by providing good pension schemes, providing sick-pay schemes and private healthcare, giving priority to promoting company employees when job vacancies occur, making sure that the work force knows of any changes in company policy or working conditions.

Another strong motivation for people is a sense of self-importance.

Everyone likes to feel important, but these people want to feel much more important than others. Money in the form of large salaries or big expense accounts is one way in which this need can be met and another is by offering fringe benefits, such as company cars ranging up to Rolls-Royces and other luxury extras.

Some people can become almost entirely dependent on company approval. To gain more and more approval they become workaholics, unable to stop themselves working and perhaps putting in 16 hours or more a day.

Job satisfaction – a sense that your work is worth while, that you are doing something you really want to do and using all your skills and creativity – is just about the hardest thing to get from work. Low income and job satisfaction don't always go together. Many sports people, professional and self-employed persons get a large amount of job satisfaction and a much higher income.

Finally, there is a group of people who work outside the mainstream economy, on the borders of legality. The shade economy is growing fast, encouraged by the high rate of unemployment. Its total turnover is estimated at billions of pounds, all of it untaxed!

1. What is the main reason for working?
2. Explain how a sense of self-importance can motivate people at work.
3. Define job satisfaction. Give two examples of people who obtain it.
4. What do members of your family and other people you know obtain from work apart from money?

## **WAGES**

**I. Read the text and identify the problems discussed in it. Be ready to answer the questions given below.**

Most manual workers receive wages calculated on an hourly basis, e.g. J5.50 an hour. Non-manual white-collar workers receive salaries, calculated for the whole year, e.g. J12,000 a year. Although there are still big differences between wages and salaries and the ways in which they are paid, there have been some major changes in the last few years.

- Although some manual workers are still paid in cash, since the U.K. 1986 Wages Act employers have the right to pay all new manual workers by cheque. (This was done to reduce wage robberies.).

- Wages used to be lower than salaries, but many manual workers now earn more than office workers. Some, with overtime, earn more than their salaried supervisors and

a few earn more than some professional people.

- Unions used to be concerned mainly with negotiating wages. They now negotiate salaries for many white-collar workers too, e.g. bank workers or clerical staff.

A few firms have tried to get rid of the distinctions between manual and white-collar workers by paying annual salaries to both. However, most manual workers are still paid by the hour.

The national basic wage, or time rate, is agreed once a year in some industries by the employers and unions involved. The basic wage is decided mainly by the supply and demand for of labour. Generally, wages will be low if a job can be done by almost anyone and high if a job requires qualifications and training. Other factors, such as work conditions or health risks, are also taken into account. The strength of the union involved, the skills of its negotiators and the personality of its leader will also have a great influence on the agreed basic wage.

Workers can receive many extra payments on top of their basic pay.

Some of these are negotiated nationally and some at the firm where they work. They include:

Overtime pay for work done outside normal working hours, such as at weekends or on holidays. Payment can vary from time and a quarter to double time. Increased supervision may be needed to prevent workers deliberately slowing down in working hours so that they can do more of the better-paid overtime.

Shift premium payments for working anti-social hours late at night or early in the morning.

Price rate, which pays workers a set rate for each article produced.

This was popular in the past when more goods were produced individually. Some firms still use it, but it is more usual for home-workers. One drawback is that low-quality goods may be produced, so careful inspection is required.

Bonuses which are paid for producing beyond an agreed amount. A standard rate of production is fixed for each job by measuring the time taken to do it. A bonus is paid to a worker if more goods are produced in the stated time. Individual bonuses may be replaced by group or team bonuses, but this can cause resentment if there are slow-working members of the team. Company bonus schemes are based on the total output of the whole factory, but the bonus is often too small to motivate individual workers.

Profit-sharing schemes set aside a proportion of a firm's profits for distribution among the work force. A reasonable percentage needs to be set aside to have any motivating effect on the workers.

Merit pay for constant good performance at work. This may cause resentment among other workers who think their work is just as good.

Employers must make certain deductions under PAYE from their employees' gross pay. Income tax and national insurance are statutory deductions, which must be made by law. Other items, such as union fees, subscriptions or savings, are voluntary deductions. What is left after all deductions is the net pay, or take-home pay.

## **II. Answer the following questions.**

1. Which kinds of employee are usually paid wages?
2. What is the difference between gross pay and net pay?
3. Who sometimes settles the time rate for an industry?
4. What is the main drawback of piece rates? Where might they be used as a method of payment?



5. State three kinds of bonus scheme. What are some of the advantages and disadvantages?

6. Why can wages of newly employed manual workers be paid by cheque?

## **SALARIES AND OTHER REWARDS**

**I. Read the text. Put down the key words of each paragraph. Be ready to answer the questions given below.**

White-collar workers – and a few manual workers – receive salaries, which are based on an annual, not an hourly, rate of pay. Payment is made monthly by cheque or electronically into an employee's bank account.

In some of the public sector, there is still an incremental pay scale with a minimum and a maximum rate of pay for each kind of job. This means that an employee gets an automatic pay rise each year until the maximum salary is reached.

These pay scales are negotiated nationally by trade unions and employers. Public sector employees may also receive an annual cost-of-living increase. Independent pay review bodies recommend what the increase should be for some employees, such as teachers and health workers. The government, however, makes the final decision.

Some salaries in the private sector are also decided by national agreement between unions and management. There are national incremental pay scales for various grades of jobs, with extra cost-of-living allowances for employees in particularly expensive areas, such as London.

However, incremental pay scales have drawbacks. Employers are forced to give a pay rise each year whether an employee deserves it or not.

Employees may lose motivation when they reach the top of their payscale.

As a result, most employees in the private sector now have some form of performance-related pay. Increases in pay are given only for better work. Performance is often rated against a list of achievements which have been agreed between an employee and his or her line manager, or immediate boss.

Many salaried employees do not receive overtime payments, but their pay may be increased in other ways:

- Commission is paid to sales people for the goods they sell.
- Annual bonuses are paid in many service industries.
- Profit-sharing or profit-related pay is becoming increasingly common.

In small firms, pay is often negotiated by the individual. The salary is decided at the interview. Employees may be given pay rises for good work or long service; if not, they have to ask for them.

The majority of employees receive some fringe benefits in addition to their wages or salaries. These goods or services have one great advantage for employees: either they are not taxed at all or they are taxed at a reduced rate, according to the estimated money value of the benefit.

If the employees were given a pay rise instead, they would have to pay more tax.

Most manual workers receive some fringe benefits. Many big firms provide pension and sick-pay schemes, and some also provide private health insurance. In addition, employees may receive free uniforms, discounts on shopping, free travel to work, subsidized meals, free sports facilities and day trips abroad. Fringe benefits for managers include company cars, private healthcare, cheap loans and mortgages, relocation, or moving expenses, holidays abroad, company flats, big expense accounts, golden hand-

shakes and hellos (sums of money given on leaving or joining a company), share option schemes, payment of school fees.

The higher you rise in a firm, the more fringe benefits you are likely to receive.

## **II. Answer the following questions.**

1. What is a fringe benefit? State two which a manual worker might receive and three that a manager might get.
2. What is the main advantage of a fringe benefit for an employee?
3. What is an incremental pay scale? Give three examples of employees who would be paid in that way.
4. Explain how salaries are determined in the private sector.
5. What are the main advantages and disadvantages of each method for a firm?
6. What extra payments do some salaried employees receive?

## **RECRUITMENT AND SELECTION**

### **I. Read the text and see if the waiter's ideas are the same as yours. Be ready to answer the questions given below.**

There are several ways in which staff can be obtained on the recommendation of a reliable employee or trustworthy person, from Job centres, through employment agencies, through executive employment agencies, or head hunters and by advertising.

Advertisements are one of the most common methods of obtaining staff. To attract suitable people, an advertisement should state clearly what is being offered by the firm and what is required from the applicant.

The right branch of the media must be used. Classified advertisements often produce just as good results as large display advertisements and are much cheaper.

People applying for a job may be asked to fill in an application form.

Usually this requests the following information: title of job applied for, applicant's name in full, address and telephone number, age/date of birth, nationality, sex, if married or single, if registered as disabled, schools attended (with dates), further education (with dates) qualifications and training, previous employment (names and addresses of employers, jobs held, wages or salary, reasons for leaving), any other information, references.

Having every applicant's details listed in the same order helps firms to check and compare their abilities more easily. The forms also provide a formal record of each applicant's qualifications and experience, which is useful if there are any later disputes.

When all the application forms have come in, the firm may sort them into three groups of hopeful, doubtful and hopeless. A decision has to be made about the doubtful cases. The most suitable applications are invited to come for an interview on a stated date and time.

All applicants are given a job description, which gives an accurate picture of the work they will have to do. Although job descriptions vary from one firm to another, most of them give the following information in this order:

- Title of the job (e.g. secretary, waiter).
- Department of the firm in which the person will work (e.g. finance department, restaurant).
- Function: a summary of the job.
- Responsible to: the person who will be in charge of the new employee.



- Responsible for. any person who will be in the charge of the new employee (e.g. an office junior).
- Duties: a numbered list of duties that the employee is required to perform.

## **II. Answer the following questions.**

1. What is a job centre? How does it differ from an employment agency?
2. State three ways in which staff can be recruited. What are the advantages and disadvantages of each (e.g. costs, time, quality of applicant, etc.)?
3. What hints would you give to someone writing a job advertisement?

## **TRAINING**

### **I. Read the text and define the problems discussed in it. Be ready to answer the questions given below.**

Attitudes to training vary. All progressive firms agree that much more business training is needed. The main arguments are about what kind of training is needed, what methods should be used and who should do the training.

If training is to be effective, a firm must have clear objectives. It may want to introduce a new equipment, improve efficiency and performance, train unskilled workers, to avoid a labour shortage, reduce the supervision needed, provide greater chances for international promotion.

Trainees also need clear objectives. These might be:

- to increase their pay
- to obtain promotion
- to reduce the chance of accidents.

Unless trainees see some personal benefit in the training, they will not be highly motivated and the course will fail.

Once the objectives are clear, a suitable program can be planned. The three main purposes of training are to instil knowledge, change attitudes, increase skills. The importance given to these purposes will help decide what training methods are used.

A lecture is often used for the induction of new employees. However, if the quality of the lecture is poor, the audience's attention will soon wander.

- Visits to other parts of the firm may be part of the induction process, to increase knowledge of other stages in the production process and to establish good relations between departments.

- Case studies present trainees with a business problem which they have to solve as a group. Attitudes and emotions may be involved here.

- In role-play, where trainees act out a real-life business situation to gain confidence and experience, emotional involvement is often fairly high. In group therapy, trainees come together to explore their attitudes to one another by speaking their minds freely. Emotional involvement is very high.

- Personal skill instruction – the traditional method of watching an older, experienced worker – is still widely used for training unskilled or semiskilled workers.

Training may be done internally, within a firm itself, or externally at college or school. Internal training provides constant work experience and can be more easily controlled by the firm itself. External training may be more professional and give a broader view.

Training is provided for all people of 16 or 17 who are not in full-time education

or a job. Youth training (YT) leads to National Vocational Qualifications (NVQ) Level 2 and Modern Apprenticeships to NVQ.

Level 3. Training is mainly in local firms, though specialist trainers and colleges are also used.

## **II. Answer the following questions.**

1. Give four reasons why a firm might set up a training programme.
2. Why is it important for trainees to be motivated?
3. Choose four methods of training. Describe when and for whom they might be used and their advantages and disadvantages.
4. Explain, with examples, why it is sometimes important to change the attitudes of employees. What training methods can be used?

## **CHANGES IN EMPLOYMENT**

### **I. Read the text and identify the problem discussed in the text.**

In recent years, there have been dramatic changes in employment which have affected practically all members of the work force. The changes include the decline of traditional industries, such as coalmining, shipbuilding and steel-making, creating structural unemployment, technological unemployment among both manual and white-collar workers, owing to the increased use of computers and automation, organizational changes in big companies, which have reduced the size of firms and the number of managers, flexible working, which has replaced full-time jobs by a variety of part-time and temporary jobs.

Let us examine these changes – and their effects – in more detail.

For the last 30 years or so, there has been a gradual decline in the traditional industries of shipbuilding, steel-making and coalmining, which were the basis of the first industrial revolution. Hundreds of thousands of miners, shipyard workers and steelworkers were made redundant. Structural unemployment affected: mainly manual workers in the primary and secondary sectors. However, technological change, which was brought about by the increasing use of computers and automation, affected both manual and white-collar workers. During the 1980s and 1990s, many office workers and managers were made redundant as computers: took over their jobs.

Increasing foreign competition, particularly from the Far East, forced many British companies to become more efficient by cutting costs.

Companies did this by: downsizing, or dismissing employees, which increased productivity as the same amount of work was now done by a smaller number of employees, contracting out the work of whole sections or departments, such as publicity, to specialist firms which could do the work more cheaply, reducing the size of the company, by selling off unprofitable businesses.

Between 2000 and 2005, Britain's 100 biggest companies shed almost 400,000 jobs. BT got rid of the biggest number – 88,500 jobs. To save even more money, many big companies started to replace permanent full-time jobs by part-time temporary jobs. They retained a core of key workers with special skills. These employees have full-time jobs with reasonable job security and chances of promotion. However, the remaining employees, the flexible work force, are employed only when their labour is required. This reduces a company's salaries and wages bill, but adds greatly to the employees' feeling of insecurity.

There is a great range of flexible working, including:

Short-term contracts. Employees are given a short-term contract for a year or 18 months instead of a permanent job.

Part-time work. There has been a huge rise in part-time jobs of all kinds, ranging from the unskilled office cleaner's to the highly skilled computer consultant's. They have increased four and a half times, to over 6 million, in the last 10 years.

Temporary work. At one time, temporary workers were used mainly to cover for permanent employees who were ill or on holiday. That has changed. In some big companies, up to 10 per cent of the work force are temporary workers. This cuts a company's costs as 'temps' are employed only if there is a special job to be done.

Teleworking. There has been an increase in teleworking, or working at home using computers and information technology to maintain contact with company headquarters. About 6 per cent of firms use teleworking extensively.

Some progressive employers look after their employees better by providing flexible hours instead of flexible work. This gives employees more choice about when they work, which is particularly useful for working mothers. There are various forms of flexible hours, including:

Flexitime or flexible working hours. Employees work an agreed number of hours of core-time each day, but may choose when they work the rest of their hours.

Four-day week. By working longer hours, employees do five days' work in four days and have the other three days off. Term-time working.

Parents (usually mothers) work full-time during the school terms, but have unpaid leave during the school holidays so that they can look after their children.

Job sharing. Two people share the same job and split the salary between them. One might work in the morning and the other in the afternoon or they might work alternate weeks.

Career breaks. An employee is allowed to take unpaid leave for a year or more and can return to the same, or a similar, job at the end of the break. This is useful for women who have to look after children or relatives; for study; or for employees who want a refreshing break.

1. Describe flexible working in your own words.
2. How do flexible hours benefit employees?
3. What has caused a large-scale redundancy?

## **Language**

**I. Practise reading aloud the following words. If necessary, use the dictionary.**

Affiliation, supervisor, employee, flexible, scheme, incremental, nonmanual, advertisement, objective, semiskilled, redundant, flexitime, teleworking, technique, unemployment, picketing, bargaining, induction, redundant.

**II. Give the Russian equivalents to the following words and word-combinations.**

Clerical work, cushy job, full-time job, part-time job, flexible working hours, job-sharing, nine-to-five job, odd job, hour job, discrimination, employment discrimination, wage discrimination, career, strike, strike ballot, labour union, picket, fringe benefits, unemployment benefit, to eliminate unemployment, dole, lay off, scrounger, freelancer, commuter, teleworking, to give the sack.

**III. Read the following sentences and explain the meaning of the underlined words.**

1. Anyone who works for a company is part of the personnel of that company. 2. A staff department is a department of a company that provides a service to the managers. A staff department is not directly involved with production. 3. Recruiting refers to finding new employees or managers for the company. 4. When workers retire or quit, the personnel department must recruit new workers to fill the vacancies. 5. A company recruits internally if it wishes to fill vacancies by transferring or promoting current employees. 6. External recruitment means that a company is seeking new employees from outside the firm. 7. When an employee is promoted, he receives a position with more authority and responsibility, and usually an increase in salary. 8. The worker was transferred from one department to the other. 9. Fringe benefits include paid vacation, medical insurance, and employer contributions to a pension plan. Fringe benefits are what the employee receives in addition to his wages. 10. There is a grievance procedure for handling complaints when an employee feels he has been treated unfairly.

**IV. Match the words on the left with the expressions on the right.**

1. promote	a. complaint of unfair treatment
2. vacancy	b. paid sick leave, for example
3. retire	c. job opening
4. external	d. seeking new employees
5. recruitment	e. accounting, for example
6. fringe benefits	f. outside
7. grievance	g. to assign a more important job
8. staff department	h. to stop working after a certain age

**V. Write out the suffixes indicating different parts of speech in the following words.**

<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>
qualify	qualification	qualified
promote	promotion	promotional
employ	employer	employable
	employee	
	employment	
determine	determination	determining
apply	application	applicable
	applicant	
authorize	authority	authorized
describe	description	descriptive
base	basis	basic
compete	competitor	competing
	competition	
recruit	recruit	
	recruitment	
require	requirement	required
staff	staff	staff

**VI. Identify the part of speech of the missing words. Supply the correct form of the word.**

authorize	1. His new job has more ... and responsibility. He is now ... to sign cheques.
applicant	2. People who wish to ... the position should fill out an ... for the personnel department. ... chosen for interviews will be notified by mail.
promote	3. The personnel department is giving a ... examination to see which of the current employees will be ... to the position.
descriptive	4. The job ... states the job title. It also ... all the duties as well as the requirements for employment.
basic	5. The interviewer will ... his decision on the applicant's personality and qualifications.
competitor	6. they hired the new manager from a ... company.
determine	7. A ... will be made based on the experience of the applicants.
require	8. Does the applicant have the ... skills, Does he meet all the other ... ?
qualification	9. Are you ... for his job? Fill out an application ... applicants will be contacted for an interview.
recruit	10. This company has a policy of internal ... . We always try to fill managerial positions with current employees.

**VII. Match the terms on the left with their meanings on the right.**

appraisal	assessment
autonomy	breakdown
burnout	fringe benefits
bureaucracy	human resources
homeworking	independence
pay	red tape
perks	remuneration
personnel	telecommuting

**VIII. Complete each sentence with the correct form of the word in bold type.**

Sometimes you will need to use a negative form using a prefix (un-, dis-, de).

**satisfy**

- Women are more ... with their jobs than men in many countries.
- Low pay and poor working conditions create ... workers.
- Small European countries are at the top of job... league tables.

**motivate**

- What are the strongest ... factors in people's lives?
- Workers become ... if they work long hours for low pay.
- What was your ... for becoming a salesperson?

**fulfil**

- Becoming Department Head was the ... of a lifelong ambition.
- He ... his role as manager very effectively.
- I feel ... in my job because I am not given enough responsibility.

**inspire**

- Jack Welch was an ... business leader who motivated employees.

- b) He has been an ... to the new members of staff.
- c) After an ... launch, the new model quickly failed.

**frustrate**

- a) You could see the ... building up in the workforce.
- b) I find talking to him ... because he never listens to anything I say.
- c) I felt so ... with their attitude that I decided to resign.

**IX. Write a single word synonym for each of these phrases.**

1. given the sack = ... .
2. out of work = ... .
3. left the company = ... .
4. was given a better position in the company = ... .
5. future possibilities in a job = ... .
6. stopped working for ever = ... .
7. workers in a company = ... .

**X. Find the logical answer.**

1. Why did they sack him?
2. Why did they promote him?
3. Why did he apply for the job?
4. Why did he retire?
5. Why did he resign?
6. Why did he go on the course?
  - a) because he was nearly 65.
  - b) because he was late for work every day.
  - c) because he needed more training.
  - d) because he was out of work.
  - e) because he was the best person in the department.
  - f) because he didn't like his boss.

**XI. A. Complete the extract below with passive forms of the verbs in brackets.**

Several surveys ... (conduct) recently concerning the relationship between work and play. According to psychologists, activities are more likely to ... (perceive) as play – and therefore attractive – rather than work – and therefore unattractive-if they ... (enter) into voluntarily. In one experiment, for example, volunteers ... (give) a problem-solving game to perform: some ... (pay) to perform the game and some were not. Those who ... (pay) spent less free time performing than those for whom the only motivation was the pleasure of the game. Thus, motivation to play springs from within and the readiness to perform activities ... (reduce) by external rewards.

**B. Like the passive, the expression *have/get something done* focuses on what happens and not on the doer of the action.**

- A: Is the photocopier working?
- B: Yes. We had it mended yesterday. (It doesn't matter who did it)

**C. Complete the exchanges below with the expression *have /get something done*.**

1. A: This office looks rather shabby, doesn't it?  
 B: I know. We're going to .....

2. A: What a dazzling speech!  
 B: Yeah. I'm sure he.....
3. A: The video's on the blink again.  
 B: We definitely need to .....
4. A: Our fire alarm seems to have a will of its own, doesn't it?  
 B: Yes. I think we should .....
5. A: I'm not sure the figures in this report are right .....
- B: Well, why don't you .....

**D. Make up 3–5 sentences of your own according to the above pattern.**

**XII. Look at the following sentences and write questions, using the passive form. The first one has been done for you.**

1. Pantel's takeover of Riesmann will be cleared by the European Commission in April. (Who by)  
 Who will the takeover be cleared by?
2. In 1999 J800 of computer games were sold in Britain. (When)
3. Those computer games are manufactured under license in Japan. (Where)
4. Over 600 people were made redundant last year. (How many)
5. Future success will be driven by developing a sales force capable of challenging the status quo. (How)
6. The new team will be employed for a minimum contract period of ten months. (How long)
7. Effective leadership is endlessly discussed in management circles. (What)
8. A coercive style of leadership could be used during an emergency, for instance. (When)
9. The next meeting has been scheduled for the end of March. (When)
10. The interim report was written by Ms Eadie. (Who)

**XIII. Choose the best word from the brackets to fill the gap. The first one is an example.**

1. We need to ...recruit... four new people for our office in Manchester, (join/recruit) 2. We are using a recruitment ... to find them for us. (agency/headhunter) 3. They advertised the ... in the local newspaper last week. (positions/applicants) 4. So far, over 60 people have applied for the ... . (works/posts) 5. We are going to look at all the letters of ... . over the weekend. (application/situation). 6. On Monday, we will draw up a ... of 10 or 11 people, (reference/shortlist) 7. Then we'll invite them all to come for an ... . (interview/appointment) 8. We hope to ... the successful applicants by the end of the month. (apply/appoint) 9. We have 200 people on our ... . (recruitment/business/payroll) 10. Our ... department is responsible for recruitment, (personnel/employee/worker) 11. Our main office is in London but we have ... all over the country. (places/companies/sites) 12. I supervise all the ... workers on the production line. (manual/white-collar/labour) 13. I am in charge of training in the human ... department, (support/resources/staff) 14. We have a ... of 65 in London and about 30 in Paris, (staff/union/headquarters) 15. You haven't been paid this month? OK, I'll put you through to the ... department. (pay/salary/finance) 16. I work in a small hotel in Amsterdam. I ... € 8 an hour. (earn/paid) 17. It's not a lot, but it's more than the ... wage. (maximum/minimum) 18. Some customers leave me ... and that is a great help. (perks/tips) 19. My sister works in a bank and her ... is € 3,000 a month. (bo-

nus/benefits) 20. Next year she thinks she will get a ... car. (company/business)  
21. When she is 55 she will be able to give up work and live on her ... (package/pension).

**XIV. Complete the sentences with the correct form of the verb given. Use verb + -ing or Infinitive.**

The first two are the examples.

1. As we don't agree about politics we generally avoid discussing (discuss) the subject. 2. He doesn't get on with the new boss, so he's asked to be transferred (transfer) to another branch of the company. 3. Please stop ... (interrupt) me when I'm explaining something to you. You can ask questions at the end. 4. We had arranged ... (meet) in my office so that he could check the documents he needed. 5. I must say I don't really fancy ... (spend) my whole holiday with your cousins. 6. He admits ... (enter) the house but he says he didn't take anything. 7. I've apologized to her but she still refuses ... (speak) to me. 8. What a dreadful man! Can you imagine ... (live) with him? 9. Of course I'll help you, as long as it doesn't involve ... (lift) anything heavy. 10. Oh no! I've forgotten ... (bring) my briefcase with me. I'll have to go back for it. 11. They had hoped ... (live) in their new house by now, but the builders are still working on it. 12. I don't mind ... (work) late, if it will help at all. 13. I simply can't afford ... . Support you any longer – you 'll just have to find a job. 14. We had hoped to finish the project by the end of the month but we keep ... (delay) by changes in the plans. 15. You'd better go and see the boss and say what you've done. If you put off ... (explain) it to her, she'll only be more annoyed.

**XV. Complete the sentences by putting one of the words or phrases given below in each space.**

teleworking  
freelance  
flexitime  
job sharing  
shifts  
short-term contract

1. John's company demands that he is in the office between 10.00 and 15.00 but he can start earlier than that and finish later than that as long as he works 40 hours per week. He is working ... . 2. This is the worst week of the month for Mary because this week she's working nights. Next week is the best, because then she'll be at home when her daughter comes in from school. She's working ... . 3. Pat works for a large insurance firm but he only goes to their office one day a week. For the other four he works at home and keeps in touch by e-mail, fax and phone. He's ... . 4. Peter is a journalist He writes for a variety of papers. This week it's the Financial Times, last week it was the Wall Street Journal. He decides how much work he does and when he works and completes his own accounts for tax purposes. He's working ... . 5. Heidi is working at a food processing plant in Germany. She's worked there for two months, and her job finishes at the end of this month. She hopes the company will renew her contract for another three months. She's working on a ... . 6. Mary and Jane are both receptionists for a PR firm. Mary works there on Monday and Tuesday, Jane then takes over for the rest of the week. They are ...

**XVI. Decide which word suits best each space. Choosing a job**

One of the most difficult decisions is choosing what to do for a (1) ... . For example, do you want to follow a definite (2) ... and (3) ... a low (4) ... at the beginning, but have good (5) ... in a company that trains its (6) ...? Or are you more interested in



taking any kind of work, because you need a/an (7) ... ? You may have to (8) ... the feet that a good (9) ... can be difficult to find. In that case, why not take a (10) ... one? You will gain some useful (11) ... Remember that even if you have the right (12) ... you may have to (13) ... lots of application forms before you are asked to (14) ... an interview. But don't worry if you don't know what you want to (15) ... exactly. You'll enjoy finding out!

1.	A) salary	B) living	C) employee	D) work
2.	A) company	B) training	C) business	D) career
3.	A) earn	B) gain	C) win	D) take
4.	A) money	B) profit	C) cheque	D) salary
5.	A) hopes	B) prospects	C) futures	D) promotions
6.	A) employers	B) crew	C) staff	D) persons
7.	A) money	B) cash	C) account	D) income
8.	A) face up to	B) go over	C) come up with	D) call off
9.	A) work	B) labour	C) job	D) seat

### **XVII. Render the following in English (50–100 words)**

#### **A. В США безработица осталась на отметке 5%**

Уровень безработицы в США в текущем году не изменился по сравнению с предыдущим и составил 5%, согласно информации Министерства труда США.

По сравнению с прошлым годом безработица уменьшилась на 0,5 процентных пункта. Официальное количество безработных в стране по сравнению с предыдущим годом не изменилось и составляет 7,5 млн. человек.

Число американцев, занятых в сфере услуг, увеличилось в этом году на 203 тыс. человек, в производстве – на 4 тыс. В отчете также отмечается, что безработица среди афроамериканцев по итогам года упала с 10.3% до 9.5%, среди латиноамериканцев этот показатель снизился с 5.8% до 5.5%. Безработица среди мужчин осталась на отметке 4.3%, среди женщин – выросла с 4.6% до 4.7%.

#### **В. Безработица сокращается, занятость растет**

Согласно последнему отчету министерства труда, уровень занятости поднялся незначительно, что свидетельствует о медленном восстановлении рынка труда после разрушений, вызванных на Мексиканском побережье ураганом «Катрина». В то же время потеря рабочих мест, по пересмотренным данным, составила всего 8000, что существенно меньше 35 тыс., о которых сообщалось в предварительном отчете. Несмотря на снижение занятости – первом за последние два года, – уровень безработицы в октябре упал до 5 процентов (ранее он составлял 5.1 процента). Увеличение числа рабочих мест на 56 тыс. разочаровало экономистов, предсказывавших показатель почти вдвое больший – 100 тысяч. Еще одно разочарование: согласно пересмотренным данным, увеличение числа рабочих мест составило 148 тыс., а не 211 тыс., как сообщалось ранее. Барометр инфляции также набирает силу.

Средний часовой вырос на 0.5 процента и составил 16.27 доллара (экономисты предсказывали рост на 0.2 процента). Такой быстрый рост вызывает у экономистов серьезные опасения по поводу темпов инфляции, которую Федеральным резервом (ФР) пытаются сдержать за счет очередного повышения учетной ставки. Ожидается, что такой политики правительство будет придерживаться и в дальнейшем.

## Speaking

**1. Which of the following would motivate you to work harder? Choose your top five and rank them in order of priority. Which ones have you experienced?**

bonus  
bigger salary  
commission  
praise  
good colleagues  
hard working boss  
more responsibility  
working for a successful company  
a better working environment  
promotion opportunities  
perks or fringe benefits  
threat of redundancy

**2. Give a number of benefits provided by companies. Which of the following do you think can be provided in Belarus?**

childcare	company holiday	cosmetic surgery	sushi	counseling
dance classes	guitar lessons	haircuts	masseurs	tennis lessons

**3. Which of the following statements seem to you to be generally true? Why?**

1. People dislike work and avoid it if they can. 2. Work is necessary to people's psychological well-being. 3. People avoid responsibility and would rather be told what to do. 4. People are motivated mainly by money. 5. Most people are far more creative and ingenious than their employers realize. 6. People are motivated by anxiety about their security. 7. People want to be interested in their work and, given the right conditions, they will enjoy it. 8. Under the right conditions, most people will accept responsibility and want to realize their own potential.

**4. Working in pairs or in small groups, discuss the following questions:**

1. A recent US survey showed children preferred parents to go out and earn money rather than spend more time with them. What does this show, in your opinion? 2. Would you prefer a male or female boss? Why? 3. For what reasons might you change jobs? How often would you expect to do so in your lifetime? 4. How much should companies be involved in the lives of their employees? 5. How can businesses help to improve the balance between employees' working and leisure hours? 6. To what extent do you judge someone by their job title? 7. Which would motivate you more: a pay rise or a better job title? Why? 8. Why might job titles cause problems among staff?

**5. Discuss what you would do and say in these difficult situations:**

1. Your colleague applied for a promotion but didn't get it. 2. You borrowed a colleague's mobile phone but now it's stopped working. 3. You invite a client for a meal and they ask if they can bring a friend. You see this as a business rather than a social occasion. 4. You're staying at a hotel that your host is paying for. It is uncomfortable and you want to move. Your host asks, 'How do you like the hotel?'

**6. Describe the most common methods that companies use to recruit people in your country.**

1. How do companies ‘fire’ people? Is it easy for companies to do so or do employees have rights in that situation? 2. How powerful are trade unions in your country? Are strikes common? 3. What types of discrimination exist in your country? On the grounds of sex, ethnic group, age, disability? Are these laws against discrimination? How effective are they? 4. What factors do you think motivate employees? 5. Remuneration such as bonuses, perks, share options, performance related pay? Or empowerment through, for example, increased responsibility, the freedom to work flexibility, the chance to update and widen skills? Or are there other factors which motivate?

**Writing**

1. Write a short account (about 200 words) of the factors that have been or will be important for you in your choice of a job.

2. Write an advertisement for any job which will convince applicants that it really would provide equal opportunities for both men and women.

3. Comment on the following statement (150–200 words):

‘It is not real work unless you would rather be doing something else.’ Sir James Barrie (1860–1937), Scottish dramatist and novelist

**Key vocabulary**

PAYE (Pay As You Earn)	incremental pay scale	redundant
affiliation	job description	job evaluation
job satisfaction	induction n	work council
self-importance	semiskilled worker	arbitration
gross pay	unskilled worker	conciliation
net pay	youth training (YT)	industrial action
time rate	flexible hours	lock-out
fringe benefits	flexible workforce	industrial tribunal
performance-related pay	shop steward	trade association
application form	structural unemployment	trade union
employment agency	productivity deal	collective bargaining
head hunters		

**1.11. MY FUTURE SPECIALITY AND ITS IMPORTANCE FOR THE ECONOMIC DEVELOPMENT OF THE REPUBLIC OF BELARUS**

**THE PROFESSION OF AN ECONOMIST**

**I. Make sentences using the words in the table.**

MAZ	produces / makes...
Gefest	specializes in ...
Atlant	operates in ...
Beltelecom	provides...
Velcom	sells ...
McDonalds	's competitors are..

EPAM systems inc Stroytrest №8	offers ... is a leading...
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**II a. Read the text and find out which jobs Greg Mortensen does or has done.**

How to move a mountain – the story of Greg Mortensen

It's been over fifteen years since Greg Mortensen attempted to climb K2, the world's second highest mountain. At the time, Greg was working as a trauma nurse in the USA, but his adventure in the Himalayas set him on a new **career path**.

During the climb, 50-years old Greg became ill and lost the rest of his group. He walked to a local village and while recovering there, he realized that the children in the village did not have a proper school. **He made the decision** to return to the USA and concentrate on raising money so that a school could be built in the village. When he got home, his life **changed direction** dramatically. He **gave up** his house, lived in the back of his car, and wrote hundreds of letters to celebrities asking for money. However, at first he had little success.

Greg's luck changed when a student in his mother's class in a school in Wisconsin found out that one penny would buy a pencil for a child in South Asia. Together the class collected more than 62,000 pennies. Next, a Seattle IT specialist saw an article about Greg's experience on K2 and sent him a cheque for \$12,000.

Since then Greg has **spent** six months of every year in the area, building over 60 schools. In 2006 he **completed** a best-selling book, *Three Cups of Tea*, about his adventures.

**II b. Read the text again. Then work with a partner and answer these questions.**

1. When and where did Greg Mortensen's life change?
2. What were his fundraising methods?
3. How does Greg spend his time now?

**II c. Match the words or phrases in bold in the text in IIa to these definitions.**

1. stopped having or doing \_\_\_\_\_
2. finished \_\_\_\_\_
3. a planned series of jobs or professions \_\_\_\_\_
4. took a different way \_\_\_\_\_
5. decided (to do something) \_\_\_\_\_
6. give all your attention to something \_\_\_\_\_
7. passed (time) \_\_\_\_\_

**III. Work with a partner. Look at the quotations from people talking about their careers. Take turns to use a word or phrase in brackets in the correct form to report what each person said.**

Example: **A.** I chose to go to BrSTU and not BSU.

**B.** He *made the decision* to go to Oxford and not Cambridge.

I chose to go to BrSTU and not BSU. (make the decision)

I finished my studies in 2012. (complete)

I trained in an architect's studio for two years. (spend)

I'm going to study medicine, go abroad for some work experience, do my exams, and qualify as a family doctor. (career path)

I left my job in the city and moved to the country. (give up)

I was studying math, but I hated it, so I tried drama and became an actor instead.  
(change direction)

All I want to do is paint. (concentrate on)

#### **IV. Read texts below and make your own presentation about your future career.**

##### **THE PROFESSION OF AN ECONOMIST**

I'm a student of the Department of Economics at Brest State Technical University. In the near future I'll graduate from the University and become a professional economist. I'm sure that the profession of an economist is among the most important ones and plays a crucial role in upgrading the national economy of this country.

What makes a good economist? Whatever he does, an economist should have an in-depth training in economic theory, mathematics and statistics and our University offers such training. At the University we are taught various general and special subjects, such as Macroeconomics, Microeconomics, Management, Accounting, Marketing, Advertising, Money and Banking, Economic Theory, Econometrics, Statistics, Computer Science, Philosophy, Business Ethics, Foreign Languages, etc.

An economist needs some knowledge of the world outside his own country because both business and government are deeply involved in the world economy. The insight into political and economic history will help him to expect changes and always look for basic long-run forces under the surface of things.

The profession of an economist is quite diversified. The graduates of our department work at educational institutions, various research centres and laboratories, in industry, business, banks, etc. You may continue your studies at the Post-graduate Courses or Doctorate if you have a desire and abilities to become a scientist or a professor. Scientists in the field of Economics develop new theories and models, test their hypotheses and carry out economic research.

Being employed in industry and business, our graduates work as managers in different spheres – as executive managers, sales managers, financial managers. Some of them work as accountants. An accountant is one of the most prestigious and widely required professions of an economist in any society. You shouldn't mix an accountant with a bookkeeper. While a book-keeper is mostly involved in calculations, like balance sheets, income statements, invoices, an accountant is responsible for designing the financial policy of a company.

Some of our graduates work at the banks, at the Stock Exchange as brokers, others work for the government or are employed by various agencies and by military services.

Having mastered the economic laws of the development of society, economists can solve many problems facing our Republic and I hope I'll manage to make my contribution to this process.

#### **CAREER OPPORTUNITIES IN BANKING AND FINANCE**

##### **I. Read and translate the text.**

Banks are a source of jobs and satisfying professional careers for millions of people. What opportunities are there for careers in banking? If you already have a job in the industry, what opportunities exist for moving up the career ladder into even more challenging positions? To answer these questions, the principal employment options in

banking today are described below.

**Loan Officers.** Most bank managers begin their careers accepting and analyzing loan applications submitted by business and household customers. Bank loan officers make initial contacts with potential new customers and assist them in filling out loan requests and in developing a service relationship with the bank.

**Credit Analysts.** The credit analyst backstops the work of the loan officer by preparing detailed written assessments of each loan applicant's financial position and capacity to manage money and advises the bank's management on the advisability of granting any particular loan. Credit analysts and loan officers need professional training in accounting, financial statement analysis, and business finance.

**Loan Workout Specialists.** With the rising numbers of business failures in recent years many loans to businesses and consumers have gone bad, requiring the services of skilled professionals to identify the causes of each problem loan situation and find solutions that maximize the chances for recovering the bank's funds. This is the job of the loan workout specialist, who must have a strong background in accounting, financial statement analysis, business law, and economics, as well as good negotiating skills.

**Managers of Bank Operations.** Managers in the operations division of a bank are responsible for processing checks and clearing other cash items on behalf of their customers, for maintaining and improving the bank's computer facilities and electronic network, for the activities of tellers, for handling customer problems with their checking accounts and other bank services, for security systems to protect the bank's property from criminal activity, and sometimes for the operation of the bank's personnel (human-resources) department. Managers in the bank operations division need sound training in the principles of business and financial management and in computers and management information systems, and they must have the ability to interact with large groups of people.

**Branch Managers.** When banks operate large branch systems, many of these functions are supervised by the manager of each branch office. Branch managers lead each branch's effort to attract new accounts, calling on business firms and households in their local area. They also approve many requests (especially larger loans) and resolve customer complaints. Branch managers must know how to manage and motivate employees and how to represent the bank well in the local community.

**Systems Analysts.** These highly trained computer specialists work with officers and staff in all departments of a bank, translating their production and information needs into programming language. The systems analyst provides a vital link between bankers and computer programmers in making the computer an effective problem-solving tool for management. Systems analysts need in-depth training in computer programming and mathematics as well as courses emphasizing business problem solving.

**Auditing and Control Personnel.** Keeping abreast of the inflow of revenues and outflow of expenses from a bank and tracking changes in the bank's financial position are the responsibilities of auditors and accountants. These are some of the most important tasks within the bank because they help guard against losses from criminal activity and waste and aid management in pinpointing ways to improve bank efficiency. Jobs as important as these require considerable training in the principles of financial accounting and auditing.

**Financial Analysts.** These quantitatively skilled professionals often work in a bank's auditing and planning departments. Financial analysts are "number crunchers," who analyze the performance of the bank, its various departments, and its employees.

They look for activities that need improvement and identify areas of superior performance within the firm.

**Trust Department Specialists.** Specialists in a bank's trust department provide a wide variety of customer services to businesses, consumers, and nonprofit institutions. They aid companies in managing their employee retirement programs, issuing securities, maintaining business records, and investing business funds. Consumers also receive help in managing their property and in building an estate for retirement or other purposes. Men and women employed in bank trust departments usually possess a wide range of backgrounds they know commercial and property law, real estate finance and appraisal techniques, securities investment strategies, financial statement analysis, and marketing techniques.

**Personal Banking Services Specialists.** Personal bankers are typically responsible for helping individuals and families identify and use the bank's services. This often means taking loan applications, marketing consumer deposits, and advising individuals and families on which of the bank's services meet their particular needs. Personal bankers must have excellent interpersonal skills and an in-depth knowledge of the bank's menu of services.

**Tellers.** One bank employee that nearly every customer sees and talks with is the teller—the individual who occupies a fixed station or location within a bank office or drive-in window, receiving deposits and dispensing cash and information. Bank tellers must sort and file deposit receipts and withdrawal slips, verify customer signatures, check account balances, and balance their own cash position at least once each day. Because of their pivotal role in communicating with customers, bank tellers must be friendly with customers, accurate with all of their transactions, and knowledgeable about the other departments of the bank and the services they sell. Most banks hire as tellers people with high school, community college, or four-year university degrees. Part-time tellers are added during periods of peak demand.

**Security Analysts and Traders.** Security analysts and traders are usually found in a bank's bond department and in its trust department. All banks have a pressing need for individuals skilled in evaluating the businesses and governments issuing securities that the bank might buy and in assessing economic and financial market conditions.

Such courses as principles of economics, money and banking, money and capital markets, and investment analysis are usually the best fields of study for a person interested in being a bank security analyst or security trader.

**Long-Range Planning and Business Acquisition Specialists.** Banks must plan for the long term if they are to survive and effectively meet their competition. Bank planners usually prepare a variety of projected budgets and forecasts, showing what the bank's financial and market position will be under a variety of assumptions about the future. College courses in economics, money and banking, accounting and auditing, business finance and capital budgeting, and financial institutions are particularly good preparation for building a career in this field.

**Marketing Personnel.** With banks facing greater competition today, they have an urgent need to develop new services and to more aggressively sell existing services—tasks that usually fall primarily on a bank's marketing department. This important function requires an understanding of the problems involved in producing and selling services and familiarity with service advertising techniques and cost accounting. College level coursework in economics, services marketing, statistics, and business management are especially helpful in this field.



**Human Resource Managers.** A bank's performance in serving the public and in earning adequate returns for its stockholders depends, more than anything else, on the talent, training, and dedication of its management and staff. The job of human resource, or personnel, managers is to find and hire people with superior education and skill and to train them to fill the roles needed by the bank. Most major banks operate intensive management training programs, lasting from 6 months to as long as 18 months, which typically are managed and directed by the human resources division of the bank. In addition, human resource managers keep records on employee performance and counsel employees on ways to improve their performance and opportunity for promotion.

**International Finance and Business Development Specialists.** The market for banking services is becoming global in scale. Business customers frequently need loans, credit guarantees, help with floating new security issues, and analyses of business conditions in foreign markets supplied by their banks. Men and women interested in this exciting banking field will require college level training in business finance, marketing, corporate accounting, and international trade.

**Foreign Exchange Traders.** A handful of the largest banks buy and sell foreign currencies on behalf of their own account and for their customers who are traveling or trading abroad. Foreign exchange traders within a bank search the market for the best prices on pounds, francs, yen, and other currencies and try to profit from currency-trading operations. They must also be able to negotiate with other currency traders and with the bank's customers. They often travel extensively, and they must be able to learn quickly and make decisions rapidly while under great pressure.

**Investment Banking Specialists.** Banks are becoming increasingly involved in assisting their business customers with the issue of bonds, notes, and stock to raise new capital, and they frequently render advice on financial market opportunities and on business mergers and acquisitions. This is the dynamic, fast-paced field of investment banking – one of the highest paid and most challenging areas in the financial market place. Investment banking personnel must have intensive training in accounting, economics, money and banking, strategic planning, investments, international finance, and a number of related areas.

**Bank Examiners and Regulators.** Because banks are among the most heavily regulated of all business firms, there is an ongoing need for men and women to supervise and examine bank financial statements and operating policies and to prepare and enforce banking regulations. Bank regulatory agencies such as the FDIC hire bank examiners and other regulatory personnel from time to time, often by visiting college campuses or as a result of phone calls and letters from applicants. Because they must supervise banks their financial condition and compliance with regulations examiners and regulators must have knowledge of accounting principles, business management methods, economics, and banking laws and regulations.

## **ACCOUNTANCY AS A PROFESSION**

### **I. Read and translate the text.**

Accountancy (profession) or accounting (methodology) is the measurement, statement or provision of assurance about financial information used by managers, investors, tax authorities and other decision makers to make resource allocation decisions within companies, organizations, and public agencies.

Practitioners of accountancy are known as accountants. The work of the accountant is rather complicated. It's diverse in nature and vitally important. Financial account-



ing is one of its major branches. Historically it has involved processes by which financial information about a business is recorded, classified, summarised, interpreted, and communicated. Tax accounting is the accounting needed to comply with jurisdictional tax regulations.

This work is diverse in nature but basically it deals with recording, summarising, analyzing and verifying business transactions in books of accounts. This task is of great significance because the accountant provides information necessary for economic management. And the accountant is effective if he supplies meaningful information promptly and in a clear language. Thus, the modern accountant is playing an increasingly important role in today's business activity. All that explains why very often accounting is referred to as the «language of business».

Really, it is impossible to manage a business operation without accurate and timely accounting information. The primary users of accounting information are managers. The firm's accounting system provides the information dealing with revenues, costs, accounts receivable, amounts borrowed and owed, profits, return on investment, and the like. This information can be compiled for the entire firm; for each product; for each sales territory, store, or individual salesperson; for each division or department; and generally in any way that will help those who manage the organization.

Managers and employees, lenders, suppliers, stockholders, and government agencies all rely on the information contained in financial statements. These two reports – the balance sheet and the income statement – are summaries of a firm's activities during a specific time period. They represent the results of perhaps tens of thousands of transactions that have occurred during the accounting period. Accounting information helps managers plan and set goals, organize, motivate, and control. Lenders and suppliers need this accounting information to evaluate credit risks. Stockholders and potential investors need the information to evaluate soundness of investments, and government agencies need it to confirm tax liabilities, confirm payroll deductions, and approve new issues of stocks and bonds. The accounting system must be able to provide all this information, in the required form.

A good accountant has to be interested in things like figures and calculations to be able to master techniques for compiling and presenting accounts. He should be able to think clearly, to express his thoughts and conclusions in a simple and clear language, so that they could be understood not only by other accountants, but also clients or management without accountancy training.

Some of the qualities of the accountant are inborn, others must be acquired by education and experience. Among the most important qualities are the following: a good knowledge of the theory of accounting and the ability to apply its principles in practical life; a broad general outlook and understanding of economic trends and events; responsibility, decision-making ability, the knowledge of accounting techniques; the ability to get on with colleagues, personnel and people in general.

Adequate computer skills are very important too, so the demand for computer knowledge in accounting is growing.

The accountant has to know his own mind and have confidence in his professional judgment. It is essential that the advice he gives should be impartial like his accounts.

### **1.1.12 MANAGEMENT**

#### **Lead-in**

1. What does the term “management” mean? Give some words or ideas as they

come into your mind.

2. Which of the following qualities, in your opinion, are the most important to make a good manager? a) being decisive; b) being efficient; c) being able to communicate with people; d) being able to inspire and lead people; e) being authoritative; f) being competent; g) having good ideas. Are there any other qualities that you think should be added to this list?

3. Which of these qualities can be acquired? Which ones are in-born?

4. In your opinion, what type of managers is better: a) “strong”, who motivates by putting pressure on his executives; b) “friendly”, who motivates his executives being in warm relationship with his subordinates; c) some other type.

## **INTRODUCTION. MANAGEMENT: AN ART OR A SCIENCE**

**I. Read the following text, find the key words, use them while answering the question put in its title.**

Science has a body of theory, operational definitions, systematic data collection, and objective analysis. Scientists attempt to leave a clear record of their progress and methodology so that others can “climb on their shoulders” to probe still farther into the unknown. Art, on the other hand, is more subjective than science: artists rely more on impulse, intuition than do scientists.

The question here is, does the practice of management demand the objective rationality of the scientist or the subjective feelings of the artist?

Management as a science. There are those who firmly believe that management is a science. In fact, the word science has been in the management vocabulary for a long time. Briefly, scientific management was an early twentieth-century school of management thought based in part on systematic time and motion studies. Early proponents of scientific management boasted that their approach replaced subjectivity, intuition, and seat-of-the-pants management with objectivity and scientific methodology. In defense of the scientific position, one writer said, “Management is already a field of knowledge, and is becoming a science because the interrelationships involved are being explained systematically and the emerging theories are being tested and improved by logic and the facts of life.”

Management as an art. Those who practise management on a daily basis often claim that management is an art. Advocates of this position contend that good management is based on common sense and intuitive “gut” feelings. One manager argued: Without that clear vision that underlies all good art, the manager’s components are merely isolated bits and pieces. As with the other arts, there are no objective criteria by which the manager can judge whether one arrangement is superior to another. The criteria he uses to select a configuration are subjective.

A compromise view. Both sides present convincing arguments. Managers can learn from both scientists and artists. A continuum with pure art on one end and pure science on the other end helps underscore the value of a compromise. In regard to the day-to-day practice of management, each extreme has its shortcomings. Visionaries may lose touch with practical considerations while pursuing ideals; technicians may become so preoccupied with detail and methodology that they fail to put things in the proper perspective. Recognizing that the practice of management is both an art and a science, the successful manager strikes a workable balance by relying on subjective feelings or on objective scientific techniques and data as the situation warrants. For example, all the

management science techniques available today may prove useless in the face of a personality conflict. In contrast, guesswork is no match for statistical quality control techniques. Only through experience can effective managers learn when to use scientific objectivity and when to rely on their judgement or intuition.

## MANAGEMENT AND ITS FUNCTIONS

### **I. Read the following text and be ready to discuss each managerial function.**

For more than half a century, the functional view has been the most popular approach to describing what managers do. It has been popular because it characterizes the management process as a sequence of rational steps. Henry Fayol, a French industrialist turned writer, became the father of the functional approach in 1916 when he identified five managerial functions: planning, organizing, command, coordination, and control. Fayol claimed that these five functions were the common denominators of all managerial jobs, whatever was the purpose of the organization. Over the years Fayol's original list of managerial functions has been updated and expanded by management scholars. Here is a brief overview of eight managerial functions which describe what managers do.

- **Planning.** Commonly referred to as the primary management function, planning is the formulation of future courses of action. Plans and the objectives on which they are based give purpose and direction to the organization, its subunits, and contributing individuals.

- **Decision making.** Managers choose among alternative courses of action when they make decisions. Making the correct decision in today's complex world is a major management challenge.

- **Organizing.** Structural considerations such as the chain of command, division of labor, and assignment of responsibility are part of the organizing function. Careful organizing helps ensure the efficient use of human resources.

- **Staffing.** Organizations are only as good as the people in them.

Staffing is recruiting, training, and developing people who can contribute to the organized effort.

- **Communicating.** Today's managers are responsible for communicating to their employees the technical knowledge, instructions, rules and information required to get the job done. Recognizing that communication is a two-way process, managers should be responsive to feedback and upward communication.

- **Motivating.** An important aspect of management today is motivating individuals to pursue collective objectives by satisfying needs and meeting expectations with meaningful work and valued rewards.

- **Leading.** Managers become inspiring leaders by serving as role models and adapting their management style to the demands of the situation.

- **Controlling.** When managers compare desired results and take the necessary corrective action, they are keeping things on track through the control function. Deviations from past plans should be considered when formulating new plans.

### **II. Read the following text and answer the questions that follow it.**

Frederick W. Taylor: Scientific Management

Present writers generally credit Frederick W. Taylor with first focusing attention on an analysis of the tasks and responsibilities of the first-line supervisor within the or-

ganization. Beginning with his employment in Midvale Steel Works in 1878, Taylor placed new emphasis on the job of the manager. It was his idea that the planning and performance of the task should be separated, the operator being held responsible for performance, while management assumed the responsibility for planning.

The task of planning as conceived by Taylor involved several key points. First, Taylor believed it necessary for management to investigate thoroughly all of the variables and components involved in the performance of each task. Second, as a result of this investigation, management would be able to select the single most effective method to be used in the performance of a given task. Third, in Taylor's opinion the responsibility of management did not end with the development of a standard method for each job; in addition, it was now necessary for the manager to select workers who were both mentally and physically capable of performing each specific task within the factory. Finally, the integration of capable men and most effective method was undertaken by management through the proper training of the workers in the method to be utilized.

As a result of the manager's planning and training activities, Taylor believed it would now be possible for management to achieve lower labor costs as well as increased productivity. This would be possible because the value of the worker's output increased at a faster rate than his piece work wages. In Taylor's opinion, the ability to pay these increased wages would serve to spur worker efforts to increase output to an even greater level and bring about still lower costs and increased productivity. It seems that Taylor's philosophy of motivation was rooted in the concept of the "economic man", and it was therefore mainly through economic incentives that management could appeal to the workers to achieve greater levels of productivity.

Perhaps the most important contribution of Taylor, however, was in bringing a specific definition and function to the discipline of management. Based upon the work of Taylor and of other writers of the scientific management school, there began to evolve a set of responsibilities and functions specifically associated with the practice of management. The principles of scientific management may be summarized as follows:

1. Management is a separate and distinct activity.
2. First-line supervision is basic.
3. Management function include: examining variables involved in the task; developing the most effective methods; selecting workers according to the psychological and physiological requirements of the job; training workers in the most effective methods.
4. Productivity increases mean higher wages for the worker.

#### **Answer the questions.**

1. What do present writers credit F.W. Taylor with ?
2. What are the main principles of scientific management?
3. What are the key points the task of planning involves as conceived by F.W. Taylor?
4. How did scientific management change industrial management?
5. Comment on the concept of the "economic man".
6. Speak for or against F.W. Taylor's principles.

## **MANAGEMENT BY OBJECTIVES**

### **I. Read the following text and answer the questions that follow it.**

Management by objectives (MBO) is a comprehensive management system based

on measurable and participatively set objectives. MBO has come a long way since it was first suggested by Peter Drucker in 1954 as a way of promoting managerial self-control. In one form or another, and under various labels, MBO has been adopted by many organizations around the world. In fact, it is difficult to find a public or private organization of any significant size that has not tried some variations of the MBO theme.

The common denominator that has made MBO programs so popular in both management theory and practice is the emphasis on objectives that are both measurable and participatively set. Unfortunately, as pointed out by a management consultant, a gap exists between MBO theory and practice: "Today, MBO is being used as an exploitive, manipulative management control mechanism as often as liberating, humanistic philosophy of management. It seems to be venerated more by its abuse than for its proper use". Whether properly or improperly applied, MBO is by far the most widely used planning aid.

Originally characterized as a relatively simple performance appraisal technique, MBO evolved into a more complex planning and control tool and eventually into a comprehensive management system. According to one recognized expert on MBO: Within the past few years MBO has emerged as a system designed to integrate key management processes and activities in a logical and consistent manner. These include the development of overall organizational goals and strategic plans, problem solving and decision making, performance appraisal, executive compensation, manpower planning, and management planning and training.

Proponents claim that when MBO is applied as a comprehensive management system, it becomes an integral part of the manager's job.

At the heart of MBO is the four-step cycle:

Step 1. Setting objectives. A hierarchy of challenging, fair and internally consistent objectives is the necessary starting point for the MBO cycle because it serves the foundation for all that follows. All objectives, according to MBO theory, should be reduced to writing and put away for later referral during steps 3 and 4. MBO's main contribution to the objective-setting process is its emphasis on the participation and involvement of subordinates.

Step 2. Developing action plans. With the addition of action statements to the participatively set objectives, the planning phase of MBO is complete. Managers at each level develop plans that incorporate objectives established in step 1. High managers are responsible for making sure that their direct subordinates' plans complement one another and do not work at cross-purposes.

Step 3. Periodic review. As plans turn into action, attention turns to step 3, monitoring performance. Advocates of MBO usually recommend face-to-face meetings between superior and subordinates at three-, six- and nine-month intervals. These periodic checkups permit those who are responsible for a particular set of objectives to reconsider them to see if they are still valid. If an objective is no longer valid, it is updated accordingly. Otherwise, progress toward valid objectives is assessed. Periodic checkups also give managers an excellent opportunity to give subordinates needed and appreciated feedback.

Step 4. Performance appraisal. At the end of one complete cycle of MBO, typically one year after the original goals were set, final performance is matched with the previously agreed-upon objectives. The pairs of superior and subordinate managers who mutually set the objectives one year earlier meet face-to-face once again to discuss how



things have turned out. MBO calls for emphasis on results, not on personalities or excuses. The control phase of the MBO cycle is completed when success is rewarded with promotion, merit pay, or other suitable benefits and when failure is noted for future corrective actions.

**Answer the questions.**

1. Say some words about Peter Drucker and his management system: MBO.
2. What made MBO programs so popular in both management theory and practice?
3. What is at the heart of MBO?
4. Speak on each step of the cycle.

## RECRUITMENT

**I. Read the following text and say which statements are false and which are true. Correct the false ones.**

Recruitment is a set of activities designed to attract a qualified pool of job applicants to an organization. Emphasis on qualified is important.

Effective recruitment brings employment opportunities to the attention of persons with abilities and skills appropriate to job specifications. Then and only then will recruiting facilitate the accomplishment of organizational objectives and fulfill its function as an essential ingredient in the total staffing process. In this process, human-resource planning leads to recruiting, which sets the stage for selection.

The three steps in the recruitment process are: 1) advertisement of a job vacancy, 2) preliminary contact with potential job candidates, and 3) initial screening to create a pool of qualified applicants. You may know the process best in your response as an applicant to newspaper ads or word-of-mouth advertisements of job openings. Most probably you will become involved with the recruiting process when interviewing representatives of organizations visiting your campus in search of new employees.

Project yourself into this situation. You are near graduation and want a full-time job that relates to your major field of study. What will the three steps in recruiting process look like from your side of things? Probably the following.

1. Job advertisement. The organization advertises its job vacancies by posting short job descriptions at the campus placement center and/or in the campus newspaper.

2. Preliminary contact. You sign up for an interview with a recruiter on campus; during a short (20–30 minute) interview you present a written resume of your background and explain your qualifications.

3. Initial screening. The recruiter discusses interview results and your resume with appropriate line managers; based on their knowledge of job specifications, you are among the candidates selected for a formal visit to the organization.

This is the recruitment process through the applicant's eyes. What are these aspects of recruiting from the perspectives of line managers and of recruiting specialists from a personnel department?

External and internal recruitment. There are two basic categories of job candidates toward whom recruited efforts can be directed – qualified employees ready for promotion or transfer from within the organization, and persons from the outside. Internal recruitment involves making employees aware of job vacancies through job posting and personal recommendations. Internal recruitment demonstrates internal opportunities

to advance in one's career by working hard and achieving high performance at each point of responsibility.

External recruitment involves the attraction of job candidates from sources external to the organization. Newspapers, employment agencies, technical training centers, personal contacts, referrals and even persons in competing organizations are among the sources of external recruits.

Each of these recruitment strategies offers potential advantages and disadvantages to the organization. Internal recruitment is usually the least expensive, deals with persons of known performance records, encourages hard work among those desiring such opportunities. External recruiting, on the other hand, brings in outsiders with fresh perspectives.

It also represents a source of specialized expertise or work experience that is not otherwise available from insiders. Overall, a good strategy is to maintain a mixture of external and internal recruiting. This allows the manager and organization to gain the best advantage of each as circumstances allow.

## **II. Say if the statements are true or false.**

1. In the process of recruitment emphasis on the word qualified is important.
2. In this process human-resource planning doesn't always lead to recruiting.
3. There are five steps in the recruiting process through the applicant's eyes.
4. Internal recruitment involves employees' awareness of job vacancies inside an organization.
5. External recruitment involves the attraction of job candidates from sources external to the organization.
6. Internal recruitment is usually the most expensive.
7. External recruitment brings the outsiders with fresh perspectives.
8. A good recruitment strategy is to choose only one of the two categories.
9. A mixture of external and internal recruiting allows the manager to gain the best advantage of each.

## **III. Scan the text once again and speak in detail on external and internal recruiting.**

# **MOTIVATION THEORY**

## **I. Read the following text and answer the questions that follow it.**

Abraham Maslow's motivation theory, commonly referred to as the hierarchy of needs, is based on two assumptions.

First, different needs are active at different times, and only needs not yet satisfied can influence behavior. Second, needs are arranged in a fixed order of importance called a hierarchy.

According to Maslow's theory, behavior is triggered by a need deficit which drives the individual to reduce the tension it creates. Tension leads to behavior that will potentially satisfy the need. For example, a new baby in the family means a greater financial burden. As a result, the worker increases work effort to ensure a promotion and raise. In Maslow's theory, the idea that a satisfied need can't influence behavior is called prepotency of the need. This prepotency influences behavior.

Until the need is satisfied, the unmet need is said to influence behavior.

Furthermore, as soon as a lower-order need is satisfied, a higher order need emerges and demands satisfaction.

Maslow identifies five categories of needs:

- Physiological needs, such as food, air, and water.
- Safety needs, such as freedom from fear or harm.
- Social needs, such as friendship, camaraderie, and teamwork.
- Self-esteem needs, meaning acceptance of self as having value.
- Self-actualization needs, the fulfillment of potential and personal growth.

The hierarchy of needs gives managers a straightforward way of understanding how various work conditions satisfy employee needs. Certain basic conditions of employment satisfy physiological needs. Safety needs are met by safe work conditions and job security. Social needs are satisfied by interaction and communication with fellow workers. And finally, work that is fulfilled can satisfy self-esteem and self-actualization needs.

While Maslow's ideas were a welcome relief from the emphasis on abnormal behavior that dominated the psychology of the day, they are not without some potential pitfalls. First, Maslow himself recognized that the hierarchy is not a stair-step approach. Human needs are multiple and they often occur simultaneously in modern society. It may make more sense to think about higher-order needs (such as esteem and self-actualization) as one set and lower-order needs (such as physiological, safety, and social needs) as another set. Using just these two categories, we can see that it is certainly possible for several needs to influence our behavior at any given time. Second, we have to consider the relative level of the need that is present at a given time. Being thirsty is a relative concept. If you're in a desert and have no water, the need's prepotency will influence 100 % of your behavior. But if you're mildly thirsty all morning but you are writing a report, your behavior may be more determined by a deadline than your thirst. Third, Maslow's theory describes needs as internal; it says nothing about the environment's effect of behavior.

How are needs determined? For example, the need for new clothes may be determined by comparing our clothes with those worn by friends, models, or prestigious people. So what might be considered a lower-order need for clothing becomes translated into a higher-order need for self-esteem. The referent for our need deficit is not internal but rather is external. In other words, the definition of need for new clothing is determined through other people, society, education and religion – the external environment.

To a large degree, Maslow's ideas help us understand that everyone has basic needs that must be satisfied. One way to satisfy these needs is through work. But the complexity of the need satisfaction process makes simple prescription problematic. Maslow's need hierarchy describes a model of basic human needs but offers little practical guidance for motivating workers.

### **Answer the questions.**

1. What are two key assumptions of A. Maslow's motivation theory?
2. What is behavior triggered by according to A. Maslow's theory?
3. What is the prepotency of the need?
4. What are five categories of needs according to A. Maslow?
5. What are some pitfalls of the hierarchy of needs theory? Speak on each supporting your opinion by your own examples.



**I. Read the following text and answer the questions that follow it.**

**F. Herzberg's Two-Factor Theory of Motivation**

During the 1950s, Frederick Herzberg proposed a theory of employee motivation based on satisfaction. His theory implied that a satisfied employee is motivated from within to work harder but that a dissatisfied employee is not self-motivated. Herzberg's research uncovered two classes of factors associated with employee satisfaction and dissatisfaction, and so his theory has come to be called the two-factor theory.

<i>Dissatisfiers (Factors mentioned most often by dissatisfied workers)</i>	<i>Satisfiers (Factors mentioned most often by satisfied workers)</i>
1. Company policy and administration. 2. Supervision. 3. Relationship. 4. Work conditions. 5. Salary. 6. Relationship with peers. 7. Personal life. 8. Relationship with subordinates. 9. Status. 10. Security.	1. Achievement. 2. Recognition. 3. Work itself. 4. Responsibility. 5. Advancement. 6. Growth.

Dissatisfiers and satisfiers. Herzberg composed his list of dissatisfiers by asking a sample of about 200 accountants and engineers to describe job situations in which they felt exceptionally bad about their jobs. An analysis of their responses revealed a consistent pattern. Dissatisfaction tended to be associated with complaints about the job context or factors in the immediate work environment.

Herzberg then drew up his list of satisfiers, factors responsible for self-motivation, by asking the same accountants and engineers to describe job situations in which they had felt exceptionally good about their jobs. Again, a consistent pattern of response was noted, but this time, different factors were described. Herzberg observed that these satisfiers centered on the nature of the task itself. In other words, employees appeared to be motivated by job content, that is, what they actually did all day long. Herzberg concluded that enriched jobs were the key to self-motivation. In other words, the work itself, rather than pay, supervision, or other environmental factors, was the key to satisfaction and hence motivation.

Practical lessons from Herzberg's theory. By insisting that satisfaction is not the opposite to dissatisfaction, Herzberg encouraged managers to think carefully about what actually motivates employees. According to Herzberg, "the opposite of job satisfaction is not job dissatisfaction but, rather, no job satisfaction; and similarly, the opposite of job dissatisfaction is not job satisfaction, but no dissatisfaction". But the elimination of dissatisfaction, according to Herzberg, is not the same as truly motivating someone. An additional step is required. He feels that it takes meaningful, interesting, and challenging work to satisfy and motivate employees. He is convinced that money is a weak motivational tool because the best it can do is to eliminate dissatisfaction.

Like Maslow, Herzberg has triggered lively debate among motivation theorists. His assumption that job performance improves as satisfaction increases has been criticized for having a weak empirical basis. Others have found that one person's dissatisfier may be another's satisfier (for example, money). Nonetheless, Herzberg has made a useful contribution to motivation theory by emphasizing the motivating potential of enriched work.

**Answer the questions.**

1. What is the basis of F. Herzberg’s theory of employee motivation?
2. What are dissatisfiers and satisfiers? Speak on each of them.
3. What are practical lessons from Herzberg’s theory?
4. What is F. Herzberg’s theory criticized for? Have you got any of your criticisms?

**Language**

1. Practise reading the following regular verbs (past simple tense) correctly.

Attempted, demanded, believed, based, boasted, performed, approached, involved, explained, tested, improved, claimed, argued, isolated, used, helped, proved, relied, managed, emphasized, emerged, mentioned, triggered.

**II. Complete the sentences below using the following root words:**

to manage manageability manageable management manager  
manageress managerial managership managing

1. If you have a complaint, could you speak to the ...?
2. ... decisions must be taken after thorough analysis.
3. Her ... of a difficult situation was impressive.
4. How do you expect a sick man ... a ten-mile walk?
5. For me it was a great surprise that she was a successful ... .
6. The work has been divided into smaller, more ... sections.
7. The ... of this work is very disputable.
8. The ... staff of the company is rather high.
9. The ... comprises a wide range of responsibilities.
10. His job involved ... large investment funds.
11. It’s a co-operative, so the workers ... the business themselves.
12. Government targets for increased productivity are described as “tough nut ...”.

**III. Match a suffix (-ity, -ment, -tion) with a word to make a new word. Make all necessary spelling changes.**

to define, to manage, subjective, objective, to involve, to create, ingenious responsible, to specialize, to motivate, to employ, to assume, secure, to supervise, to determine.

**IV. Theory X and theory Y are management philosophies which describe the reasons why people work, based on opposing views of people’s motivation. Put the reasons into the correct place in the table.**

- a) Workers can enjoy work.
- b) Workers are selfish, ignore the needs of organizations, avoid responsibility and lack ambition.
- c) Management should create a situation where workers can show creativity and apply their knowledge to the job.
- d) Workers are motivated by money.

<i>Theory X</i>	<i>Theory Y</i>
	Workers have many different needs Which motivate them
Workers are lazy and dislike work	
	If motivated, workers can organize themselves and take responsibility
Workers need to be controlled and di-	

**V. Find in the text synonyms or synonymous expressions for the following:**

to attract attention; to stress; liable; examination/study; to choose; proficient; to apply; productivity; to give; attempt; stimulus; to develop.

wide/large; all over the world; help/tool; major; defender; basis; to cut down; taking part; boss; from time to time; logical/real; together.

requirements; to meet the needs; main; to prevail; to happen; to affect; surrounding; to give; major direction.

**VI. Complete the following passage by inserting the missing prepositions.**

**International Management Information Systems**

The international management information systems (IMIS) is an organized, process ... gathering, storing, processing, and disseminating information ... the purpose ... making business decisions. The system's size and complexity can range ... a simple filing cabinet ... a small firm ... a system employing computers to process and store data, as is found ... large firms. The means are less important than the end, which is to enable marketing and other managers to use all the sources ... information ... their disposal. These are:

1. Internal sources – market analyses, special research reports, and data ... company sales, production, financial and accounting records as reported ... foreign subsidiaries, sales representatives, customers, and channel ... distribution members.

2. External sources – reports ... governments, trade associations, banks, consultants, customers and data bases.

Both types ... sources can provide data concerning the changes and trends ... the uncontrollable environmental variables as well as feedback ... the performance ... the firm's controllable variables. There is a trend now ... decision support systems, which permit managers to make inquiries and receive specific answers not only ... the firm's database, but ... external, on-line databases as well.

**VII. Insert the missing words given below. Mind your Grammar.**

Business, objectives, advertisements, needs, name, set, ads, blind ads, supply and demand, company, recruits, applicants, minorities, goals, maintain, logo, attract, applicant, employee, attention, attitudes, procedures, knowledge, pool, reputation, individuals, permit, potential, employees

**Recruitment**

Recruitment is the ... of activities an organization uses to ... job candidates with the abilities and ... needed to help the organization achieve its ... . Recruitment requires a sound human resource planning system that includes personnel inventories, forecasts of the ... of human resources, action plans, and control and evaluation ... . The first step in recruitment is a clear specification of ...: number of people, skills mix, ..., and experience level. This information is especially important so that affirmative action ... and timetables for the recruitment and hiring of ... can be met. If human resource needs cannot be met within the ..., outside sources must be tapped. Enron keeps a file on ... who have sought employment with it over the past year. Even though these applicants were not hired, they frequently ... an interest in working for a company with a good ... and image. By carefully screening these files, some good applicants can be added to the ... of candidates. ... in newspapers, trade journals, and magazines notify ... applicants of

openings. Responses to advertisements will come from both qualified and unqualified ... . Occasionally a company will list a post office box number rather than provide the company ... . Called ... .., such advertisements eliminate the need to contact every ... . But they do not ... a company to use its name or ... as a form of promotion. Some organizations effectively use their own ... in newspaper and magazine ... . For example, a General Dynamics ad cites its employees as “19,000 reasons why ... is good in San Diego”. Thus the firm calls ... to its presence in the city. The ad also features ... security badges with photographs. Using employees in the ads personalizes the company to ... .

**VIII. Read the passage carefully. Some of the lines are correct and some have a word which should not be there. Find these words.**

When a company interviews a candidate for a job they are not allowed to have discriminate against him or her on the grounds of race, sex, age or disability. In other words, every one candidate should have equal opportunity or the same chance to get the job. EU laws help to promote this, as do other laws in the other parts of the world. Figures suggest that candidates often are to discriminated against on the grounds of race.

Many more people believe that positive action by employers is that an important part of a good equal opportunities policy. This should help to increase the number of such workers belonging to a particular racial group, if they are under-represented in the firm. Firms need to be been aware of the make-up of their labor force, and many companies carry out equal opportunities monitoring during the selection of procedure.

As well as discrimination in the selection process itself, employees can also be discriminated against in the area of its pay. In manufacturing, for example, women earn 72% of men’s pay. Additionally, occupations that employ there mainly women, such as hairdressing, for example, tend to involve low pay. If an employee thinks that they have been discriminated against them they can take their case to an industrial tribunal.

**IX. Match the definitions to the words given below.**

Hierarchy, management ability, leader, employee, theory X, theory Y, human resource planning, human resource management, personnel, workforce, bonus, recruitment policy, age discrimination

1. The set of attitudes and actions a company uses for the selection of new staff.
2. A person who is paid to work for an organization or for another person.
3. The people who work for an organization.
4. The work within a company that involves identifying the future employment needs of the company and recruiting the staff to meet those needs.
5. The work within a company that involves the recruitment, training and welfare of the staff.
6. The way the person behaves as a manager or the qualities he/she has as a manager.
7. The person who is in control or in charge of a group of people or an organization.
8. The idea that employees work better when they are closely supervised and when their work is strictly controlled.
9. The idea that employees work better when they are given responsibility for their own work and when their personal needs are satisfied.
10. A system of organizing people into different links or levels of importance, for example, in society or in a company.
11. An extra amount of money that is added to someone’s pay, usually because they have worked very hard.
12. The total number of people in a country or region who are physically able to do a job and are available for work.
13. The practice of treating older people less fairly or less well than other people.

**X. Paraphrase the following sentences.**

1. Individuals are a major input into the production process.
2. Individuals who

are more skilled can perform tasks faster and more accurately and are more likely to learn the complex tasks associated with many modern production methods than individuals lesser skills. 3. Training can upgrade employee skill levels, bringing the firm productivity-related efficiency gains. 4. Many Japanese companies have extensive off-the-job training. 5. Self-managing teams are a relatively recent phenomenon in American industry. Few companies used them until the mid 1980s, but since then they have spread rapidly. 6. The net effect of introducing selfmanaging teams is reportedly an increase in productivity of 30% or more and a substantial increase in product quality. 7. People work for money, so it is hardly surprising that linking pay to performance can help increase employee productivity. 8. Bonus pay, which can amount to 30% of base pay, is linked to the ability of the team to meet productivity and quality goals. 9. TQM (total quality management) is a management philosophy that focuses on improving the quality of a company's products and services and stresses that all company operations should be oriented toward this goal. 10. Improved quality means that costs decrease because of less rework, fewer mistakes, fewer delays, and better use of time and materials. 11. Employee productivity is one of the key determinants of an enterprise efficiency and cost structure. 12. Empowerment is the process of giving lower-level employees decision-making power.

**XI. Look through the texts and find the English equivalents for the following.**

искусство более субъективно; твердо верить; их подход заменил субъективность; область знаний; защитники этой позиции; объективные критерии; убедительные аргументы; недостатки; преследуя цели; полагаясь на; могут оказаться бесполезными; мнение/суждение.

квалификационные требования; способствовать; стадия отбора; вакантное рабочее место; устная реклама; записаться на собеседование; отдел кадров; продвижение (по службе); агентство по занятости.

теория мотивации; признание; продвижение; анализ вскрыл; жалобы по поводу; испытать; самомотивация; таким же образом; устранение недовольства; убеждение; живой спор (дискуссия); исполнительность; тем не менее; вклад.

**XII. Read the following passage and summarize it in English (10–15 sentences).**

International management is the performance of the management process in an international business setting. The global boom has increased the importance of international management. A larger portions of the world desire quality goods at lower prices, managers must be prepared to compete in an increasingly independent global economy. Firms that choose not to compete in this global environment will be affected by US and foreign competitors that do. In reality, organizations can't avoid competing in the global economy.

Transportation, communication, and technology have fueled the global boom. In 18th-century America all economies were local. Little emphasis was placed on regional competition, let alone national competition.

With the advent of the railroad and telegraph, 19th-century economies became regional or national. Firms began to compete with others in distant parts of the country. Often the firm producing the greatest quantity won out; thus the first firms to adopt assembly-line techniques survived.

In the 1950s fiberoptics, satellites, improved transistors, and air travel made geo-

graphic distance less relevant. Firms began to compete with firms in other parts of the world. As the 20th century progressed, firms competed still more on quality, as well as quantity. In the 21st century the firm that offers high-quality products is most likely to succeed.

**XIII. Choose the correct alternative for the following questions.**

1. If management delegate responsibility, to whom is it given?  
a) superiors b) subordinates c) no one
2. Which of the following is least likely to delegate responsibility?  
a) an autocratic leader b) a democratic leader  
c) a laissez-faire leader
3. Which of these leaders is most likely to develop a strong hierarchy?  
a) an autocratic leader b) a democratic leader  
c) a laissez-faire leader
4. Which of these leaders is most likely to involve staff in collective decision-making?  
a) an autocratic leader b) a democratic leader  
c) a laissez-faire leader
5. Which of these leaders is most likely to leave decision-making to individual members of staff?  
a) an autocratic leader b) a democratic leader  
c) a laissez-faire leader

**XIV. Complete the following sentences with the correct item from the list below.**

Pretty/prettily; late/lately; free/freely; deep/deeply; high/highly; most/mostly; near/nearly; hard/hardly

1. The company is ... in debt and is likely to go bankrupt soon.
2. The situation they've found themselves in seems to be ... complicated.
3. For our company to remain competitive, we need a ...-skilled and ...-educated workforce.
4. He knows ... well everything there is to know on the subject.
5. The personnel manager had ... finished to interview all applicants when some new cropped up.
6. The factory has been sold just ... to a small engineering firm.
7. If people could travel ... on public transport there wouldn't be so much traffic congestion.
8. He gave ... of both his time and money to many worthy causes.
9. Work ..., play ... and be happy.
10. A number of ...-ranking officials have resigned in the wake of the scandal.
11. The ... they can expect is a 4% pay increase.
12. You can ... expect a pay-rise when you've been working for the company for two weeks.

**XV. Complete the following passage by putting the verbs in brackets into the correct tense form.**

Managers and management scholars alike long (to be intrigued) by the fact that some employees consistently (to work) harder than others who equally (to be talented) and qualified. The study of motivation (to help) managers understand this kind of variance in performance. More importantly, a working knowledge of what (to motivate) people (to enable) managers to take constructive steps to improve their employees' job performance. The term motivation (to derive) from the Latin word *movere*, meaning "to move". It is virtually impossible to determine a person's motivation until that person (to

behave) or literally (to move).

By observing what someone (to say) or (to do) in a given situation, one can draw reasonable inferences about his or her underlying motivation.

As it is used here, the term motivation (to refer) to the psychological process that (to give) behavior purpose and direction. By appealing to this psychological process, managers (to attempt) to get individuals to willingly pursue organizational objectives. Before describing specific motivation theories and related applications, it is necessary to examine three important background factors. First, motivation (to occur) amid complexity, not in isolation. Second, managers often (to make) faulty assumptions about what employees (to want) from their jobs. Third, social change (to erode) the usefulness of traditional motivational tools.

#### **XVI. Fill in the gaps with the correct article if necessary.**

Human resource development in Japan consists of four principal elements. Managers in many Japanese companies believe that ... most important element is ... on-the-job training (OJT). ... second element is ... focus on ... intellectual skills – ... know-how to deal with unusual situations such as changes in or problems with ... production. For example, if ... machine is producing defective parts workers must have sufficient reasoning skills and knowledge to rectify ... problem. ... third element of Japanese human resource development is ... use of ... variety of OJT experiences coupled with short, intensive, off-the-job training (off-JT) to develop necessary skills. Workers gain ... experience in two to three dozen positions with ... cluster of related workshops or worksites. This broad OJT allows workers to become familiar with ... variety of machinery and production methods, and it provides ... basis for developing vital intellectual skills. Theory-oriented off-JT helps workers develop ... ability to theorize about and systematize their on-the-job experiences. Japanese workers participate in short (two days to one week) off-JT experiences inserted between off-JT every ... few years. ... fourth element of human resource development in Japan is fair assessment of ... skill development and fair compensation. If two workers are doing ... same work but one is better at ... problem solving, that person is compensated accordingly.

#### **XVII. Fill in the gaps with the correct modal verb.**

1. In any business it is important that managers ... be efficient. They ... be able to achieve their objectives and to get the right things done. 2. Effective managers learn how to manage their time. They never forget that time ... not be replaced. 3. Before being able to control the time, the manager ... find out how he is actually using it. He ... know where it goes. 4. The manager ... not rely on memory when logging time. 5. This logging time ... be done once or twice a year: it shows the executive how he actually spends his time at work. 6. Once the manager has an accurate picture of how he uses his time, he ... analyse the time log. 7. As a result of such analysis the manager will get rid of some activities which ... be done just as well by someone else. 8. Some managers like to set aside certain time for important tasks. For example, they ... work at home one day a week. 9. A common method of managing time is as follows. The manager works out all the jobs he ... do in the coming day or week. Then he lists the tasks in order of priority. 10. Peter Drucker, the American expert on management believes that effective executives ... acquire the ability to use time efficiently.

#### **XVIII. Render the following passage in Russian (10–12 sentences) focusing**

## on key vocabulary.

### TRAINING AND DEVELOPMENT

Training and development of human resources involve change: change in skills, knowledge, attitudes, and/or social behavior. To remain competitive, changes in these areas are needed. Training is, in short, an attempt to improve current or future employee performance. In most organizations, that emphasize quality, training is done in problem-solving, problem analysis, quality measurement and feedback, and team building.

The following specific points are important to know about training:

- Training is a systematic process of altering employees' behavior to further organizational goals.
- Development is the acquisition of knowledge and skills that may be used in the present or future. It is a more long-term focus.
- A formal training program is an effort by the employer to provide opportunities to the employee to acquire job-related skills, attitudes, and knowledge.
- Learning is the act by which individuals acquire skills, knowledge, and abilities that result in a relatively permanent change in their behavior.
- A skill is any behavior that has been learned and applied. Therefore, training's goal is to improve skills. Motor skills, cognitive skills and interpersonal skills are targets of training programs.

In order to learn, a person must want to learn. In the context of training and development, motivation influences a person's enthusiasm, keeps attention focused on the activities, and reinforces what is learned. For example, if a person is not motivated to improve the quality of his work, little can be accomplished in a training or development programs.

### **XIX. Render the following passage in English (10–12 sentences) using active vocabulary.**

Курс менеджмента является одной из важнейших дисциплин, изучающих законы рыночных отношений. Слова «менеджмент», «менеджер» широко применяются в деловой и даже повседневной жизни. Английское слово менеджмент переводится на русский язык как управление, организация, руководство. В общем плане оно означает управление, т. е. Организацию и руководство тем или иным видом деятельности: производством, экономикой, финансами и другими сферами деловой жизни человека.

В зарубежной литературе имеется много определений понятия «менеджмент». Приведем три из них: 1) достижение целей организации посредством скоординированных усилий работающих в ней людей; 2) особый вид деятельности, превращающий неорганизованную толпу в эффективную, целенаправленную и производительную группу (организацию); 3) процесс планирования, организации, руководства и контроля для достижения целей организации посредством скоординированного использования человеческих и материальных ресурсов.

И хотя эти определения очень различны, они, тем не менее, имеют три общие черты: обязательное наличие цели при управлении; особый, интеллектуальный характер этого вида деятельности; управление имеет место в организации (на этом последнем элементе мы остановимся несколько подробнее в следующем параграфе). В третьем определении дополнительно к перечисленным чертам содержание менеджмента характеризуется как совокупность пяти процессов: планирования, организации, руководства, координации и контроля.



## Speaking

1. What are the advantages and disadvantages of practicing management as art or science?
2. Explain why employee selection is a particularly challenging area for managers today.
3. Which motivation theory – Maslow’s or Herzberg’s – do you feel has the most practical value for today’s managers?
4. How do the planning and control functions work together?
5. Why is worker performance closely related to motivation? Why is it complex?
6. How can you define motivation? Do all people need motivation?
7. Is it possible to define some general motivations for every person?
8. Differentiate between fundamental and personal needs.
9. Explain: “Wants are many, needs are limited”.
10. Name main sources of recruitment. Speak on the most efficient from the point of view of a personnel manager.
11. From the standpoint of enhancing motivation, what advantage does job enrichment have over job enlargement?
12. Would you like to work in theory Z? Why?

## Writing

**Express your opinion on the following (150–200 words):**

- a) P. Drucker: “The only choice for an institution is between management and mismanagement... Whether it is being done right or not will determine largely whether the enterprise will survive and prosper or decline and ultimately fail”.
- b) Keith Davis: There are no simple, cookbook formulas for working with people”.
- c) H.J. Zoffer: “It is becoming more apparent that international competence is needed as a prerequisite for all future managers, whether or not they work abroad”.

## Key Vocabulary

management	performance	function	theory Y	physiological needs
objectivity	appraisal	organizing	job vacancy	safety needs
decision making	recruitment	motivation	initial screening	social needs
staffing	job advertisement	scientific	internal	self-esteem needs
controlling	subjectivity	incentive	preliminary	self-actualization needs
management by	managerial	theory X	external	satisfiers / dissatisfiers

## 2.1.2. ФРАНЦУЗСКИЙ ЯЗЫК

### 1.1. UNE NOUVELLE ÉTAPE DANS MA VIE

#### I. Retenez les mots suivants:

- |                               |                                      |
|-------------------------------|--------------------------------------|
| 1. âgé,-e                     | 1. – пожилой, -ая                    |
| 2. aîné,-e                    | 2. – старший, -ая                    |
| 3. beau-frère (m)             | 3. – шурин, деверь, зять, свояк      |
| 4. beau-père (m)              | 4. – тесть, свекор, отчим            |
| 5. belle-mère (f)             | 5. – теща, свекровь, мачеха          |
| 6. belle-soeur (f)            | 6. – свояченица, золовка, невестка   |
| 7. bru (f)                    | 7. – невестка, сноха                 |
| 8. «bûcher»                   | 8. – «зубрить», корпеть              |
| 9. bureau (m)                 | 9. – бюро, контора, отдел            |
| 10. cadet,-te                 | 10. – младший, -ая                   |
| 11. cours (m, pl)             | 11. – лекции, занятия                |
| 12. créateur, -trice          | 12. – творческий, созидательный      |
| 13. enfant (m, f)             | 13. – ребёнок                        |
| 14. être bien dessiné, -e     | 14. – быть хорошо очерченным         |
| 15. être en première année    | 15. – быть (учиться) на первом курсе |
| 16. être en retraite          | 16. – быть на пенсии                 |
| 17. être fort (-e) en qch     | 17. – быть сильным в чём-либо        |
| 18. être marié, -e            | 18. – быть женатым, быть замужем     |
| 19. femme (f)                 | 19. – женщина, жена                  |
| 20. fille (f)                 | 20. – дочь                           |
| 21. fils (m)                  | 21. – сын                            |
| 22. fréquenter                | 22. – посещать                       |
| 23. gêter                     | 23. – портить                        |
| 24. gendre (m)                | 24. – зять                           |
| 25. grand-mère (f)            | 25. – бабушка                        |
| 26. grand-père (m)            | 26. – дедушка                        |
| 27. grands-parents (m, pl)    | 27. – дедушка и бабушка              |
| 28. hardi , -e                | 28. – смелый, отважный               |
| 29. haute (petite) taille (f) | 29. – высокий (маленький) рост       |
| 30. interdiction (f)          | 30. – запрет                         |
| 31. mari (m)                  | 31. – муж                            |
| 32. nièce (f)                 | 32. – племянница                     |
| 33. oncle (m)                 | 33. – дядя                           |
| 34. parent,-e (m, f)          | 34. – родственник, родственница      |
| 35. parents (m, pl)           | 35. – родители, предки               |
| 36. passer son enfance        | 36. – проводить своё детство         |
| 37. petite-fille (f)          | 37. – внучка                         |
| 38. rattraper                 | 38. – навёрстывать                   |
| 39. responsable               | 39. – ответственный, -ая             |
| 40. ressembler à qn           | 40. – быть похожим на кого-то        |
| 41. robuste                   | 41. – крепкий, сильный               |
| 42. se sentir                 | 42. – чувствовать себя               |
| 43. soeur (f)                 | 43. – сестра                         |

44. svelte  
45. tante (f)  
46. temps (m) perdu  
47. travaux (m, pl) pratiques

44. – *стройный, гибкий*  
45. – *тётя*  
46. – *упущенное, утраченное время*  
47. – *практические занятия*

## II. Traduisez les mots suivants et retenez-les:

- faire connaissance avec qn  
faire la connaissance de qn  
faire venir l'eau à la bouche  
analyste-programmeur (m)  
charpentier (m)  
chef de chantier (m)  
contremaître (m)  
dessinateur (m), dessinatrice (f)  
étudiant (m), étudiante (f)  
maçon (m)  
plâtrier (m)  
plombier (m)

## III. Lisez et traduisez ce texte:

### Une nouvelle étape de ma vie

Cette année je suis entré à l'université technique à Brest. J'ai choisi la faculté du bâtiment. Il y a quelques mois une nouvelle étape dans ma vie a commencé. Adieu mon école, adieu mes amis... Maintenant je suis étudiant, je suis étudiant en bâtiment. C'est bien d'être étudiant. C'est moi, Pierre Choumski, qui vous le dis.

D'abord, parce qu'on se sent enfin libre.

Je parle, évidemment, pour ceux qui n'ont pas d'université dans leur ville, et qui sont obligés de quitter leur famille pour vivre dans la ville où se trouve leur Ecole supérieure: plus de conseils à recevoir, plus d'interdictions, plus d'explications à donner. Je ne veux pas dire que mes parents étaient trop sévères avec moi, non. Au contraire, c'est avec une grande tendresse que je me rappelle de ma famille qui est restée dans ma ville natale. Ma famille est grande et unie. Je voudrais vous présenter tous les membres de ma famille.

Faisons connaissance. Commençons par moi. Je m'appelle Pierre Choumski. J'ai 19 (dix-neuf) ans. Je suis de haute taille, 1,90 m (un mètre quatre-vingt dix centimètres), svelte, robuste, sportif. J'ai les cheveux blonds coupés court, les yeux bleus. Mon visage est ovale, la bouche est bien dessinée et seulement mon nez me gêne un peu, il est assez long. Je ressemble à mon père. Je suis né le 26 juillet 20... . Mon signe du zodiaque est Lion. Lion est ambitieux, il n'aime pas être critiqué, il semble très sûr de lui. Quant à moi, je sais qu'il faut être entreprenant pour réussir dans la vie. Je fais mes études à la faculté du Bâtiment, je suis en première année, je veux être ingénieur comme mon père. Je ne suis pas enfant unique dans la famille.

Notre famille est nombreuse, elle comprend mon père, ma mère, ma soeur aînée, ma soeur cadette, mon frère cadet et moi. Les grands-parents paternels habitent aussi avec nous. Ils sont assez âgés: mon grand-père a 90 (quatre-vingt-dix) ans, ma grand-mère a 78 (soixante-dix-huit) ans. Ils ne travaillent plus. Ils sont en retraite. Mon père est un homme de 50 (cinquante) ans. Ma mère a 45 (quarante-cinq) ans. Ma soeur aînée Nina âgée de 24 (vingt-quatre) ans est mariée. Elle a terminé la faculté du Génie Civil et

travaille maintenant comme dessinatrice dans un bureau d'études. Son mari Victor, mon beau-frère, qui est plus âgé que sa femme de 6 (six) ans est architecte au même bureau. Il est une personne créatrice qui dresse toujours des projets intéressants et hardis. Nina et Victor ont une fille. C'est ma nièce. Elle s'appelle Nadine. C'est une fillette de trois ans, très charmante, bavarde et assez coquette pour son âge. Nous sommes tous membres d'une famille de constructeurs. Mon grand-père, autrefois maçon, puis contremaître, discute des heures durant avec Victor de nouvelles méthodes de construction dans le Bâtiment. Mon père qui a terminé l'Ecole supérieure des Ingénieurs du Bâtiment et des Travaux publics travaille comme chef de chantier. Il aime sa profession et par ses conseils pleins d'expérience il aide le jeune chef de travaux et les jeunes ouvriers: charpentiers, plombiers, plâtriers, maçons...

Ma mère est aussi ingénieur et travaille dans le système de distribution d'eau de notre ville. Son travail est très sérieux et responsable. A la maison ma mère aime cuisiner. Notre mère et notre grand-mère, sa belle-mère, elles sont de bonnes cuisinières. Quand je me souviens des plats qu'elles préparent, cela me fait venir l'eau à la bouche.

Il me reste encore de présenter mon frère cadet et ma soeur cadette. Mon frère cadet Oleg fait ses études en 10-ième. Il est un bon élève, il est fort en mathématiques et en informatique. Il veut entrer à la faculté des systèmes d'informations électroniques et devenir analyste-programmeur. Ma soeur cadette Olga n'a que 15 (quinze) ans. Elle est une écolière capable, très appliquée. Elle fréquente aussi l'école musicale et joue du piano. Olga lit beaucoup et s'intéresse à la littérature et à l'histoire. C'est une belle jeune fille très vive, très énergique aux yeux marron, aux cheveux châtain clair. Elle est tout le portrait de notre mère.

J'ai beaucoup de tantes, d'oncles, de cousines et de cousins. Tous nos parents aiment venir chez nous et nous aimons les accueillir.

Les premiers mois de mes études à l'université il me manquait de mes proches. Quand j'étais au lycée, mes parents m'aidaient toujours à résoudre mes problèmes quotidiens et maintenant je dois organiser ma journée de travail moi-même. Je peux passer la nuit entière à discuter avec des amis, puis dormir jusqu'à midi le lendemain, et personne ne me dit rien. Je peux aller au cinéma tous les jours pendant une semaine et ne pas toucher un livre, puis m'enfermer dans ma chambre et "bûcher" comme un fou pour rattraper le temps perdu. Jamais on ne me laisserait faire ça à la maison!

C'est merveilleux d'être libre! Libre d'aller au cours ou ne pas y aller (tant pis pour moi). Comme nous sommes au moins cinq cents dans un amphithéâtre, le professeur ne s'occupe jamais de savoir qui est absent. Seuls les travaux pratiques sont obligatoires et contrôlés parce que nous travaillons par petits groupes.

J'aime bien les travaux pratiques: je ne les ai manqués qu'une fois depuis le début de l'année. Les cours, je les ai manqués assez souvent pendant le premier semestre, mais pas après. J'ai compris assez vite que c'était difficile et ennuyeux de recopier les notes des copains et qu'il valait mieux travailler régulièrement que «bûcher» jour et nuit quinze jours avant l'examen. J'ai déjà bien compris que les années d'études m'apprendraient à travailler dur, à être plus sérieux et ce qui est le plus important à être plus responsable. Je comprends que ma responsabilité n'est pas énorme, bien sûr, puisqu'elle ne concerne que mon examen de première année, mais je ne peux la partager avec personne. Des années durant j'aurai plus de choses à faire et alors ma responsabilité augmentera. Mais j'y suis prêt.

#### **IV. Poser 10 questions au sujet du texte et répondez-y.**

#### **V. Etablissez le degré de parenté entre les personnages du texte:**

- Qui est Pierre pour ses parents?
- Nina et Olga qui sont-elles pour leurs parents?
- Nina et Olga qui sont-elles pour Pierre et pour Oleg?
- Pierre et Oleg qui sont ils pour Nina et Olga?
- Qui est Nina pour Victor?
- Qui est Victor pour Nina?
- Est-ce que les parents de Pierre ont un gendre? une bru?
- Les parents de Nina qui sont-ils pour Victor?
- Les parents de Pierre qui sont-ils pour Nadine?
- Nadine qui est-elle pour les parents de Pierre?
- Nadine qui est-elle pour Pierre?
- Les grands-parents de Pierre qui sont-ils pour Nadine?

#### **VI. Choisissez les phrases qui sont conformes au texte:**

1. Il y a un mois Pierre est devenu étudiant de l'université technique à Brest.
2. Oleg a 19 ans et fait ses études en 10-ième.
3. Victor a fait son service militaire il y a 2 ans.
4. Pierre a 19 ans, cette année il a terminé l'école secondaire et est entré à l'université technique.
5. Quant à Oleg il sait qu'il faut être entreprenant pour réussir dans la vie.
6. La mère et la grand-mère de Pierre aiment cuisiner.
7. Nina est mariée, elle est plus jeune que son mari de 6 ans.
8. Olga lit beaucoup et s'intéresse à la littérature et à l'histoire.
9. Pierre voudrait que ses parents l'aident toujours à résoudre ses problèmes et à organiser sa journée.
10. Quand Pierre était au lycée, il pouvait passer la nuit entière à discuter avec des amis, dormir jusqu'à midi le lendemain et ne pas toucher un livre pendant une semaine.
11. C'était difficile et ennuyeux de fréquenter tous les travaux pratiques et toutes les conférences, d'être toujours présent.
12. Les années d'études à l'université aident à devenir plus sérieux et plus responsable, on apprend à travailler dur.

#### **VII. Trouvez les équivalents français des signes du zodiaque, donnez la caractéristique du vôtre:**

Овен	Sagittaire	Весы	Verseau
Телец	Lion	Скорпион	Scorpion
Близнецы	Poissons	Стрелец	Cancer
Рак	Bélier	Козерог	Taureau
Лев	Vierge	Водолей	Capricorne
Дева	Balance	Рыбы	Gémeaux

#### **VIII. Devinez de qui il s'agit. Utilisez quelques clichés donnés ci-dessous:** quant à moi; à mon avis; je suppose; on peut supposer;

je pense; je ne pense pas que ce soit...;

je crois; je crois même; je suis sûr; il s'agit de;

**a)** aux cheveux bouclés, petite, coquette, bavarde, vive, aimée de toute la famille, enfant unique chez ses parents;

**b)** de haute taille, aux cheveux sel et poivre, porte la moustache tombante, maigre, énergique, s'intéresse aux nouvelles méthodes de construction, autrefois maçon;

**c)** assez jeune, très sympathique, svelte, aux cheveux longs, habillée à la mode, s'occupe de son mari et de sa fille;

**d)** de haute taille, aux cheveux courts, sportif, énergique, maximaliste, passe des heures durant devant l'ordinateur;

### **IX. Traduisez du russe en français:**

1. В этом году я поступил в технический университет, теперь я – студент строительного факультета.

2. Я могу не притрагиваться к книге в течение недели, а потом «корпеть» как сумасшедший в своей комнате, чтобы наверстать упущенное время.

3. Я очень люблю практические занятия, я пропустил их только один раз: лучше работать регулярно, чем «зубрить» день и ночь перед экзаменом.

4. Я хорошо понимаю, что с годами у меня будет прибавляться всё больше дел, и, следовательно, моя ответственность будет возрастать.

5. Я вам сейчас представлю моего друга: его зовут Пьер.

6. У Пьера многочисленная семья: у него две сестры и один брат.

7. Его отец – инженер-строитель, в течение многих лет он руководит крупной стройкой.

8. Племяннице Пьера 3 года, она ещё маленькая, очень симпатичная и кокетливая.

9. Бабушка очень любит свою семью – детей, внуков и правнучку – и готовит для них вкусные блюда.

10. Дедушка и Виктор обсуждают часами современные методы строительства.

### **X. Répondez aux questions ci-dessous:**

1. Comment vous appelez-vous?

2. Quel âge avez-vous?

3. Quand et où êtes-vous né(e)?

4. D'où venez-vous?

5. Votre famille est-elle nombreuse? Combien êtes-vous dans votre famille?

6. Comment s'appellent vos proches?

7. Qui est votre père?

8. Où travaille votre mère?

9. A qui ressemblez-vous?

10. Avez-vous vos grands-parents paternels et maternels? Où habitent-ils?

11. Donnez le portrait physique d'un des membres de la famille.

12. Quelles qualités morales vous attirent?

13. Avez-vous beaucoup de tantes, d'oncles, de cousines et de cousins? Allez-vous les voir souvent?

14. Où faites-vous vos études?

15. Savez-vous organiser vous-même votre journée de travail?

16. Est-ce difficile de vivre loin de votre famille?
17. Comment profitez-vous de votre liberté?
18. Manquez-vous souvent vos cours?
19. Avez-vous assez de temps pour travailler régulièrement et pour vous reposer avec vos amis?
20. Etes-vous responsable? En quoi consiste votre responsabilité?

## **XI. Présentez votre famille et parlez de votre nouvelle étape de la vie.**

### **TEXTES SUPPLEMENTAIRES**

#### **1) Lisez le texte et faites les devoirs donnés.**

##### **I. Retenez les mots suivants:**

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. se réveiller                | 1. – просыпаться                 |
| 2. se laver                    | 2. – умываться                   |
| 3. se brosser les dents        | 3. – чистить зубы                |
| 4. se peigner                  | 4. – причесываться               |
| 5. se faire une coiffure       | 5. – делать прическу             |
| 6. se faire les yeux           | 6. – красить глаза               |
| 7. se faire les ongles         | 7. – делать маникюр              |
| 8. se raser                    | 8. – бриться                     |
| 9. s'habiller                  | 9. – одеваться                   |
| 10. se reposer                 | 10. – отдыхать                   |
| 11. se promener                | 11. – гулять, прогуливаться      |
| 12. se coucher                 | 12. – ложиться спать             |
| 13. s'endormir                 | 13. – засыпать                   |
| 14. faire sa toilette          | 14. – приводить себя в порядок   |
| 15. se mettre à table          | 15. – садиться за стол           |
| 16. être pressé                | 16. – торопиться, спешить        |
| 17. être en retard             | 17. – опаздывать                 |
| 18. serendre à l'Université    | 18. – отправляться в университет |
| 19. passer le temps            | 19. – проводить время            |
| 20. avoir faim                 | 20. – быть голодным              |
| 21. prendre son petit déjeuner | 21. – завтракать                 |
| 22. déjeuner                   | 22. – завтракать, обедать        |
| 23. dîner                      | 23. – ужинать                    |
| 24. prendre un peu d'air       | 24. – подышать свежим воздухом   |
| 25. la salle d'études          | 25. – аудитория                  |
| 26. la cantine                 | 26. – столовая                   |

##### **II. Lisez et traduisez le texte suivant:**

###### **La journée de travail**

Ma journée de travail commence assez tôt. D'habitude, le réveil sonne à 7 heures du matin. Je me réveille et je me lève à 7 heures dix. Je fais mon lit et après 15 minutes de gymnastique je vais dans la salle de bains où je me lave. Je prends une douche, je me brosse les dents, je me rase et je me peigne en 15 minutes. Ma toilette faite, je m'habille et je me mets à table pour prendre mon petit déjeuner. Généralement je prends une tasse

de thé ou de café avec du sucre, un morceau de pain blanc avec du beurre et du saucisson.

Quant à ma soeur, elle met une heure pour se préparer. Elle passe trois quarts d'heure devant le miroir. Elle se fait une jolie coiffure, ensuite elle se maquille: elle se fait les yeux et met du rouge à lèvres. Puis, elle se parfume et parfois elle se fait les ongles. Souvent elle n'a pas le temps de manger.

Et moi, après le petit déjeuner je sors de la maison à 8 heures moins dix pour me rendre à l'Université. Je n'aime pas être pressé. D'habitude, j'y vais à pied. Mais si je suis en retard, je prends le bus. A huit heures et demie on sonne. Nos cours commencent. Nous écoutons attentivement nos professeurs et prenons des notes. En général nous avons trois ou quatre cours. Ils finissent à une heure moins dix ou à trois heures moins vingt de l'après-midi.

Après les cours nous discutons les dernières nouvelles, nous parlons de nos études, des films, du sport. Quelques étudiants vont à la cantine qui se trouve à dix minutes de marche de l'Université. Moi, je rentre chez moi à pied pour prendre un peu d'air. A la maison je déjeune et je fais mes devoirs. Après je me repose. S'il fait beau, je vais me promener avec mes amis, parfois nous allons au cinéma, au théâtre. S'il fait mauvais, je regarde la télé, j'écoute de la musique ou je lis.

Le soir je dîne avec mes parents et nous nous racontons nos journées. Je me couche à minuit. Je m'endors tout de suite et je dors bien toute la nuit.

### **III. Dites en français:**

быть голодным, обычно, приводить себя в порядок, проводить время, кусок белого хлеба, ходить пешком, заправлять кровать, ехать автобусом, конспектировать, находиться в 10 минутах ходьбы от университета, дышать свежим воздухом, немного времени, 20 минут девятого, без 15 минут семь, идти домой в 16 часов, ужинать в 19 часов, отправляться в университет, опаздывать.

### **IV. Corrigez les phrases:**

1. Le réveil sonne à 9 heures du soir.
2. Je n'aime pas faire ma gymnastique le matin, je le fais le soir.
3. Je vais dans la salle d'études où je me lave.
4. Ma soeur ne se maquille jamais le matin: elle ne se fait pas les yeux et ne met pas de rouge à lèvres.
5. Elle a toujours le temps de manger.
6. En général nous avons cinq ou six cours.
7. Après les cours nous aimons écrire des dictées et des compositions ensemble.
8. Quelques étudiants vont à la cantine qui se trouve à 20 minutes de marche de l'Université.
9. S'il fait mauvais, je vais me promener dans la rue.
10. Je me couche à 2 heures du matin.

### **V. Faites les propositions avec les mots donnés:**

1. Après, fais, mon lit, je, dans, et, vais, 15 minutes de gymnastique, je, la salle de bains.
2. Puis, parfois, elle, les ongles, se parfume, elle, se fait, et.
3. Je, sors, le petit déjeuner, à l'Université, après, de la maison, moins dix, pour, à 8 heures, me rendre.



4. Mais, retard, le bus, si, je, prends, suis, en, je.
5. Nous, des notes, attentivement, et, nos professeurs, écoutons, prenons.
6. En, quatre, nous, cours, général, ou, avons, trois.
7. La cantine, de marche, de l'Université, à dix minutes, se trouve.
8. Moi, rentre, pour, un peu d'air, je, à pied, prendre, chez moi.
9. Le soir, dîne, mes parents, nous, nos journées, je, avec, nous, et, racontons.
10. Je, toute la nuit, tout de suite, je, et, m'endors, bien, dors.

**VI. Composez les phrases avec les mots et les expressions suivants en Présent, ensuite transformez-les en Impératif:**

1. se lever assez tôt;
2. se mettre à table;
3. se préparer;
4. être en retard;
5. prendre des notes;
6. prendre un bus;
7. aller se promener;
8. s'endormir.

**VII. Répondez aux questions:**

1. Quand vous levez-vous d'habitude?
2. Faites-vous de la gymnastique le matin?
3. Combien de temps faites-vous votre toilette?
4. Avez-vous toujours le temps de prendre votre petit déjeuner?
5. Etes-vous pressé le matin?
6. Arrivez-vous à temps à l'Université?
7. Quand commencent les cours dans votre Université?
8. Combien de cours par jour avez-vous d'habitude?
9. Où aimez-vous dîner?
10. Où préparez-vous vos devoirs?
11. Avez-vous le temps de lire les journaux?
12. Qu'est-ce que vous faites le soir?

**VIII. Traduisez en français:**

1. Обычно я встаю рано, в 10 минут восьмого утра.
2. Моя сестра проводит утром у зеркала 45 минут.
3. После завтрака я выхожу из дома и иду в университет.
4. Обычно я иду пешком, но когда опаздываю, то еду автобусом.
5. Занятия начинаются в восемь часов 30 минут утра.
6. В основном, у нас три или четыре пары занятий каждый день.
7. После занятий некоторые студенты идут в столовую, которая находится в 10 минутах ходьбы от университета.
8. Я возвращаюсь домой пешком, чтобы подышать свежим воздухом,
9. Если остаётся время, слушаю радио, читаю газеты, смотрю телепередачи.
10. Обычно я ложусь спать в полночь.

**IX. Parlez de votre journée de travail, comparez-la avec votre journée de travail en école.**

**2) Lisez le dialogue et présentez la vie universitaire de Paris (résumez en français).**

**Nous autres, étudiants de Paris**

*Suivons la conversation de ces deux étudiants: l'un d'eux, André, est étranger et vient de s'inscrire à la Sorbonne. L'autre — Français — l'invite à la vie universitaire de Paris.*

Raymond: Soyez le bienvenu (1), dans notre Sorbonne. Votre inscription est-elle déjà valable (2)? Vous avez payé les droits universitaires (3)?

André: C'est déjà fait. J'ai même assisté ce matin à l'inauguration à la Faculté de Droit. Une foule d'étudiants de toutes nationalités a applaudi les profs qui ont ouvert la nouvelle année.

Raymond: Oui, notre vieille Sorbonne accueille la jeunesse du monde entier. Fondée au XIIIe siècle, aujourd'hui elle déborde son ancien cadre (4).

André: J'espère devenir un digne sujet de son royaume. Mais dites-moi, cher ami, comment sont nos études? J'ai déjà une peur bleue (5) des examens.

Raymond: Voyons, ne vous tourmentez pas, il y a beaucoup de temps pour vous y bien préparer. Pour le moment n'oubliez pas de participer à toutes les conférences et travaux pratiques. Evidemment qu'à la fin de l'année il y a des examens. Mais on s'habitue à tout (6).

André: Et si par hasard, je tombe malade que faut-il faire pour être en règle (7)?

Raymond: En ce cas là (8), il suffit de présenter une attestation médicale. Mais auriez-vous pensé à sécher les cours (9)? Pas de ça, mon vieux. Vous seriez sévèrement réprimandé à la Fac.

André: Calmez-vous. Je suis fier de ma carte d'étudiant en Sorbonne. Je ne manquerai pas de suivre tous mes cours. Je pense même au doctorat... Mais que de travail encore!

Raymond: Il va sans dire que ça ne se gagne pas d'un jour à l'autre (10).

André: Je vais me mettre à bûcher comme les autres. Mais en tant qu'(11) étudiants avons-nous quelques privilèges aux restaurants, au théâtre?

Raymond: Tout cela est bien arrangé (12). Voyez-vous, cher ami, depuis que la terre porte des étudiants la bonne fortune préside à l'organisation matérielle de leur vie. Notre Comité Parisien comprend différentes sections. Il y a des services d'assistance sociale (13), des services de logements, restaurants, dispensaires, maisons de repos et divers services culturels. Tout étudiant, sans distinction (14) de nationalité ou de race, trouve ici un bon accueil. A propos, cet après-midi nous allons dîner ensemble rue Chomond, n'est-ce pas? Et s'il s'agit de logement...

André: Moi, je suis heureux d'être logé à la Cité Universitaire. On y trouve d'excellentes conditions de travail et le pavillon de jeunes filles contient les étudiantes les plus charmantes de Paris.

Raymond: Ça, c'est une autre paire de manches (15). Si ça vous chante (16), je vous invite ce soir à une sauterie au Club Universitaire. On peut y écouter une bonne musique et danser avec nos gentilles camarades.

André: Merci, j'accepte votre invitation avec le plus vif plaisir, et certainement je ne manquerai pas l'occasion de danser.

1. Soyez le bienvenu

– добро пожаловать

2. Votre inscription est-elle déjà valable?

– Вы уже записались на лекции?

3. les droits universitaires

– плата за учебу

4. elle déborde son ancien cadre	– она превышает свои прежние возможности
5. une peur bleue	– сильный страх
6. on s’habitue à tout	– ко всему привыкаешь
7. être en règle	– быть в порядке
8. en ce cas là	– в этом случае
9. sécher les cours	– пропускать занятия
10. d’un jour à l’autre	– со дня на день
11. en tant que = comme	– как
12. tout cela est bien arrangé	– здесь все хорошо организовано
13. service d’assistance sociale	– служба социального обеспечения
14. sans distinction	– без различия
15. une autre paire de manches	– это совсем другое дело
16. si ça vous chante	– если это Вам подойдет

## **2.1. ACTIVITÉ ÉCONOMIQUE**

*Trouvez dans le dictionnaire la traduction des mots inconnus:*

### **Vocabulaire**

abriter (s')	indispensable
acte m	industrialisé,-e
activité f	intérêt m
actualité f	justice f
agir	libre
agrégat m	lié,-e
air m	loi f
aspect m	lutte f
autour de ...	manger
besoin m	modification f
bien m	naître
boire	nature f
cadre m	nécessité f
certain,-e	niveau m
chaque	nombreux,-euse
charge f	notion f
choix m	obtenir
chômage m	offrir
classer	passer (se passer)
collectivité f	plupart f
communiquer	plusieurs
comportement m	prendre
comprendre	prévision f
concevoir	primaire
consommer	prix m
construction f	produire
critère m	propre
décision f	quantité f
dépenser	rare

différence f	rareté f
disponible	relatif,-ve
distinguer	réponse f
divers,-e	ressentir
donc	résulter
eau f	satisfaire
échelle f	science f
économie f	sécurité f
énoncer	sens m
enseignement m	service m
entre ( <i>prép.</i> )	social,-e
étudier	société f
exigence f	source f
expliquer	subjectif,-ve
façon f	suffisant,-e
fait m	survie f
fiscalité f	unité f
fonction f	utiliser
gagner (de l'argent)	vacances (pl)
gouvernement m	vêtir (se)
gratuit,-e	vie f
hausser	vital,-e
heurter (se) à ...	vivre
illimité,-e	

### EXERCICES LEXICO-GRAMMATICaux

1. Consultez le dictionnaire, donnez les noms ( les adjectifs et les adverbes) de la même famille que les verbes ci-dessous:

utiliser \_\_\_\_\_  
satisfaire \_\_\_\_\_  
expliquer \_\_\_\_\_  
résulter \_\_\_\_\_  
étudier \_\_\_\_\_  
énoncer \_\_\_\_\_  
produire \_\_\_\_\_  
distinguer \_\_\_\_\_  
dépenser \_\_\_\_\_  
offrir \_\_\_\_\_  
consommer \_\_\_\_\_  
concevoir \_\_\_\_\_  
communiquer \_\_\_\_\_  
classer \_\_\_\_\_  
agir \_\_\_\_\_  
hausser \_\_\_\_\_  
vêtir \_\_\_\_\_

2. Consultez le dictionnaire, donnez les verbes de la même famille que les noms ci-dessous:

vie f \_\_\_\_\_  
activité f \_\_\_\_\_  
actualité f \_\_\_\_\_  
choix m \_\_\_\_\_  
comportement m \_\_\_\_\_  
construction f \_\_\_\_\_  
décision f \_\_\_\_\_  
économie f \_\_\_\_\_  
enseignement m \_\_\_\_\_  
exigence f \_\_\_\_\_  
fait m \_\_\_\_\_

fonction f \_\_\_\_\_  
gouvernement m \_\_\_\_\_  
charge f \_\_\_\_\_  
intérêt m \_\_\_\_\_  
justice f \_\_\_\_\_  
lutte f \_\_\_\_\_  
modification f \_\_\_\_\_  
prévision f \_\_\_\_\_  
réponse f \_\_\_\_\_  
survie f \_\_\_\_\_

3. Formez les adjectifs(m,f) des mots suivants. Consultez le dictionnaire.

activité \_\_\_\_\_  
actualité \_\_\_\_\_  
gouvernement \_\_\_\_\_  
intérêt \_\_\_\_\_  
justice \_\_\_\_\_  
nature \_\_\_\_\_  
nécessité \_\_\_\_\_  
construction \_\_\_\_\_  
décision \_\_\_\_\_  
différence \_\_\_\_\_

quantité \_\_\_\_\_  
économie \_\_\_\_\_  
science \_\_\_\_\_  
fiscalité \_\_\_\_\_  
fonction \_\_\_\_\_  
société \_\_\_\_\_  
vie \_\_\_\_\_  
rareté \_\_\_\_\_  
collectivité \_\_\_\_\_

4. Formez les participes passés des verbes suivants:

offrir \_\_\_\_\_  
concevoir \_\_\_\_\_  
vivre \_\_\_\_\_  
étudier \_\_\_\_\_  
naître \_\_\_\_\_  
prendre \_\_\_\_\_

produire \_\_\_\_\_  
vêtir \_\_\_\_\_  
ressentir (sentir) \_\_\_\_\_  
obtenir \_\_\_\_\_  
lier \_\_\_\_\_  
satisfaire \_\_\_\_\_

5. Parmi les mots donnés au-dessous, trouvez les synonymes aux mots suivants:

nécessaire, notion f, analyser, social, acte m, exigence f, manière f	
fait (m) _____	façon (f) _____
sens (m) _____	collectif _____
besoin (m) _____	examiner _____
indispensable _____	

### TEXTE A ETUDIER:

#### L'ACTIVITÉ ÉCONOMIQUE

L'actualité de tous les jours est faite d'actes économiques: consommer, travailler, dépenser ou gagner de l'argent, etc..

Comment agir au mieux de nos intérêts?

L'actualité est faite de faits économiques: décisions gouvernementales, construction européenne, chômage, hausse des prix, modification de la fiscalité ...

Comment comprendre ce qui se passe autour de nous?

#### I. L'HOMME RESSENT DES BESOINS ILLIMITÉS

Au sens économique, un besoin est une exigence née de la nature ou de la vie sociale dont la satisfaction se heurte à la rareté.

=>le besoin est une notion subjective:

=>les besoins sont classés en fonction de plusieurs critères.

On distingue:

– les besoins vitaux (ou besoins primaires), indispensable à la survie: boire, manger, se vêtir, s'abriter;

– les besoins sociaux, liés à la société dans laquelle on vit: communiquer, prendre des vacances ...

=>chaque société satisfait les besoins d'une façon qui lui est propre. Dans la plupart des économies industrialisées, de nombreux besoins sont pris en charge par la collectivité: besoins collectifs (sécurité, enseignement, justice, ...

## II. LES BIENS QUI SATISFONT CES BESOINS SONT RARES

=>La nature offre certains "biens libres" (ou biens naturels) biens disponibles gratuitement et sans travail (air, eau de source, ...) mais ce n'est pas suffisant.

=>L'homme doit donc travailler pour produire des biens (matériels) et des services (immatériels): les "biens économiques" sont ceux qui résultent du travail de l'homme.

L'activité économique est donc une lutte contre la rareté.

## III. LA NÉCESSITÉ DES CHOIX ÉCONOMIQUES

Des choix doivent être faits:

–*au plan de la société,*

–*au plan individuel.*

Les questions fondamentales sont:

*Au plan de la société:*

—>quels biens produire et en quelle quantité?

—>comment produire?

—>pour qui produire?

Les réponses diverses à ces questions expliquent les différences entre les systèmes économiques.

*Au plan individuel:*

—>quels biens consommer et en quelle quantité pour obtenir le maximum de satisfaction?

## IV. LA SCIENCE ÉCONOMIQUE

Science qui étudie les mécanismes de l'économie.

C'est une science humaine:

– elle a un aspect quantitatif: les économistes utilisent les mathématiques, les statistiques pour concevoir des modèles, énoncer des lois, faire des prévisions.

– l'objet de l'étude est l'homme, et en cela elle est relative: l'économiste utilise par exemple la psychologie, la sociologie pour analyser les comportements.

Les deux niveaux d'analyse de la science économique:

– *la micro-économie* : l'analyse est faite à l'échelle d'une unité (*la consommation d'un ménage ou la production d'une entreprise par exemple*),

– *la macro-économie*, le cadre d'analyse est global:

\* *tous les entrepreneurs*

\* *tous les ménages (étude de quantités globales ou agrégats)*

Questions:

1. De quels actes est faite l'actualité de tous les jours?
2. Quels sont les faits économiques?
3. Qu'est-ce que c'est qu'un besoin?
4. Quels besoins distingue-t-on?
5. Pourquoi l'homme doit-il travailler?
6. Quelles questions doivent être résolues au plan de la société? Au plan individuel?
7. Qu'étudie la science économique?
8. Pourquoi les économistes utilisent-ils les mathématiques, les statistiques?
9. Pourquoi est-ce qu'ils utilisent la psychologie et la sociologie?
10. Quels sont les deux niveaux de cette science?

### EXERCICES (suite)

6. Mettez ces pronoms et adjectifs dans les phrases:

*Qui, dont, quels, ceux qui, cela, chaque, quelle, laquelle, certains, on, ce qui*

1. Les besoins vitaux sont liés à la société dans \_\_\_\_\_ on vit.
2. Il faut comprendre \_\_\_\_\_ se passe autour de nous.
3. \_\_\_\_\_ société satisfait ses besoins d'une façon \_\_\_\_\_ lui est propre.
4. Il s'agit d'un besoin \_\_\_\_\_ la satisfaction se heurte à la rareté.
5. La nature offre \_\_\_\_\_ "biens libres".
6. Les "biens économiques" sont \_\_\_\_\_ résultent du travail de l'homme.
7. Les biens \_\_\_\_\_ satisfont ces besoins sont rares.
8. \_\_\_\_\_ distingue les besoins vitaux et les besoins sociaux.
9. Au plan de la société la question fondamentale est « \_\_\_\_\_ biens produire et en \_\_\_\_\_ quantité? ».
10. L'objet de l'étude de cette science est l'homme, et en \_\_\_\_\_ elle est relative.

7. Mettez l'article ou la préposition, ou tous les deux (s'il le faut):

1. \_\_\_\_\_ économistes utilisent \_\_\_\_\_ mathématiques, \_\_\_\_\_ statistiques pour concevoir \_\_\_\_\_ modèles, énoncer \_\_\_\_\_ lois, faire \_\_\_\_\_ prévisions.
2. \_\_\_\_\_ besoin est \_\_\_\_\_. exigence née \_\_\_\_\_ nature ou \_\_\_\_\_ vie sociale.
3. Les besoins sociaux sont liés \_\_\_\_\_ la société.
4. L'économiste utilise \_\_\_\_\_ exemple, la psychologie \_\_\_\_\_ analyser le comportement \_\_\_\_\_ homme.
5. Ces biens sont disponibles gratuitement et sans \_\_\_\_\_ travail.
6. La satisfaction \_\_\_\_\_ ces besoins se heurte \_\_\_\_\_ la rareté.
7. \_\_\_\_\_ besoin est \_\_\_\_\_ notion subjective.
8. \_\_\_\_\_ nombreux besoins sont pris \_\_\_\_\_ charge \_\_\_\_\_ la collectivité.
9. L'analyse est faite \_\_\_\_\_ l'échelle \_\_\_\_\_ une unité.
10. L'activité économique est donc une lutte \_\_\_\_\_ la rareté.

11. Les besoins sont classés \_\_\_\_\_ fonction \_\_\_\_\_ plusieurs critères.  
 12. Les réponses \_\_\_\_\_ ces questions expliquent les différences \_\_\_\_\_ les systèmes économiques.  
 13. Comment comprendre ce qui se passe \_\_\_\_\_ nous.  
 14. L'homme doit travailler \_\_\_\_\_ produire \_\_\_\_\_ biens et \_\_\_\_\_ services.  
 15. Les "biens économiques" résultent \_\_\_\_\_ travail \_\_\_\_\_ homme.

8. *Mettez le verbe à la forme correcte:*

1. En utilisant les mathématiques, les économistes (concevoir) \_\_\_\_\_ des modèles, (énoncer) \_\_\_\_\_ des lois, (faire) \_\_\_\_\_ des prévisions.  
 2. Les collectivités (prendre) \_\_\_\_\_ en charge certains besoins.  
 3. Les réponses diverses à ces questions (expliquer) \_\_\_\_\_ les différences entre les systèmes économiques.  
 4. Cette activité (être destiné) \_\_\_\_\_ à chaque individu pour qu'il (obtenir) \_\_\_\_\_ le maximum de satisfaction.  
 5. Bien que l'objet d'étude (être) \_\_\_\_\_ l'homme et son comportement, les économistes (utiliser) \_\_\_\_\_ aussi les sciences exactes.  
 6. Chaque société (satisfaire) \_\_\_\_\_ les besoins d'une façon qui lui est propre.  
 7. C'est la science qui (étudier) \_\_\_\_\_ les mécanismes de l'économie.  
 8. Les besoins sociaux (être lié) \_\_\_\_\_ à la société dans laquelle on (vivre) \_\_\_\_\_.  
 9. De nombreux besoins (prendre) \_\_\_\_\_ en charge par la collectivité.  
 10. L'actualité de tous les jours (être fait) \_\_\_\_\_ d'actes économiques.

9. *Trouvez dans le texte les adjectifs aux noms suivants:*

Exemple: Un fait *économique*

- |                    |                       |
|--------------------|-----------------------|
| une science _____  | une économie _____    |
| un plan _____      | une notion _____      |
| un aspect _____    | la vie _____          |
| une question _____ | une décision _____    |
| un bien _____      | la construction _____ |
| un besoin _____    |                       |

10. *Trouvez la définition aux termes :*

- |                       |                                                                                                |
|-----------------------|------------------------------------------------------------------------------------------------|
| le besoin             | a) situation à laquelle les ressources sont insuffisantes pour satisfaire les désirs de chacun |
| la micro-économie     | b) sont ceux qui résultent du travail de l'homme                                               |
| l'activité économique | c) c'est l'étude à l'échelle d'une unité                                                       |
| la justice            | d) c'est un service non marchand                                                               |
| les biens économiques | e) est une exigence née de la nature ou de la vie sociale                                      |
| la rareté             | f) étude scientifique des sentiments, des idées et                                             |



**TEXTE A LIRE ET A TRADUIRE****I. Macroéconomie**

La macroéconomie (dont le terme est introduit en 1933 par l'économiste norvégien Ragnar Frisch) est l'approche théorique qui étudie l'économie à travers les relations existant entre les grands agrégats économiques, le revenu, l'investissement, la consommation, le taux de chômage, l'inflation etc. En tant que telle, elle constitue l'outil essentiel d'analyse des politiques économiques des Etats ou des organisations internationales.

**II. Microéconomie**

La microéconomie est la branche de l'économie qui analyse le comportement économique au niveau d'entités individuelles telles qu'un consommateur ou une entreprise. Les consommateurs sont considérés comme des offreurs de travail et demandeurs des produits finis. Les firmes sont, quant à elles, des demandeuses de travail et des offeuses des produits finis et de consommations intermédiaires.

**III. Les besoins humains suivant Maslow**

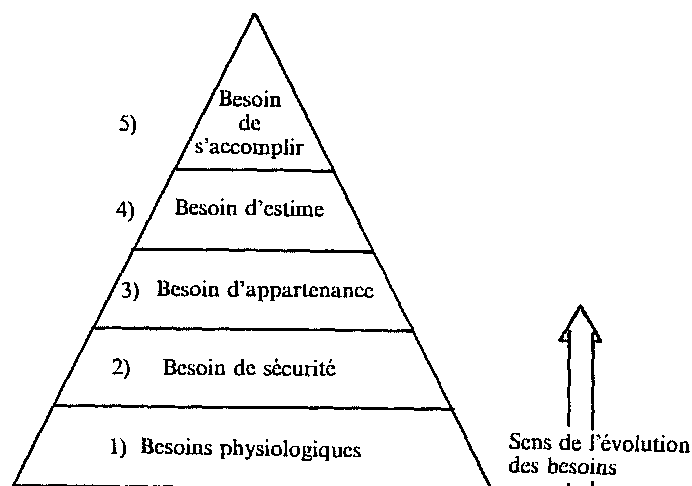
Maslow distingue cinq grandes catégories de besoins.

- **Les besoins physiologiques.** Ce sont les besoins liés directement à la survie des individus ou de l'espèce. Il s'agit de la faim, de la soif, des besoins sexuels. On voit facilement comment des biens de consommation peuvent satisfaire certains de ces besoins.

- **Le besoin de sécurité.** Il s'agit du besoin d'être protégé contre les divers dangers qui peuvent menacer les individus. Des produits aussi divers que les ceintures de sécurité, les assurances, la médecine préventive peuvent répondre à ce type de besoins qui doit être pris au sens large: sécurité physique mais aussi besoin de stabilité, de protection et même de dépendance.

- **Le besoin d'appartenance et d'affection.** L'homme est un animal social. Il a besoin de se sentir accepté et aimé par sa famille ou le groupe de personnes avec lesquelles il vit. La consommation peut être un moyen direct de satisfaire ces besoins. Ainsi l'inscription à un club, à une association, voire à un parti, peut correspondre, entre autres, à ce besoin d'appartenir à un groupe.

- **Le besoin d'estime.** Au delà du désir d'être accepté, il y a le désir d'être estimé par soi-même et par les autres. Le respect de soi passe souvent par le respect que semblent vous porter les autres. Un exemple des conduites que peut générer ce besoin d'estime est le snobisme par lequel l'individu cherche à imposer à lui-même et aux autres.



A. Maslow « *Motivation and Personality* ». New York, Harper and Row, 1952

### La pyramide de Maslow

Maslow estime que les besoins sont hiérarchisés c'est-à-dire qu'un consommateur passe à un besoin  $n + 1$  quand le besoin d'ordre  $n$  est satisfait. Ceci est assez contestable. On observe dans de nombreux cas que des besoins d'ordre supérieur expliquent les comportements alors que des besoins d'ordre inférieur ne sont pas satisfaits. Ainsi les besoins d'estime ou d'appartenance sont-ils très vivaces dans des sociétés sous développées économiquement où les besoins physiologiques ne sont pas satisfaits.

- Combien de catégories de besoins distingue Maslow?
- Pourquoi la classification de Maslow est appelée la pyramide?

## 2.2. FONCTIONS ÉCONOMIQUES

Trouvez dans le dictionnaire la traduction des mots inconnus:

### Vocabulaire

achat m	industriel, -le
acheter	intermédiaire
administration f	irrigulier, -ère
affaire f	juridique
agent m	loyer m
agricol, -e	macro-économique
ajouter	marchand, -e
alimentation f	matériel, -le
allocation f	matières premières f, pl
apparition f	ménage m
assistance f	mesure f
assurance f	mesurer
au cours de	national, -e
autocar m	nouveau, nouvel, nouvelle
banque f	outillage m
bien m de consommation	pays m
bien m de production	PME (petites et moyennes entreprises)
brut, -e	pour que
caractère m	prélèvement m
chargé, -e de qch	privé, -e
chiffre m d'affaires	production f

civil, -e	produit m
client m	produit, -e
combiner	propriété f
compter	public, publique
cotisation f	réaliser
création f	répartition f
décomposer (se)	résident m
destiné, -e à qch, qn	ressource f
destruction f	restauration f
disparaître	retraite f
distribution f	revenu m
dividende m	richesse f
en vue de	salaire m
énergie f	salarial, -e
entrepreneur m	satisfaire
entreprise f	sociétaire
entretien m	soit ... soit
épargne f	somme f
état m	statut m
exceptionnel, -le	subvention f
exister ( il existe)	taille f
final, -e	technique
fois f	transfert m
fournisseur m	transformation f
fréquent, -e	travail m
gain m ( non salarial)	valeur f ajoutée
grande consommation f	valeur f
grande entreprise f	vendre
impôt m	vente f
individuel, -le	voiture f

### EXERCICES LEXICO-GRAMMATICaux

1. Consultez le dictionnaire, donnez les noms ( les adjectifs et les adverbes) de la même famille que les verbes ci-dessous:

- ajouter \_\_\_\_\_
- acheter \_\_\_\_\_
- charger \_\_\_\_\_
- combiner \_\_\_\_\_
- vendre \_\_\_\_\_
- compter \_\_\_\_\_
- décomposer \_\_\_\_\_
- disparaître \_\_\_\_\_
- exister \_\_\_\_\_
- destiner \_\_\_\_\_
- réaliser \_\_\_\_\_
- mesurer \_\_\_\_\_
- résider \_\_\_\_\_

2. Consultez le dictionnaire, donnez les verbes de la même famille que les noms ci-dessous:

administration f _____	impôt m _____
agent m _____	prélèvement m _____
alimentation f _____	réaffectation f _____
apparition f _____	répartition f _____
assistance f _____	restauration f _____
assurance f _____	retraite f _____
caractère m _____	revenu m _____
cotisation f _____	service m _____
création f _____	subvention f _____
destruction f _____	taille f _____
distribution f _____	transfert m _____
entreprise f _____	transformation f _____
entretien m _____	travail m _____

3. Formez les adjectifs (m, f) des mots suivants. Consultez le dictionnaire:

affaire f _____	ménage m _____
alimentation f _____	production f _____
allocation f _____	propriété f _____
caractère m _____	réaffectation f _____
création f _____	restauration f _____
destruction f _____	richesse f _____
distribution f _____	salaire m _____
diversité f _____	statut m _____
impôt m _____	transformation f _____

4. Formez les participes passés des verbes suivants:

détruire _____	mesurer _____
disparaître _____	répartir _____
entreprendre _____	revenir _____
entretenir _____	subvenir _____
fournir _____	vendre _____

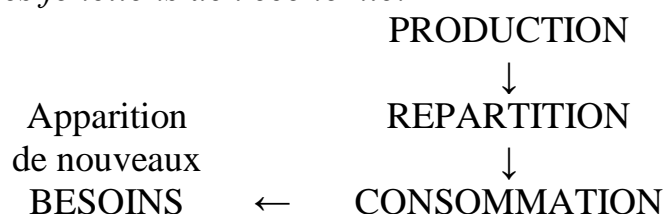
5. Parmi les mots donnés ci-dessous, trouvez les synonymes aux mots suivants:

régulier, acheteur m, afin que, pendant, dimension f	
taille f _____	client m _____
fréquent _____	pour que _____
au cours de _____	

### TEXTE A ETUDIER:

#### FONCTIONS ÉCONOMIQUES

Les trois grandes fonctions de l'économie:



La production est l'activité économique de création de biens et de services.

## I. QUI PRODUIT?

### **=>Les entreprises:**

ce sont les agents économiques chargés de la production. Elles combinent des ressources naturelles, du travail et de l'outillage technique en vue de produire des richesses nouvelles, et elles vendent leur production (*production marchande*).

Il existe une grande diversité d'entreprises:

—>par le statut juridique: entreprises individuelles/sociétaires; entreprises privées/publiques.

—>par la taille: PME, grandes entreprises.

—>par l'activité: entreprises industrielles, agricoles, de services (*distribution, banque, assurance...*).

### **=>Les administrations:**

elles produisent des services, mais ne les vendent pas. Ce sont les services non marchands (*enseignement public, justice, service d'état civil...*).

## II. QUELS BIENS ET SERVICES SONT PRODUITS? POUR QUI?

Les biens ont un caractère matériel (*exemple: un autocar*).

Les services ont un caractère immatériel (*exemple: service de transport*).

Ces biens et services sont destinés:

✓ aux entreprises pour qu'elles réalisent leur production:

---> biens de production (*machines*),

---> biens de consommation intermédiaire; ils disparaissent au cours de la production

– soit par transformation (*matières premières*),

– soit par destruction (*énergie, services divers*).

✓ aux ménages pour qu'ils satisfassent leurs besoins:

---> biens de consommation finale (*voitures, alimentation, produits d'entretien, services de restauration, etc.*).

## III. LA MESURE DE LA VALEUR DE LA PRODUCTION

### **1) La production d'une entreprise (niveau micro-économique)**

La valeur de la production d'une entreprise peut être mesurée par le prix de vente de cette production (*chiffre d'affaires*).

#### **Comment se décompose cette valeur?**

PRODUCTION	revenu du travail (salaires bruts) revenu de l'entreprise (entrepreneurs – gains non salariaux) revenu de la propriété (dividendes, loyers)
REVENU PRIMAIRE	+ réaffectations ou revenus de transfert (retraite, allocation, subvention, assistances diverses...) – prélèvements (cotisations sociales, prélèvements divers, impôts sur le revenu...)

**Consommation – Revenu disponible – Epargne**

Par son activité l'entreprise ajoute de la valeur aux biens et services qu'elle achète aux autres entreprises.

## 2) La production nationale (*niveau macro-économique*)

Si on ajoutait les chiffres d'affaires de toutes les entreprises du pays on compterait plusieurs fois les consommations intermédiaires (*1 fois dans la production de l'entreprise fournisseur, 1 fois dans la production de l'entreprise cliente*).

Pour mesurer la valeur de la production nationale on fait donc la somme des valeurs ajoutées par toutes les entreprises résidant dans le pays.

### Questions:

1. Quelles sont trois grandes fonctions économiques?
2. Qu'est-ce que c'est que la production?
3. Une entreprise, quel agent est-ce?
4. Comment est nommée la production des entreprises?
5. Quelles entreprises distingue-t-on?
6. Qu'est-ce que c'est qu'une administration?
7. Que produisent des administrations?
8. Comment est le caractère des biens et celui des services?
9. A qui sont destinés ces biens et services?
10. De quels biens ont besoin des entreprises pour réaliser leur production?
11. Quels biens sont ceux de consommation intermédiaire?
12. Quels biens sont nécessaires aux ménages pour satisfaire leurs besoins?
13. Comment peut être mesurée la valeur de la production d'une entreprise?
14. Comment se décompose cette valeur?
15. La valeur de la production nationale, quelle somme est-ce?

### EXERCICES (suite)

6. Mettez ces pronoms et adjectifs dans les phrases:

*Qui, telles, dont, ceux qui, toutes, desquels, lesquelles, certains, on, ce qui, en*

1. Les entreprises ce sont des agents économiques \_\_\_\_\_ sont chargés de la production.
2. Elles acquièrent des ressources naturelles, du travail, de l'outillage technique et \_\_\_\_\_ combinent pour produire des richesses nouvelles.
3. Il existe une grande diversité d'entreprises parmi \_\_\_\_\_ on peut nommer \_\_\_\_\_ comme entreprises individuelles ou sociétaires, entreprises privées ou publiques, PME, grandes entreprises.
4. Les services non marchands sont \_\_\_\_\_ ne se vendent pas.
5. \_\_\_\_\_ distingue les biens de grande consommation \_\_\_\_\_ l'achat est fréquent et les biens industriels, l'achat \_\_\_\_\_ est irrégulier.
6. \_\_\_\_\_ biens disparaissent au cours de la production ce sont des biens de consommation intermédiaire.
7. La valeur de la production d'une entreprise peut être mesurée par le prix de vente de cette production \_\_\_\_\_ fait son chiffre d'affaires.
8. La valeur de la production nationale c'est la somme des valeurs ajoutées par \_\_\_\_\_ les entreprises.

7. Mettez l'article ou la préposition, ou tous les deux (s'il le faut):

1. \_\_\_\_\_ production est \_\_\_\_\_ activité \_\_\_\_\_ création \_\_\_\_\_ biens et \_\_\_\_\_

services.

2. \_\_\_\_\_ entreprises sont \_\_\_\_\_ agents économiques chargés de \_\_\_\_\_ production.

3. Elles combinent \_\_\_\_\_ ressources naturelles, \_\_\_\_\_ travail, \_\_\_\_\_ outillage technique en vue de produire \_\_\_\_\_ richesses nouvelles.

4. Il existe \_\_\_\_\_ grande diversité \_\_\_\_\_ entreprises qui se distinguent par \_\_\_\_\_ statut juridique, par \_\_\_\_\_ taille, par \_\_\_\_\_ activité.

5. \_\_\_\_\_ administrations produisent \_\_\_\_\_ services.

6. \_\_\_\_\_ biens ont \_\_\_\_\_ caractère matériel.

7. Ces biens et services sont destinés \_\_\_\_\_ entreprises et \_\_\_\_\_ ménages.

8. \_\_\_\_\_ biens \_\_\_\_\_ de consommation intermédiaire disparaissent soit \_\_\_\_\_ la transformation, soit \_\_\_\_\_ la destruction.

9. \_\_\_\_\_ valeur \_\_\_\_\_ la production \_\_\_\_\_ une entreprise peut être mesurée \_\_\_\_\_ le prix \_\_\_\_\_ vente.

10. \_\_\_\_\_ valeur \_\_\_\_\_ la production nationale c'est \_\_\_\_\_ somme \_\_\_\_\_ valeurs ajoutées \_\_\_\_\_ toutes \_\_\_\_\_ entreprises.

8. *Mettez le verbe à la forme correcte:*

1. Lors de la production on (créer) \_\_\_\_\_ des biens et des services.

2. Les entreprises (combiner) \_\_\_\_\_ des ressources naturelles, du travail, de l'outillage technique en vue de (produire) \_\_\_\_\_ des richesses nouvelles.

3. Les administrations (produire) \_\_\_\_\_ des services, mais ne les (vendre) \_\_\_\_\_ pas.

4. Ces biens et services (être destiné) \_\_\_\_\_ aux entreprises pour qu'elles (réaliser) \_\_\_\_\_ leur production et aux ménages pour qu'ils (satisfaire) \_\_\_\_\_ leurs besoins.

5. La valeur de la production (pouvoir) (être mesuré) \_\_\_\_\_ par le prix de vente de cette production.

6. Le revenu primaire (inclure) \_\_\_\_\_ des réaffectations et (exclure) \_\_\_\_\_ toutes sortes de prélèvements.

7. Si on (ajouter) \_\_\_\_\_ les chiffres d'affaires de toutes les entreprises du pays on (compter) \_\_\_\_\_ plusieurs fois les consommations intermédiaires.

8. Pour (mesurer) \_\_\_\_\_ la valeur de la production nationale on (faire) \_\_\_\_\_ la somme des valeurs ajoutées de toutes les entreprises.

9. *Trouvez dans le texte les adjectifs aux noms suivants:*

Exemple: L'activité économique

des matières \_\_\_\_\_

un salaire \_\_\_\_\_

l'enseignement \_\_\_\_\_

un service d'état \_\_\_\_\_

le statut \_\_\_\_\_

une consommation \_\_\_\_\_

un achat \_\_\_\_\_

une cotisation \_\_\_\_\_

un caractère \_\_\_\_\_

une production \_\_\_\_\_

un gain \_\_\_\_\_

une ressource \_\_\_\_\_

un outillage \_\_\_\_\_

une richesse \_\_\_\_\_

10. *Trouvez la définition aux noms de la colonne gauche:*

les biens	<b>a)</b> ce sont les biens non palpables et non stockables, dont la production et la consommation sont réalisées simultanément
les biens libres	<b>b)</b> ce sont les moyens qui permettent de satisfaire les besoins
les biens économiques	<b>c)</b> ce sont les biens rares qui existent en quantité limitée
les biens de production	<b>d)</b> ce sont des biens disponibles en abondance, aucun travail n'étant nécessaire pour en bénéficier
les biens intermédiaires	<b>e)</b> ce sont les biens qui permettent de produire d'autres biens et qui ne sont pas détruits à la première utilisation
les services	<b>f)</b> ce sont les biens qui sont les produits bruts utilisés par l'entreprise et dont la transformation et la combinaison avec d'autres produits donneront naissance à un bien de production ou à un bien de consommation

## TEXTE A LIRE ET A TRADUIRE

### I. Entreprise

C'est l'unité juridique de production, dotée de la personnalité morale, c'est-à-dire apte à faire des opérations de commerce: acheter, vendre, emprunter, prêter. La plupart des entreprises n'ont qu'un seul établissement, mais les plus importantes en ont plusieurs.

### II. Administrations

Au sens de la Comptabilité nationale, les administrations comprennent les services publics nationaux (y compris l'armée), les collectivités locales, les Services de la Sécurité sociale, mais non les entreprises publiques et la Poste et France Télécom, classées en «sociétés et quasi-sociétés».

### III. Biens de consommation

En parlant des biens de consommation il est à noter qu'on distingue des biens de consommation non durables comme les produits alimentaires (ils sont détruits immédiatement) et des biens de consommation durables comme les automobiles, etc., qui peuvent être utilisés un grand nombre de fois jusqu'à leur usure. Les biens de consommation satisfont directement les besoins des consommateurs. On distingue les produits banaux (ou nomaux) dont les achats sont fréquents et habituels et les produits anomaux qui sont des biens non courants dont l'achat est irrégulier et exceptionnel.

L'industrie manufacturière comprend elle-même trois ensembles:

✓ l'industrie produisant des biens intermédiaires (sidérurgie, métallurgie, chimie, verre, papier, matières plastiques);

✓ l'industrie des biens d'équipement des entreprises (machines-outils, matériel électronique, construction navale et aéronautique) et ceux des ménages (automobile, électroménager);

✓ l'industrie des biens de consommation courante (pharmacie, textile, ameublement, parachimie, presse et édition notamment).



## I. Faites attention à la pronociation des mots suivants:

examen (m) [ɛgzamé], intellect (m) [étellekt], audit (m) odit], marketing [marketiŋ], comptabilité (f) [ kōtabilité], processus (m) [prosesys], secondaire [səgōde:r]

## II. Retenez les mots suivants:

- |                                                    |                                                        |
|----------------------------------------------------|--------------------------------------------------------|
| 1. assurer                                         | 1. обеспечивать                                        |
| 2. autrefois                                       | 2. когда-то, прежде                                    |
| 3. bâtiment (m)                                    | 3. здание; стройка; строительство                      |
| 4. biens (m pl) immobiliers                        | 4. недвижимост                                         |
| 5. bonification (f)                                | 5. мелиорация, улучшение                               |
| 6. bourse (f) d'Etat                               | 6. государственная стипендия                           |
| 7. construction (f)                                | 7. сооружение; строительство                           |
| 8. constructions (f pl) mécaniques                 | 8. машиностроение                                      |
| 9. corps (m) enseignant                            | 9. преподавательский состав                            |
| 10. cours (m), cours (m pl)                        | 10. лекция, урок; (pl) курсы                           |
| 11. cours (m pl) à plein temps                     | 11. дневное отделение                                  |
| 12. cours (m pl) du soir                           | 12. вечернее отделение (факультет)                     |
| 13. cours (m pl) par correspondance                | 13. заочное отделение (факультет)                      |
| 14. diriger                                        | 14. руководит                                          |
| 15. distribution (f) d'eau                         | 15. водоснабжение                                      |
| 16. domaine (m)                                    | 16. область, сфера                                     |
| 17. droit (m)                                      | 17. право                                              |
| 18. enseignement (m)                               | 18. обучение, образование                              |
| 19. entreprise (f)                                 | 19. предприятие                                        |
| 20. entrer à; entrer dans                          | 20. поступать; входить                                 |
| 21. être à la charge de                            | 21. быть на иждивении, на обеспечении                  |
| 22. être à la tête de                              | 22. быть во главе, возглавлять                         |
| 23. être destiné à                                 | 23. быть предназначенным для                           |
| 24. être sanctionné par                            | 24. быть подтвержденным                                |
| 25. examen (m) de concours,<br>examen (m) d'entrée | 25. вступительный экзамен                              |
| 26. génie (m) civil                                | 26. гражданское строительство                          |
| 27. géométrie (f) descriptive                      | 27. начертательная геометрия                           |
| 28. gens (f pl)                                    | 28. люди                                               |
| 29. gestion (f)                                    | 29. управление                                         |
| 30. joindre l'utile à l'agréable                   | 30. сочетать полезное с приятным                       |
| 31. maintenant                                     | 31. теперь, сейчас                                     |
| 32. maintenir                                      | 32. поддерживать                                       |
| 33. matériaux (m pl) de construction               | 33. строительные материалы                             |
| 34. obligatoire                                    | 34. обязательный                                       |
| 35. occidental, -e                                 | 35. западный                                           |
| 36. passer                                         | 36. проходить; проводить; сдавать<br>(экзамен)         |
| 37. plomberie (f)                                  | 37. сантехнические (слесарно-<br>водопроводные) работы |
| 38. préparer                                       | 38. готовить                                           |
| 39. presque                                        | 39. почти                                              |

40. recevoir  
41. réussir  
42. secondaire

40. *получать*  
41. *удаваться; успешно сдать*  
42. *второстепенный; средний*

### **III. Traduisez les mots et les groupements de mots suivants, retenez-les.**

lycée (m), gymnase (f), exploitation (f) des automobiles, système (m), finance (f), crédit (m), information (f), docteur (m) ès science, docteur-ingénieur (m), docteur (m) ès sciences agricoles, docteur (m) ès lettres, docteur (m) en droit, docteur (m) en médecine, docteur (m) en biologie

### **IV. Traduisez les mots suivants et trouvez leurs synonymes dans le texte:**

raison (f); appeler; depuis; à présent; l'examen d'entrée; être géré par; matière (f); maintenir; finir; créer; internat (m)

### **V. Lisez et traduisez le texte suivant:**

#### **L'Université Technique d'Etat à Brest**

On sait que l'enseignement aide à former la personnalité et prépare les gens à la vie. Ainsi le système d'enseignement se présente comme un aspect très important de la politique nationale de chaque pays. Chez nous le droit de l'enseignement est assuré par la Constitution. Ce droit est soutenu par le système développé de l'enseignement secondaire obligatoire, de l'enseignement professionnel secondaire et de l'enseignement supérieur à plein temps, de l'enseignement par correspondance (à distance) et par le système des cours préparatoires. Il existe la pratique des bourses d'Etat pour les meilleurs étudiants.

Ayant terminé les études secondaires – école secondaire, lycée, gymnase, école professionnelle – les jeunes gens passent leurs examens de concours et des tests pour entrer dans un des établissements d'enseignement supérieur. On y prépare des spécialistes dans plusieurs domaines. Actuellement le système de l'enseignement supérieur est en cours de réformation. Ces réformes sont nécessaires car autrefois les établissements de l'enseignement supérieur étaient entièrement à la charge de l'Etat. Maintenant chez nous, il existe des cours gratuits et des cours payants qui aident à organiser un nouveau mécanisme financier de chaque établissement supérieur. Les études sont normalement sanctionnées par la délivrance d'un diplôme officiel.

L'Université technique de l'Etat à Brest fait une partie intégrante du système d'enseignement supérieur de notre pays. L'Université technique est le plus grand centre d'enseignement supérieur dans la région occidentale de notre République. Elle forme de nombreux jeunes ingénieurs pour les domaines de l'économie nationale tels que bâtiment, architecture, constructions mécaniques, expertise des biens immobiliers, bonification, distribution d'eau, informatique, microéconomie, macroéconomie, comptabilité et d'autres.

Notre Université a été fondée le 1-er avril 1966 comme l'Ecole Supérieure des ingénieurs du Bâtiment et des Travaux Publics et formait des ingénieurs pour la construction industrielle, civile et agricole ainsi que des spécialistes de bonification et de plomberie. A cette époque 330 étudiants du cours à plein temps et 110 étudiants du cours du soir faisaient leurs études à l'Ecole, 32 enseignants y travaillaient. Deux ans plus tard on a ouvert le cours par correspondance. Depuis cette période le corps enseignant et la quantité d'étudiants augmentaient et maintenant le corps enseignant comprend plus de 600 personnes et plus de 5.000 étudiants y font leurs études.

En 1985 on a ouvert une nouvelle faculté celle des constructions mécaniques. Cela est devenu la cause d'appeler notre Ecole autrement. En 1990 elle a été nommée l'Ecole Polytechnique. A partir de cette date l'Ecole Polytechnique a multiplié la quantité de ses spécialités et dès l'an 2000 elle s'appelle l'Université technique de l'Etat. Maintenant l'Université forme des spécialistes pour plusieurs secteurs de l'industrie et de la science.

L'Université a 5 facultés: la faculté d'architecture et de construction, la faculté des systèmes d'ingénierie et d'écologie, la faculté des constructions mécaniques, la faculté des systèmes d'informations électroniques, la faculté d'économie. Il y a aussi les cours préparatoires pour des impétrants qui veulent entrer à l'Ecole.

Pendant les deux premières années d'études à l'Université les étudiants reçoivent la formation de base. On apprend les mathématiques supérieures, la physique, la chimie, la géométrie descriptive, les sciences sociales, la langue biélorusse et une langue étrangère. Dès la deuxième année on commence à étudier les disciplines spécialisées: résistance des matériaux, matériaux de construction, géodésie, architecture, métaux et leurs alliages, comptabilité, finances et crédit, économie mondiale, gestion de l'entreprise, exploitation des automobiles, traitement des métaux et d'autres.

L'Université est dirigée par le recteur. A la tête de chaque faculté est le doyen. Les chaires de l'Université sont dirigées par des docteurs ès sciences ou par des candidats ès sciences. Plus de 140 candidats ès sciences et plus de 10 docteurs ès sciences travaillent à l'Université.

Les étudiants ont toutes les possibilités d'y bien travailler et de se reposer. A l'Université il y a une grande bibliothèque riche en manuels, en oeuvres techniques et économiques, il y a deux salles de lecture. L'Université comprend quelques bâtiments à quatre étages où il y a beaucoup de salles de conférence, de salles d'études, de cabinets spéciaux et de laboratoires modernes équipés d'ordinateurs. L'administration de l'Université se trouve au premier étage du bâtiment principal.

Non loin de l'Université on peut trouver 4 foyers où habitent les étudiants venus de tous les coins de notre République et de l'étranger.

Pour les loisirs des étudiants il existe quelques sections sportives, on organise souvent des soirées et des discothèques. Beaucoup d'étudiants adhèrent à l'organisation syndicale d'étudiants et à l'Organisation républicaine de la jeunesse biélorusse.

On fait ses études au cours de 4 ou 5 années. Ces années sont intéressantes où on peut joindre l'utile à l'agréable.

## **VI. Posez 10 questions sur le contenu du texte.**

## **VII. Dans le texte trouvez les équivalents des mots et des expressions russes donnés ci-dessous:**

известно; у нас; существует; государственная стипендия; находиться в процессе реформирования; представлять неотъемлемую часть; оборудованные компьютерами; недалеко от; студенческий профсоюз; Белорусский республиканский союз молодежи.

## **VIII. Complétez les phrases:**

1. En avril 1966 a été fondée ...
2. ... elle a été nommée l'Ecole Polytechnique.
3. Dès l'an 2000 elle s'appelle ...

4. Pour entrer à l'Université il faut ...
5. A l'Université il existe 6 facultés: ...
6. ... les étudiants reçoivent la formation de base.
7. On apprend ...
8. Les étudiants de l'Université ont toutes les possibilités pour ...
9. Non loin de l'Université se trouvent 4 foyers où ...
10. Les années d'études à l'Université sont ...

### **IX. Composez les phrases des mots donnés:**

1. par, et assuré, le système, à notre, d'enseignement, est, développé, République, bien, la constitution.
2. les études, les jeunes gens, passent, dans, secondaires, des tests, un établissement, ayant terminé, et, les jeunes filles, supérieur, des examens de concours, et entrent, de l'enseignement.
3. est, l'Université, de notre pays, de Brest, le plus, d'enseignement, technique, centre, supérieur, grand.
4. pour, industrielle, du Bâtiment, l'Ecole, et des Travaux, agricole, des ingénieurs, civile, supérieure, formait, des ingénieurs, la construction, publics.
5. plus de, professeurs, travaillent, maintenant, y, 600.
6. à l'Université, reçoivent, pendant, les deux premières, les étudiants, la formation, années d'études, de base.
7. est, à la tête, le doyen, de chaque, qui, faculté, de faculté, tout le travail, dirige.
8. les étudiants, d'y bien, ont, travailler, et, des possibilités, de s'y reposer.
9. 4 foyers, habitent, il, les étudiants, existe, où, de l'université.
10. sont, à l'Université, on, l'utile, les années, peut, à l'agréable, d'études, joindre, intéressantes, où.

### **X. Traduisez du russe en français:**

1. БрГТУ является самым большим вузом в западном районе нашей страны.
2. Вузы помогают сформировать личность.
3. Можно учиться на дневном отделении или на отделении заочной формы обучения.
4. Раньше существовал факультет вечернего обучения.
5. Учеба заканчивается выдачей официального диплома.
6. Во главе каждого факультета находится декан.
7. Преподавательский состав насчитывает более 600 человек.
8. Администрация университета расположена на 2-ом этаже главного корпуса.
9. В университете есть студенческая профсоюзная организация.
10. Эти годы интересные, когда можно сочетать полезное с приятным.

### **XI. Répondez aux questions suivantes:**

1. En quelle année êtes-vous?
2. A quelle faculté faites-vous vos études?
3. Quelle est votre spécialité?
4. En quelle année a été fondée votre faculté?
5. Combien d'étudiants font leurs études à votre faculté?
6. Quel est le nom de votre doyen?

7. Comment s'appelle le recteur de l'Université?
8. Savez-vous le nom de famille du premier recteur de l'Université?
9. Combien de recteurs compte l'Université depuis sa fondation?
10. Quels sont leurs noms?
11. Où se trouvent le rectorat et l'administration de l'Université?
12. A quel étage se trouve votre décanat?

## **XII. Faites le plan du texte et parlez de notre Université.**

### **2.3. FACTEURS DE PRODUCTION**

*Trouvez dans le dictionnaire la traduction des mots inconnus:*

#### **Vocabulaire**

adapter (s')	fournir
âge m	gaspiller
agricol, -e	hebdomadaire
allongement m	immigration f
autre	investissement m
bois m	matériel m
but m	matières f, pl (premières)
capacité f	minier, -ère
charbon m	nécessaire
chômeur m	notion f
comme	outillage m
communication f	particulier, -ère
congé m (payé)	pêche f
consacrer	permanence f
considérer	pétrole m
constituer	peu
créativité f	pièce f détachée
croissance f	prairie f
cuivre m	qualité f
dépasser	reconnaître
dépendre	réduction f
diminuer	rémunération f
disponible	retraite f
disposition f	richesse f
durée f	sens m
efficace	seulement
élever	sol m
énergétique	sous-sol m
ensemble m	souvent
étranger, -ère	taux m
exclure	temps m
extérieur m	total, -e
extraire	transformer
facilement	user
fer m	vallée f

fleuve m force f formation f	voie f volume m
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## EXERCICES LEXICO-GRAMMATICaux

1. *Consultez le dictionnaire, donnez les noms ( les adjectifs et les adverbess) de la même famille que les verbes ci-dessous:*

considérer \_\_\_\_\_  
constituer \_\_\_\_\_  
dépendre \_\_\_\_\_  
diminuer \_\_\_\_\_  
extraire \_\_\_\_\_  
fournir \_\_\_\_\_  
gaspiller \_\_\_\_\_  
reconnaître \_\_\_\_\_  
transformer \_\_\_\_\_

2. *Consultez le dictionnaire, donnez les verbes de la même famille que les noms ci-dessous:*

abaissement m _____	immigration f _____
allongement m _____	investissement m _____
communication f _____	pêche f _____
créativité f _____	réduction f _____
croissance f _____	rémunération f _____
disposition f _____	richesse f _____
durée f _____	

3. *Formez les adjectifs(m,f) des mots suivants. Consultez le dictionnaire.*

capacité f _____	temps m _____
permanence f _____	volume m _____
qualité f _____	

4. *Formez les participes passés des verbes suivants:*

exclure _____	reconnaître _____
fournir _____	

5. *Traduisez les phrases:*

1. Мы исключили этот фактор, чтобы иметь больше прибыли. \_\_\_\_\_  
\_\_\_\_\_
2. Фирма поставила оборудование вовремя. \_\_\_\_\_  
\_\_\_\_\_
3. Признали, что проблема ресурсов очень важна. \_\_\_\_\_  
\_\_\_\_\_

## TEXTE A ETUDIER

### Les facteurs de production

Les facteurs de production sont les biens ou activités économiques utilisés pour produire d'autres biens ou services.

Ce sont :

- les ressources naturelles,
- le travail,
- le capital

### I. LES RESSOURCES NATURELLES

- ressources minières du sol et du sous-sol (*charbon, fer, cuivre, uranium*) ;
- matières premières agricoles (*bois, prairies...*) ;
- ressources de la mer (*sel, produits de la pêche*) ;
- voies de communication (*vallées, fleuves...*) ;
- ressources énergétiques (*en particulier : pétrole, gaz naturel, soleil...*).

=> Ces richesses sont fournies à l'homme par la nature, mais il devra travailler pour les extraire et pour les transformer.

=> Le pays qui a peu de ressources naturelles devra en acheter à l'extérieur.

=> On a souvent considéré le facteur naturel comme moins important que les deux autres. On reconnaît aujourd'hui que ces ressources sont le plus souvent limitées et ne doivent pas être gaspillées.

### II. LE TRAVAIL

Le facteur travail est l'ensemble des ressources humaines (connaissances, force physique, créativité, ...) que l'homme met à la disposition de l'entreprise en échange d'une rémunération. Il est constitué de la population active.

***C'est un facteur important sur deux plans:***

#### **1) en quantité**

Le volume de travail disponible dépend:

##### *a) du nombre d'actifs*

La population active comprend toutes les personnes, qui ont un emploi ou en recherchent un (chômeurs) ; elle exclut les étudiants et les militaires. L'importance de la population active dépend :

- du taux de croissance de la population totale ;
- de la structure par sexe et par âge de la population totale ;
- du nombre de personnes ayant un emploi ou en désirant un ;
- de l'immigration.

##### *b) du temps de travail*

Le temps de travail a tendance à diminuer avec :

- l'allongement de la durée des études,
- l'abaissement de l'âge de retraite(60ans),
- l'allongement de la durée des congés payés (5 semaines),
- la réduction de la durée hebdomadaire de travail (35heures).

#### **2) en qualité**

Plus le niveau de formation d'une population est élevé, plus elle est efficace et créative, plus elle s'adapte facilement à l'évolution technique.

### III. Le capital

Ce mot a plusieurs sens:

Différentes notions de capital:

- 1) – **Capital financier** ( Argent placé);

- **Capital technique** ( Moyens de production – machines, outillages;
- **Capital fixe**, utilisé pendant une longue période (machines);
- **Capital circulant** qui doit être renouvelé en permanence (matières premières, pièces détachées).

2) **L'investissement**

Opération par laquelle un agent consacre une partie de ses ressources à la création ou à la reconstitution du capital technique.

On distingue:

**L'investissement de remplacement** nécessaire pour renouveler le matériel usé ou dépassé par le progrès technique ;

**L'investissement de croissance** qui a pour but d'augmenter la capacité de production.

*Complétez les questions d'après le texte et répondez-y par écrit:*

1. \_\_\_\_\_ les ressources naturelles, le travail, le capital sont les facteurs de production? \_\_\_\_\_

2. Les facteurs de production \_\_\_\_\_ sont-ils utilisés? \_\_\_\_\_

3. \_\_\_\_\_ est le premier facteur? \_\_\_\_\_

4. \_\_\_\_\_ l'homme doit-il travailler, si les richesses sont lui fournies par la nature? \_\_\_\_\_

5. \_\_\_\_\_ pays devra acheter les ressources naturelles à l'extérieur? \_\_\_\_\_

6. \_\_\_\_\_ la France dépend de ses fournisseurs étrangers de pétrole? \_\_\_\_\_

7. \_\_\_\_\_ on a souvent considéré le facteur naturel? \_\_\_\_\_

8. \_\_\_\_\_ on reconnaît aujourd'hui? \_\_\_\_\_

9. Le facteur travail \_\_\_\_\_ c'est? \_\_\_\_\_

10. Le facteur travail, \_\_\_\_\_ est-il constitué? \_\_\_\_\_

11. \_\_\_\_\_ dépend le volume de travail disponible? \_\_\_\_\_

12. La population active \_\_\_\_\_ -elle comprend? \_\_\_\_\_

13. \_\_\_\_\_ dépend l'importance de la population active? \_\_\_\_\_

14. \_\_\_\_\_ facteurs le temps de travail a-t-il tendance à diminuer? \_\_\_\_\_

15. \_\_\_\_\_ la population s'adapte facilement à l'évolution technique? \_\_\_\_\_

16. \_\_\_\_\_ sont les différentes notions de capital? \_\_\_\_\_



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17. L'investissement \_\_\_\_\_ c'est? \_\_\_\_\_

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18. \_\_\_\_\_ types d'investissement distingue-t-on? \_\_\_\_\_

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### EXERCICES (suite)

6. *Cochez parmi ces paires de mots les synonymes et traduisez-les:*

- [ ] évolution – progrès \_\_\_\_\_
- [ ] limité – illimité \_\_\_\_\_
- [ ] hebdomadaire – mensuel \_\_\_\_\_
- [ ] utiliser – employer \_\_\_\_\_
- [ ] sens – notion \_\_\_\_\_
- [ ] fixe – circulant \_\_\_\_\_
- [ ] long – court \_\_\_\_\_
- [ ] total – global \_\_\_\_\_
- [ ] baisser – diminuer \_\_\_\_\_
- [ ] réduction – disposition \_\_\_\_\_
- [ ] travail – emploi \_\_\_\_\_
- [ ] qualité – volume \_\_\_\_\_

7. *Ajoutez les mots qui conviennent d'après le contenu du texte étudié:*

1. \_\_\_\_\_ a tendance à diminuer.
2. \_\_\_\_\_ doit être renouvelé en permanence.
3. Le facteur travail est l' \_\_\_\_\_ des ressources humaines.
4. Le pays qui a peu de \_\_\_\_\_ devra en acheter à l'extérieur.
5. La population active \_\_\_\_\_ les étudiants et les militaires.
6. \_\_\_\_\_ sont le plus souvent limitées et ne doivent pas être gaspillées.
7. La population plus élevée s'adapte plus \_\_\_\_\_ à l' évolution technique.

8. *Trouvez dans le texte les phrases où «en» est:*

- a) particule                      b) préposition                      c) pronom

*Ecrivez-les:*

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

9. *Mettez l'article ou la préposition, ou tous les deux (s'il le faut):*

1. \_\_\_\_\_ population active exclut \_\_\_\_\_ étudiants et \_\_\_\_\_ militaires.
2. Le temps \_\_\_\_\_ travail a tendance \_\_\_\_\_ diminuer.
3. On peut employer plus \_\_\_\_\_ travail et moins \_\_\_\_\_ capital.
4. Ce mot a plusieurs \_\_\_\_\_ sens.

5. L'investissement \_\_\_\_\_ croissance qui a \_\_\_\_\_ but \_\_\_\_\_ augmenter \_\_\_\_\_ capacité \_\_\_\_\_ production.
6. \_\_\_\_\_ homme met \_\_\_\_\_ disposition de l'entreprise son travail \_\_\_\_\_ échange \_\_\_\_\_ rémunération.
7. Le temps de travail a \_\_\_\_\_ tendance \_\_\_\_\_ diminuer \_\_\_\_\_ la réduction \_\_\_\_\_ durée hebdomadaire de travail.
8. Elle s'adapte facilement \_\_\_\_\_ l'évolution technique.
9. Ces richesses sont fournies \_\_\_\_\_ l'homme \_\_\_\_\_ la nature, mais il devra travailler \_\_\_\_\_ les extraire.

10. *Mettez le verbe à la forme correcte:*

1. Le facteur travail (constituer) \_\_\_\_\_ de la population active.
2. Il faut que l'entreprise (investir) \_\_\_\_\_ en capital technique.
3. Le volume de travail disponible (dépendre) \_\_\_\_\_ du nombre de personnes (avoir) \_\_\_\_\_ un emploi ou en (désirer) \_\_\_\_\_ un.
4. Si l'homme (mettre) \_\_\_\_\_ son travail à la disposition de l'entreprise, celle-ci lui payera en échange une rémunération.
5. Si le pays a peu de ressources naturelles il (devoir) \_\_\_\_\_ en acheter à l'extérieur.
6. On a constaté que le facteur naturel (être) \_\_\_\_\_ aussi important que les deux autres.
7. Les ressources naturelles sont le plus souvent (limiter) \_\_\_\_\_ et ne doivent pas être (gaspiller) \_\_\_\_\_.
8. Le facteur travail (comprendre) \_\_\_\_\_ l'ensemble des ressources humaines.
9. Bien que la population active (comprendre) \_\_\_\_\_ toutes les personnes, qui (avoir) \_\_\_\_\_ un emploi ou en (rechercher) \_\_\_\_\_ un, en même temps elle (exclure) \_\_\_\_\_ les étudiants et les militaires.
10. Nous (reconnaître) \_\_\_\_\_ maintenant que le capital circulant (devoir) \_\_\_\_\_ être toujours (renouveler) \_\_\_\_\_.

11. *C'est vrai ou faux?*

1. L'équipement utilisé pendant une longue période c'est le capital circulant.
2. Le temps de travail a tendance à augmenter.
3. Le but de l'investissement de croissance est d'augmenter la capacité de production.
4. Le nombre d'actifs dépend du taux de croissance de la population totale.
5. Les facteurs de production sont les biens et services, le travail et le capital.
6. La durée hebdomadaire de travail est 39 heures.
7. Le facteur travail dépend du niveau de formation de la population.
8. La population active ce sont les étudiants et les militaires.
9. L'âge de la population totale a l'influence sur le facteur travail.
10. La nature fournit à l'homme les produits de la consommation finale.

## 12. Trouvez la définition aux noms de la colonne gauche:

les terres	a) ce sont toutes les capacités et tous les acquis humains qui peuvent être utilisés dans le processus de production des biens et des services
la population active occupée	b) ce sont toutes les personnes sans emploi à la recherche d'un emploi
le travail	c) ce sont toutes les ressources employées dans la production: pétrole, eau, bois, gisement de minerai de fer, etc.
les chômeurs	d) ce sont toutes les personnes au travail, qu'elles soient salariés ou qu'elles aident un membre de leur famille dans son travail, ainsi que les personnes pourvues d'un emploi mais temporairement absentes pour un motif tel que maladie, congé payé, formation etc.

## TEXTE A LIRE ET A TRADUIRE

### I. Le capital

La totalité des actifs dont dispose une unité économique. Dans une entreprise, les capitaux peuvent être «propres» (investis par les propriétaires) ou empruntés. Le capital social représente ce que des associés s'engagent à investir dans la société dont ils font partie. La partie entièrement souscrite est le capital «libéré», le reste, le capital «appelé».

### II. Le travail

Le travail correspond à une activité qui est rémunérée. Le travail constitue, avec le capital, un facteur de production. Il est toutefois simplificateur de résumer par un «facteur» unique et abstrait l'intervention humaine dans le processus de production, car les tâches autant que les individus présentent des caractéristiques extrêmement variées. En outre, l'élément le plus important réside dans l'organisation du travail, c'est-à-dire la façon dont l'activité est répartie entre les différents salariés de l'entreprise.

### III. Les facteurs de production

Les facteurs de production sont les différentes entités, personnes physiques ou objets économiques, dont les services sont utilisés lors des opérations de production. Les facteurs de production sont des composantes de l'entreprise ; elles en font partie.

On distingue classiquement trois facteurs de production: le travail, la terre, et le capital.

Le rôle du travail dans la production est assez évident et n'a sans doute pas besoin d'être développé. Il est facile aussi de comprendre ce que sont les services de la terre, en particulier si l'on pense à la production agricole. Le travail comme la terre sont les facteurs de production originaires, c'est-à-dire qu'ils n'ont pas été produits, et plus particulièrement ils n'ont pas été produits à des fins économiques.

Le troisième facteur, le capital, est au contraire un facteur de production qui a lui-même été produit dans des conditions et dans une optique économiques. La nature du capital est beaucoup plus mystérieuse et controversée que celle des autres facteurs de production. Il y a en effet des conceptions très différentes du capital. Citons-en deux.

Une première conception que l'on peut appeler matérielle considère le capital

comme une collection d'objets permettant d'améliorer la productivité du travail et de la terre. Un tracteur, une charrue, sont ainsi des biens de capital, et il est possible de comprendre facilement en quoi de tels outils permettent d'augmenter la productivité. Mais cette conception n'explique pas de manière totalement satisfaisante pourquoi des objets très nombreux et très hétérogènes devraient être regroupés dans cette unique catégorie de capital.

Une autre conception plus unificatrice interprète le capital comme un tout homogène, dont la mesure est une valeur, et non pas une collection d'objets. Cette valeur ou ce fonds dont dispose l'entreprise contribue à la production dans la mesure où elle permet à l'entreprise de rémunérer les facteurs de production, de les faire subsister, avant de vendre le produit de leur activité. Disposer d'un capital revient alors à pouvoir faire des avances, faire des dépenses qui n'aboutiront que plus tard à un produit fini et à des ventes.

Les trois grands facteurs de production contribuent donc à la production de manière très différente.

Les biens entrant dans la production et qui sont totalement détruits ou changent de forme ou d'apparence lors de la production sont les matières premières ou consommations intermédiaires, encore appelées parfois « capital circulant », par opposition aux objets durables qui forment le capital « fixe ». Bien que ces objets concourent à la production, ils ne sont pas considérés comme facteurs de production parce qu'ils proviennent de fournisseurs extérieurs à l'entreprise où ils sont utilisés.

– *Comment sont considérés les deux premiers facteurs?*

– *Pourquoi le troisième facteur est plus controversé?*

### **1.3. LA RÉPUBLIQUE DU BÉLARUS**

#### **I. Retenez les mots suivants:**

- |                                             |                                                  |
|---------------------------------------------|--------------------------------------------------|
| 1. à la fois                                | 1. – <i>одновременно</i>                         |
| 2. à peine                                  | 2. – <i>едва</i>                                 |
| 3. abriter <i>qn de qch</i>                 | 3. – <i>давать приют, укрывать от</i>            |
| 4. apparaître                               | 4. – <i>появляться</i>                           |
| 5. approbation ( <i>f</i> )                 | 5. – <i>одобрение, согласие</i>                  |
| 6. atteindre                                | 6. – <i>достигать, добиваться</i>                |
| 7. autorités ( <i>f pl</i> )                | 7. – <i>власти, органы власти</i>                |
| 8. betterave ( <i>f</i> ) à sucre           | 8. – <i>сахарная свекла</i>                      |
| 9. bicaméral, -e                            | 9. – <i>двухпалатный</i>                         |
| 10. blé ( <i>m</i> )                        | 10. – <i>зерно</i>                               |
| 11. chêne ( <i>m</i> )                      | 11. – <i>дуб</i>                                 |
| 12. colline ( <i>f</i> )                    | 12. – <i>холм</i>                                |
| 13. conifères ( <i>m pl</i> )               | 13. – <i>хвойные</i>                             |
| 14. confiner à <i>qch</i> , avec <i>qch</i> | 14. – <i>граничить</i>                           |
| 15. conseiller ( <i>m</i> )                 | 15. – <i>советник, председатель, управляющий</i> |
| 16. consonne ( <i>f</i> )                   | 16. – <i>согласный звук</i>                      |
| 17. Cour ( <i>f</i> ) Suprême               | 17. – <i>Верховный суд</i>                       |
| 18. cultiver                                | 18. – <i>выращивать</i>                          |
| 19. débouché ( <i>m</i> )                   | 19. – <i>рынок сбыта</i>                         |
| 20. denrées ( <i>f pl</i> ) alimentaires    | 20. – <i>продовольственные товары</i>            |

21. dépourvu, -e de qch	21. – лишенный чего-либо
22. dissolution (f)	22. – распад, расформирование
23. élection (f)	23. – избрание, выбор
24. élevage (m)	24. – животноводство
25. être arrosé, -e par qch	25. – орошаться
26. être bordé, -e par qch	26. – окаймляться, ограничиваться
27. être décimé, -e	27. – нести большие потери
28. exiger	28. – требовать
29. feuillu, -e	29. – густолиственный
30. frontière (f)	30. – граница
31. gouvernement (m)	31. – правительство
32. humide	32. – влажный, сырой
33. indépendant, -e	33. – независимый
34. lac (m)	34. – озеро
35. législation (f)	35. – законодательство
36. loutre (f)	36. – выдра
37. lynx (m) [lé:ks]	37. – рысь
38. mammifères (m pl)	38. – млекопитающие
39. marais (m)	39. – болото, трясина
40. marécage (m)	40. – болото, трясина
41. mine (f) antipersonnelle	41. – противопехотная мина
42. minorité (f)	42. – меньшинство
43. montagne (f)	43. – гора
44. navigable	44. – судоходный
45. nommer	45. – назначать; называть
46. pittoresque	46. – живописный
47. plaine (f)	47. – равнина
48. plateau (m)	48. – плато, плоскогорье
49. pur, -e	49. – чистый, прозрачный
50. représenter	50. – представлять
51. rigoureux/x, -se	51. – суровый
52. rive (f)	52. – берег
53. sapin (m)	53. – пихта
54. siège (m)	54. – местопребывание; центр
55. signataire (m, f)	55. – подписавший(ся)
56. superficie (f)	56. – поверхность, площадь
57. Slave (m, f)	57. – славянин, славянка
58. transcrire	58. – переписывать
59. valider	59. – утверждать, узаконивать

## II. Lisez et traduisez le texte suivant:

### «La Biélorussie» ou «le Bélarus»?

En français, le nom de ce pays a connu plusieurs variantes: appelé *Russie blanche* dans les atlas du début du XXI<sup>ème</sup> siècle, puis *Biélorussie* pendant toute la période soviétique, le pays indépendant depuis 1991 est parfois nommé *Belarus* ou *Bélarus* dans les documents officiels (au masculin). En toute logique si l'on transcrit ce nom en français par *Bélarus* il devient automatiquement masculin comme tous les noms de pays se terminant par une consonne ou, plus généralement, par autre chose qu'un *e* muet. La

forme *Bélarus* est cependant exigée dans tous les textes officiels par les autorités biélorusses elles-mêmes depuis le 19 septembre 1991.

### ***Géographie***

La Biélorussie, un des plus vieux sièges des Slaves, est située au centre de l'Europe. Dans le cadre des frontières actuelles elle était formée après la Deuxième Guerre mondiale. A l'ouest elle confine à la Pologne (605 km de frontières), au sud à l'Ukraine (891 km), au nord-ouest à la Lituanie (502 km) et à la Lettonie (102 km). A l'est elle est bordée par la Russie (959 km) – soit 3.098 km de frontières terrestres en tout. La Biélorussie a une superficie de 207.600 km<sup>2</sup>.

Le territoire biélorusse est un territoire ouvert (sans limites naturelles précises) et dépourvu d'accès à la mer. Le Bélarus est une immense plaine basse, souvent marécageuse, ponctuée de collines. Il s'agit d'une grande plaine de faible altitude. Chez nous il n'y a ni montagnes, ni plateaux. La Biélorussie est arrosée par beaucoup de fleuves et de rivières: Dniépr, Soj, Niémen, Dvina, Boug, Pina, Pripiat, Bérésina et beaucoup d'autres. Parmi les plus grands fleuves et rivières on trouve la Dvina occidentale au nord, le Niémen et le Dniépr à l'ouest. Ces fleuves navigables et le canal du Dniépr-Boug permettent un accès à la mer Baltique et à la mer Noire. Le territoire est ponctué de plus de dix mille lacs (Miadel, Svítiaz, les lacs de Braslav et de Polessié) qui lui valent le surnom de «pays aux yeux bleus». Le plus grand, le lac Narotch a une superficie de 79,6 ha. On l'appelle souvent «mer de Biélorussie». Ses eaux sont pures comme le cristal, ses rives sont pittoresques. Au sud s'étendent les marais de Polessié. Notre pays plat possède une des plus vastes régions marécageuses d'Europe et il est couvert de vastes forêts (34% du territoire). Les terres marécageuses ou humides occupent ainsi presque un tiers du territoire et les forêts tiennent un autre tiers.

C'est en Biélorussie que se trouve la célèbre réserve de Bélovejskaïa Pouchtcha, unique dans son genre. Résidence de chasse des Rois polonais et russes successivement, elle est devenue un parc national protégé par l'Etat. Sa superficie est 135 ha. Situé sur la ligne de partage des eaux entre la mer Baltique et la mer Noire, comprenant à la fois des conifères et des feuillus, ce vaste massif de forêt ancienne abrite de nombreux arbres «centenaires»: 34 chênes âgés de 400 ans, 40 sapins âgés de 300 ans et un chêne presque millénaire qui a déjà fêté ses 700 ans! Mais cette réserve est surtout connue par sa faune remarquable et, en particulier, des mammifères rares tels que le loup, le lynx et la loutre ainsi que quelque trois cents bisons d'Europe (zoubrs), espèce réintroduite dans le site, les descendants directs de la préhistoire.

Le climat de la Biélorussie est continental et humide. Les étés sont courts et chauds avec les températures pouvant atteindre les 30°C. Les hivers sont froids, pluvieux et avec de la neige. La température peut descendre à -30°C.

On divise le territoire biélorusse en trois grandes régions naturelles:

- le Nord: le climat rigoureux, les terres pauvres, la densité de la population particulièrement faible;
- le centre du pays est plus dense et avec des terres plus riches;
- le Sud (Polessié et région de Gomel): marécages et forêts dominant, la densité de la population est faible.

### ***Situation politique***

La population de la République compte environ dix millions d'habitants. La nationalité de base est représentée par les Biélorusses. Les Russes représentent la minorité la plus importante du pays – 13,2% de la population. Les autres minorités sont constituées par les Polonais, les Ukrainiens, les Juifs et tous les autres. La population de

la Biélorussie fut décimée au cours de la Seconde Guerre mondiale. Il fallut attendre les années soixante-dix pour retrouver le niveau de population équivalent à celui d'avant-guerre.

Du point de vue administratif on divise notre pays en une municipalité (de Minsk) et six provinces (oblasts): les régions de Minsk, de Gomel, de Vitebsk, de Moguilev, de Grodno et de Brest. Chaque province est divisée en districts. L'unité administrative la plus petite du pays est le Soviet rural. La plus grande ville de la République est Minsk, sa capitale.

Le Bélarus est gouverné par le parlement bicaméral. Le parlement est formé d'une Chambre de Représentants de 110 députés et d'un Conseil de la République qui est une chambre de représentants territoriaux. Le premier ministre est le chef du gouvernement, il est nommé par le président avec l'approbation de la Chambre des Représentants.

Le président se trouve à la tête de la République et contrôle le pays. Le président est le chef de l'Etat. Les élections ont lieu tous les 5 ans. L'actuel président Alexandre Loukachenko est au pouvoir depuis 1994. Au-delà du parlement le Président a plein pouvoir et autorité sur la législation. Il peut déclarer un référendum, des élections extraordinaires, nommer le conseiller à la Chambre des représentants, nommer le procureur général et même le conseiller de la Banque Nationale. Le Président est celui qui valide les décrets, les lois, les édits et les commandes qui doivent être respectés sur tout le territoire de la République. C'est le Président qui nomme le Juge de la Cour Constitutionnelle, de la Cour Suprême et de la Cour Suprême spécifique pour les questions économiques.

Le Bélarus est membre de l'Organisation pour la sécurité et la coopération en Europe (OSCE). Il est également signataire de la Convention d'Ottawa sur l'interdiction de l'emploi, du stockage, de la production et du transfert des mines antipersonnelles et sur leur destruction.

### ***Situation économique***

L'industrie du pays est développée dans beaucoup de grandes villes: construction d'automobiles et de tracteurs (Minsk, Gomel, Jodino), industrie électronique et radio-électronique (Minsk, Grodno, Brest), industrie chimique (Gomel, Minsk, Grodno, Moguilev), industrie textile (Moguilev, Grodno) et d'autres. La Biélorussie est un pays agricole et industriel à la fois. On y cultive blé, pommes de terre, betteraves à sucre, lin et d'autres cultures. L'élevage est aussi bien développé.

L'économie du Bélarus reste encore orientée vers le marché russe qui demeure un débouché naturel et le principal partenaire commercial. Mais la République exporte aussi ses produits minéraux, ses machines, ses produits chimiques, ses denrées alimentaires et ses métaux dans beaucoup de pays du monde.

### **III. Trouvez dans le texte les mots et les expressions suivants:**

независимая страна; правительственные (официальные) документы; граничить; площадь республики; орошаться большим количеством рек; доступ к Балтийскому и Черному морю; прозрачный как кристалл; обширная область болот; единственный в своем роде; охотничья резиденция королей; отметить свое 700-летие; редкие млекопитающие; 3 большие природные зоны; представлять меньшинство; двухпалатный парламент; каждые 5 лет; соблюдаться на всей территории; член организации; основной партнер.

#### IV. Dites en russe:

les autorités biélorusses elles-mêmes; dans le cadre des frontières actuelles; un des plus vieux sièges des Slaves; après la Deuxième Guerre mondiale; une plaine de faible altitude; le surnom de «pays aux yeux bleus»; occuper un tiers du territoire; la célèbre réserve; un parc national protégé par l'Etat; le vaste massif de forêt ancienne; les descendants directs de la préhistoire; la nationalité de base; la plus petite unité administrative; l'approbation de la Chambre des représentants; se trouver à la tête de la République; être au pouvoir depuis 1994; déclarer un référendum; nommer le Juge de la Cour Constitutionnelle; un pays agricole et industriel à la fois.

#### V. Formez:

##### a) les adverbes:

Modèle: *clair* → *claire* → *clairement*

logique, immense, vaste, pur, plat, spécial, officiel, actuel, naturel, ancien, indépendant, équivalent

##### b) les adjectifs:

Modèle: *parfaitement* → *parfaite* → *parfait*

automatiquement, uniquement, spécifiquement, autrement, chaudement, également, généralement, administrativement, successivement, particulièrement

##### c) les adjectifs et les adverbes:

Modèle: *courage* → *courageux* → *courageuse* → *courageusement*

nombre *m*, principe *m*, nation *f*, personne *f*, drame *m*, industrie *f*, chimie *f*, culture *f*, commerce *m*, monde *m*

#### VI. Complétez les propositions suivantes:

dépourvu d'accès à la mer;	le chef du gouvernement;
un autre tiers;	un Conseil de la République;
le Soviet rural;	la minorité la plus importante;
le chef de l'Etat;	des plus vieux sièges des Slaves;
les fleuves navigables;	le canal du Dniépr-Boug;
le lac Narotch;	dans tous les textes officiels;
marécageuses ou humides;	arrosée par beaucoup de fleuves et de
de chasse des Rois polonais et russes;	rivières

1. La forme *Bélarus* est cependant exigée ... depuis le 19 septembre 1991.
2. La Biélorussie, un ..., est située au centre de l'Europe.
3. Le territoire biélorusse est un territoire sans limites naturelles précises et ... .
4. La Biélorussie est ... : Dniépr, Soj, Niémen, Dvina, Boug, Pina, Pripiat, Bérésina.
5. ... et ... permettent un accès à la mer Baltique et à la mer Noire.
6. ... a une superficie de 79,6 ha.
7. Les terres ... occupent un tiers du territoire et les forêts ... .
8. Résidence ... successivement, elle est devenue un parc national.
9. Les Russes représentent ... du pays.
10. La plus petite unité administrative du pays est ... .
11. Le parlement est formé d'une Chambre de Représentants et d'... .
12. Le président est ..., le premier ministre est ... .



## VII. Vrai ou faux:

1. En français le nom *Bélarus* devient automatiquement masculin comme tous les noms de pays se terminant par une consonne.
2. La Biélorussie a une superficie de 107.600 km<sup>2</sup>.
3. Le Bélarus est un pays de montagnes et de plateaux.
4. Parmi les plus grands fleuves et rivières on trouve la Dvina occidentale au nord, le Niémen et le Dniépr.
5. C'est en Biélorussie que se trouve la célèbre réserve de Bélovejskaïa Pouchtcha, unique dans son genre.
6. Cette réserve est surtout connue par ses habitants et, en particulier, des visiteurs rares.
7. Le climat du Bélarus est subtropical.
8. On dut attendre les années soixante-dix pour retrouver le niveau de population égal à celui d'avant-guerre.
9. Du point de vue administratif on divise notre pays en trois municipalités et dix provinces (oblasts).
10. Le Bélarus est gouverné par le parlement bicaméral.
11. Le président a plein pouvoir sur la législation et contrôle le pays.
12. La Biélorussie n'est qu'un pays agricole.

## VIII. Complétez les phrases suivantes par les prépositions qui conviennent.

**Employez: à, après, au cours de, avec, chez, dans, de, en, entre, par, pour, sur, vers:**

1. Le pays indépendant depuis 1991 est parfois nommé *Belarus* ou *Bélarus* ... les documents officiels (au masculin).
2. ... le cadre des frontières actuelles elle était formée ... la Deuxième Guerre mondiale.
3. ... l'ouest elle confine ... la Pologne, ... l'est elle est bordée ... la Russie.
4. Le territoire est ponctué ... plus de dix mille lacs.
5. ... nous il n'y a ni montagnes, ni plateaux.
6. Situé ... la ligne de partage des eaux ... la mer Baltique et la mer Noire, ce vaste massif de forêt ancienne abrite ... nombreux arbres «centenaires».
7. Cette réserve est surtout connue ... sa faune remarquable.
8. Les étés sont courts et chauds ... les températures pouvant atteindre les 30°C.
9. On divise le territoire biélorusse ... trois grandes régions naturelles.
10. La population de la Biélorussie fut décimée ... la Seconde Guerre mondiale.
11. Le Bélarus est membre de l'Organisation ... la sécurité et la coopération ... Europe (OSCE).
12. L'économie du Bélarus reste encore orientée ... le marché russe.

## IX. Répondez aux questions:

1. Le Bélarus où se trouve-t-il? Comment est sa situation géographique?
2. Est-ce que le relief de notre pays représente une grande plaine de faible altitude?
3. Quels fleuves et rivières pouvez-vous nommer? Lesquels sont navigables?
4. Qu'est-ce qui vaut le surnom de «pays aux yeux bleus» au Bélarus?
5. Quels marais s'étendent au sud du pays?
6. Comment s'appelle la célèbre réserve nationale protégée par l'Etat? Par quoi est-elle connue?

7. En combien de grandes régions naturelles divise-t-on le territoire du pays?
8. Combien d'habitants y a-t-il dans notre République?
9. Est-ce que notre pays n'est habité que par les Biélorusses? Connaissez-vous d'autres nationalités?
10. Comment est formé le parlement bicaméral?
11. Qui a plein pouvoir et autorité sur la législation? Qu'est-ce qu'il peut faire?
12. Où est-ce que l'industrie du pays est développée (dans quelles villes)?

### **X. Traduisez en français:**

1. Название этой страны было известно во многих вариантах. Но форма *Беларусь* употребляется сегодня во всех официальных документах.
2. Белоруссия находится в центре Европы. Ее площадь – 207.600 км<sup>2</sup>.
3. Территория страны – это обширная низменная равнина, часто болотистая, с редкими холмами. У нас нет ни гор, ни плоскогорий.
4. Среди самых больших рек – Западная Двина на севере, Неман и Днепр на западе. Эти судоходные реки дают (разрешают) доступ к Балтийскому и Черному морям.
5. Самое большое озеро Нарочь, площадь которого 79,6 га, называют часто «морем Белоруссии».
6. Известный заповедник Беловежская пуца, единственный в своем роде, стал национальным парком, охраняемым государством.
7. Основное население страны представлено белорусами, остальные национальные меньшинства составляют русские, поляки, украинцы, евреи и другие.
8. С административной точки зрения наша страна разделена на один муниципалитет (Минск) и шесть областей: минская, гомельская, витебская, моголевская, гродненская и брестская.
9. Беларусью управляет двухпалатный парламент, состоящий из Палаты Представителей и Совета Республики.
10. Президент находится во главе республики и контролирует страну. Выборы президента происходят каждые 5 лет.
11. Промышленность страны развита во многих больших городах: тракторо- и автомобилестроение (Минск, Гомель, Жодино), электроника и радиоэлектроника (Минск, Гродно, Брест), химическая промышленность (Гомель, Минск, Гродно, Могилев), текстильная промышленность (Могилев, Гродно) и т.д.
12. Беларусь – одновременно сельскохозяйственная и промышленная страна. Здесь выращивают зерно, картофель, сахарную свеклу, лен и другие культуры.

### **XI. Parlez de notre République du Bélarus.**

#### **TEXTES SUPPLEMENTAIRES**

##### **1) Lisez le texte suivant et répondez aux questions:**

##### **Traits particuliers de notre République**

Le Bélarus est un pays du bois, il est présent partout. L'artisanat du bois est très répandu. La matriochka biélorusse est une poupée russe. La matriochka biélorusse est plus jeune, fine et longiligne que sa grande soeur russe. Des figurines en bois finement sculptées représentent personnages, animaux sauvages, héros ou personnages des contes populaires et des fables. Des sculptures en bois sont installées dans les jardins publics,

carrefours et espaces de jeux pour les enfants. Ces compositions gigantesques reproduisent travail des bûcherons, fêtes populaires ou sujets familiaux.

La Biélorussie est un pays agricole. Les traditions paysannes jouent un rôle important dans l'artisanat moderne. De nombreux métiers se perpétuent à partir de matières céréalières. On dit que les Biélorusses ont les yeux bleus grâce au lin et les cheveux blonds à cause de la paille. C'est vrai pour les cheveux et les yeux, c'est vrai aussi que la paille et le lin sont omniprésents. Les figurines en paille représentent des paysans habillés en costumes folkloriques de lin ou des animaux. Les figurines et les poupées en lin, un artisanat unique, sont la fierté des Biélorusses. L'artisanat de l'osier est aussi connu en Biélorussie, depuis des siècles, qui excelle dans le travail du rotin.

Le costume traditionnel des femmes est constitué d'une large jupe sans fermeture, d'une longue chemise blanche copieusement brodée et d'un gilet noir. Un long tablier décoré personnalise le costume. Une couronne de fleurs coiffe les nattes. Les hommes portent une longue et large chemise brodée au col et aux poignets, fermée par des lacets rouges. Un large pantalon est enfilé dans les bottes. Un court gilet est porté à l'occasion des fêtes. La danse, imprégnée de ses racines baltes, polonaises et russes, a une grande importance dans les festivités. Les quadrilles et les mazurkas sont de traditions polonaises, la danse en rond, khorovod, est typiquement slave.

artisanat (m)	– <i>ремесленное сословие, народные промыслы</i>
broder	– <i>вышивать</i>
bûcheron (m)	– <i>лесоруб</i>
imprégner de qch	– <i>пропитывать</i>
lacet (m)	– <i>шнурок, тесьма</i>
longiligne	– <i>длинный, долговязый</i>
natte (f)	– <i>коса</i>
omniprésent, -e	– <i>вездесущий</i>
osier (m)	– <i>ива, ивовый побег</i>
paille (f)	– <i>солома</i>
rotin (m)	– <i>зд. плетение</i>
tablier (m)	– <i>фартук</i>

1. Qu'est-ce que des figurines en bois représentent? Où sont-elles installées?
2. Existe-t-il des rapports entre les yeux bleus et le lin, les cheveux blonds et la paille? Décrivez les figurines en paille.
3. Comment est le costume traditionnel des femmes?
4. Que portent les hommes?
5. Quelles danses biélorusses pouvez-vous nommer?

## 2) Lisez le texte et faites le devoir donné:

### Savez-vous que...

Le parc national des lacs de Braslav est un écosystème aquatique unique avec une faune très diversifiée. La ville de Braslav, une des plus vieilles du Bélarus, a été fondée au XI<sup>ème</sup> siècle. Les églises, les palais, les domaines à visiter sont nombreux et variés. Les riches Polonais du début du XX<sup>ème</sup> siècle considéraient Braslav comme leur Nice locale.

Le parc national Narotchansky est connu comme le pays des lacs. Le lac Narotch est certainement le plus magnifique. Il est entouré de forêts de pin et de plages de sable. Comme ses voisins, ce lac est très poissonneux, peuplé d'anguilles, truites, brochets et bien d'autres espèces.

Le parc national Pripyatsky, au centre du Polessié, est parcouru de petites rivières entre ses 30 lacs. Il abrite une population unique de mammifères, oiseaux, reptiles et poissons. La flore est particulièrement remarquable et abrite pas moins de 200 espèces de mousse.

anguille (f)	– угорь
brochet (m)	– щука
espèce (f)	– вид
forêt (f)	– лес
mousse (f)	– мох
pin (m)	– сосна
poissonneux/x, -se	– богатый рыбой
sable (m)	– песок
truite (f)	– форель

1. Présentez chacun de ces trois parcs nationaux.
2. Dites, lequel vous plait le plus. Pourquoi? Argumentez votre réponse.
3. Avez-vous jamais visité un de ces parcs? Voudriez-vous le faire?

## **2.4. EMPLOI ET CHOMAGE**

### **Vocabulaire**

arriver en fin de droits	– утратить право на что-либо в связи с истечением установленного срока
allègement (m)	– снижение, ослабление
taux (m) d'allègement	– степень, норма снижения
s'aggraver	– ухудшаться
agrément (m)	– согласие, одобрение
assortir	– подбирать, снабжать
assujetti (m)	– пайщик, налогоплательщик
cabinet (m) de recrutement	– кабинет по найму специалистов
cantonner	– размещать
clause (f)	– условие, положение, статья договора / ограниченное условие
cohésion (f) sociale	– единство (сплоченность) общества
condamnation (f)	– запрет
commettre une faute	– допустить ошибку
contrat (m) à durée déterminée	– трудовой договор, заключенный на определенный срок
contrat (m) à durée indéterminée	– трудовой договор на постоянную работу (на неопределенный срок)
contrat (m) emploi solidarité	– договор о выполнении общественно-полезных (оплачиваемых государством) работ
contrats (m, pl) de qualification et d'adaptation	– договор о профессиональной подготовке и переподготовке на рабочем месте
convention (f) d'aménagement	– договор об организации, распределении (зд. рабочего времени)
convention (f) collective	– коллективное соглашение
convention (f) de conversion	– соглашение (договор) о переквалификации
cotisation (f) obligatoire	– обязательный взнос

CV, curriculum vitae	– автобиография
dédommager	– возмещать убытки, компенсировать
demandeurs (m, pi) d'emploi	– лица, ищущие работу
échéance (f)	– срок (конечный)
embauche (f)	– прием на работу
emploi (m) à temps partagé	– работа неполный рабочий день, работа по совместительству
employabilité (f)	– возможность получить работу при ее утрате
entraver	– препятствовать, задерживать
entretien (m) d'embauche préalable	– предварительное собеседование при приеме на работу
excéder	– превышать, превосходить
expérience (f) professionnelle	– опыт работы
expliciter	– четко выразить
exonération (f)	– освобождение
faire obstacle à qch	– являться препятствием чему-либо
en faveur de qch	– в пользу чего-либо
hormis que	– кроме того, что
incitation (f)	– побуждение, призыв
indemnisation (f) du chômage	– компенсационные выплаты по безработице
indemnité (f) de chômage	– пособие по безработице
insérer	– включать, вносить
instaurer	– учреждать, основывать
à l'issue de	– по истечении
lettre (f) missive	– деловое письмо
lettre (0 de motivation	– письмо кандидата на должность
négozier une rupture	– договариваться о расторжении
opter pour	– высказываться за
parcimonie (f)	– бережность, бережливость
paritairement	– на паритетных началах
pénurie (f)	– нехватка, недостаток
période (f) d'essai	– испытательный срок
période (f) de préavis	– срок для предварительного уведомления
population (f) active	– экономически активное население
poste recherché (m)	– искомая должность
postulant (m)	– претендент
précarisation (f) de l'emploi	– усиление неустойчивого характера занятости
préretraite (f)	– досрочный выход на пенсию
présélection (f)	– первичный отбор
promouvoir	– 1) продвигать (товар на рынке); 2) продвигать по служебной лестнице
prospection (f)	– изучение рынка сбыта
reconversion (f)	– зд. перевод на новую должность; обучение новой профессии
recruter	– набирать на работу
régime (m) d'assurance	– выплаты в режиме страхования
régime (m) de solidarité	– выплаты в режиме солидарной ответственности

résilier	– аннулировать, расторгать
restriction (f)	– ограничение
rupture (f) à l'amiable	– прекращение, расторжение по взаимному согласию
situation (f) militaire	– отношение к воинской службе
stages (m, pl) d'initiation à la vie professionnelle	– стажировки в целях ознакомления со спецификой профессии
surcroît (m) de travail	– увеличение объема работы
tableau (m) de bord de gestion	– сводка деятельности предприятия
taux (m) de chômage	– уровень безработицы
titulaire (m)	– штатный работник
transition (f)	– переход
tricher	– обманывать
ultime	– последний, решающий

## TEXTES A ETUDIER:

### Un chômeur c'est...

#### Est **chômeur** ou **demandeur d'emploi**:

– la personne satisfaisant simultanément aux critères suivants:

- avoir dépassé l'âge limité de scolarité,
  - rechercher un emploi rémunéré,
  - faire des démarches effectives,
  - être immédiatement disponible,
  - ne pas avoir d'occupation professionnelle au cours de la semaine de référence,
- la personne disponible ayant trouvé un emploi qu'elle occupera ultérieurement.

### Il y a des inégalités face au chômage

Le chômage ne touche pas toutes les catégories de population de la même manière et des tendances se dégagent de l'analyse des chiffres, qui font apparaître l'importance de facteurs comme le sexe, l'âge et le diplôme.

On observe ainsi que:

- **les femmes** sont plus touchées que les hommes;
- **les jeunes et les travailleurs âgés** plus touchés que les tranches moyennes;
- **les non diplômés** plus touchés que les diplômés.

### Les causes du chômage sont diverses

Il n'y a pas qu'une explication possible du chômage. On peut toutefois penser à *trois principales causes*:

- le chômage serait dû à un *coût excessif du travail* (interprétation relancée par la mondialisation et la concurrence des pays à bas salaires);
- le chômage serait dû à un *niveau d'activité économique insuffisant*, à cause d'une faiblesse des débouchés;
- le chômage résulterait d'une *inadéquation entre la structure des qualifications et des emplois*.

Il n'y a pas de consensus entre les économistes à ce sujet. Il existe donc plusieurs théories du chômage, qui suggèrent des remèdes différents.

Son explication ne peut résider que dans une cause particulière et c'est bien cela qui fait du chômage un processus complexe.

Le chômage intentionnel existera toujours. Qu'il soit le résultat de la mobilité de l'employé ou de la saisonnalité dans le secteur d'activité, comme le tourisme, il ne représente pas un nombre important d'actifs à la recherche d'un emploi. Il n'a pas un impact fort sur les statistiques.

Bien souvent, le chômage n'est pas un choix, mais une fatalité, et nombreuses sont les raisons évoquées pour tenter d'expliquer sa progression importante depuis les années 70.

Les *raisons démographiques* sont bien évidemment avancées par bon nombre de spécialistes. Le baby-boom de l'après-guerre jusque dans les années 60 a provoqué un accroissement de la population en âge de travailler. En 40 ans, le nombre d'actifs entre 20 et 60 ans a progressé de 30%.

Des *explications culturelles* peuvent également être évoquées. Avec la démocratisation de la contraception, les femmes ont eu la possibilité de participer à la vie professionnelle au même titre que les hommes. Cette «révolution» a ainsi fait accroître de façon significative le nombre d'actifs disponibles sur le marché du travail.

Cependant, d'autres zones géographiques connaissent une évolution similaire à la France et parviennent tout de même à maintenir un niveau de chômage relativement faible.

Il n'existe donc pas de corrélation évidente entre le chômage et l'augmentation de la population active.

### **Raisons et causes économiques du chômage en France**

Le chômage conjoncturel est lié à l'évolution négative de l'économie d'un pays et au ralentissement de l'activité. La demande baisse, le besoin en main-d'oeuvre est plus faible et les entreprises sont contraintes de licencier des employés pour adapter leur capacité de production. La crise économique que la France traverse actuellement est un parfait exemple de la nécessité d'adaptation de l'offre à la demande. Cependant, avec un retour à la croissance économique, le chômage conjoncturel se résorbe en quasi-totalité.

Le chômage peut également découler d'une inadéquation qualitative entre l'offre et la demande de travail. Avec la mutation industrielle, l'essor des technologies de pointe et la mécanisation de certains secteurs d'activité, les emplois se spécialisent. Une partie de la population active devient inemployable parce qu'insuffisamment qualifiée alors que l'offre d'emploi augmente. Les enjeux résident dans la capacité d'adaptation et de réorientation pour éviter d'éloigner de façon irréversible cette main-d'oeuvre du monde du travail.

Enfin, on doit évoquer dans les causes du chômage l'augmentation du coût du travail. Depuis la Seconde Guerre mondiale, il ne cesse de croître, en particulier les charges sociales. Une des solutions envisagées par les entreprises pour s'adapter aux contraintes du marché et à la concurrence est la réduction de la masse salariale. Cette baisse ne peut pas passer par la diminution des salaires nominaux comme le SMIC, considéré comme inacceptable.

La délocalisation des emplois de faible qualification devient donc inévitable. Vers des pays de l'Union européenne, mais également vers l'Afrique ou l'Asie. Avec des salaires nettement plus compétitifs pour une qualification similaire.

Tout ceci démontre, à quel point le pays se doit d'être innovant pour améliorer sa productivité, donc sa croissance, et espérer revenir à un plein emploi dans les prochaines années.

### **L'Etat peut intervenir en matière de lutte contre le chômage**

L'Etat peut aider financièrement le chômeur en lui versant des allocations, mais il peut surtout lutter contre le chômage par diverses interventions:

- en réduisant l'offre de travail (abaissement de l'âge de la retraite, préretraites);
- en réduisant la durée légale du travail (passage aux 35 heures);
- en aménageant le temps de travail pour permettre une plus grande flexibilité (aide au développement du travail à temps partiel, modulation en fonction des besoins);
- en réduisant le coût du travail pour inciter les entreprises à créer des emplois (allègement de charges sur les bas salaires);
- en développant la formation professionnelle afin d'améliorer la qualification;
- par des actions sociales (création de stages et de contrats aidés).

*Ressources pour les enseignants et les formateurs en français des affaires,  
Joëlle Bonenfant, Jean Lacroix*

## DÉFINITIONS DES NOTIONS

Chômage m:

- **structurel** qui a des causes qualitatives comme le changement de la structure des emplois, le remplacement des hommes par des machines, la qualification des demandeurs d'emploi qui ne correspond plus à l'offre de travail (entre 1996 et 2000, malgré la croissance, le chômage est resté important);

- **conjuncturel** qui a des causes quantitatives: la situation économique fait que les entreprises ont moins besoin de personnel. Il s'agit d'un problème de court terme qui touche un ou plusieurs secteurs, voire l'ensemble de l'économie (par exemple, lors de la crise de 1973-1974);

- **frictionnel** qui est dû à la période d'inactivité que l'on peut connaître entre le moment où on perd et le moment où on retrouve un emploi;

- **technique** qui est provoqué par l'arrêt momentané de l'activité d'une entreprise, suite à une baisse de la demande ou pour des raisons d'ordre technique (rupture des approvisionnements en énergie, incendie d'une usine, grève de certaines catégories de personnels...);

- **partiel** qui décrit la situation dans laquelle le nombre d'heures de travail est inférieur au nombre d'heures habituellement pratiqué.

### **1. Répondez aux questions:**

1. Comment la loi définit-elle la notion de «chômeur»?
2. Quelles causes du chômage sont le plus souvent évoquées par les économistes?
3. Quelles causes typiques de la France dégage-t-on?
4. Quelles sont les inégalités sociales face au chômage?
5. Existe-t-il des moyens pour lutter contre le chômage? Lesquels vous paraissent les plus efficaces?

### **2. Dites si les affirmations suivantes sont vraies ou fausses:**

1. Le fait de rechercher un emploi rémunéré suffit pour être qualifié de chômeur.
2. Le sexe, l'âge et le diplôme sont les facteurs déterminant la vulnérabilité face au chômage.
3. Les économistes sont unanimes à considérer le coût excessif du travail comme cause principale du chômage.
4. Des changements culturels engendrant l'augmentation du nombre d'actifs sur le marché du travail expliquent incontestablement la croissance du chômage.



5. L'essor des technologies de pointe augmente l'écart qualitatif entre l'offre et la demande de travail.

6. La délocalisation des emplois de faible qualification vers l'Afrique ou l'Asie permet de diminuer la masse salariale et, par conséquent, baisser le coût du travail.

7. A la différence du chômage structurel le chômage conjoncturel a des causes qualitatives.

8. Le chômage frictionnel est provoqué par l'arrêt momentané de l'activité d'une entreprise pour des raisons d'ordre technique.

9. Le chômage intentionnel est le résultat de la mobilité de l'employé ou de la saisonnalité dans le secteur d'activité.

10. La flexibilité du temps de travail mène à la croissance du taux de chômage.

### **3. Faites des phrases en utilisant les mots donnés:**

Exemple: attendre / embaucher / entreprises -- Il faut aider les entreprises à embaucher sans attendre.

1. croissance / emplois / création

2. chômage / licenciements / taux

3. amélioration / conjoncture / dépendre / perspectives

4. emplois / gestion / permettre / précaires / plus flexible

5. entreprises / demander / grandes / spécialistes / première sélection

### **4. Traduisez en russe le texte ci-dessous en faisant une attention particulière aux mots et expressions en italique:**

Il y a un an, *le taux de chômage* en France *s'élevait* à 7,6%. Aujourd'hui: 9,5%. Deux petits points *d'écart* qui représentent 523 000 personnes de plus. En tout, l'Hexagone *compte désormais* 2,5 millions de demandeurs d'emploi de catégorie A et 4,2 millions *toutes catégories confondues*.

Bref, si l'on ne peut pas encore parler de *chômage de masse*, le phénomène n'en est pas moins massif et a déjà commencé à transformer le visage de la France. Transformations qui ne pourront que *s'accroître* alors que le chômage devrait continuer d'augmenter.

Comment *y remédier*?

*L'enjeu est primordial*. Syndicats et patrons *discutent des pistes envisagées* pour lutter contre *le fléau du chômage*.

*Chômage partiel, flexibilité des horaires, multiplication des contrats aidés*, les pistes sont multiples si l'on regarde chez nos voisins européens. *La disparité des taux de chômage* dans l'Union européenne montre à *quel point* ce problème ne peut se gérer que par des choix politiques forts, ambitieux et *envisagés sur le long terme*.

### **5. Comblez les lacunes dans le texte ci-dessous: plein-emploi, élément, vie, taux, chocs, pays, rattrapage, cursus, niveau, trimestre, départements, chiffres, interprétation, système.**

La France connaît un fort ... depuis les années 1960, bien que les ... du chômage aient commencé à augmenter dès les années 1940. Le chômage existait auparavant, mais son faible niveau n'en faisait pas un ... important des débats de société et de la ... économique du pays.

Avec les ... des années 1960, qui coïncidèrent avec la fin du ... économique vis-à-vis des Etats-Unis (période des Trente Glorieuses), le chômage reste à un ... élevé

jusqu'au milieu des années 2010 – autour de 20% – tandis que d'autres ... parviennent à revenir à des niveaux plus ou moins proches du ... .

Mesuré au sens du OIT (Organisation internationale du travail) et selon l'... d'Eurostat , le taux de chômage s'élève à 9,1% au deuxième ... 2011 en France métropolitaine, et à 9,6% si les ... d'outre-mer sont inclus. Le taux de chômage en France pour les moins de 25 ans était de 23% au premier trimestre 2011, selon l'INSEE. Le passage par la case chômage est fréquent à la fin du ... scolaire (18% des jeunes qui sortent du ... scolaire passent d'abord par Pôle emploi, indique une étude du CEREQ (1).

(1) Le Centre d'études et de recherches sur les qualifications (CEREQ) est un établissement public français à caractère administratif qui réalise des études dans les domaines du marché du travail, des qualifications et de la formation professionnelle. Son siège est à Marseille.

**6. Reliez les notions et les expressions synonymes:**

- |                               |                                                                       |
|-------------------------------|-----------------------------------------------------------------------|
| a. Une offre d'emploi.        | 1. Le salaire désiré par le candidat.                                 |
| b. Une demande d'emploi.      | 2. La pratique professionnelle.                                       |
| c. CDD                        | 3. Le document joint au CV.                                           |
| d. Les prétentions.           | 4. Le contrat de travail.                                             |
| e. Le profil.                 | 5. La description de la personne type.                                |
| f. Un intérim.                | 6. Une petite annonce.                                                |
| g. La formation.              | 7. Le travail temporaire.                                             |
| h. L'expérience.              | 8. Le résumé de la vie professionnelle.                               |
| i. Un curriculum vitae.       | 9. Les études spécialisées.                                           |
| j. Une lettre de candidature. | 10. La proposition de ses services par une personne dans une annonce. |

## TEXTES SUPPLEMENTAIRES

### EMPLOI

#### A. Les différentes définitions de l'emploi

On appelle population active l'ensemble des personnes ayant ou cherchant un emploi déclaré et rémunéré.

Dans la population active, on distingue donc les actifs occupés et les chômeurs. Une personne est considérée en emploi si elle a effectué au moins une heure de travail rémunéré au cours de la semaine de référence ou si elle a gardé un lien formel avec son emploi (congés annuels, maladie, maternité, etc.). Cette définition de l'emploi est large : elle inclut des personnes occupées à temps très partiel ou sur des contrats très courts.

Ainsi, l'emploi regroupe l'ensemble des personnes actives occupées, c'est-à-dire qui ont une activité rémunérée.

#### B. Les différents types d'emploi

Cependant l'emploi peut prendre deux formes.

D'une part, l'emploi typique qui regroupe les personnes qui :

- travaillent à temps plein ;
- ont un Contrat à Durée Indéterminée (CDI) ;
- ont une protection garantie par les cotisations et le convention collective (Sécurité Sociale, retraite, ...).

Dans les sociétés contemporaines, l'emploi typique est une forme

institutionnalisée du travail. Il apporte au travailleur une garantie de ressources matérielles, mais aussi symboliques :

- un revenu stable (le salaire) ;
- une certaine position sociale reconnue par la société ;
- une protection sociale.

À partir de la fin du XIX<sup>e</sup> siècle, on observe la montée du salariat dans les sociétés occidentales, et le statut de salarié devient la situation de référence dans la société.

Le salariat représente l'ensemble des salariés et un mode d'organisation du travail dans une société où la situation de salarié est définie comme situation de référence.

D'autre part, l'emploi atypique regroupe les personnes qui ont un emploi mais :

- à durée déterminée (Contrat à Durée Déterminée, Intérimaire, etc.) ;
- sans protection sociale : les indépendants.

Ce type d'emploi est qualifié de précaire car il ne garantit pas un revenu stable et une protection contre les risques sociaux.

La précarité est l'absence d'une ou plusieurs des sécurités permettant aux personnes et aux familles d'assumer leurs responsabilités élémentaires et de jouir de leurs droits fondamentaux.

L'insécurité qui en résulte peut être plus ou moins étendue et avoir des conséquences plus ou moins graves et définitives.

Ainsi, l'emploi typique garantit aux individus de satisfaire leur besoin à long terme et une protection sociale. À l'inverse, les emplois atypiques mettent les individus dans une certaine incertitude économique et sociale pouvant mener au chômage.

C. La mesure de l'emploi

La population active regroupe les actifs occupés et inoccupés.

Le taux d'activité = le nombre d'actifs (actifs occupés et chômeurs) / Population en âge de travailler x 100.

Actuellement le taux d'activité en France s'élève à environ 56 %. La population active occupée est égale à l'emploi global.

Le taux d'emploi = Population active occupée / Population active en France x 100

Actuellement le taux d'emploi en France s'élève à environ 65 %.

### **CONTRAT A DUREE DETERMINEE**

Le CDD est réservé à des situations précises. Tout manquement à la loi entraîne une transformation en CDI. Sauf exception, le contrat ne peut être rompu avant terme.

Le contrat à durée déterminée doit être employé avec parcimonie. En fait, on ne peut y recourir que dans trois cas: la nécessité de remplacer un absent, le surcroît temporaire d'activité et les travaux saisonniers ou précaires. Ainsi, utiliser le CDD comme une période d'essai est interdit. Par ailleurs, à chaque situation correspond une durée de contrat que vous ne pouvez dépasser sans que votre CDD devienne un CDI. Le surcroît de travail, c'est dix-huit mois au maximum; la saison, huit mois; la mission à l'étranger, vingt-quatre mois. Si vous voulez prendre le temps de recruter en CDI la personne qui conviendra, vous pouvez, en transition, prendre un salarié en CDD de neuf mois.

Renouveler le CDD. Le CDD est renouvelable une fois, ce renouvellement s'inscrivant dans la durée maximale. On peut donc embaucher un salarié en raison d'un surcroît de travail durant six mois et renouveler son contrat pour un an. Concernant les remplacements, on peut embaucher pour la durée de l'absence du titulaire; il faut alors

prévoir une durée minimale. De plus, le CDD doit être écrit. Ce type de contrat comporte plusieurs mentions obligatoires. En oublier une, c'est s'exposer à ce que le CDD se transforme en CDI. Si besoin, il faut se procurer un formulaire.

Respecter la période d'essai. La période d'essai d'un CDD est très courte: un jour par semaine sans pouvoir dépasser deux semaines jusqu'à six mois de contrat; au-delà, la période d'essai est fixée à un mois. Après ce temps, il faudra garder le salarié jusqu'à l'échéance prévue, à moins qu'il ne commette une faute grave. Si on s'en sépare avant terme, on devra le payer comme s'il avait travaillé jusqu'au bout et lui verser son indemnité de fin de contrat. Car on ne licencie pas une personne en CDD, même pour motif économique. En contrepartie, le salarié n'a pas le droit de donner sa démission.

Négocier une rupture. Lorsqu'un collaborateur en CDD ne donne pas satisfaction et qu'on souhaite son départ, la seule solution consiste à négocier une rupture d'un commun accord. Mais rares sont les salariés qui acceptent, puisqu'ils savent qu'ils seront payés jusqu'au terme du CDD. S'ils démissionnent, ils devront dédommager l'employeur. On ne peut pas chiffrer les dommages-intérêts, car c'est le juge prud'homal qui en apprécie le montant. Les condamnations, dans ce domaine, sont imprévisibles. Et on a tout vu, de l'indemnité dérisoire jusqu'au remboursement des salaires restant à courir...

### **CONTRAT A DUREE INDETERMINEE**

Ce type de contrat est la forme normale d'embauché, par opposition au contrat à durée déterminée qui doit constituer l'exception.

Rédiger le contrat de travail. Le contrat à durée indéterminée n'est pas forcément écrit. Il est cependant préférable de l'établir par écrit. Pourquoi? Parce que cela protège le salarié: en cas de conflit, le doute profite toujours à celui-ci. Un contrat noir sur blanc permet d'insérer des clauses très utiles (période d'essai, mobilité...). Les normes européennes imposent que l'entreprise fournisse au salarié un document notifiant la date de début du contrat et la nature de l'emploi proposé.

Rompre le contrat de travail. La caractéristique principale du contrat à durée indéterminée, c'est que chacun des signataires peut le rompre. Il est rigoureusement interdit d'inclure dans le contrat les clauses qui feraient obstacle à cette liberté. Il s'agit cependant d'une liberté «encadrée». Pour le salarié, résilier, cela veut dire démissionner, sa seule obligation étant d'observer une période de préavis. Pour l'employeur, résilier signifie licencier, sa possibilité de rompre étant alors plus entravée. L'employeur doit avoir un motif réel et sérieux et verser une indemnité de licenciement.

Se séparer d'un commun accord. En dehors de la démission et du licenciement, il existe plusieurs cas de rupture d'un commun accord - convention de conversion, rupture amiable – et une situation spécifique, la mise à la retraite, qui n'entre dans aucune des catégories précédentes.

### **CV ET LETTRE DE MOTIVATION**

Noémie Poulain est à la recherche d'un emploi. Elle répond à une petite annonce publiée dans la presse par l'entreprise Berthier. Elle envoie à la Direction des ressources humaines (= le service du personnel) de l'entreprise un CV (curriculum vitae) et une lettre de motivation.

Dans son CV, Noémie donne des informations sur :

- son état civil : elle a 26 ans, elle est célibataire, etc.
- sa formation : elle a fait une grande école d'ingénieur,

– son expérience professionnelle : elle a travaillé comme ingénieur pendant trois ans,

– ses activités extra-professionnelles : elle joue souvent au tennis.

Dans sa lettre de motivation, Noémie postule (= demande = pose sa candidature à) l'emploi proposé. Elle explique pourquoi elle veut le travail et en quoi son profil (ses compétences, qualités, formation, âge, etc.) correspond à l'emploi.

### ENTRETIEN D'EMBAUCHE

Noémie obtient un rendez-vous pour un entretien d'embauche = une discussion entre le candidat et l'employeur.

Kevin Pelissier est le DRH (Directeur des ressources humaines) de Berthier. Il parle de la procédure de recrutement, c'est-à-dire des méthodes que l'entreprise utilise pour recruter du personnel:

«Nous convoquons plusieurs candidats à un entretien de groupe. Nous faisons ensuite une première sélection et nous convoquons les meilleurs candidats à plusieurs entretiens individuels.»

Finalement, Noémie obtient un poste. Elle est embauchée / recrutée / engagée par Berthier le premier mars = Berthier l'embauche / la recrute / l'engage le premier mars.

#### **Devoirs :**

– *Comment recherche-t-on un emploi dans notre pays ? Décrivez votre propre expérience ou celle de vos connaissances.*

– *Est-ce que le diplôme, les expériences professionnelles, l'âge du candidat jouent un rôle au Bélarus?*

– *Faites composer votre CV et écrivez la lettre de motivation.*

## **1.4. BREST**

### **I. Retenez les mots suivants:**

- |                                      |                               |
|--------------------------------------|-------------------------------|
| 1. acquérir                          | 1. – приобретать              |
| 2. attribuer <i>qch</i> à <i>qch</i> | 2. – присваивать, присуждать  |
| 3. décerner <i>qch</i> à <i>qch</i>  | 3. – присуждать               |
| 4. embellir                          | 4. – хорошить                 |
| 5. livrer                            | 5. – дать, доставлять         |
| 6. mentionner                        | 6. – упоминать                |
| 7. subir                             | 7. – подвергаться, переносить |
| 8. artisanat( <i>m</i> )             | 8. – ремесленное сословие     |
| 9. bonneterie ( <i>f</i> )           | 9. – трикотажное производство |
| 10. cachet( <i>m</i> )               | 10. – печать, отпечаток       |
| 11. confection( <i>f</i> )           | 11. – швейное производство    |
| 12. confins( <i>mpl</i> )            | 12. – границы, пределы        |
| 13. confluent( <i>m</i> )            | 13. – слияние рек             |
| 14. noeud( <i>m</i> )                | 14. – узловой пункт, узел     |
| 15. piscine ( <i>f</i> )             | 15. – бассейн                 |
| 16. place( <i>f</i> ) forte          | 16. – крепость, гарнизон      |
| 17. renommée( <i>f</i> )             | 17. – слава, молва            |
| 18. trouvaille ( <i>f</i> )          | 18. – находка                 |
| 19. unanimité ( <i>f</i> )           | 19. – единогласие             |
| 20. ferroviaire                      | 20. – железнодорожный         |

21. laitier, -ère

21. – *молочный, -ая*

22. méridional, -e

22. – *южный, полуденный*

## **II. Lisez et traduisez le texte suivant:**

### **Brest**

La ville de Brest est située à la frontière occidentale de la Biélorussie au confluent du Moukhavets et du Boug occidental. C'est la porte ouest du pays. C'est ici que passe la frontière avec la Pologne. Cette ville qui est une des plus anciennes de la Biélorussie est mentionnée dans les Chroniques en 1017 comme place forte aux confins occidentaux de la Russie de Kièv. Il n'y a pas d'unanimité quant à la date de la fondation de Brest. Le nom de cette ville apparaît pour la première fois à l'occasion de la bataille livrée par le prince de Kiev Yaroslav le Sage en 1019. Des trouvailles archéologiques faites sur le territoire de l'actuel Brest disent qu'il y avait là une riche cité marchande avec un artisanat très développé et un haut niveau de l'art du bâtiment.

Brest a acquis une renommée mondiale pendant les premiers jours de la Grande Guerre nationale. La citadelle de Brest a subi les premiers coups de l'armée hitlérienne. Pendant près d'un mois la petite garnison a repoussé les attaques d'un ennemi dix fois supérieur en nombre. Aussi longtemps que ses défenseurs sont restés en vie, les hitlériens n'ont pas réussi à occuper entièrement la citadelle. Après la guerre, la citadelle de Brest a obtenu le titre honorifique de Citadelle-Héros. Le 8 mai 1965 le Présidium du Soviet Suprême de l'U.R.S.S. a attribué à Brest le titre de «forteresse héros» et lui a décerné l'Ordre de Lénine et celui de l'Etoile d'Or des Héros!

Reconstruit à neuf après la guerre Brest est une ville moderne avec de nouveaux ensembles résidentiels. Par son architecture, son cachet pittoresque, l'abondance de parcs, des boulevards et des squares Brest rappelle les cités méridionales. Il reste un noeud ferroviaire important de la Biélorussie où passent les voies allant vers l'Europe occidentale. C'est également un centre d'industrie alimentaire et légère. A Brest il y a un combinat de boucherie, une usine de panification, une usine des produits laitiers, une fabrique de bas, un combinat de tapisserie, des entreprises de confection et de bonneterie. Les entreprises de la ville produisent des lampes électriques, des appareils à gaz, des appareils ménagers et de mesure électrique.

C'est non seulement une ville scolaire et estudiantine mais aussi un centre culturel. La ville possède quelques établissements d'enseignement supérieur, par exemple, l'Université Pouchkine et l'Université Technique. A Brest il y a plus de 35 écoles, deux lycées, six gymnases, des collèges et des écoles techniques. Brest compte aussi six écoles sportives, trois stades, quelques piscines. Ici se trouvent le théâtre du drame et de la musique, le théâtre de marionnettes, le Palais de Culture, le Centre d'art des jeunes, le Palais «Lédovy», quelques cinémas, le musée régional, le musée consacré à la défense de la forteresse, le musée archéologique «Béréstié».

Aujourd'hui la population de Brest atteint presque 300.000 habitants. La ville grandit et embellit de jour en jour. On voit l'apparition de nouveaux quartiers, de modernes maisons et de belles rues. Malgré son âge Brest ne vieillit pas. On admire sa ville natale, on l'aime beaucoup.

## **III. Posez 5 questions sur le contenu du texte.**

## **IV. Trouvez dans le texte les mots et les expressions suivants:**

находиться на западной границе; один из самых старых (городов); упоми-

наться в хрониках; южный населенный пункт; важный железнодорожный узел; мировая слава; Великая Отечественная война; крепость-герой; предприятия города; стареть; хорошеет день ото дня

### **V. Vrai ou faux:**

1. La ville de Brest est située à la frontière nord de la Biélorussie.
2. Cette ville est une des plus jeunes villes de la Biélorussie.
3. Il y avait là une riche maison marchande avec un artisanat très développé et un haut niveau de l'art de la couture.
4. Pendant près d'un an la petite garnison a repoussé les attaques d'un ennemi cinq fois supérieur en nombre.
5. Par son transport, l'abondance de fleuves, sa situation importante Brest rappelle les cités méridionales.
6. C'est également un centre d'industrie lourde.
7. A Brest il y a plus de 35 écoles, quelques gymnases, deux lycées, des collèges et des écoles techniques.
8. On voit l'apparition de nouveaux quartiers, de modernes maisons et de belles rues.

### **VI. Traduisez en français:**

1. Именно здесь проходит граница с Республикой Польша.
2. Раньше здесь был торговый населенный пункт с развитым ремесленным сословием и высоким уровнем строительного мастерства.
3. Брест приобрел мировую славу во время первых дней Великой Отечественной войны.
4. После войны цитадель города получила почетное звание «крепость-герой».
5. Брест – это современный город с новыми жилыми кварталами.
6. Он остается важным железнодорожным узлом Беларуси, где проходят пути, ведущие к Западной Европе.
7. В Бресте есть хлебозавод, мясокомбинат, молокозавод, ковровый и чулочный заводы и предприятия швейного производства.
8. Город растет и хорошеет день ото дня.

### **VII. Lisez le texte et faites le devoir donné:**

#### **Région de Brest**

#### *Mots à retenir:*

aigle (m)	– орел
martre (f)	– куница
bétail (m)	– скот
perdrix (f) [pɛrdri]	– куропатка
bouvreuil (m)	– снегирь
pivert (m)	– зеленый дятел
cerf (m) [sɛ:r]	– олень
putois (m)	– хорек
chevreuil (m)	– косуля
rainette (f)	– лягушка-древесница
élan (m)	– лось

schiste (m)	– сланец, шифер
gisement (m)	– месторождение
tortue (f) des marais	– болотная черепаха
lignite (m)	– бурый уголь
tourbe (f)	– торф

La région de Brest se trouve dans la partie sud-ouest du Bélarus dans les bassins des fleuves Dniépr, Niémen et de la rivière Bug occidental. Le centre administratif de la région est la ville de Brest. Elle comprend 16 districts: de Baranovitchi, Béreza, Brest, Gantsévitchi, Droguitchin, Jabinka, Ivanov, Ivatsévitchi, Kaménets, Kobrin, Louninets, Liakhovitchi, Malorita, Pinsk, Proujany et Stolyn, 225 conseils exécutifs de campagne, 20 villes (dont 5 sont sous l'administration régionale), 9 villages. La région confine avec la Pologne à l'ouest et avec l'Ukraine au sud. La superficie de son territoire dépasse 32.800 km<sup>2</sup>, soit 15,7% de la superficie totale du pays. 1.470.900 habitants composent la population de la région (14,7% de la population totale).

La région se situe dans la zone climatique tempérée. Les plaines dominant dans le relief de la région de Brest avec les élévations de hauteur entre 140 et 200m. Sur le territoire de la région il y a des exploitations de matières premières qui servent de base pour le développement des industries variées. Ce sont en premier lieu pierre pour la maçonnerie, argile facilement et difficilement fusible, sable, tourbe, sapropel, gravier, on est en train d'explorer les gisements des schistes bitumineux et de la lignite.

Dans la région de Brest on trouve un grand nombre de paysages, d'animaux et de plantes uniques. Les espèces animales et végétales rares sont prises sous la protection d'Etat. 117 parcs de réserve, forêts nationales, ainsi que d'autres ressources naturelles de valeur, avec la surface totale de 417 500 ha (12,7% du territoire) existent dans la région. La faune de la région est représentée par les animaux suivants: le bison d'Europe, le chevreuil, le cerf, la martre, le putois, l'élan, le lièvre, parmi les oiseaux on trouve les aigles, les piverts, la perdrix grise, le bouvreuil, il y a également des reptiles comme la tortue des marais, la rainette. Au total il existe 298 espèces d'oiseaux, 7 espèces de reptiles, 12 espèces d'amphibies et plus de 50 espèces de poissons.

Parmi les curiosités historiques on peut citer deux grands chênes dans le district de Malorita: «Chêne-patriarche» avec la hauteur de 35-40 m, âgé d'environ 700 ans et «Chêne-tsar» avec la hauteur de 42 m, âgé d'environ 660 ans. Dans le district de Kobrin, on a gardé «Chêne Souvorov», sous lequel selon la légende en 1794 se reposait le grand capitaine Alexandre Souvorov. La hauteur de ce chêne, âgé d'environ 600 ans, est 33 m.

Les secteurs clefs de la région de Brest sont industries alimentaire, légère, construction mécanique. Parmi d'autres secteurs avancés on peut noter également l'énergie électrique (la centrale hydraulique de Béreza), l'industrie forestière, l'industrie du bois, la papeterie, la minoterie, l'industrie d'aliments pour le bétail. L'agriculture est plutôt spécialisée à la production du lait et de la viande (des entreprises à Jabinka, Béreza), à cultiver des pommes de terre, des céréales, de la betterave, des légumes (des entreprises de transformation de légumes à Liakhovitchi, Ivanov, Malorita, Retchitsa). «Granit», la production de pierre pour le bâtiment à Mikhachevitchi, joue un rôle primordial à l'échelle nationale. Sur le territoire de la région on a fondé une zone économique libre «Brest», où les entreprises bénéficient de l'exemption des taxes douanières pour les marchandises importées.

Le territoire de la région est marqué par le couloir de transit Berlin-Varsovie-Brest-Minsk-Moscou et possède un réseau routier et ferroviaire diversifié, avec la



communication directe à Vilnius et Kiev, ce qui donne les avantages évidents pour la transportation des passagers et des marchandises de l'Europe en Russie et en Ukraine. Brest a un aéroport international de 1-re catégorie qui permet d'atterrir les avions lourds comme «Boeing-747». La navigabilité se réalise sur les rivières Pripiat, Pina, Moukhavets, ainsi que sur le canal Dniépr-Bug. Le territoire de la région est traversé par le pipe-line «Droujba» et par les gazoducs Torjok-Minsk-Ivatsevitchi et Kobrin-Brest-Varsovie.

Parmi 11 musées d'Etat et 3 salles d'exposition il est à noter «Forteresse de Brest», Mémorial commémoratif en hommage aux défenseurs de la ville pendant les premiers jours de l'occupation nazie, le musée de l'histoire de Polessié à Pinsk et le musée de la nature dans la forêt nationale «Bélovejskaïa Pouchtcha» (Kamienuki, district de Kaménets).

Les noms des personnalités comme Kazimir Lystchinski, Tadeus Kostiucho, Romuald Traugutt, Yuzef Krachevski, Adam Mitskevitch, Napoléon Orda qui étaient nés dans la région de Brest sont connus dans le monde entier. Le territoire de la région a accueilli également pour de longues périodes de vie les personnalités suivantes: A.Chakhovskoi, A.Griboedov, E.Ojchko, F.Dostoevski, P.Chpilevski, F.Rechetnikov, A.Blok, Yakoub Kolas.

### **Devoir:**

1. Enumérez les districts de la région de Brest.
2. Décrivez la situation géographique de la région.
3. Parlez de la faune de la région qui est représentée par les animaux différents.
4. Quelles curiosités historiques pouvez-vous citer?
5. Dites, quels secteurs de l'industrie de la région de Brest sont les secteurs clefs.
6. Expliquez la notion «une zone économique libre «Brest».
7. Prouvez que le territoire de la région possédant un réseau routier et ferroviaire est un noeud important pour l'économie de notre pays.
8. Nommez les musées les plus connus de la région.
9. Rappelez les noms des personnalités éminentes qui étaient nées dans la région ou y accueillies pour de longues périodes de vie.
10. Faites le plan de la présentation de la région.

## **2.5. ENTREPRISE**

### **Vocabulaire**

1.absorption (f)	1. – поглощение
2.appel (m) public à épargne	2. – заявка предприятия на котировку своих ценных бумаг на фондовой бирже или на их размещение
3. apport (m) (au capital d'une société)	3. – вклад, взнос
4. approvisionnement (m)	4. – снабжение
5. article (m) fini	5. – готовая продукция
6.associé (m)	6. – компаньон, участник
7.bénéfice (m)	7. – прибыль, польза
8.capacité (f) juridique	8. – юридическая правоспособность
9.capital (m) social	9. – уставной капитал
10.chiffre (m) d'affaires (CA)	10. – объем оборота (торговый оборот)

11. cessible	11. – передаваемый
12. commanditaire (m)	12. – вкладчик командитного товарищества
13. commandite (f)	13. – командитное товарищество
14. commandité (m)	14. – командит, главный партнер командитного товарищества
15. conseil (m) de surveillance	15. – наблюдательный совет
16. créancier (m)	16. – кредитор
17. détenteur (m) de capitaux	17. – владелец (держатель) капитала
18. directoire (m)	18. – директорат, правление
19. effectif (m)	19. – зд. штат работников предприятия
20. entreprise (f)	20. – предприятие
21. entreprise (f) artisanale	21. – ремесленное предприятие
22. entreprise (f) en difficulté	22. – убыточное предприятие
23. entreprise (f) à bail	23. – арендное предприятие
24. E.U.R.L. (entreprise (f) unipersonnelle à responsabilité limitée)	24. – индивидуальное предприятие с ограниченной ответственностью
25. établissement (m) public	25. – государственное учреждение
26. exploitation (f) agricole	26. – сельскохозяйственное предприятие
27. exploitation (f) publique	27. – государственное предприятие
28. faillite (f)	28. – банкротство, несостоятельность
29. filiale (f)	29. – дочерняя фирма, филиал
30. fondateur (m)	30. – учредитель
31. forfaitaire	31. – фиксированный, заранее обговоренный
32. fournisseur (m)	32. – поставщик
33. fusion (f)	33. – слияние
34. gérant (m)	34. – управляющий
35. gestion (f)	35. – управление
36. indemnisation (f)	36. – возмещение ущерба; компенсация
37. investisseur (m)	37. – инвестор
38. joint-venture (f)	38. – совместное предприятие
39. lucratif	39. – прибыльный, доходный
40. mise (f) de départ	40. – первоначальное капиталовложение
41. numéraire (m)	41. – деньги, находящиеся в обращении; денежные средства
42. payer en numéraire	42. – платить наличными
43. part (f) sociale	43. – социальная доля
44. personne (f) morale	44. – юридическое лицо
45. personne (f) physique	45. – физическое лицо
46. prestation (f) de services	46. – предоставление услуг
47. prix (f) de revient	47. – себестоимость
48. profit (m)	48. – прибыль, доход; выгода, польза
49. reconversion (f)	49. – конверсия
50. régie (f) directe	50. – простое управление (через чиновников)
51. régie (f) intéressée	51. – управление на основе

	заинтересованности (руководители участвуют в прибылях)
52. rémunération (f)	52. – оплата (труда), заработная плата; вознаграждение
53. rétribuer	53. – оплачивать, вознаграждать
54. réseau (m) de distribution	54. – торговая сеть
55. secteur (m) primaire	55. – первичный сектор экономики
56. secteur (m) secondaire	56. – вторичный сектор экономики
57. secteur (m) tertiaire	57. – сфера услуг
58. siège (m) d'une entreprise	58. – штаб-квартира
59. siège (m) social	59. – юридический адрес
60. société (f)	60. – компания, товарищество, общество
61. société (f) anonyme	61. – анонимное акционерное общество
62. société (f) de capitaux	62. – товарищество капиталов
63. sociétés (f) concurrentes	63. – конкурирующие фирмы
64. société (f) de conseil	64. – консалтинговая фирма
65. société (f) écran	65. – «дуплая фирма»
66. S.C.S. (société (f) en commandite simple)	66. – простое коммандитное товарищество
67. S.C.A. (société (f) en commandite par actions)	67. – коммандитное товарищество на паях
68. société (f) d'ingénierie	68. – инжиниринговая фирма
69. société (f)-mère	69. – головная фирма
70. société (f) mixte	70. – совместное предприятие
71. S.N.C. (société (f) en nom collectif)	71. – полное товарищество
72. société (f) de personnes	72. – товарищество лиц
73. valeur (f) ajoutée	73. – добавленная стоимость

### Où est-ce qu'une entreprise?

Les entreprises diffèrent les unes des autres par leur activité, leur taille, leur structure. Pourtant elles ont toutes des traits communs.

#### Entreprise

– **Produit:** C'est un agent économique dont la fonction principale est de produire des biens et des services.

– **Recherche le profit:** Dans une économie de marché, le but essentiel de l'entreprise est lucratif: réaliser un profit. Mais les entreprises recherchent aussi d'autres objectifs: la réalisation d'un projet, le prestige, la croissance de l'entreprise etc.

– **C'est un groupe humain organisé et hiérarchisé:** L'entreprise est le lieu où l'homme travaille et passe en moyenne 15% de sa vie.

Les fonctions et les tâches sont réparties entre différents membres du personnel: ouvriers, employés, cadres. A leur tête est placé un chef (patron, gérant ou P.D.G.) à qui appartiennent l'initiative et le pouvoir de décision.

#### – Combine les facteurs de production:

Pour produire elle rassemble

- des moyens techniques (bâtiments, machines ...)
- des moyens financiers (capitaux ...)
- des moyens humains (travailleurs ...)

Elle cherche à combiner ces moyens de la façon la plus efficace, afin d'obtenir le meilleur résultat au moindre coût.

– **Produit pour vendre:** Les biens et services produits sont vendus sur le marché. Pour assurer sa survie et son développement l'entreprise doit répondre à la demande des consommateurs et satisfaire au mieux sa clientèle.

– **Distribue des revenus**

### Les entreprises sont variées

D'habitude on classe les entreprises selon leur taille, leur activité et leur statut juridique:

#### 1. La taille

Elle peut être petite, moyenne, grande, multinationale.

La taille de l'entreprise est définie en fonction de son importance, c'est-à-dire:

– de son chiffre d'affaires (total des ventes effectuées au cours d'une certaine période)

– du nombre de ses salariés

– de son capital social (somme d'argent apportée par le(s) propriétaire(s))

– de sa valeur ajoutée (richesse réellement créée par l'entreprise)

Aucun de ces critères pris isolément ne donne une classification satisfaisante des entreprises. C'est toutefois celui des effectifs employés qui fonde la distinction entre PME et grandes entreprises, soit:

– de 0 à 9 salariés: entreprise artisanale;

– de 10 à 49: petite entreprise;

– de 50 à 499: entreprise moyenne;

– plus de 500: grande entreprise.

#### 2. L'activité

– secteur primaire: *l'exploitation agricole* (transformation du milieu naturel)

– secteur secondaire: *l'entreprise artisanale* (activité manuelle pour la production de biens, la réparation et la prestation de services); *l'entreprise industrielle* (transformation et fabrication de biens destinés à la vente)

– secteur tertiaire: *l'entreprise commerciale* (achat et revente de biens sans transformation); *l'entreprise de services* (vente de biens immatériels)

#### 3. Le statut juridique

On distingue en particulier:

### Entreprises privées

**L'entreprise individuelle:** elle a pour propriétaire une seule personne qui dirige et organise elle-même la production. On la rencontre spécialement dans l'agriculture, l'artisanat et le petit commerce.

Capital: Pas de minimum.

Pas d'associés.

Responsabilité: illimitée puisque le patrimoine de l'entreprise n'est pas dissocié du patrimoine personnel du chef d'entreprise. Entreprise de petite taille (souvent moins de 10 salariés).

**La société:** le capital nécessaire à sa constitution est apporté par deux ou plusieurs personnes qui conviennent, par un contrat, de donner à une entreprise commune des biens ou leur savoir-faire, dans le but de partager les bénéfices ou les pertes. La société peut avoir un seul associé (E.U.R.L.).

**La coopérative:** le but essentiel des coopératives est de rendre service à leurs membres, satisfaire leurs intérêts.

La coopérative de production: regroupe des travailleurs qui sont propriétaires du capital de l'entreprise et qui la dirigent.

La coopérative de consommation: ses membres sont des consommateurs.

Autres coopératives: coopératives agricoles, bancaires, d'assurances (mutuelles), etc.

### **Entreprises publiques**

**L'établissement public:** l'Etat contrôle la gestion et nomme les dirigeants.

**La société nationale (ou nationalisée):** l'Etat est (ou est devenu) le seul propriétaire de l'entreprise possédant la totalité du capital social. Par exemple: Renault, Banque Nationale de Paris (B.N.R.).

**La société d'économie mixte:** l'Etat possède une partie du capital, le reste étant la propriété de personnes privées. Ce sont les capitaux publics qui sont majoritaires. Par exemple: Air France, la C.F.P. (Total).

### **Différents types de sociétés**

**Les sociétés de personnes:** les associés ont une responsabilité illimitée. Si la société a des dettes qu'elle ne peut rembourser, chacun des associés devra s'en acquitter avec ses biens personnels. Pour créer une société de personnes aucun capital minimum n'est requis. Ces sociétés peuvent donc être constituées avec des apports personnels peu importants, deux associés suffisant. Les parts sociales ne sont cessibles qu'à condition d'obtenir l'accord de tous les autres associés. La société qui regroupe des individus devant se faire confiance reste de taille restreinte. Sa forme la plus fréquente est **la société en nom collectif (S.N.C.)** qui est dirigée par un ou plusieurs gérants associés ou non.

Il existe encore **la société en commandite simple (S.C.S.)**.

**Capital:** Pas de minimum légal.

**Nombre d'associés:** Minimum: 1 commandité, 1 commanditaire.

**Le capital social est divisé en parts sociales.**

**Direction:** le gérant est un commandité; le commanditaire ne peut gérer mais peut prendre part aux décisions.

**Responsabilité:** les commandités sont responsables sur la totalité de leur patrimoine personnel (responsabilité illimitée). Les commanditaires: en proportion de leurs apports respectifs.

**Les sociétés de capitaux:** la responsabilité est limitée à l'apport financier. Chaque associé ne peut perdre que ce qu'il a apporté à la société. C'est la forme juridique des grandes sociétés car elle permet de réunir un grand nombre d'associés, et donc des capitaux importants. Sa forme la plus fréquente est **la société anonyme (S.A.)**. Une S.A. ne peut être constituée que par 7 associés au minimum avec 38.112 euros de capital (s'il y a appel public à l'épargne - 228.673 euros). Les actions sont librement cessibles.

**La société en commandite par actions:** la création de cette société exige au minimum 38.112 euros de capital; s'il y a appel public à l'épargne - 228.673 euros. Le nombre d'associés - minimum 4: 1 commandité, 3 commanditaires. Le capital est divisé en actions. Les commandités sont responsables sur la totalité de leur patrimoine personnel (responsabilité illimitée). La responsabilité des commanditaires est limitée à leur apport financier. **Direction:** un ou plusieurs gérants (associés ou non) désignés par l'assemblée générale des actionnaires avec l'accord de tous les commandités.

**La société à responsabilité limitée: la S.A.R.L.** se situe à mi-chemin de la S.N.C. à la S.A. Elle est plus adaptée aux petites et moyennes entreprises, car elle peut regrouper de 2 à 50 associés au maximum. Chaque associé n'est responsable des dettes de la société que sur son apport financier. La S.A.R.L. exige une mise de départ: 2 associés et 7.622 euros de capital. Les parts sociales sont librement cessibles entre associés et cessibles à des tiers avec l'accord de la majorité des associés représentant les trois quarts du capital social. Direction: un ou plusieurs gérants (associés ou non), désignés par l'assemblée générale.

**Entreprise unipersonnelle à responsabilité limitée (E.U.R.L.):** Société créée par une personne qui apporte le capital. Ce statut permet à l'entrepreneur de limiter le risque financier. *Capital:* Minimum et 7.622 euros. *Nombre d'associés:* 1. *Direction:* Un gérant qui peut être différent de l'entrepreneur. *Responsabilité:* Limitée au capital apporté par l'entrepreneur. Entreprise de petite taille.

## DEFINISSONS LES NOTIONS

**Personne morale:** La création d'une société donne naissance à une personnalité juridique de l'entreprise, la personne morale, qui a: un *nom {raison social}*; un *domicile {siège social}*; une *nationalité* (celle du domicile du siège social); une *capacité juridique* (possibilité d'être représentée en justice); une *responsabilité civile* (concernant les fautes commises).

**Commandite:** Le détenteur de capitaux (commanditaire) fournit à un entrepreneur (commandité) les fonds nécessaires à l'exploitation d'une société.

**Commandités:** Associés en nom collectif et gérants de la société, responsables des dettes de la société.

**Commanditaires:** ceux qui fournissent les capitaux à l'entreprise mais ne participent pas à sa gestion.

**Filiale:** *Entreprise* dont plus de la moitié du capital social est contrôlée par une autre entreprise appelée société-mère. A la différence d'une *succursale* la filiale a sa propre personnalité morale.

**Groupe:** Ensemble d'entreprises dont l'une est la Société-mère et les autres sociétés-filles ou filiales. La société-mère: détient des participations dans les filiales; prend les décisions importantes; est présentée dans les conseils d'administration des filiales. Un groupe peut être industriel ou financier, selon la spécialité de la société-mère (industrie, banque, service ...).

**Holding:** Groupe financier. La société-mère détient des actions des filiales et les gère selon une logique de rentabilité financière des capitaux investis.

**Cartel:** Entente entre entreprises indépendantes sur le niveau des prix de vente dans le but de limiter la concurrence.

**Multinationale:** Entreprise dont la société-mère est dans le pays d'origine et plusieurs de ses filiales sont localisées dans des pays étrangers. La multinationale opère une diversification géographique de ses unités de production dans l'objectif de: produire au moindre coût; se rapprocher des sources de matières premières; se rapprocher de la meilleure main d'oeuvre; se rapprocher du consommateur.

**Concentration:** Augmentation de la taille de l'entreprise. La concentration s'opère au fur et à mesure de la croissance de l'entreprise. La concentration peut s'opérer par *fusion ou absorption*.

**Fusion:** Deux entreprises (en général de même taille) décident de rassembler leurs activités en créant une direction unique pour les deux entreprises, l'entreprise A et

l'entreprise B deviennent une seule et même entreprise C.

**Absorption:** C'est le rachat d'une entreprise A par une autre (B). L'entreprise A devient alors filiale de B. L'absorption peut être opérée sous forme d'une prise de contrôle du capital de A.

**Joint-venture:** il s'agit d'un accord entre plusieurs partenaires qui mettent en commun des ressources (capital, actifs, savoir-faire, réseau de distribution, relation ...) pour explorer un marché et créent une filiale commune, ce qui permet de donner à cet accord une forme sociale. La structure du capital peut être paritaire (détenue à 50/50) ou hiérarchisée. On distingue les joint-ventures domestiques (créées par des partenaires de même nationalité) des joint-ventures internationales qui lient en général une multinationale et un partenaire local.

## QUESTIONS

1. Quels sont les traits communs de toutes les entreprises?
2. Quels critères principaux permettent de classer les entreprises?
3. Les associés d'une SNC quel statut doivent-ils avoir? Et quant à la SARL?
4. Quelle est la forme de société la plus adaptée aux petites et moyennes entreprises? Pourquoi?
5. Dans quel cas une entreprise publique, peut-elle avoir le statut juridique de SA?
6. Quels types d'entreprise sont présents dans l'économie de votre pays? Comparez leurs caractéristiques avec celles des entreprises françaises.

## EXERCICES

1. *Transformez les phrases suivantes en utilisant le substantif correspondant au verbe.*

Modèle: Une entreprise française espère décrocher ce fabuleux contrat. →  
L'espoir d'une entreprise française de décrocher ce fabuleux contrat.

1. Cette société est dirigée avec efficacité.
2. Notre directeur général réussit tout ce qu'il entreprend.
3. Le nouveau propriétaire restructure tous les services.
4. Cette multinationale va agrandir son dépôt de la région sud-est.
5. Les actionnaires apportent de nouveaux capitaux.
6. Le service comptable établit les factures.
7. Le directeur des services import-export accueillera une délégation japonaise.
8. Le directeur commercial met en place un service technique d'urgence.
9. Christian Dior lancera un nouveau parfum l'été prochain.

2. *Modifiez la phrase en utilisant au temps indiqué le verbe correspondant au substantif souligné.*

Modèle: La production des biens et des services par l'entreprise. (présent) →  
L'entreprise produit des biens et des services.

1. La répartition des tâches entre les membres du personnel. (passé composé)
2. Le placement d'un chef à la tête de l'entreprise. (futur simple)
3. La vente sur le marché des biens et des services produits par l'entreprise. (présent)
4. La définition de la taille de l'entreprise en fonction de son importance. (présent)
5. La direction et l'organisation de la production par le propriétaire de l'entreprise

individuelle. (futur simple)

6. Le partage des bénéfices ou des pertes entre les associés. (passé composé)

7. L'impossibilité de céder librement sa part sociale dans une SNC. (forme impersonnelle, présent)

8. Le remboursement des dettes par les associés. (passé composé)

9. L'existence de différents types de société. (forme impersonnelle, présent)

10. L'adaptation de l'entreprise aux conditions économiques du pays. (passé composé)

3. Associez chaque verbe de la colonne A au substantif de la colonne B.

A	B
produire	la clientèle
rechercher	un projet
réaliser	les tâches
répartir	la demande
répondre à	une entreprise
satisfaire	des biens
employer	le profit
diriger	des salariés

4. Faites des phrases en utilisant les mots donnés.

Modèle: établissement / public / Etat / gestion / contrôle →

L'Etat contrôle la gestion de l'établissement public.

1. productivité / augmenter / situation / améliorer / entreprise

2. associés / bénéfices / partager / pertes / entreprise

3. société de personnes / capital minimum / créer

4. société de capitaux / responsabilité / apport financier

5. structure / organigramme / représenter

5. Retrouvez parmi les caractéristiques suivantes celles qui permettent de définir une entreprise.

1. Elle comporte un minimum de deux personnes (un patron et un salarié).

2. Elle est toujours la propriété d'un ou de plusieurs propriétaires privés.

3. Elle a pour fonction principale la production de biens et de services.

4. Elle vit de subventions de l'Etat.

5. Elle tire l'essentiel de ses recettes de la vente de ses produits.

6. Elle a pour but exclusif de faire du profit.

7. Elle combine les facteurs de production (travail et capital).

8. Elle verse chaque année des dividendes à ses actionnaires.

9. L'Etat contrôle sa gestion et nomme les dirigeants.

10. Elle poursuit un but non lucratif.

11. Elle exige une mise de départ.

12. La responsabilité des associés est limitée à leur apport financier.

6. Vrai ou faux?

1. Dans une société d'économie mixte le capital des propriétaires privés est majoritaire.

2. Les associés d'une SNC ont une responsabilité limitée au capital apporté.



3. 7 personnes peuvent créer une SA.
4. Les actions d'une SA ne sont cessibles qu'avec l'accord de la majorité des associés.
5. Une EURL est gérée par un gérant qui peut être différent de l'entrepreneur.

7. *Pour expliquer la différence entre la SARL et la SA françaises, complétez les phrases ci-dessous:*

- Dans une ... le minimum d'associés et plus important que dans une ... .
- Dans une ... le maximum d'associés est limité à ... personnes, par contre dans une ... il n'y a pas de limite.
- Pour créer une ... il faut avoir au minimum ..., tandis que pour une ... le capital minimum est plus considérable et atteint ... .
- Dans la ... le capital est apporté par des ... qui détiennent des actions, la ..., à son tour, est constituée par des ... qui détiennent ... .
- La responsabilité des ... et des ... est la même. Ils sont responsables ... .
- La gestion d'une ... est confiée à un ou plusieurs ..., tandis que dans une ... elle est effectuée soit par ... soit par ... .
- Les ... d'une ... sont librement cessibles à la différence des ... d'une ... qui ne sont cessibles que ... .
- Pour conclure, la ... est généralement plus petite que la ... .

8. *Exprimez votre opinion.*

1. M. Dubois et M. Rolland ont décidé de s'associer et de constituer une société anonyme. *Est-ce possible?*

2. 4 amis possédant 6 000 euros chacun envisagent de constituer une société. *Quelle forme de société pouvez-vous leur conseiller, en tenant compte du nombre d'associés y de l'importance des apports et du fait qu'ils ne sont pas commerçants et ne désirent pas le devenir?*

3. M. Tiffard est le propriétaire d'une petite entreprise. Pour s'agrandir, il propose à M. Lamartine de s'associer et de constituer une SNC. M. Lamartine pourrait apporter 9 000 euros à l'entreprise de M. Tiffard, évaluée à 12 000 euros, mais il a craint que leur SNC ne fasse des pertes. *Pourquoi en a-t-il peur? Pouvez-vous leur conseiller une autre possibilité de s'associer?*

## **2.6. MARKETING**

### **EXERCICES**

1. *Traduisez les séries de mots:*

favoriser la progression des ventes, personnaliser l'offre, fidéliser la clientèle, optimiser le rapport produit-prix, minimiser les pertes, fragiliser la rentabilité, uniformiser les segments, maximiser le profit, monopoliser un secteur, la mondialisation du marché, la tertiarisation de l'économie, la filialisation de l'entreprise, l'étatisation du secteur, la monopolisation du marché, l'informatisation du processus de production

2. *Associez à chaque terme sa définition:*

positionnement (m), prospection (f), segmentation (f), marketing (m), distribution (f)

1) ... est l'action de découpage d'une population (clients, prospects) en sous-ensembles homogènes selon différents critères: âge, sexe, comportement d'achat.

2) ... est la position qu'occupe un produit ou une marque dans l'esprit des consommateurs face à ses concurrents sur différents critères (prix, image, caractéristiques, etc.).

3) L'ensemble de toutes les activités commerciales dont le but est d'assurer la vente de produits en fonction des besoins des consommateurs est appelé ... .

4) ... regroupe l'ensemble des actions qui vise à identifier et contacter de nouveaux clients potentiels ou prospects et à chercher à les transformer en clients réels.

5) En général ... désigne l'ensemble des acteurs commercialisant un produit au consommateur final (particulier ou entreprise).

3. *Faites correspondre les équivalents russes aux termes français:*

a) marché cible	насыщенный рынок
marché homogène	конкурентный рынок
marché hétérogène	однородный рынок
marché concurrentiel	целевой рынок
marché saturé	неоднородный рынок
b) produit bon marché	товар низкого ценового сегмента
produit de luxe	товар высокого ценового сегмента
produit bas de gamme	дешевый товар
produit moyen de gamme	предмет роскоши
produit haut de gamme	товар среднего ценового сегмента
c) marque ombrelle	сетевая торговая марка
marque phare	торговая марка производителя
marque de producteur	зонтичный бренд
marque de distributeur	элитный бренд
grande marque	ведущий бренд

4. *Lisez le texte et traduisez-le:*

### LES EVOLUTIONS DU MARKETING ET SES ENJEUX

Le marketing existe depuis des siècles, il évolue en même temps que les mouvements de l'économie et l'émergence de nouvelles technologies. Il existe plusieurs étapes de l'évolution du marketing.

#### I. Le marketing de masse ou marketing « One to many »

Les prémisses du marketing apparaissent au XVII-e siècle mais ce n'est qu'au XX-e siècle que *l'approche marketing* s'inscrit dans une logique de management. La crise de 1929 intensifie la concurrence. La surproduction due à la baisse de la demande pousse les entreprises à développer la vente des produits pour écouler leur production. La reprise après la Seconde guerre mondiale va encore accentuer ce phénomène : la demande augmente fortement, les capitaux affluent, les capacités de production connaissent la croissance très forte, la concurrence est de plus en plus vive. La vente des produits prend une place prépondérante dans l'activité économique.

Le terme *marketing* ou *mercatique* à cette époque est associé à la vente, à la notion d'échange entre l'entreprise et les personnes. Après la guerre la plupart des pays sont dans une situation de pénurie, les entreprises doivent produire en masse pour faire face à une consommation de plus en plus importante. On parle de *marketing produit* ou de masse car la production est standardisée et l'entreprise place le produit au centre de ses préoccupations. Le client a peu d'importance, on ne prend pas en compte ses besoins

: il est traité de manière globale. Les systèmes du Taylorisme et du Fordisme s'inscrivent très bien dans cette perspective : en effet, ce système de production cherche à obtenir le rendement maximum grâce à l'analyse des techniques de production. Le marketing de masse s'appuie sur une **communication de masse** : un seul produit pour tout le monde, la même **stratégie de communication** pour tout le monde. Le client est passif, le fournisseur est roi et dicte les lois du marché. Coca Cola a utilisé cette technique pendant très longtemps avant de décider de mettre sur le marché de nouveaux produits. De nos jours, on ne trouve plus d'exemple d'entreprise utilisant toujours cette stratégie. Une entreprise qui ne se diversifie pas et qui ne s'adapte pas à la demande a très peu de chance d'être pérenne.

## II. Le marketing segmenté ou le marketing « One to few »

Dans les économies développées le marketing de masse arrive à son apogée au début des années 70. La concurrence grandissante et la diversification des besoins du consommateur **entraînent** un virage vers un **marketing plus segmenté**: les entreprises ne peuvent plus s'adresser de la même manière aux consommateurs en leur proposant une offre similaire. Elles doivent répartir les personnes en fonction de leur besoins en créant des groupes homogènes appelés segments ; ensuite sur chaque segment, l'entreprise propose une offre adaptée. De nombreuses entreprises cherchent à démarquer leurs produits en les positionnant sur des segments non ou peu exploités par la concurrence. Parfois ces créneaux sont moins porteurs mais, en revanche, ils sont moins concurrencés.

C'est aussi à ce moment-là que le consommateur commence à comparer. Il s'informe, analyse, compare avant d'acheter. Pour la première fois, l'offre devient supérieure à la demande. La stratégie de communication s'adapte aux besoins des consommateurs et devient plus ciblée. Le message devient différent pour chaque segment de consommateurs. La distribution devient également plus diversifiée et propose une multitude de canaux tels que les grandes surfaces alimentaires, les grandes surfaces spécialisées, ainsi que la vente directe. Le marketing segmenté est une technique qui n'a fait que s'améliorer depuis ce temps-là et qui est toujours, et de plus en plus utilisée de nos jours.

## III. Le marketing relationnel ou le marketing « One to One »

Les années 90 voient une transformation radicale du marketing. L'intensification de la concurrence, l'émergence d'un nouveau consommateur plus rationnel, mieux informé, moins fidèle aux marques, plus soucieux d'environnement et plus individualiste, ainsi que l'explosion des technologies de l'information ont permis aux entreprises de mieux recueillir, maîtriser et exploiter l'information client, au client d'être informé plus vite et mieux.

La combinaison de ces facteurs concourt à l'installation d'un marketing client à côté d'un marketing produit. Dans un contexte où la conquête de nouvelles parts de marché devient de plus en plus incertaine, face à des clients qui peuvent passer à la concurrence du jour au lendemain, face au renouvellement de l'offre de plus en plus rapide, c'est certainement la rétention des clients qui constitue la préoccupation majeure des entreprises. Dans cette perspective, l'objectif des vendeurs n'est plus seulement de conquérir les clients, mais de les fidéliser.

**De ce fait**, les années 2000 voient l'émergence du **marketing One to One** : une offre spécifique pour chaque client. Ce qui compte c'est la personnalisation ; elle nécessite la connaissance de plus en plus fine des comportements et des profils des

clients. Elle est rendue possible par des bases de données plus performantes qui constituent désormais le véritable coffre-fort de l'entreprise : la maîtrise des informations clients devient le facteur essentiel de la performance commerciale de l'entreprise. L'objectif de cette technique marketing est de nouer une relation de confiance avec le client, de le fidéliser, et de donner l'impression que le message ne s'adresse qu'à lui.

Le développement des technologies, et plus particulièrement des centres d'appel et d'Internet, pousse la personnalisation encore plus loin : l'écoute des clients, la réactivité des entreprises face à leurs attentes peut se faire désormais en temps réel.

Véritable partenaire de l'entreprise, le client prend un pouvoir de plus en plus important dans la relation ; on parle désormais de *marketing relationnel* ou *marketing client*.

#### IV. Les nouvelles formes du marketing

Depuis les années 2000, le marketing traditionnel montre ses limites, les consommateurs sont de plus en plus saturés de messages publicitaires et deviennent plus hermétiques aux techniques traditionnelles du marketing. De plus, la crise réduit le budget marketing et *fait pression* sur les responsables marketing qui cherchent de nouvelles techniques plus efficaces et moins coûteuses.

*Le marketing alternatif ou interactif.* Face à l'épuisement du marketing traditionnel les responsables marketing cherchent un moyen de se différencier de la masse qui applique la même stratégie de communication. C'est le moment où on commence à se rendre compte que parler à la télévision des bénéfices d'un produit pendant que la ménagère fait son repassage *n'a plus l'impact* des années précédentes. Les entreprises cherchent à cibler une personne déjà intéressée par le produit : c'est l'apparition du marketing alternatif. Internet est l'outil idéal pour réaliser cette segmentation. En plus, il est moins coûteux et plus réactif et permet aux clients et aux marques d'interagir en direct. On parle à présent du Web 2.0 qui a permis cette interactivité. Les blogs et les forums consacrés aux marques illustrent parfaitement cette tendance. C'est maintenant sur ces sites que se construit l'image de marque d'un produit.

*Le marketing viral.* C'est une autre forme du Web 2.0 ; c'est l'opportunité de faire connaître une entreprise ou une marque par le simple « bouche à oreille ». Les consommateurs qui apprécient le produit ou service vont relayer l'information à l'entourage. Les coûts de communication ont encore diminué pour les entreprises. C'est également la technique qu'utilisent de nombreux réseaux sociaux comme Facebook, Twitter, etc.

*Le buzz marketing.* C'est un autre dérivé du marketing Web 2. Initialement ce terme désignait une technique qui consiste à faire un maximum de bruit autour de la sortie d'un produit. L'appellation de buzz marketing s'est ensuite étendue et généralisée pour désigner toutes actions de promotion d'un produit ou d'une marque par le biais du bouche à oreille traditionnel ou électronique, indépendamment du fait que le produit soit ou non en situation de lancement. Le terme de buzz marketing est donc devenu un synonyme du marketing viral.

*Le street marketing ou mercatique de rue.* C'est une technique de promotion dans la rue, dans des lieux insolites proches de la population ciblée. Ce sont des lieux de passage ou de rassemblement de la population choisie comme des universités, des stades. Cette stratégie consiste à aborder le public ciblé de façon originale, innovante ou encore conviviale. Plus la campagne sera surprenante, plus elle marquera les esprits.

*Le marketing sensoriel.* Ce marketing regroupe l'ensemble des techniques marketing utilisant les cinq sens pour développer l'achat d'un produit. Si la vue, le toucher ou le goût sont des sens utilisés depuis longtemps en marketing, le marketing olfactif et sonore se développent depuis quelques années. Des études montrent que des odeurs et des sons influencent le processus d'achat et d'attraction de vente.

Aurélien Tourmente, *Le marketing en 50 fiches.*

5. Répondez aux questions:

1. Qu'est-ce que le marketing de produit? Quand et pourquoi apparaît-il?
2. Pourquoi le marketing de produit est-il autrement appelé « One to many »?
3. Quelles évolutions économiques ont entraîné l'apparition du marketing segmenté? Dégagez les caractéristiques essentielles de cette orientation marketing.
4. Qu'est-ce que le marketing relationnel? A quoi est due son apparition?
5. Relevez la différence entre le marketing de produit et le marketing relationnel.
6. Qu'est-ce que la personnalisation? Comment change-t-elle l'activité des marketeurs?
7. Quelles sont les nouvelles formes du marketing? Décrivez chacune d'elles.

6. Exposez le contenu de chaque partie du texte.

7. Lisez et traduisez le texte:

## AGENTS DU MARCHE

### A. Qu'est-ce qu'un marché?

Avant de vendre un produit, l'entreprise doit savoir *quoi* vendre et *à qui*. Elle doit savoir *où* vendre, *comment* vendre, *quand* vendre, etc. Bref, avant toute chose, l'entreprise doit connaître le marché. «Connaître avant d'agir», c'est l'idée force du marketing.

Le marché est un lieu de rencontre entre des agents économiques qui achètent des produits divers (biens, services, etc.). L'entreprise vend ses biens ou ses services sur le marché où elle trouve des concurrents, des distributeurs, des consommateurs.

Note : Le mot «marché» a un autre sens. Il désigne également les clients, actuels et potentiels (= possibles). Dans ce sens, on peut aussi parler d'un débouché. Par exemple, avec l'apparition du DVD le marché (= le débouché = les clients) pour les cassettes vidéo a disparu.

### B. Concurrents

La libre concurrence est une caractéristique de l'économie de marché. Sur un marché concurrentiel, les entreprises sont en concurrence les unes avec les autres. Souvent la concurrence est très vive. Une petite entreprise peut difficilement concurrencer un grand groupe.

### C. Distributeurs

Les distributeurs sont des intermédiaires entre le producteur et le consommateur final.

Le circuit de distribution peut être direct, court ou long:

- Circuit direct : Producteur → Consommateur
- Circuit court : Producteur → Détaillant → Consommateur
- Circuit court : Producteur → Grossiste → Détaillant → Consommateur

Le grossiste achète en gros (= en grandes quantités) au producteur et revend au détaillant. Le détaillant vend au détail (= en petites quantités) au consommateur final.

#### D. Du côté des consommateurs

le consommateur ou l'utilisateur final	il consomme ou utilise un bien ou un service pour un usage non professionnel
le consommateur intermédiaire	il consomme un bien ou un service pour produire un autre bien ou un service exemple : le boulanger achète de la farine pour faire du pain
le prescripteur	il conseille, parfois il décide exemple : un médecin pour les médicaments

Attention: L'acheteur n'est pas toujours le consommateur ou l'utilisateur. Par exemple: un père achète un jouet pour son enfant. Le père est l'acheteur, l'enfant est l'utilisateur.

#### 8. Qu'est-ce que c'est ? Devinez et écrivez la réponse:

1. Un client qui pourrait acheter le produit dans le futur : c'est un client \_\_\_\_\_
2. Une concurrence qui peut s'exercer librement, sans l'intervention de l'Etat : c'est une \_\_\_\_\_
3. Une économie où le prix des biens et des services est fixé librement par le vendeur et l'acheteur : c'est une \_\_\_\_\_
4. Un marché où s'exerce la concurrence : c'est un \_\_\_\_\_
5. Le chemin qui conduit un produit du producteur au consommateur : c'est un \_\_\_\_\_
6. Un commerçant qui achète en gros et qui revend au détail : c'est un \_\_\_\_\_

#### 9. Complétez les mentions manquantes:

1. Le p\_\_\_\_\_ produit, le d\_\_\_\_\_ distribue, le p\_\_\_\_\_ conseille, l'a\_\_\_\_\_ achète, le consommateur c\_\_\_\_\_
2. En Chine le m\_\_\_\_\_ des produits de confiserie atteint 5 milliards de dollars, Shanghai est considérée comme le meilleur d\_\_\_\_\_
3. Julien Rondeau, directeur de marketing : «L'objectif de l'activité marketing n'est pas de se battre contre des c\_\_\_\_\_, mais de répondre aux besoins des c\_\_\_\_\_.»

#### 10. Consommateur, utilisateur, acheteur ou prescripteur?

1. Un expert comptable conseille à un client un système de gestion. Prescripteur
2. Un professeur demande à ses étudiants d'acheter son livre. \_\_\_\_\_
3. Un employé de bureau travaille sur un ordinateur. \_\_\_\_\_
4. Un particulier passe une commande sur Internet. \_\_\_\_\_
5. Un chien mange des croquettes de boeuf. \_\_\_\_\_

11. Dans chacun des cas suivants, dites si le circuit de distribution est direct, court ou long:

1. Le producteur vend directement au détaillant.
2. Il n'y a pas d'intermédiaire entre le producteur et le consommateur.
3. Les produits sont d'abord stockés chez un grossiste.

4. Une société de vente par correspondance achète directement au producteur.

12. Lisez et traduisez le texte:

## FIXER LE PRIX

### A. Prix et coûts

Une entreprise doit être rentable = elle doit gagner de l'argent. Pour cela le prix du produit doit être supérieur au coût (ou prix) de revient, c'est-à-dire au coût nécessaire à sa production (= coût de production) et à sa distribution.

Le seuil (niveau) de rentabilité (= le point mort) est le montant du chiffre d'affaires à partir duquel l'entreprise fait des bénéfices.

Le prix TTC (toutes taxes comprises) peut être calculé de la façon suivante:

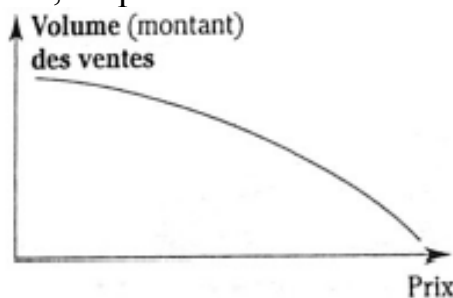
Prix TTC = Coût de revient + marge (bénéfice) + TVA (taxe à la valeur ajoutée)

### B. Courbe de la demande

En général si le prix augmente, la demande baisse et vice versa. C'est ce qu'on appelle la courbe de la demande.

Les consommateurs sont plus ou moins sensibles au prix. On dit que la demande est élastique si elle est sensible au prix. L'élasticité de la demande par rapport au prix (= l'élasticité-prix) peut être faible (voire presque nulle) ou forte selon les produits.

Le prix d'acceptabilité est le prix considéré par le consommateur comme acceptable par comparaison avec les prix des concurrents. Pour déterminer (= fixer) le prix d'acceptabilité d'un produit, on peut réaliser un test de prix.



### C. Types de prix

Un prix :

- administré → prix fixé autoritairement par l'administration
- de marché → prix fixé par la rencontre de l'offre et de la demande
- de lancement → prix intéressant au moment du lancement du produit
- d'appel → prix attractif d'un produit pour amener les consommateurs à acheter aussi d'autres produits (du même magasin, de la même gamme, etc.)

### D. Niveau des prix

Un prix :

- imbattable, sacrifié, bradé → «C'est donné», dit le client
- avantageux, intéressant, attractif → «C'est une bonne occasion !», dit le client
- abordable, raisonnable, modéré → «ça va, c'est normal !», dit le client
- élevé, excessif, exorbitant → «C'est le coup de barre !», dit le client

13. Classez du moins cher au plus cher:

1. Ils proposent des prix très attractifs. \_\_\_\_\_
2. Leurs prix sont exorbitants. \_\_\_\_\_
3. Ils ont des prix imbattables. \_\_\_\_\_
4. Ils ont des prix plutôt modérés. \_\_\_\_\_

14. Complétez avec les chiffres suivants :

40 ; 236 ; 36 ; 160

Coût de revient = \_\_\_\_\_  
Marge = \_\_\_\_\_  
TVA (18 %) = \_\_\_\_\_  
Prix TTC = \_\_\_\_\_

15. Complétez les mentions manquantes:

1. Pour ne pas perdre d'argent, l'entreprise doit vendre au dessus du s\_\_\_\_\_ de r\_\_\_\_\_ .

2. Pour déterminer le p\_\_\_\_\_ d'a\_\_\_\_\_ d'un produit, on peut demander à un échantillon d'acheteurs quel est le prix qui leur paraît a\_\_\_\_\_ .

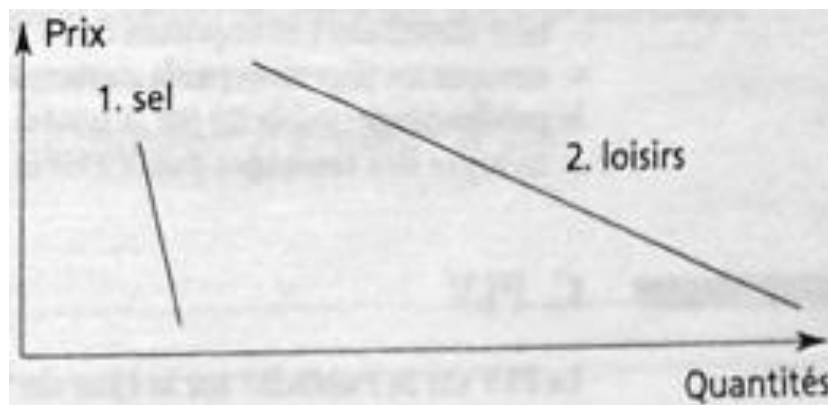
3. Pour réaliser un t\_\_\_\_\_ de p\_\_\_\_\_, on propose le produit à la vente pendant une période déterminée.

4. La grande distribution utilise la technique bien connue des p\_\_\_\_\_ d'a\_\_\_\_\_ en attirant les acheteurs par des premiers prix particulièrement i\_\_\_\_\_ .

5. En général, les prix sont fixés librement par le m\_\_\_\_\_, mais les prix de certains produits (timbres-poste, billets de train, etc.) sont a\_\_\_\_\_ .

16. Commentez le graphique :

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_



## TEXTES SUPPLEMENTAIRES

17. Lisez les textes et faites les devoirs:

### Le marketing

Avant de se lancer dans la commercialisation d'un nouveau produit, l'entreprise procédera à une étude de marché afin de connaître l'environnement concurrentiel et les perspectives de développement du produit. L'agence de publicité, avec l'aide de l'annonceur (la société), analysera:



1. La Société: histoire, organisation, degré de technologie, fonctionnement interne, forces de vente.

2. Le produit: caractéristiques, histoire, usage, longévité, améliorations possibles, existence ou non d'une gamme, conditionnement (par exemple, le reconnaît-on facilement dans un hypermarché au milieu d'autres produits?), mais aussi positionnement du nouveau produit sur ce marché; on pourra décider, par exemple, de se positionner sur le haut de gamme, de très bonne qualité.

3. Les concurrents: qui sont-ils? quels produits commercialisent-ils? depuis combien de temps? quelle est leur part de marché (le pourcentage de leurs ventes par rapport aux ventes totales)? mais aussi leur politique de communication (font-ils de la publicité? quelle est leur image? combien investissent-ils dans leur communication?).

4. Le marché potentiel s'il s'agit d'un nouveau produit, ou les consommateurs actuels pour un produit existant. Combien de personnes sont susceptibles d'acheter ce produit? Qui sont-elles? des hommes, des femmes, de quel âge, de quelle catégorie socioculturelle? Quelles sont les habitudes d'achat des consommateurs existants?

5. Le réseau de distribution: national, régional, grossistes, intermédiaires, détaillants, ou entreprises de vente par correspondance (Les 3 Suisses, La Redoute, etc.). Ou encore Internet? Nombre total de points de vente.

6. Les objectifs de ventes: combien de produits compte-t-on vendre? En combien de temps?

7. La promotion des ventes et la publicité: budget, moyens, calendrier.

8. Les relations publiques: sponsoring (sportif), mécénat (artistique), relations avec la presse, etc.

Cette réflexion est indispensable. Aussi bonne soit-elle, aucune campagne de publicité ne fera vendre un produit dont la politique de prix, de distribution ou de service après-vente est inadaptée.

Tout cela relève du marketing. Il vous faudra ensuite communiquer, à l'attention du public que vous visez. Empruntant au vocabulaire militaire, on parlera alors de **cible** (le public que vous voulez atteindre) et de **stratégie** (les moyens pour l'atteindre).

### **La campagne publicitaire**

Avant tout, il faut se poser une première question : « Pourquoi communiquer? »

– Pour résister à la concurrence. C'est un phénomène de « surenchère », c'est-à-dire que plus les autres communiquent, plus vous devez communiquer pour vous faire entendre.

– Pour fidéliser ses clients, les empêcher d'aller vers la concurrence.

– Pour faire connaître un nouveau produit ou service (c'est de la publicité de lancement), le faire aimer, ou faire agir (appel aux donations des organisations humanitaires...).

– Parce que les produits et services se banalisent de plus en plus, et que c'est souvent leur image qui les différencie les uns des autres.

– Pour rassurer les distributeurs. Les hypermarchés, supermarchés, magasins populaires, grands magasins, et petits commerces qui acceptent de référencer un produit demandent à l'entreprise de les aider à le vendre en communiquant efficacement. Aucun commerçant n'a envie de commercialiser un produit que personne ne connaît.

La publicité n'est pas objective. Elle cherche à être attrayante, à séduire. Son but est le plus souvent commercial, mais elle peut aussi se mettre au service d'une cause politique (n'oublions pas les grandes campagnes présidentielles), ou sociale (les grandes

campagnes pour la sécurité routière ou les économies d'énergie). Gardons à l'esprit le fait que l'un des premiers annonceurs publicitaires de France est... l'État lui-même.

L'impact d'une annonce publicitaire sur le public, c'est la combinaison, en presse ou en télévision, d'un visuel et d'un slogan. Ces slogans (mot issu du gaélique, signifiant littéralement «cri de guerre»), sont de petites formulations, concises et frappantes, et qui, à force d'être répétées, finissent par être retenues par le public, et, pour les meilleures d'entre elles, par faire partie intégrante du langage moderne. Repris, détournés, vous retrouverez les slogans dans les articles de presse notamment, et seule une bonne culture publicitaire vous permettra de comprendre les fréquentes allusions à la publicité. Un petit jeu dans la partie « Expression Orale» de ce cours vous fera découvrir quelques slogans.

Conçue pour étonner, l'annonce utilise parfois la technique dite du *tea-sing* (faire attendre), telle la célèbre campagne de l'afficheur Avenir, qui se déclinait en 3 affiches.

La première affiche, collée sur les murs le premier septembre, montrait une femme en bikini, de face, sur une plage, avec pour texte: «Le deux septembre j'enlève le haut».

La seconde affiche, sur les murs le deux septembre, montrait la même femme, toujours de face, sur la même plage, les seins nus, avec pour texte : «Le quatre septembre j'enlève le bas».

Tous les Français (surtout les hommes!) attendirent avec impatience le 4 septembre, et, comme prévu, la dernière affiche montra la femme complètement nue, sur la même plage, mais de dos cette fois, avec pour texte: «Avenir, l'afficheur qui tient ses promesses». La société voulait prouver qu'en 2 jours, elle était capable de changer toutes les affiches de son parc (et donc plus vite que ses concurrents qui demandaient près d'une semaine).

### **Les supports de communication**

Selon l'importance du budget, on pourra être présent à la télévision, au cinéma, etc. Mais il faudra sans doute faire un choix parmi tous ces médias. Seules les très grandes entreprises peuvent se permettre d'être présentes partout.

Citons, parmi les formats les plus classiques:

- le film publicitaire, destiné aux salles de cinéma,
- le spot télévision, d'une durée généralement de 15 à 30 secondes,
- l'annonce dans la presse quotidienne (*Le Figaro, Libération...*) ou les magazines (1 page couleurs, 1/4 de page noir et blanc, etc.),
- le spot radio, de 15 à 30 secondes en général,
- les affiches (dans le métro, les bus, sur les abribus), murales (sur les murs, etc.), de format pouvant aller jusqu'à 4 m x 3 m pour les plus grandes,
- les bandeaux publicitaires sur les sites Web (sur les moteurs de recherche type Yahoo ou les portails). Les affiches furent l'occasion pour de nombreux artistes de déployer leurs talents.

Le coût d'une campagne publicitaire varie selon:

- le type d'annonce (l'utilisation de grandes stars du cinéma se révèle rentable, mais implique un très gros investissement au niveau des cachets),
- la taille de l'espace retenu (plus un spot TV est long, plus il est cher !),
- l'heure de diffusion pour la télévision (prime time ou heures de faible audience) ou la radio, l'emplacement pour les supports magazines (4e de couverture ou pages intérieures, face texte ou face à une autre publicité...), ou les affiches (zone de passage

fréquent ou au contraire de peu de passage), etc.

Toutes les campagnes faisant appel à de grands médias seront de toute façon onéreuses. En présence d'un petit budget, on choisira peut-être d'autres supports de promotion:

– le marketing direct, dont une des formes, le publipostage consiste à adresser des courriers personnalisés aux nom et adresse des prospects (futurs clients), où l'on présente son activité et ses produits, en joignant à la lettre un dépliant, ou un catalogue qui présente l'ensemble des articles, ou encore une brochure qui n'en présente en détail qu'un seul. On achète les noms et adresses des prospects à des vepécistes (sociétés de vente par correspondance - VPC), qui ont un important fichier d'adresses, ou, si on veut un ciblage plus fin, à un magazine qui vend sa liste d'abonnés. Pour atteindre les jeunes femmes actives par exemple, on peut se procurer le fichier des abonnées du magazine *Cosmopolitan*, dont le lectorat correspond à ce profil,

– la présence aux foires, expositions, salons ou congrès. Les foires sont plus généralistes (la Foire de Paris par exemple regroupe des fabricants d'électro-ménager, des constructeurs automobiles, des industries agroalimentaires, etc.), le congrès réunit plutôt des professionnels d'une corporation (un congrès international de médecins, d'architectes, par exemple, etc.). Quant au salon, il a pour thème une seule activité (Salon de l'agriculture, Salon de l'automobile, devenu le Mondial de l'automobile). On peut y tenir un stand où seront distribués prospectus, dépliants et brochures, mais aussi objets promotionnels (sacs à l'enseigne de la société, briquets, stylos, porte-clefs, etc.). Selon la nature de l'activité, on pourra aussi distribuer aux visiteurs des échantillons (shampooing, cosmétiques, etc.)

– Enfin, dans le domaine de l'agriculture par exemple, il est possible de s'associer à d'autres producteurs pour faire une campagne collective (tous les producteurs de lait, ou de pommes, ou de sucre, font une publicité commune pour inciter à boire du lait ou à manger des pommes. Dans ce cas, le concurrent n'est pas le producteur de pommes voisin, mais l'ensemble des producteurs de poires ou de pêches...).

*18. Posez 3 questions par écrit sur le contenu de chaque texte lu et répondez-y.*

*19. Recherchez quelques exemples de foires, salons, expositions et congrès qui se tiennent dans votre pays cette année, leur thème, leur taille, le nombre de visiteurs attendus et les moyens employés pour en faire la promotion.*

*20. Recherchez le sens des mots suivants:*

- créneau
- argumentaire
- régie publicitaire
- publicité sur le lieu de vente
- encart presse.

*21. Expression orale :*

Faites, en classe, la liste de tous les supports publicitaires que vous connaissez (attention, la liste est très longue), à commencer par les grands médias (TV, presse, etc.) jusqu'au plus «petits» ou moins répandus (distribution de boîtes d'allumettes, stylos, porte-clefs, publicité aérienne sur les dirigeables, etc.)

## 1.5. LE PORTRAIT SOCIO-ÉCONOMIQUE DE LA FRANCE

### I. Retenez les mots suivants:

- |                            |                                    |
|----------------------------|------------------------------------|
| 1. affluent (m)            | 1. приток                          |
| 2. aire (f)                | 2. пространство; зона; сектор      |
| 3. ajouter                 | 3. добавить                        |
| 4. appartenir              | 4. принадлежать                    |
| 5. assurer                 | 5. обеспечивать                    |
| 6. attirer                 | 6. привлекать                      |
| 7. biotope (m)             | 7. биосфера                        |
| 8. collectivité (f)        | 8. общность                        |
| 9. compris,-e              | 9. содержащийся; расположенный     |
| 10. confiance (f)          | 10. доверие                        |
| 11. constituer             | 11. составлять                     |
| 12. culminant,-e           | 12. кульминационный                |
| 13. développé,-e           | 13. развитый                       |
| 14. disposer               | 14. располагать                    |
| 15. dissoudre              | 15. распускать                     |
| 16. distinguer             | 16. различать                      |
| 17. DOM (m)                | 17. заморский департамент          |
| 18. également              | 18. также, в равной степени        |
| 19. élire                  | 19. избирать                       |
| 20. ensemble (m)           | 20. система, совокупность          |
| 21. espace (m)             | 21. пространство                   |
| 22. étendre, s'étendre     | 22. простираться, простираться     |
| 23. faire partie de        | 23. входить в..., участвовать в... |
| 24. force (f) armée        | 24. войска                         |
| 25. fournisseur (fournir)  | 25. снабжая (снабжать)             |
| 26. frontalier,-ère        | 26. пограничный, -ая               |
| 27. gisement (m)           | 27. месторождение                  |
| 28. hexagone (m)           | 28. шестиугольник                  |
| 29. île (m)                | 29. остров                         |
| 30. jeter, se jeter        | 30. бросать, бросаться             |
| 31. influencer             | 31. влиять                         |
| 32. inonder                | 32. затапливать, заливать          |
| 33. latitude (f)           | 33. широта; климат                 |
| 34. législature (f)        | 34. легислатура(срок полномочий)   |
| 35. littoral (m)           | 35. побережье                      |
| 36. long, longue           | 36. длинный, -ая                   |
| 37. mettre en valeur       | 37. подчеркивать, выделять         |
| 38. modeste                | 38. скромный                       |
| 39. paisiblement           | 39. мирно, тихо                    |
| 40. parcours (m)           | 40. путь, пробег, течение          |
| 41. particulier,-ère       | 41. особый, -ая                    |
| 42. pouvoir (m) exécutif   | 42. исполнительная власть          |
| 43. pouvoir (m) législatif | 43. законодательная власть         |
| 44. point (m)              | 44. пункт, точка, место            |
| 45. promontoire (m)        | 45. отрог, высокий мыс, выступ     |

46. propice	46. благоприятный, выгодный
47. protection (f)	47. защита
48. puissant,-e	48. мощный, -ая
49. rafraîchir	49. охладить, освежать
50. réchauffer	50. нагревать, согревать
51. recouvrir	51. покрывать; включать
52. Royaume-Uni (m)	52. Соединенное Королевство
53. sage	53. тихий, спокойный; умный
54. sauvegarder	54. сохранять
55. sensible	55. осязаемый; чувствительный
56. site (m)	56. место, участок, ландшафт
57. soierie (m)	57. шелк; шелкоткацкая фабрика
58. sommet (m)	58. вершина
59. subsistance (f) [sybzistã:s]	59. существование
60. TOM (m)	60. заморская территория
61. y compris	61. включая сюда

## II. Retenez les noms géographiques:

les Ardennes  
le Bassin Armoricaïn  
le Bassin Aquitain  
Futuna  
Gadeloupe  
le Jura  
Martinique  
la Méditerranée  
Miquelon

## III. Lisez et traduisez le texte:

### La France

Nom officiel: République française

Hymne national: La Marseillaise

Devise: Liberté, Egalité, Fraternité

Drapeau: bleu, blanc, rouge

Monnaie: Franc français jusqu'au 17 février 2002 (FF), puis l'Euro

Capitale: Paris

Un pays de taille moyenne, la France occupe la superficie de 551.600 kilomètres carrés. Sa population est près de 60,4 millions d'habitants selon le recensement de l'an 2000. C'est le pays le plus étendu d'Europe, sauf la Russie et l'Ukraine.

Les limites de la France peuvent s'inscrire dans une figure géométrique se rapprochant de l'hexagone. La République française comprend la métropole divisée en 22 régions et 96 départements. L'île de Corse, massif granitique dans la Méditerranée, en fait également partie. Il faut y ajouter les 4 départements d'outre-mer (DOM): Guadeloupe, Martinique, Guyane, La Réunion, 4 territoires d'outre-mer (TOM): Polynésie française, Nouvelle Calédonie, Wallis et Futuna, puis les Terres australes et antarctiques françaises et les collectivités territoriales à statut particulier: Mayotte et Saint-Pierre-et-Miquelon.

Les pays frontaliers de la France sont: la Belgique, le Luxembourg, l'Allemagne, la Suisse, l'Italie, l'Espagne, Monaco et Andorre, et le Royaume-Uni par le tunnel sous la Manche.

La France est le promontoire occidental du continent européen. La France s'ouvre sur 4 espaces maritimes les plus actifs de l'Europe: la Méditerranée, l'océan Atlantique, la Manche et la mer du Nord.

La France est un pays à reliefs variés, de vastes ensembles de plaines – plaines du Nord, Bassin Parisien et Bassin Aquitain, de petites montagnes – le Jura, les Ardennes, les Vosges et le Massif Central, jusqu'aux hautes montagnes comme les Pyrénées et les Alpes dont le point culminant, le Mont-Blanc, est le plus haut sommet d'Europe occidentale – 4.807 mètres.

Les 4 fleuves français sont de dimensions modestes. Le plus long, la Loire, a environ 1.000 km. Elle s'étend sur trois régions naturelles: le Massif Central, le Bassin Parisien et le Bassin Armoricaïn. Elle se jette dans l'océan Atlantique. La Seine, fleuve sage et utile du Bassin Parisien, descend paisiblement jusqu'à la Manche. Ainsi que ses principaux affluents, elle est navigable sur la majeure partie de son parcours. La Garonne est un fleuve montagnard. Ses hautes eaux de fin de printemps inondent souvent des champs et des vallées. Le Rhône, du coeur des Alpes à la Méditerranée, est un fleuve puissant. Le bassin de ce fleuve, y compris ses affluents alpins, donne environ la moitié de l'hydroélectricité française. Sur le Rhône, les centrales hydroélectriques sont bâtis en cascades.

Située à l'égale distance du pôle nord et de l'équateur, la France a un climat tempéré, ni trop froid, ni trop chaud. Comprise entre le 42° et le 51° de latitude norde, la France se trouve dans la partie de l'Europe la plus sensible aux influences des mers, qui réchauffent les hivers, rafraîchissent les étés. Le climat de la France est très varié. On distingue le climat océanique (à l'ouest), le climat méditerranéen (au sud) et le climat continental (au centre et à l'est).

La France est assez riche en ressources naturelles. Son sous-sol renferme les gisements du minerai de fer en Normandie et dans les Pyrénées, des bauxites en Provence, du gaz naturel en Aquitaine et dans le Massif Central, du charbon au Nord-Pas-de-Calais, en Lorraine. La France est pourtant pauvre en pétrole brut. Elle ne possède qu'un seul grand gisement, celui des Landes. Les autres (le Bassin Parisien, par exemple) sont assez modestes.

La France est un pays industriellement développé. Ses industries traditionnelles sont la métallurgie, les constructions navales, la construction automobile, l'industrie aéronautique, l'industrie chimique, l'industrie textile, l'industrie d'articles de luxe, l'industrie alimentaire.

Les principales villes françaises sont: Paris, capitale de la France, toutes les branches de l'industrie y sont représentées, Paris attire les gens, domine l'économie rurale pour assurer sa subsistance; Marseille, le plus grand port de commerce sur la Méditerranée; Bordeaux, le Havre, ports océaniques; Lyon, centre de la production d'armes et le centre traditionnel de la soierie; Toulon, Cherbourg et Brest, grands ports militaires; Lille, centre de textile, Clermont-Ferrand, centre de l'industrie automobile, Grasse, capitale mondiale des parfums; Grenoble, une grande ville universitaire. La France compte 52 aires urbaines de plus de 150.000 habitants qui regroupent 30 millions d'habitants. Les 5 premières sont (population en 1999): Paris – 10,6 millions, Lyon – 1,6 million, Marseille-Axe-en-Provence – 1,1 million, Lille – 1,1 million, Toulouse – 0,9 million.

L'agriculture est également développée en France. Les plaines du Nord sont très propices à la culture du blé et de la betterave. La vigne est cultivée à travers tout le pays fournissant les vins les plus réputés du monde. Les légumes et les fruits sont cultivés dans toutes les régions du pays. L'élevage est surtout développé dans le Nord du pays, en Normandie, en Bretagne, dans les régions montagneuses et en Camargue.

Les zones de production agricole et forestière couvrent une superficie de 48 millions d'hectares, soit 82% du territoire métropolitain. Le massif forestier représente à lui seul 27% du territoire et constitue le 3-ème massif de l'Union européenne après ceux de Suède et de Finlande. Afin de sauvegarder et de mettre en valeur le patrimoine naturel en France, l'Etat a créé 6 parcs nationaux, 128 réserves naturelles, 430 zones de protections de biotopes ainsi que 299 sites protégés par le Conservatoire du Littoral. S'y ajoutent 29 parcs naturels régionaux couvrant plus de 7% du territoire. 22,11 milliards d'euros sont consacrés à la protection de l'environnement.

Selon la Constitution approuvée par référendum [referédom] en 1958, le régime politique de la France est un régime parlementaire qui porte le nom de la V-ème République.

Le pouvoir exécutif appartient au président de la République élu pour 5 ans et au gouvernement. Le président de la République joue un rôle très important dans la vie du pays. Il nomme le Premier Ministre qui doit avoir la confiance du Parlement, préside le Conseil des Ministres, signe les décrets, peut recourir au référendum pour certains projets de loi particulièrement importants, peut dissoudre l'Assemblée Nationale.

Le gouvernement se compose du Premier Ministre nommé par le Chef de l'Etat, des ministres et des secrétaires d'Etat également nommés par lui sur la proposition du Premier Ministre. Les ministres et les secrétaires d'Etat constituent le Conseil des Ministres. Le Premier Ministre dirige l'action du gouvernement qui détermine et conduit la politique de la nation. Le gouvernement dispose de l'administration et de la force armée.

Le pouvoir législatif appartient au parlement qui se compose de deux assemblées: L'Assemblée Nationale et le Sénat. L'Assemblée Nationale comprend 522 députés, âgés de 23 ans au moins. Son président est élu pour toute la durée de la législature. Le Sénat est composé de 316 membres élus pour 9 ans. Du point de vue législatif, le Sénat a théoriquement les mêmes pouvoirs que l'Assemblée. Telle est la France en miniature.

#### **IV. Posez 10 questions sur le contenu du texte lu.**

#### **V. Dans le texte trouvez les équivalents des mots russes donnés ci-dessous:**

согласно чему-либо; приближаясь; половина гидроэлектроэнергии; от полюса и от экватора; производство оружия; университетский город; самые изысканные вина; глава государства; с точки зрения; по крайней мере.

#### **VI. A chaque groupe d' adjectifs trouvez son nom:**

- |                                                |                   |
|------------------------------------------------|-------------------|
| 1. principale, française, commerciale          | 1. le territoire  |
| 2. agricole, traditionnel, mondial             | 2. les régions    |
| 3. blancs, rouges, demi-secs, les plus réputés | 3. la ville       |
| 4. montagneuses, forestières, agricoles        | 4. les vins       |
| 5. politique, parlementaire, capitaliste       | 5. le climat      |
| 6. premier, nommé par..., élu                  | 6. les ressources |
| 7. important, administratif, initial           | 7. le ministre    |

- |                                               |               |
|-----------------------------------------------|---------------|
| 8. métropolitain, marécageux, d'outre-mer     | 8. le centre  |
| 9. naturelles, artificielles, traditionnelles | 9. le projet  |
| 10. océanique, tempéré, continental           | 10. le régime |

**VII. Trouvez les mots de la même famille et traduisez-les:**

égalité (f), libre, variation (f), fraternité (f), frais (fraîche), également, rafraîchir, libération (f), égal(e), fraîcheur (f), varié, fratricide (m), libérer, inégal(e), variété (f), fraternel(e), égaliser, rafraîchissement (m), liberté (f), varier, librement, égaler.

**VIII. Complétez les phrases:**

1. Les limites de la France peuvent...
2. La France s'ouvre sur 4 espaces maritimes...
3. Le Mont Blanc est...
4. ..., fleuve sage et utile du Bassin Parisien, descend paisiblement...
5. Sur le Rhône, les centrales ... en cascades.
6. On distingue le climat...
7. Ses industries traditionnelles sont...
8. ... à travers tout le pays fournissant les vins les plus réputés du monde.
9. Le massif forestier représente à lui seul...
10. Le régime politique de la France est ...
11. Le pouvoir législatif appartient ...

**IX. Faites les phrases des mots donnés ci-dessous:**

1. massif granitique, l'île, dans, également, la Méditerranée, de Corse, partie, en fait.
2. rouge, de la France, blanc, est, tricolore, le drapeau, bleu.
3. est, occidental, du continent, la France, le promontoire, européen.
4. à reliefs, la France, où, de vastes plaines, de petites, il y a, variés, et de hautes montagnes, est, un pays.
5. située, du pôle, la France, à l'égale distance, a, un climat, et de l'équateur, tempéré.
6. au Président, le pouvoir, et au gouvernement, exécutif, appartient.
7. de 48 millions, les zones, couvrent, de production agricole, une superficie, et forestière, d'hectares.
8. le Président, joue, dans, très, de la République, la vie, un rôle, important, du pays.
9. le Sénat, que l'Assemblée, du point de vue législatif, les mêmes pouvoirs, a, théoriquement.
10. et de la force, dispose, le gouvernement, armée, de l'administration.

**X. Traduisez du russe en français:**

1. Франция – это государство западной Европы.
2. Население Франции достигает 60 млн. человек.
3. В Париже представлены все отрасли промышленности.
4. Франция насчитывает 52 городские зоны с населением более чем 150.000 жителей, которые объединяют 30 млн. жителей.
5. Франция имеет свои южные и антарктические земли.
6. Высокие горы, такие как Пиренеи и Альпы, называют молодыми горами.



7. Франция находится в европейской части наиболее чувствительной к влиянию морей.

8. Президент Франции избирается на 5 лет и играет очень важную роль в жизни страны.

9. Правительство состоит из премьер-министра, министров и государственных секретарей.

10. Премьер-министр назначается главой государства, президентом, министры и госсекретари назначаются также президентом по предложению премьер-министра.

## **XI. Faites le plan du texte et exposez ce texte.**

### **XII. Sujets à développer:**

1. Sur la carte trouvez les DOM et les TOM. Précisez leurs situations géographiques.

2. Sur la carte géographique trouvez les collectivités territoriales à statut particulier: parlez de leurs situations géographiques.

3. Nommez quelques anciennes provinces françaises et leurs capitales.

4. Parlez des premiers rois de la France: Clovis, Charles surnommé Martel, Charlemagne et des derniers rois de la France – Louis XVI et Louis XVIII.

5. Précisez où se trouve la résidence du président français. Qui est le président actuel de la France?

6. Parlez des partis politiques de la France.

7. Quelles sont les principales fêtes civiles et religieuses en France?

8. Proposez une recette de la cuisine française.

### **XIII. Traduisez l'hymne national français. Apprenez-le par coeur! Quand a-t-il été créé? Qu'est-ce que vous savez de son auteur?**

#### **La Marseillaise**

*Rouget de l'Isle*

1) Allons, enfants de la patrie!  
Le jour de la gloire est arrivé.  
Contre nous de la tyrannie  
L'étendard sanglant est levé.(bis)  
Entendez-vous dans les campagnes  
Mugir ces féroces soldats?  
Ils viennent jusque dans nos bras  
Egorger nos fils, nos compagnes.  
Aux armes, citoyens!  
Formez vos bataillons!  
Marchons! Marchons!  
Qu'un sang impur  
Abreuve nos sillons!

3) Nous entrerons dans la carrière  
Quand nos aînés n'y seront plus  
Nous y trouverons leur poussière  
Et la trace de leurs vertus!

2) Amour sacré de la patrie,  
Conduis, soutiens nos bras vengeurs!  
Liberté, liberté chérie,  
Combats avec tes défenseurs!  
Sous nos drapeaux, que la victoire  
Accoure à tes mâles accents!  
Que tes ennemis expirants  
Voient ton triomphe et notre gloire!  
Aux armes, citoyens!  
Formez vos bataillons!  
Marchons! Marchons!  
Qu'un sang impur  
Abreuve nos sillons!

Bien moins jaloux de leur survivre  
Que de partager leur cercueil  
Nous aurons le sublime orgueil  
De les venger ou de les suivre.  
Aux armes, citoyens!

## **2.7. COMMANDE ET LIVRAISON**

### ***1. Lisez et traduisez les textes:***

#### **LA COMMANDE ET SON EXECUTION**

La lettre par laquelle on passe une commande doit être claire, concise et complète. Autant que possible, on traitera dans une lettre à part toute question qui n'a pas de rapport avec la commande proprement dite.

Si l'on passe plusieurs commandes le même jour, on prend soin de les numéroter, puisque la date ne suffirait pas à un classement précis. Il est souvent utile de donner des numéros de classement aux commandes envoyées à la même Maison. Beaucoup de Maisons font imprimer à l'usage de leurs clients des bulletins de commande, qui donnent toutes les instructions nécessaires sur l'emballage, l'expédition, les conditions et le mode de paiement.

Il faut accuser réception de toute commande reçue, et assurer le client que ses commandes seront l'objet de soins diligents et attentifs. Si la commande ne peut être exécutée immédiatement ou dans les délais demandés, il faut le dire avec franchise, afin d'éviter au client une surprise fâcheuse au moment attendu pour la livraison

#### **EXEMPLE DE COMMANDE DE PRODUITS AGRICOLES**

Monsieur,

Désireux de posséder dans ma basse-cour des volailles de la race X, je viens vous prier de m'envoyer six douzaines d'oeufs de cette race, prêts à être couvés.

J'espère que vous ne me fournirez que des oeufs sélectionnés et que je n'aurai aucun déchet à l'éclosion.

Je vous couvrirai de vos frais dès réception du colis, auquel je vous prie de joindre la facture.

Veillez agréer, Monsieur, l'assurance de mes sentiments distingués.

Demande de renouvellement d'abonnement

Paris, le 29 juin 2010.

Messieurs,

Notre abonnement à votre publication «Paris Match» venant à expiration fin courant, nous vous prions de bien vouloir le renouveler et vous remettons à cet effet notre chèque no 0.042.845 sur la Banque Martin, Lenoir et C<sup>ie</sup>, à Paris, de 25 000 dollars, pour la nouvelle période du 1er juillet 2010 à fin juin 2011.

Nous vous prions pour la bonne règle de bien vouloir nous en accuser réception en nous donnant votre accord.

Veillez agréer, Messieurs, nos salutations distinguées.

Inclus: 1 chèque

### ***2. Répondez aux questions suivantes d'après le texte:***

1. De quelle manière passe-t-on une commande?
2. Quelle doit être la commande?
3. Qu'est-ce qu'on fait si l'on passe plusieurs commandes le même jour?
4. Qu'est-ce qu'il est souvent utile de faire si l'on envoie les commandes à la même Maison?
5. Que font beaucoup de Maisons à l'usage de leurs clients?
6. Que donnent les bulletins de commandes des Maisons?
7. Qu'est-ce qu'on fait en ce qui concerne la réception de toute commande?
8. Qu'est-ce qu'on fait si la commande ne peut être exécutée?
9. De quoi s'agit-il dans le premier exemple?
10. Quel est le but de l'auteur de la deuxième commande?

**3. Remplacez les points par les mots parce que, puisque, si, encore:**

1. Il réussit à gagner la côte... qu'il était un bon nageur.
2. Il a accusé la réception du colis... il était un bon client.
3. Vous viendrez me dire adieu... partez en vacances.
4. Est-ce que vous n'avez pas lu ce roman?... je l'ai lu.
5. Il n'a jamais rien vu de... beau.
6. Vous n'allez pas à l'Académie ...? J'y vais.
7. Je pourrai venir vous voir... vous voulez.
8. ... il est malade, il ne pourra pas prendre part à cette réunion.
9. Nous marcherons... vite que nous arriverons à temps.

**4. Remplacez les verbes soulignés par le participe présent ou le gérondif:**

1. Nous entrâmes dans la salle d'études et nous saluâmes notre professeur.
2. Les spectateurs applaudirent cet artiste et battirent des mains.
3. Le train repartit, il courait à la frontière italienne.
4. Ce soldat ne répondit rien, il obéissait aux ordres de son chef.
5. Cet homme fit ses adieux à ses amis et s'éloigna.
6. Comme je sortais de l'hôtel, j'aperçus un inconnu qui s'approchait de notre maison.
7. C'est jeune homme qui possède quelques langues étrangères.
8. À la gare il y avait beaucoup de voyageurs qui portaient leurs valises.
9. Il a passé deux commandes à la Maison et il a pris soin de les numéroter.
10. Car la commande ne pouvait pas être exécutée, mon chef a informé le client de ce fait.

**5. Mettez les verbes entre parenthèses aux temps qui conviennent:**

1. On m'a dit que la marchandise (arriver) hier.
2. Il savait que son chef (partir) hier.
3. Elle m'a écrit que son père (arriver) bientôt.
4. Il m'a dit que sa soeur (vouloir) me voir.
5. Savez-vous qu'on (vendre) ces revues dans notre kiosque?
6. Il a décidé qu'il (passer) sa commande à la fin du mois.
7. Mon client m'a demandé comment (s'appeler) notre Maison.
8. Il faut assurer le client que ses commandes (être) l'objet de soins diligents et attentifs.
9. Beaucoup de Maisons (faire) imprimer des bulletins de commande.

10. Les bulletins de commande (donner) toutes les instructions nécessaires sur l'emballage et l'expédition des marchandises.

11. Je savais qu'il (terminer) l'Université Technique de l'Etat à Brest.

12. Elle m'a demandé si je (être) à l'Académie.

#### **6. Traduisez les phrases suivantes:**

1. Письмо, в котором делается заказ, должно быть четким и лаконичным.

2. Если делается несколько заказов в один день, необходимо их нумеровать.

3. Необходимо нумеровать заказы, так как дата не является достаточным основанием для сортировки заказов,

4. Следует подтверждать получение любого заказа,

5. Необходимо сообщить клиенту все сведения относительно упаковки и отправки товаров, а также о способе их оплаты.

6. Я покрою все ваши расходы, как только получу вашу посылку с книгой.

#### **7. Lisez et traduisez les textes:**

### **RECLAMATION**

Les réclamations sont parmi les plus difficiles à rédiger. Elles ne sont jamais agréables à recevoir. Tout en disant ce qu'il faut dire, on doit s'efforcer de ne jamais montrer de mauvaise humeur ni surtout d'impolitesse. On peut exprimer les choses les plus énergiques avec la plus parfaite courtoisie.

Il faut rappeler la nature de la commande, sa date et ses conditions d'exécution, renvoyer le fournisseur aux engagements qu'il a pris et constater qu'il n'a pas su ou pu les tenir. Sauf s'il s'agit d'une récidive, la menace d'une rupture des relations commerciales ou d'une instance judiciaire doit être déconseillé. Il est préférable d'exiger simplement, mais avec fermeté, l'exécution du contrat en se référant à la surprise que cause ce manquement de la part d'une Maison bien considérée sur la place.

Les remarques précédentes s'appliquent à la réponse à une réclamation. Autant que possible, on tâchera de donner satisfaction à cette demande et on exprimera des excuses, s'il y a lieu, pour l'erreur commise. Il vaut mieux porter une petite somme au compte profits et pertes que de perdre un client.

Il y a cependant des cas où l'on est obligé de refuser. Il faut alors le faire avec tous les ménagements possibles, donner clairement les raisons du refus et exprimer les plus vifs regrets. Toutes les fois qu'on le pourra, on offrira quelque sorte de compensation pour bien montrer sa bonne volonté.

### **EXEMPLE DE RECLAMATION**

Messieurs,

Nous recevons votre lettre du 25 courant.

Nous sommes très étonnés que vous puissiez trouver satisfaisant l'échantillon prélevé par nos amis sur l'embarquement précité. En effet, les premiers échantillons que vous nous avez remis sont tout à fait différents de ces derniers. Nous allons, de nouveau, vous adresser deux envois séparés: l'un contenant les premiers échantillons que vous nous aviez remis et l'autre les échantillons prélevés sur l'embarquement du "Congo". Leur examen, même très succinct, vous démontrera qu'il s'agit de deux copals de qualité différente.

Nous comptons que vous voudrez bien reconnaître le bien-fondé de notre

réclamation, et nous regrettons vivement qu'un désaccord dans cette affaire altère les relations que nous avons toujours eues avec votre Société.

Veillez agréer, Messieurs, l'expression de nos sentiments distingués.

**8. Répondez aux questions suivantes d'après le texte:**

1. Qu'est-ce qu'on doit faire en écrivant une lettre de réclamation?
2. Qu'est-ce qu'on peut exprimer dans la réclamation?
3. Que faut-il rappeler en écrivant une lettre de réclamation?
4. Quelle menace doit être déconseillée, sauf s'il s'agit d'une récidive?
5. Qu'est-ce qu'il est préférable de faire en écrivant une réclamation?
6. Que s'appliquent les remarques précédentes?

**9. Mettez les verbes entre parenthèses aux temps qui conviennent:**

1. Je viendrai voir mon fournisseur si ne (être) pas malade.
2. Nous irons promener demain s'il (faire) beau temps.
3. Si je (avoir) un billet, j'irais avec plaisir à ce concert.
4. S'ils ne (recevoir) par votre télégramme, ils ne seraient pas venus vous attendre à la gare.
5. Si elle me (donner) son numéro de téléphone, je lui aurais téléphoné encore hier.
6. Nous serons très content si vous (venir) nous voir ce soir.
7. Si tu (être) plus attentif, tu ne feras pas de faute.
8. Si vous me (donner) votre manuel aujourd'hui, je vous le rendrai demain.
9. Si vous (écrire) une lettre de réclamation tout de suite, vous (recevoir) la réponse dans deux ou trois jours.
10. Si vous ne (être) pas content de cette marchandise, vous (pouvoir) écrire une lettre de réclamation à la Maison.

**10. Remplacez les points par les articles et les prépositions qui manquent:**

1. Nous avons visité... grand nombre... usines.
2. Ils peuvent en profiter... leur guise.
3. Que pensez-vous... la lutte... la paix?
4. Les travailleurs n'ont aucune envie... la guerre.
5. Je lutterai pour donner... peuple de France le bonheur que l'on connaît ici.
6. J'entendis au-dessous... moi notre hôte et sa femme parler et je distinguai parfaitement... propres mots... mari.
7. Au bout... quart... heure j'entendis quelqu'un monter.
8. Il saisit... jambon... coupe... tranche et se retira comme il était venu.
9. Dès que... jour parut... famille... grand bruit vint nous réveiller.
10. Permettez-moi... vous présenter... porteur... cette lettre, M. Sanier, de Rouen, représentant... la Maison Pierre et C<sup>ie</sup> ... cette même ville.

**11. Mettez les verbes entre parenthèses au subjonctif présent ou au subjonctif passé suivant le sens. Justifiez l'emploi du subjonctif:**

1. Ils sont très étonnés que vous (partir) si vite.
2. Je regrette que tu (apprendre) cette nouvelle trop tard.
3. Nous sommes heureux que vous (recevoir) cette permission.
4. Il est étonnant qu'elle ne (être) pas là.

5. Je crains qu'il ne (apprendre) la vérité.
6. Je voudrais que tu (lire) cet article.
7. Il défend que nous (entrer) dans sa chambre.
8. Le professeur exige que nous (faire) régulièrement tous nos devoirs.
9. Dites-lui qu'il (venir) demain.
10. Il faut que vous (répondre) à cette lettre.
11. Je doute qu'il (comprendre) cette explication.
12. Il ne croit pas que je (pouvoir) faire cette traduction sans dictionnaire.
13. Il est douteux qu'il (écrire) cette dictée sans fautes.
14. Croyez-vous qu'il (savoir) cette nouvelle?

**12. Traduisez les phrases suivantes:**

1. Очень тяжело составлять рекламации.
2. Получать рекламации всегда неприятно.
3. Необходимо напомнить поставщику суть, дату и условия выполнения заказа, напомнить о взятых им на себя обязательствах и сказать, что он их не выполнил.
4. Следует отвести угрозу разрыва торговых отношений.
5. Нужно твердо требовать выполнения контракта.
6. Бывают случаи, когда надо отказать.

## TEXTES SUPPLEMENTAIRES

### LES ENTREPRISES OUVRENT DES SITES SUR INTERNET

Les entreprises misent sur le réseau pour fidéliser leurs clients et les conquérir de nouveaux. Un nombre grandissant d'entreprises ont ouvert ces derniers temps un site sur le réseau Internet. Les secteurs qui ont déjà l'habitude d'utiliser l'informatique et les télécommunications pour dialoguer avec leur clients ont été les premiers à parier sur cette technologie : le tourisme (largement en tête), la banque, l'assurance, l'informatique, les télécommunications et la distribution.

Et un nombre grandissant de firmes françaises se posent la question: ouvrir un site sur le Web permet-il d'accroître la productivité et de mieux servir ses clients ? Ou s'agit-il de sacrifier à la dernière mode ?

Les entreprises qui ont déjà sauté le pas avancent de nombreux arguments pour convaincre les sceptiques. Internet permet de s'ouvrir sur le monde, d'accroître sa notoriété, de nouer de nouveaux partenariats, de se doter d'une image innovante, de dialoguer avec ses clients et de mieux les fidéliser de conquérir de nouveaux clients, de mieux faire connaître ses produits, etc. Les trois grands usages d'un site Internet d'entreprise sont l'observation de la concurrence, la communication avec les clients, l'information sur les fournisseurs.

Ouvrir un site sur Internet est une décision stratégique. En effet, développer une application d'Internet n'engendre pas seulement des implications techniques mais touche à toute la stratégie de l'entreprise: communication, politique commerciale, etc. Pour certaines entreprises, ouvrir des magasins dans toutes les villes de France n'est pas rentable. En revanche, Internet permet de couvrir des zones de chalandise où l'entreprise n'est pas présente et de conquérir de nouveaux clients.

Quand on fait le métier de vendre à distance, on doit tout naturellement s'intéresser et même promouvoir de nouveaux moyens de communication et

décommande. Ce fut le cas du téléphone dans les années 60, du Minitel au début des années 80, et du multimédia en ce moment.

Internet, sur lequel se branchent aussi bien des Américains que des Chinois, permet également aux entreprises françaises de mieux servir leurs clients étrangers.

### **QUESTIONS:**

1. Quels secteurs ont été les premiers à ouvrir des sites sur le réseau Internet?
2. Quels sont les arguments utilisés par les entreprises pour convaincre les sceptiques de s'initier à Internet?
3. Pourquoi Internet touche à toute la stratégie de l'entreprise?
4. Quels emplois existent-ils dans divers secteurs d'Internet proprement dit?

### **L'AVENIR D'INTERNET**

Des centaines de millions d'internautes? Cela veut dire des centaines de millions de cyber-consommateurs. Car au XXI millénaire, le commerce sera «e-»! Le vocabulaire aussi va donc se poursuivre: apprenez dès à présent à jouer du préfixe et entraînez vous à coller du «e-» (prononcez 'i'), du «webo» et du «cyber-» devant tout. Même devant votre chien.

Et pour converger, ça converge! Commençons par le plus vieux de nos compagnons électroniques. Le téléphone devrait désormais incorporer un organisateur personnel. Le XXe siècle a apporté la cabine téléphonique, le XXIe nous amène dans l'ère de la cabine Internet. C'est-à-dire que, comme vous le faites aujourd'hui, vous chercherez dans votre portefeuille votre carte prépayée et au lieu de composer un numéro de téléphone, vous taperez une adresse Internet.

Et la convergence ne s'arrête pas là, car le même téléphone remplacera aussi votre appareil photo, vous permettra d'écouter de la musique.

La télévision interactive débarquera sous peu chez vous, avec des images fluides et nettes en plein écran, grâce aux progrès du streaming – diffusion d'images en flot continu. Autrement dit la convergence – encore elle – entre la télé et l'ordi. Surferez vous sur votre téléviseur ou regarderez vous la télé sur votre ordinateur? Vous pourrez intervenir sur le déroulement du programme diffusé, vous définir un programme personnalisé.

Finie également l'obligation de foncer au vidéoclub pour se faire un cinéma maison, et surtout finie celle moins drôle de le rapporter à temps: ces technologies et le principe du pay-per view, ou paie-par-programme vous permettront de louer un film que vous recevrez par Internet. Dans le même esprit, attendez vous à entendre parler de la location de jeux en ligne et de la location de vos logiciels, de bureautique, par exemple. Les logiciels à louer, et non plus à acheter, arrivent.

La musique s'achètera en ligne, et pourra s'écouter immédiatement, sans attendre la livraison du CD, et vous pourrez écouter votre collection de CDs de n'importe où sans les emmener avec vous.

Audio, vidéo... ce n'est pas tout, votre ordinateur saura même flatter vos narines délicates par le parfum fleuri d'une publicité de lessive ou grâce les exquis effluves des caves où on élève le Roquefort.

Et puis, la fameuse convergence affectera votre réfrigérateur, votre chauffage et tout ce qui fonctionne à l'électricité. Vous pourrez ainsi jouer de l'argent ou boursicoter en ligne sur le capot de votre lave-linge. Vous pourrez même surfer sur le Web en naviguant sur les routes.

– Selon votre imagination, ajoutez quelque chose à propos de l'avenir d'Internet !

## **2.8. COMMERCE ÉLECTRONIQUE**

1. Traduisez ce vocabulaire:

### **UN PETIT VOCABULAIRE-INTERNET**

Internet, le courrier électronique, ces termes aussi bien que d'autres provenant du monde des ordinateurs (computers, en anglais) entrent de plus en plus dans notre vie. Et si nous ne voulons pas être rejetés de cette vie, nous devons nous initier à ce monde. Ci-dessous vous voyez le vocabulaire qui va vous aider.

*Courrier électronique*, «*e-mail*» en anglais – message écrit échangé entre deux ordinateurs qui peuvent se trouver dans des chambres voisines ou sur des continents différents moyennant le modem et le réseau téléphonique.

*Fournisseur d'accès*, «*provider*» en anglais – entreprise reliant ses abonnés à Internet.

*Groupe de discussions ou forum*, «*newsgroup*» en anglais – discussions en ligne, auxquelles on peut participer par courrier électronique.

*Internet ou Net* – réseau reliant à travers le monde des millions d'ordinateurs dont les utilisateurs échangent des courriers électroniques, participent à des discussions et consultent des pages.

*Intranet* – réseau dont l'accès est limité à un groupe restreint d'utilisateurs, utilisant les outils d'Internet (courrier électronique, pages web ...).

*Lien hypertexte* – liaison de certains mots d'un document vers d'autres documents.

*Modem (modulateur-démodulateur)* – appareil servant au transport d'infos entre deux ordinateurs par le réseau téléphonique.

*Multimédia* – intégration sur un même support de sons, textes, images fixes ou animées.

*Service en ligne* – service d'informations et de messageries accessibles par modem moyennant paiement. Les services en ligne proposent aussi l'accès à Internet.

*Site web ou web* – ensemble de pages liées entre elles par des liens hypertextes consultables à distance. Ces pages sont hébergées dans un ordinateur (appelé serveur) relié à Internet.

*World Wide Web ou Web* – sous-ensemble d'Internet regroupant des pages reliées par des liens hypertextes.

2. Trouvez les équivalents. Faites entrer les groupes de mots dans des phrases:

- |                         |                          |
|-------------------------|--------------------------|
| 1. провайдер            | 1. utilisateur           |
| 2. гипертекстовая связь | 2. page web              |
| 3. электронная почта    | 3. serveur               |
| 4. пользователь         | 4. Fournisseur d'accès   |
| 5. письменное сообщение | 5. courrier électronique |
| 6. веб-страница         | 6. lienhypertexte        |
| 7. модем                | 7. message écrit         |
| 8. сервер               | 8. modem                 |

3. Lisez le texte:

### **QU'EST-CE QUE INTERNET ?**



Internet est un ensemble de réseaux connectés à l'échelle mondiale. On peut le définir comme un réseau mondial de réseaux d'ordinateurs. Ce n'est donc pas un réseau d'ordinateurs dans le sens courant du terme, mais un réseau de réseaux dont la particularité se trouve à ce que chaque réseau est indépendant et autonome. Ces ordinateurs peuvent se communiquer entre eux parce qu'ils utilisent la même langue, un protocole appelé TCP/IP (Transmission Control Protocol/ Internet Protocol).

Le Web, ou la Toile, est un ensemble de documents disposés sur différents ordinateurs à travers le monde, tous connectés à Internet. Chaque document s'appelle une page, et un ensemble de pages groupées sur un même ordinateur s'appelle un site. Vous pouvez accéder depuis votre ordinateur à toutes les pages du monde. Vous pouvez aussi les imprimer, et même les copier ou en copier certaines parties, comme des images ou des sons, à condition bien sûr de respecter les droits d'auteur ou de copyright.

Les documents que l'on trouve sur Internet sont écrits en hypertexte : c'est une méthode qui consiste à relier des documents différents, ou des parties d'un même document, au moyen de liens. Sur Internet, chaque page renvoie à d'autres pages à l'aide de ces liens, qui sont des mots ou des images sur lesquels on peut cliquer avec la souris. Avant qu'on ne clique sur eux, les liens textuels sont presque toujours bleus et soulignés. Après, la couleur change, pour vous rappeler que vous êtes déjà allé à ce site-là. Vous savez que le curseur est sur un lien, lorsqu'il se transforme en une petite main. Le lien est essentiel au fonctionnement du Web. Quand on veut visiter un site web il faut connaître son URL (Uniform Resource Locator) : c'est l'adresse d'un serveur Internet sur le réseau. L'URL se compose du protocole «[https](#)», et de l'adresse Internet du site.

HTTPS veut dire : Hyper Text Transfer Protocol Secure, c'est-à-dire, protocole qu'on utilise pour faire le transfert de documents hypertexte.

WWW veut dire World Wide Web, « la grande toile d'araignée mondiale ». Quand on navigue sur Internet il s'agit donc de trouver, au moyen du protocole qui transfère des documents en hypertexte, dans la Toile, une page ou document, qui nous intéresse.

#### **Pour accéder à Internet**

On doit chercher un fournisseur d'accès, c'est une entreprise commerciale disposant d'une connexion directe à Internet, par laquelle il est nécessaire de passer pour se raccorder au Net. Vous devez vous munir également d'un modem, dispositif électronique connectant un ordinateur à des lignes téléphoniques.

Une fois que l'on a l'accès sur Internet, grâce à ce fournisseur, dont vous aurez embauché les services, pour qu'il prépare votre ordinateur (486 au minimum pour un PC) en le configurant pour vous brancher sur le réseau, et que vous aurez votre modem, pour visionner les documents web, il vous faut un logiciel comme Netscape ou Windows Explorer.

#### *4. Répondez aux questions :*

1. Comment pouvez-vous expliquer en quelques mot ce que c'est Internet?
2. Qu'est-ce que le Web, ou la Toile?
3. Comment sont écrits les documents que l'on trouve sur Internet? Expliquez cette méthode.
4. Pourquoi nomme-t-on World Wide Web « la grande toile d'araignée mondiale »?
5. Comment peut-on accéder à Internet?

5. *Traduisez ces mots et expressions par écrit, faites les entrer dans des phrases:*

Le réseau d'ordinateurs; connectés à Internet; accéder depuis l'ordinateur à toutes les pages web; le curseur se transforme en une petite main; faire le transfert de documents hypertexte; se raccorder au Net; visionner les documents web.

6. *Complétez les phrases ci-dessous:*

1. Les ordinateurs peuvent ... entre eux parce qu'ils utilisent la même langue, un protocole appelé TCP/IP.

2. Un ensemble de pages groupées sur un même ordinateur s'appelle ... .

3. Sur Internet, chaque page renvoie à d'autres pages à l'aide des ... .

4. Pour accéder à Internet vous devez vous munir d'un ..., dispositif électronique connectant un ... à des lignes téléphoniques.

5. Il vous faut un ... comme Netscape ou Windows Explorer.

6. Le logiciel de navigation nous permet de créer vos propres ... ..., très facilement.

7. *Traduisez du russe en français par écrit:*

1. Можно определить Интернет как мировую сеть компьютерных сетей.

2. Вы можете получить доступ с вашего компьютера ко всем веб-страницам мира.

3. Вы можете их скопировать при условии соблюдения авторских прав.

4. Что касается использования гипертекстовых связей, после нажатия мышью цвет меняется, чтобы вам напоминать, что вы уже связывались с этим сайтом.

5. Чтобы посетить веб-сайт, надо знать URL – адрес сервера Интернет в сети.

6. Провайдер – это коммерческая структура, располагающая прямой связью с Интернет.

7. Он поможет присоединить ваш компьютер к сети.

8. *Quel type de courrier préféreriez vous pour envoyer une lettre à votre ami: le courrier ordinaire ou l'email? Expliquez votre choix.*

9. *Lisez et traduisez le texte :*

## COMMERCE ELECTRONIQUE

### A. Internet

Un internaute – c'est un utilisateur du réseau Internet. Certains internautes passent des heures chaque jour à naviguer (= surfer) sur Internet. Le mot «internaute» vient d'Internet et du mot grec «nautês», qui signifie navigateur.

Un fournisseur d'accès (= le provider) – il vous permet de accéder (= de vous connecter) au réseau. Chaque mois vous pouvez payer un forfait (un prix fixe) pour une durée de connexion illimitée.

Un navigateur – c'est le logiciel (= le software) qui vous permet d'explorer le Web. Le navigateur le plus connu est Internet Explorer, de Microsoft.

Un moteur de recherche – il cherche des sites correspondant au mot-clé que vous avez tapé.

### B. Intranet

Intranet est un réseau fermé, interne à une organisation (une entreprise, une administration, etc.). Il possède toutes les caractéristiques de l'Internet:

- un serveur pour stocker les données (informations);
- une messagerie pour envoyer et recevoir le courrier électronique (e-mail);
- des forums, etc.

Mais à la différence d'Internet, son accès est protégé.

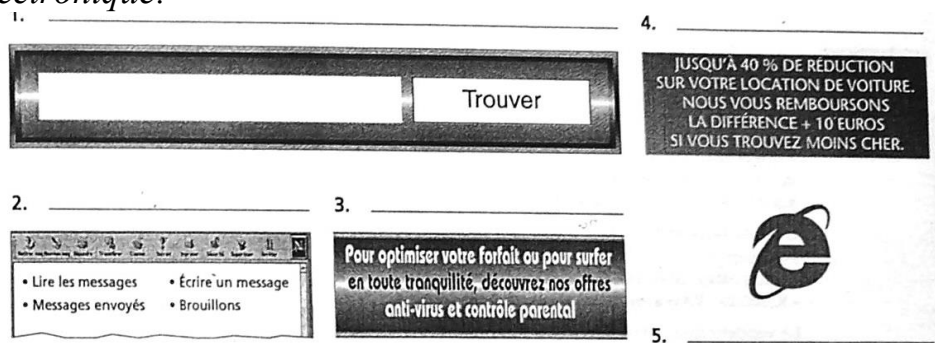
### C. B2B et B2C

Le commerce électronique concerne l'achat et la vente de produits ou de services sur Internet. Les transactions peuvent s'effectuer:

- entre deux entreprises : c'est le B2B (business to business);
- ou entre une entreprise et un consommateur : c'est le B2C (business to consumer).

L'achat en ligne est très simple : vous allez sur le site qui vous intéresse. Vous consultez le catalogue électronique, vous choisissez les articles, vous les mettez dans votre chariot, vous les payez. Quelques jours plus tard vous recevez vos articles. Pratique, n'est-ce pas?

10. Vous pouvez voir les inscriptions suivantes. Dites si elles concernent un fournisseur d'accès, un navigateur, un moteur de recherche, une messagerie, un site de commerce électronique:



### 11. B2B ou B2C:

1. Une traductrice propose ses services aux entreprises financières.
2. Des grossistes de produits pharmaceutiques sont reliés à leurs fournisseurs sur un marché électronique.
3. Un hypermarché propose sur son site des ordinateurs à des «prix fous».
4. Une agence de voyage propose aux jeunes mariés des séjours «lune de miel».

### 12. Claire est une passionnée d'Internet. Complétez son témoignage:

Claire, i \_\_\_\_\_ passionnée : «Tous les jours, je s \_\_\_\_\_ des heures et des heures sur le Web. Dès que je me lève le matin, je me c \_\_\_\_\_ sur Internet. Qu'est-ce que je fais ? Des achats. J'adore consulter les c \_\_\_\_\_ des grands magasins et acheter en I \_\_\_\_\_ .

C'est très pratique : il suffit de placer les a \_\_\_\_\_ dans le c \_\_\_\_\_, clic, clic, et de payer avec sa carte bancaire. Je dépense beaucoup d'argent comme ça, mais heureusement je paye seulement un f \_\_\_\_\_ de 10 euros par mois à mon f \_\_\_\_\_ d'accès pour une durée de c \_\_\_\_\_ illimitée».

## TEXTES SUPPLEMENTAIRES

### *13. Lisez les textes et faites les devoirs:*

#### **Les entreprises ouvrent des sites sur Internet**

Les entreprises misent sur le réseau pour fidéliser leurs clients et les conquérir de nouveaux. Un nombre grandissant d'entreprises ont ouvert ces derniers temps un site sur le réseau Internet. Les secteurs qui ont déjà l'habitude d'utiliser l'informatique et les télécommunications pour dialoguer avec leur clients ont été les premiers à parier sur cette technologie : le tourisme (largement en tête), la banque, l'assurance, l'informatique, les télécommunications et la distribution.

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Quand on fait le métier de vendre à distance, on doit tout naturellement s'intéresser et même promouvoir de nouveaux moyens de communication et de commande. Ce fut le cas du téléphone dans les années 60, du Minitel au début des années 80, et du multimédia en ce moment.

Internet, sur lequel se branchent aussi bien des Américains que des Chinois, permet également aux entreprises françaises de mieux servir leurs clients étrangers.

#### **Internet créateur d'emploi**

Internet crée d'emplois traditionnels aussi bien que «numériques». Les États-Unis, bien sûr, ont toujours l'économie numérique la plus développée. L'Europe, toutefois, commence à réduire son écart et voit se créer de nouveaux emplois directement ou indirectement liés à l'économie Internet. Des millions de personnes seront employées dans divers secteurs d'Internet proprement dit, des portails, des conseillers en logiciel, des designers de pages Web, ainsi que des télécommunications et des fournisseurs d'accès Internet.

La bonne nouvelle est que Internet crée plus d'emplois qu'il n'en détruit, même lorsqu'on regarde les modèles d'affaires traditionnels. Et cette création périphérique d'emplois devrait croître de façon significative à court terme alors que des entreprises établies investissent dans la mise sur pied de nouvelles opérations Internet aux côtés de leurs entreprises déjà existantes. Évidemment, la croissance dans l'emploi se reflétera dans les revenus des entreprises générés par la nouvelle économie.

### *14. Répondez aux questions:*

1. Quels secteurs ont été les premiers à ouvrir des sites sur le réseau Internet?

2. Quels sont les arguments utilisés par les entreprises pour convaincre les sceptiques de s'initier à Internet?

3. Pourquoi Internet touche à toute la stratégie de l'entreprise?

4. Quels emplois existent-ils dans divers secteurs d'Internet proprement dit?

15. Dites si les affirmations suivantes sont vraies ou fausses:

1. Les entreprises misent sur le réseau pour fidéliser leurs clients et les conquérir de nouveaux.

2. Les trois grands usages d'un site Internet d'entreprise sont l'observation de la concurrence, la communication avec les clients, l'information sur les fournisseurs.

3. Développer une application d'Internet engendre seulement des implications techniques.

4. Internet permet de couvrir des zones de chalandise où l'entreprise n'est pas présents et de conquérir de nouveaux clients.

5. Quand on fait le métier de vendre à distance, on doit tout naturellement s'intéresser et même promouvoir de nouveaux moyens de transport.

6. Ce seulement aux Etats-Unis qu'on crée de nouveaux emplois directement ou indirectement liés à l'économie Internet.

7. Internet crée plus d'emplois qu'il n'en détruit, même lorsqu'on regarde les modèles d'affaires traditionnels.

16. Traduisez du russe en français par écrit:

1. Что касается использования Интернет-кабины, вы берёте предварительно оплаченную карту, и, вместо того, чтобы набирать телефонный номер, вы печатаете адрес Интернет.

2. Вы сможете смотреть телевизор на вашем компьютере и составлять вашу индивидуальную программу.

3. Вы сможете брать напрокат в Интернете ваши любимые фильмы, игры, программное обеспечение.

4. Вы сможете осуществлять биржевые операции в сети.

17. Selon votre imagination, pouvez-vous ajouter quelque chose à propos de l'avenir d'Internet?

## **2.9. ARGENT, FINANCE**

### **DEFINITIONS DES NOTIONS**

Instruments de la politique monétaire:

• **Les opérations d'open market**: la banque centrale intervient sur le marché interbancaire en achetant et vendant des titres, en particulier des titres publics (bons du Trésor). En procédant ainsi, la banque centrale exerce un double effet:

– sur la liquidité bancaire qu'elle élargit ou réduit selon le sens de ses ordres (achats ou ventes de titres);

– sur le prix de marché de ces titres et donc sur leur taux de rendement.

• **Les facilités permanentes** qui correspondent à la politique de crédit (fixation des taux d'intérêts directeurs).

• **Les réserves obligatoires** qui visent également à contrôler la masse monétaire en circulation en limitant l'expansion du crédit.

**Taux directeurs**: l'un des instruments de régulation de l'activité économiques les

plus importants pour une banque centrale. Ils vont lui permettre de soutenir la croissance mais également de lutter contre l'inflation. En effet, plus les taux directeurs seront bas, plus une banque commerciale pourra offrir à ses clients des crédits avec des taux d'intérêts bas. Ainsi, l'activité économique du pays deviendra plus forte de part une augmentation des liquidités dans le circuit financier. A l'inverse, une hausse des taux directeurs aura pour objectif de limiter la demande de liquidités des banques. Le but recherché est alors le plus souvent de lutter contre l'inflation afin d'éviter une surchauffe de l'économie.

Ces taux directeurs sont au nombre de trois:

- **Le taux de refinancement** qui est utilisé lors des opérations d'open market. Ce taux détermine donc le coût du crédit que les banques centrales accordent aux banques commerciales en contrepartie d'actifs éligibles. Ce coût va varier selon les montants de crédit que la banque centrale souhaite distribuer.

- **La facilité de prêt marginal**, que les contreparties peuvent utiliser pour obtenir des banques centrales des liquidités au jour le jour contre des actifs éligibles. Le taux d'intérêt de la facilité de prêt marginal constitue normalement un plafond pour le taux d'intérêt du marché au jour le jour. Ce taux sera uniquement utilisé en cas d'urgence car les banques commerciales y recourent uniquement si le marché interbancaire devient illiquide (ce qui a été le cas lors de la crise des subprimes). Ce taux est donc plus important que le taux de refinancement.

- **La facilité de dépôt** pour effectuer des dépôts au jour le jour auprès des banques centrales. Le taux d'intérêt de la facilité de dépôt constitue normalement un plancher pour le taux du marché au jour le jour. Il correspond donc au taux de rémunération des dépôts des banques commerciales auprès de la banque centrale. Ce taux est donc inférieur au taux de refinancement.

**Les réserves obligatoires:** sont des réserves de liquidité que les institutions financières doivent déposer auprès de la banque centrale. Le système des réserves obligatoires a pour objet de stabiliser les taux d'intérêt du marché monétaire, de créer (ou d'accentuer) un besoin structurel de refinancement et de contribuer, le cas échéant, à la maîtrise de la croissance monétaire. Le montant des réserves obligatoires à constituer par chaque établissement est déterminé en fonction d'un pourcentage d'encours des dépôts. Les réserves obligatoires sont rémunérées à un taux correspondant au taux d'intérêt moyen, sur la période de constitution, des opérations principales de refinancement de l'Eurosystème.

### **1. Lisez le texte:**

## **LA MONNAIE**

La monnaie est un intermédiaire, visible ou invisible, qui permet d'acheter un bien ou un service et répond au besoin d'échanger. Sans monnaie, il aurait fallu recourir au troc.

La monnaie se présente sous différentes formes.

Pour régler de modestes achats, on utilise la monnaie métallique (divisionnaire), c'est-à-dire sous forme de pièces de monnaie. La monnaie métallique courante est frappée par la Monnaie de Paris. Cet établissement public créé en 864 est une des plus anciennes institutions françaises. Depuis 1998, les huit pièces de l'euro sont fabriquées dans une usine en Gironde.

Les billets de banque sont utilisés pour un achat plus important. Le billet n'est qu'un papier, cependant, sa valeur est reconnue par tous. Il s'agit de la monnaie

fiduciaire (du latin fides: la confiance). C'est la Banque de France qui est habilitée à fabriquer les billets (elle exploite en Auvergne deux sites industriels). La contrefaçon des billets de banque est sévèrement sanctionnée par la loi.

Pour des acquisitions coûteuses, on réalise des transferts de fonds entre établissements bancaires et financiers. Ce mode de paiement s'appelle la monnaie scripturale. Elle est constituée de l'ensemble des dépôts dans les organismes financiers et n'existe que sous forme d'écritures comptables, d'information contenue dans des fichiers informatiques. Les paiements transférés peuvent être de montants élevés (transferts interbancaires, virements de trésorerie) ou de détail (chèques, paiements par carte, prélèvements). La France se distingue par une forte utilisation des moyens de paiement scripturaux et, corrélativement, par la faiblesse du nombre de paiements en espèces.

La carte bancaire permet au commerçant d'encaisser automatiquement sur son compte l'argent que lui doit son client. C'est la monnaie électronique. Elle n'est plus visible, on dit alors qu'elle se dématérialise.

Lors d'un voyage à l'étranger, on utilise la monnaie du pays visité. Il faut donc changer de la monnaie nationale en devises. C'est le taux de change qui permet d'établir des parités, des équivalences entre les différentes devises. Ce taux qui résulte des opérations d'achat et de vente réalisées sur le marché des changes est publié chaque jour par la Banque de France.

Depuis le 1 janvier 2002, date de la mise en circulation de l'euro, la France fait partie de la zone euro (ou Union économique et monétaire – UEM). C'est l'ensemble géographique constitué par les 17 pays de l'Union européenne qui ont adopté l'euro comme monnaie nationale. La zone euro a été créée en 1999 par 11 des 15 pays que l'UE comptait alors, rejoints par la Grèce en 2001, la Slovénie en 2007, Chypre et Malte en 2008, la Slovaquie en 2009 et l'Estonie en 2011. La Suède et le Danemark ont décidé lors de référendums qu'ils n'adoptaient pas l'euro pour l'instant; le Royaume-Uni ne participe pas à la monnaie unique.

Plusieurs critères sont nécessaires pour rejoindre la zone euro: il s'agit des critères de convergence du traité de Maastricht.

La Banque de France fait partie intégrante du Système européen de banques centrales (SEBC) défini par ce traité. Dans ce cadre, elle participe à la réalisation de la stratégie de politique monétaire dont le but principal est de maintenir le pouvoir d'achat de l'euro et donc la stabilité des prix. La Banque de France influe sur le niveau des taux d'intérêt du marché monétaire, effectue des projections macroéconomiques, analyse les mécanismes de transmission de la politique monétaire à l'économie réelle et aux prix.

## **2. Répondez aux questions:**

1. Quel est le rôle de la monnaie?
2. La valeur des billets de banque pourquoi est-elle reconnue par tous?
3. Quand a-t-on recours à la monnaie scripturale?
4. De quoi résulte le taux de change des devises?
5. Que signifie le sigle UEM?
6. Quelles sont les missions de la Banque de France au sein du Système européen de banques centrales (SEBC)?

## **3. Dites si c'est vrai, faux ou non mentionné:**

1. Grâce à la monnaie, on peut éviter le troc.

2. La production de la monnaie divisionnaire revient très cher à l'Etat .
3. La Monnaie de Paris, créée sous Napoléon, est une des plus anciennes institutions françaises.
4. Toutes les pièces de l'euro sont fabriquées à Paris.
5. La monnaie fiduciaire repose sur la confiance.
6. L'utilisation des moyens de paiement scripturaux est très répandue en France.
7. Le taux de change est imposé par la Banque de France.
8. L' Union économique et monétaire comprend 17 pays.
9. Tout Etat peut rejoindre facilement la zone euro.
10. Au début, la mise en circulation de l'euro en France a été vivement critiquée par beaucoup d'experts.
11. La Banque de France peut définir sa politique monétaire de façon libre et indépendante.
12. La stabilité des prix est l'objectif primordial de la politique monétaire.

**4. Relevez dans le texte les équivalents français et faites-les entrer dans des phrases:**

Невидимый посредник, прибегать к бартеру, разменная монета, чеканить монеты, государственное учреждение, бумажные деньги, подделка, безналичные платежные средства, курс обмена валюты, введение евро в обращение, единая валюта, присоединиться к еврозоне.

**5. Comblez les lacunes par les mots donnés:**

**a)** divisionnaire, scripturale, fiduciaire, électronique, en espèces.

1. En Russie, dans les achats de tous les jours on préfère payer ... .
2. La monnaie ... sous forme de carte de crédit devient de plus en plus courante.
3. Un billet de banque dont la valeur est reconnue par tous représente de la monnaie ... .
4. Si vous rédigez un chèque, vous utilisez de la monnaie ... .
5. Les pièces de monnaie c'est-à-dire la monnaie ... servent à payer de modestes achats.

**b)** rédiger, régler, encaisser, effectuer, transférer, recourir (modifiez la forme du verbe).

1. Dans les sociétés développées on ne ... plus au troc.
2. Vous pouvez ... cet achat par carte de crédit et votre argent sera ... par le commerçant.
3. Les moyens de paiement scripturaux permettent de ... des fonds entre établissements bancaires et financiers.
4. En ... un chèque vous donnez un ordre de virement à votre banquier.
5. Quelle institution ... des projections macroéconomiques

**6. Transformez les expressions nominales suivantes en expressions verbales:**

1. les virements de trésorerie
2. le recours au troc
3. la reconnaissance de la valeur
4. la contrefaçon des billets de banque
5. l'acquisition des biens
6. le dépôt de sommes considérables



7. l'établissement des parités
8. la vente des devises
9. le maintien du pouvoir d'achat
10. la production de la monnaie divisionnaire

**7. Commentez les citations des hommes célèbres:**

1. L'économie de marché pourrait bien mieux développer ses potentialités si le monopole gouvernemental sur la monnaie était aboli. (Friedrich von Hayek – philosophe et économiste de l'Ecole autrichienne, promoteur du libéralisme, opposé au socialisme et à l'étatisme)

2. L'argent n'est qu'un outil, il vous conduira où vous voudrez, mais il ne vous remplacera pas en tant que conducteur. (Ayn Rand – philosophe, scénariste et romancière américaine d'origine russe)

3. L'argent n'a pas d'odeur mais il a de la mémoire. (Alphonse de Lamartine – poète, romancier, dramaturge et prosateur en même temps qu'un homme politique français, qui proclama et dirigea la Deuxième République en 1848)

**8. Lisez et traduisez le texte :**

**SERVICES BANCAIRES**

A. Compte courant

Vous avez probablement un compte courant dans une banque. Sur ce compte, vous pouvez déposer de l'argent (= faire un dépôt). Pour régler vos dépenses courantes, vous pouvez retirer de l'argent de ce compte (= faire un retrait). Vous pouvez aussi, par prélèvements automatiques, régler vos factures de téléphone, d'électricité, etc. Généralement, c'est sur ce compte courant que l'employeur vire (= envoie) votre salaire.

Quand vous ouvrez un compte courant, le banquier vous remet une carte bancaire. En cas de perte ou de vol, vous faites opposition: vous demandez à votre banque de ne pas payer.

B. Distributeurs automatiques

François Vasseur est directeur d'une agence bancaire à Montréal. Il parle des services proposés par sa banque:

«Toutes nos agences sont équipées de distributeurs automatiques de billets, qui fonctionnent jour et nuit. Avec nos machines, les clients peuvent retirer de l'argent mais aussi faire des virements (transférer de l'argent d'un compte à un autre), etc.»

Pour retirer de l'argent à un distributeur, vous devez insérer votre carte et composer votre code confidentiel (= code secret).

C. Autres services

Que pouvez-vous encore faire dans la banque?

- ouvrir un compte d'épargne pour y placer vos économies ;
- changer de l'argent : par exemple, changer des dollars en roubles ;
- louer un coffre-fort ;
- consulter un conseiller financier.

D. Prêt et emprunt

Il ne faut pas confondre le prêt (= le crédit) et l'emprunt.

La banque prête à ses clients. Celui qui prête est le prêteur. C'est le créancier. Il détient une créance.

Le client emprunte à la banque. Celui qui emprunte est l'emprunteur. C'est le débiteur. Il détient une dette. L'emprunteur a recours à (= contracte = fait) un emprunt bancaire. On dit aussi qu'il prend un crédit.

**9. Complétez les mentions manquantes:**

1. Quand vous demandez \_\_\_\_\_ de l'argent, l'employé de banque vous remet un reçu \_\_\_\_\_.
2. Un chèque \_\_\_\_\_ est valable (et peut donc être encaissé \_\_\_\_\_) pendant un an.
3. Vous pouvez utiliser votre carte bancaire \_\_\_\_\_ pour effectuer des remboursements \_\_\_\_\_ d'argent et des achats.
4. Chaque mois, vous pouvez payer votre loyer par prélèvement \_\_\_\_\_ à \_\_\_\_\_.
5. Pour connaître la performance \_\_\_\_\_ de votre compte, consultez votre relevé \_\_\_\_\_ de compte.
6. Si votre compte courant est à découvert \_\_\_\_\_, vous pouvez faire un virement \_\_\_\_\_ de votre compte d'épargne \_\_\_\_\_ sur ce compte courant \_\_\_\_\_.

**10. Complétez avec les verbes prêter ou emprunter:**

1. Il y a trois ans, elle a \_\_\_\_\_ 3000 euros à Martin, qui ne lui a toujours pas remboursé.
2. Elle ne veut plus rien lui \_\_\_\_\_ parce qu'elle n'a pas confiance.
3. Il a besoin d'argent. Pouvez-vous lui en \_\_\_\_\_ ?
4. Quand les taux d'intérêt sont bas, Martin n'hésite pas à \_\_\_\_\_.
5. Quand les taux sont élevés, il vaut mieux \_\_\_\_\_.

**TEXTE SUPPLEMENTAIRE**

**11. Lisez le texte et faites le devoir:**

**Histoire et développement du système bancaire**

Le système bancaire occupe une place vitale dans la vie économique des pays tandis que ses fonctions le rendent à la fois présent et indispensable dans la vie quotidienne des individus.

Le métier de banquier est l'un des plus anciens du monde. A l'époque sumérienne (3500 av. J.-C) les prêts s'effectuaient en nature, car la monnaie n'existait pas encore. Sa découverte (sous sa forme métallique) est due, selon la légende, à un certain Gygès, qui régnait en Phrygie aux alentours du VII<sup>e</sup> siècle av. J.-C. La monnaie permet à la banque d'acquiescer ses caractéristiques fondamentales: le banquier reçoit des dépôts (marchandises, objets précieux, monnaies) et consent des prêts tout en faisant constituer par les débiteurs des gages à son profit.

L'expansion du système bancaire dans l'Antiquité gréco-romaine est remarquable, bien que les banquiers soient encore à cette époque essentiellement des changeurs, des dépositaires et des prêteurs de fonds; les procédés techniques utilisés ne sont pas encore très développés.

Le développement des foires, au Moyen Âge, a permis, d'abord à Venise, de doter le système bancaire d'un instrument qui représente un progrès considérable: la lettre de change. Grâce à elle, le transfert de fonds de pays à pays peut se pratiquer sans transport matériel. Le commerçant remet de l'argent à son banquier pour que celui-ci effectue un paiement sur une autre place, soit au déposant lui-même, soit à une autre personne désignée. Pour réaliser cette opération, le banquier rédige, à partir du XII<sup>e</sup> siècle, une lettre dite *lettera di pagamento*, qu'il adresse à son correspondant du lieu de paiement en

le priant d'effectuer ce versement à telle ou telle personne; il confie cette lettre au client qui lui a fait le dépôt. Le commerçant peut ainsi remettre à son banquier les lettres qu'il a reçues de ses clients en le chargeant de les encaisser ou de les faire encaisser.

La découverte du Nouveau Monde et la période de la Renaissance donnent une impulsion nouvelle à l'activité bancaire. La première, parce qu'elle amène en Europe d'énormes quantités d'or et la création d'une monnaie inconnue jusqu'alors; la seconde, parce qu'elle est à l'origine du protestantisme, qui, contrairement au catholicisme, reconnaît la légitimité du prêt à intérêt et de la richesse acquise.

En 1609 est créée la Banque d'Amsterdam. Cette date marque l'apparition de l'ère bancaire moderne. La banque consent des avances sur monnaie ou lingots et remet à l'emprunteur un billet constatant à la fois la dette et le droit à la restitution du gage. Grâce à l'activité bancaire, aux Pays-Bas apparaît une nouvelle forme de valeur mobilière: l'action, qui est facilement négociable et peut être cotée en Bourse.

En 1694 est créée la Banque d'Angleterre. Ses statuts l'autorisent à émettre des billets, à escompter des traites et à recevoir des dépôts contre le versement d'un intérêt de 4 %. Les clients peuvent ouvrir un compte. Ainsi font leur apparition le billet de banque et le chèque. La France prend quelque retard dans le domaine du crédit. Le système bancaire moderne n'est réalisé qu'en 1800, avec la fondation de la Banque de France.

Ainsi, tous les éléments de la technique bancaire sont à peu près en place à la fin du XVIIIe siècle. Le change, grâce à la technique des lettres de change et de la compensation entre les différentes places, peut se pratiquer avec le minimum de transferts de métaux précieux. Les banques reçoivent les dépôts de leurs clients et créent le compte courant, ce qui permet l'utilisation du virement et du chèque. La monnaie fiduciaire est créée; le billet de banque apparaît sous sa forme moderne et tient un rôle général dans les transactions.

Depuis 1803 la Banque de France dispose du privilège exclusif d'émission des billets. Nationalisée en 1945, elle reçoit un nouveau statut qui lui confère une indépendance vis-à-vis du gouvernement et spécifie ses missions. La Banque de France est dirigée par un gouverneur et deux sous-gouverneurs, mais c'est le Conseil de la politique monétaire (les trois personnes précitées plus six personnalités compétentes nommées par le gouvernement) qui constitue l'organe de décision. La Banque de France a perdu son rôle d'émission de la monnaie fiduciaire lorsque la Banque centrale européenne prévue par le traité d'Union européenne de Maastricht avait été créée.

Dans les années 1980, les banques dans le monde ont été affectées par 3 types de crises:

- le ralentissement de la croissance économique, concomitant avec une surabondance de crédit à la consommation, pèse durablement sur leur activité;
- les financements accordés au secteur de l'immobilier ont causé des pertes importantes et quelques faillites, en particulier celle des caisses d'épargne américaines; en Suède et au Japon, l'intervention de l'État a été nécessaire, face à cette crise, pour consolider le système bancaire;
- les changements d'orientation dans la conduite des politiques monétaires et de change ont engendré une instabilité au niveau des taux d'intérêt préjudiciable aux activités de crédit; en 1982, la montée brutale des taux américains ont mis le Mexique dans l'impossibilité d'honorer ses dettes, déstabilisant l'ensemble du système bancaire des États-Unis.

Dans les années 1990, les banques se montrent plus prudentes quant à leur

politique de crédit, notamment pour reconstituer leur marge bénéficiaire. Les activités de crédit aux ménages s'avérant moins rentables, les banques recentrent leurs activités sur la distribution de produits d'assurance et les placements sur les marchés financiers.

L'internationalisation croissante des marchés de capitaux (cotation des valeurs en continu sur les différentes places financières de la planète) et les stratégies de rachat de filiales par les entreprises ont favorisé la création de vastes réseaux bancaires. Plusieurs banques françaises (BNP, Crédit Lyonnais...) disposent ainsi d'un réseau international très étoffé. Cette internationalisation présente de nouveaux risques, liés à l'ampleur et la quasi-immédiateté des flux de capitaux. Pour faire face à ces risques, des mouvements de concentration des établissements bancaires se sont développés, notamment en Argentine et aux États-Unis. En Europe une tendance à l'internationalisation des règles bancaires dans le cadre de l'Union économique et monétaire est à l'œuvre.

Les premières banques mondiales sont japonaises avec la Sumitomo bank, la Fuji Bank, et la Mitsubishi bank, ensuite viennent la BNP et le Crédit Lyonnais, la Deutsche Bank, la City Corp.

### ***12. Vrai ou faux:***

1. Le métier de banquier est très ancien.
2. Les banquiers de l'Antiquité gréco-romaine sont seulement des changeurs.
3. Au Moyen Âge, grâce à la lettre de change, le commerçant remet de l'argent à son banquier pour que celui-ci effectue un paiement sur une autre place, soit au déposant lui-même, soit à une autre personne désignée.
4. La nouvelle forme de valeur mobilière, l'action, qui est facilement négociable et cotée en Bourse est née à Venise.
5. La France est le premier pays dans le domaine du crédit.
6. En 1945 la Banque de France reçoit le statut qui lui confère une indépendance vis-à-vis du gouvernement et spécifie ses missions.

### ***13. Terminez les phrases::***

1. La découverte de la monnaie (sous sa forme métallique) est due, selon la légende, à ...
2. La monnaie permet à la banque d'acquérir ses caractéristiques fondamentales: ...
3. L'apparition de l'ère bancaire moderne est liée avec la création de la Banque d'Amsterdam en ...
4. Les statuts de la Banque d'Angleterre créée en 1694 l'autorisent à ...
5. La fin du XVIIIe siècle amène la technique des lettres de change et crée la monnaie...
6. Dans les années 1980, les banques ont été affectées par 3 types de crises: ...
7. L'internationalisation des marchés de capitaux et les stratégies de rachat de filiales par les entreprises ont favorisé ...

## **1.6. MON FUTUR MÉTIER**

### ***1. Traduisez sans dictionnaire les mots et les expressions suivants:***

a) un économiste, un expert, une situation, stratégique, technique, un analyste, une mission, des compétences, une conférence, une pédagogie, un public, un candidat, une carrière, international, des chiffres, une banque, des cabinets d'audit et d'expertise;

b) страна, решения, цифровые данные, товары и услуги, осуществляться за компьютером, преимущества и недостатки, бухгалтер, предприятие, развивать свою деятельность.

2. *Retenez les mots suivants:*

1. acquis, -e	1. – приобретённый, -ая
2. apprendre	2. – изучать
3. assumer	3. – брать на себя
4. charge (f)	4. – зд. должность, обязанность
5. choix (m)	5. – выбор
6. concevoir	6. – постигать; задумывать
7. consister (à+infin.)	7. – состоять, заключаться в...
8. courant, -e	8. – обычный, -ая
9. demande (f)	9. – потребность, спрос
10. devenir	10. – становиться
11. domaine (m)	11. – область, сфера
12. engagement (m)	12. – наем, зачисление на службу
13. entreprise (f)	13. – предприятие
14. exiger	14. – требовать
15. gestion (f)	15. – управление, руководство
16. inventer	16. – изобретать
17. mise (f) en œuvre	17. – применение, использование
18. publi//c, -que	18. – общественный, государственный
19. quotidien, -ne	19. – ежедневный, будничный
20. recherche (f)	20. – изыскания, исследования
21. résoudre qch	21. – решать, находить решение
22. responsabilité (f)	22. – ответственность
23. réussite (f)	23. – достижение
24. soutenir	24. – защитить
25. succès (m)	25. – успех, удача

3. *Lisez et traduisez le texte:*

### **METIER ECONOMISTE**

L'économiste est un expert des domaines économique, financier et social. A l'aide de données récoltées, de courbes, il est en mesure d'analyser la situation économique d'un pays, d'une zone ou d'une entité. Son intervention, ses projections, sont indispensables pour prendre certaines décisions stratégiques. Un métier hautement technique, qui requiert un très long cursus de formation.

Quel est le rôle de l'économiste?

L'économiste est un analyste qui, grâce à l'étude de données chiffrées (statistiques, courbes, enquêtes d'opinion) analyse la situation économique d'un pays et anticipe ses fluctuations.

Les conclusions de l'économiste sont déterminantes dans le choix d'une politique, dans la prise de décision stratégique.

Les missions de l'économiste peuvent être de plusieurs types :

- rédaction d'articles ou tribunes économiques
- interventions dans des conférences ou colloques
- aide à la décision pour une entreprise ou une entité publique...

Bon à savoir : certains économistes sont spécialisés (en politiques monétaires, économie européenne...).

Quelles sont les compétences attendues?

L'économiste est avant tout et surtout un expert des données chiffrées. Les calculs, statistiques, courbes sont des éléments avec lesquels il jongle au quotidien avec naturel. Cependant, compte tenu de l'impact que peuvent avoir ses conclusions, il doit surtout témoigner d'une minutie, d'une rigueur et d'une concentration infaillibles. Il s'appuie au quotidien sur un excellent sens de l'observation, de l'analyse et de l'anticipation, qu'il complète de solides connaissances en sociologie, finance et même politique. Il suit de près l'actualité.

Qu'il rédige un article ou intervienne à une conférence, l'économiste est souvent confronté à des interlocuteurs divers. Il doit donc faire montre d'une grande pédagogie, de clarté. Il est à l'aise à l'oral, devant un public, bien que son travail s'effectue le plus souvent en toute autonomie.

Aujourd'hui, le travail de l'économiste s'effectue sur ordinateur. Le candidat est donc parfaitement à l'aise avec l'outil informatique. Un bon niveau d'anglais est exigé pour espérer une carrière à l'échelle internationale.

Les avantages et les inconvénients du métier d'économiste:

Les plus :

- Un métier passionnant, au plus près de l'actualité
- Des offres d'emploi très différentes : carrière variée

Les moins :

- Un cursus de formation très long et exigeant
- Une forte prime à l'expertise : insertion parfois difficile pour les jeunes diplômés

Dans un monde basé sur l'échange de biens et de services, la maîtrise des savoirs et des outils économiques est indispensable. Si les chiffres ne vous font pas peur et que vous avez un bon esprit d'analyse, les métiers de l'économie sont faits pour vous.

L'économie est le nerf de la guerre, sans elle notre société ne tiendrait pas longtemps. Voilà pourquoi les entreprises mais aussi l'État, n'ont jamais eu autant besoin d'experts capables de connaître et de décrypter les mouvements de l'économie et de la finance afin de prendre les décisions stratégiques qui s'imposent. Si les chiffres ne vous font pas peur et que vous avez un bon esprit d'analyse : les métiers de l'économie sont faits pour vous. D'autant que les débouchés existent dans de nombreux domaines : banque, assurance, comptabilité, commerce, fonction publique, enseignement...

Chaque entreprise cherche à développer son activité. Il s'agit non seulement de vendre des produits ou des services mais de maximiser ses profits. Voilà pourquoi elle a besoin de professionnels capables d'analyser sa situation financière et de prendre des décisions stratégiques en matière de positionnement, d'investissements, de fusions et acquisitions, de recherches de capitaux...

Ces postes ne sont accessibles qu'à des hauts profils, type grande école de commerce, école d'expertise comptable ou doctorants en économie et gestion. Pour eux, les débouchés existent directement dans les entreprises si elles sont de taille importante, et surtout dans les cabinets d'audit et d'expertise pour des postes d'auditeur, d'actuaire ou d'analyste financier.

*4. Posez les questions sur le contenu du texte par écrit et demandez à vos voisins d'y répondre.*

## TEXTES SUPPLEMENTAIRES

5. Lisez le texte suivant et répondez aux questions:

### TECHNOLOGIE ET PROGRES TECHNIQUE

Le mot technologie possède deux acceptions de fait:

1. Etymologiquement et historiquement: l'étude des techniques. On peut aussi se contenter de la formulation du dictionnaire, qui la définit comme Etude des techniques, des machines, des outils, etc., employés dans l'industrie, qui est plus concise et sans doute plus claire, même si elle est un peu moins précise. On dit alors la technologie.

2. De plus en plus fréquemment, un ensemble des méthodes et techniques autour de réalisations industrielles formant un tout cohérent. On parle alors d'une technologie. Elle ne se confond pas dans cette seconde acception avec la technique.

Le mot technologie renvoie à la notion d'artefact (techne en grec) et à celle de sciences (logos). La notion semble avoir été pour la première fois utilisée en 1772 par un physicien allemand: Johann Beckmann. D'autres étymologistes situent son apparition au début du XVIIIe siècle. Mais son usage populaire précède en fait de quelques années la révolution industrielle.

La technique est porteuse de changement à la seule condition de s'accompagner de changements structuraux dans la société et son organisation socio-politique selon Jacques Ellul, grand critique moderne de la société technicienne.

L'ingénierie numérique regroupe l'ensemble des moyens numériques et logiciels habituellement utilisés par les ingénieurs et techniciens pour concevoir et simuler de nouveaux produits industriels. L'aboutissement de la phase d'ingénierie numérique d'un produit est sa maquette numérique.

Font classiquement partie de la catégorie des outils d'ingénierie numérique:

- les logiciels de CAO (Conception Assistée par Ordinateur),
- les logiciels de simulation des comportements (statiques, dynamiques, ...),
- les logiciels de FAO (Fabrication Assistée par Ordinateur),
- les SGGT (Système de Gestion des Données Techniques),
- les SGGC (Système de Gestion de Bases de Connaissance),
- les environnements immersifs.

En économie le progrès technique est l'ensemble des facteurs de productivité. Au sens large il désigne l'ensemble des facteurs qui peuvent améliorer:

la productivité du travail et du capital: par exemple la mécanisation, l'organisation scientifique du travail ou encore la formation,

la productivité générale de l'économie: ouverture des marchés, nouveaux produits, actions de l'État.

Le progrès technique est dû à une amélioration des connaissances humaines appliquées à la production. Il a permis l'enrichissement de nos sociétés depuis plus de deux siècles. C'est un principal facteur de croissance du produit et l'ensemble des innovations qui modifient durablement les biens produits et les méthodes de production.

aboutissement (m)	– завершение, успех
acception (f)	– значение
amélioration (f)	– улучшение
appliquer	– применять
cohérent, -e	– связанный, -ая
comportement (m)	– поведение; отношение

concis, -e	– лаконичный, краткий
croissance (f)	– рост
durablement	– прочно, основательно
enrichissement (m)	– обогащение
immersi//f, -ve	– иммерсионный, -ая
les biens produits	– произведенные блага
précéder	– предшествовать
précis, -e	– точный, ясный
productivité (f)	– производительность
renvoyer	– отправлять
se confondre	– совпадать
se contenter de qch	– довольствоваться
simuler	– притворяться
société (f)	– общество

- 1) Le dictionnaire, comment définit-il le mot technologie?
- 2) La seconde acception, en quoi consiste-t-elle?
- 3) Jacques Ellul, comment détermine-t-il la technique?
- 4) Qu'est-ce que l'ingénierie numérique regroupe?
- 5) Qu'est-ce qui fait partie de la catégorie des outils d'ingénierie numérique?
- 6) Comment explique-t-on la notion du progrès technique?
- 7) Quels buts ont des facteurs de productivité?
- 8) Qu'est-ce que le progrès technique a permis depuis plus de deux siècles?

*6. Lisez la lettre suivante, faites son analyse et présentez les motivations de votre candidature en vue d'obtenir un stage d'économiste:*

### **LETTRE DE MOTIVATION**

A l'attention du responsable recrutement

Objet: Demande de stage de formation (cursus d'économiste).

Pièce jointe: Curriculum Vitae.

Madame, Monsieur,

En tant qu'élève économiste en deuxième année de l'Ecole Nationale Supérieure d'Economie et dans le cadre de mon cursus étudiant, je vous présente ma candidature en vue d'obtenir un stage économiste de 3 mois au sein de votre entreprise.

Pour moi, ce stage est d'un intérêt particulier du fait qu'il constituera une expérience professionnelle préparatoire à mon futur métier d'économiste. En effet, mon évolution au sein d'un groupe tel que le votre me permettra de développer mes atouts, d'apprendre et d'enrichir mes connaissances et surtout de mettre en pratique tout le bagage et le savoir-faire acquis tout au long de mon parcours pour assumer les responsabilités que vous m'accorderiez.

Ambitieuse, persévérante, prête à relever les défis, j'ai pu tirer profit de l'exigence de mes études et de mon quotidien, pour développer mon sens d'organisation et ma capacité d'écoute, d'analyse et de compréhension.

Aussi, grâce aux différents travaux pratiques et projets effectués en groupe dans le cadre de ma formation d'économiste, je me suis affrontée aux différents problèmes techniques et humains relatifs au travail en groupe, ce qui m'a donné un sens de dynamisme, de responsabilité, une capacité d'adaptation et d'interaction avec les autres



pour une meilleure gestion des situations.

D'autre part, la formation acquise dans le cadre de mon master en administration des entreprises me permet de découvrir et développer les différents outils relationnels et techniques nécessaires pour le travail en entreprise.

Ces atouts combinés sont le facteur moteur de ma grande volonté d'être efficace et à la hauteur de vos attentes.

En espérant pouvoir vous expliquer plus en détails mes motivations dans un prochain entretien, je me tiens à votre disposition pour toute information supplémentaire et vous prie, madame, monsieur, d'agréer l'expression de mon ultime respect.

*Mademoiselle Sabine Beunois*

accorder	– давать, предоставлять
agréer	– благосклонно принимать
atout (m)	– козырь
au sein de	– внутри, в рядах
compréhension (f)	– понимание
dans le cadre de	– в рамках
défi (m)	– вызов
développer	– развивать, излагать
efficace	– действенный, эффективный
enrichir	– обогащать
entretien (m)	– беседа, переговоры
exigence (f)	– требовательность, потребность
expérience (f)	– опыт
interaction (f)	– взаимодействие
outil (m)	– орудие, инструмент
parcours (m)	– путь следования, маршрут
persévérant, -e	– настойчивый, упорный
quotidien (m)	– повседневность
respect (m)	– уважение, почтение
s'affronter	– выступать против, не бояться
savoir-faire (m)	– умение, сметливость
tirer profit de	– извлекать выгоду из
ultime	– крайний

*7. Parlez de votre future spécialité.*

### **3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ**

#### **3.1. ВИДЫ КОНТРОЛЯ**

##### **3.1.1. ТЕКУЩИЙ КОНТРОЛЬ**

Для текущего контроля знаний студентам предлагаются следующие виды работ:

- опрос на занятиях;
- проверка домашнего (внеаудиторного дополнительного) чтения;
- выполнение контрольных переводов;
- выполнение лексико-грамматических тестов при прохождении грамматического материала;

##### **3.1.2. РУБЕЖНЫЙ КОНТРОЛЬ**

Для рубежного контроля знаний студентам предлагаются следующие виды работ:

- выполнение итоговых упражнений по окончании прохождения тем учебно-профессионального общения;
- выполнение контрольных переводов текстов учебно-профессионального общения;
- выполнение контрольных тестов по окончании прохождения грамматического материала;
- выполнение лексико-грамматических работ или компьютерного тестирования в 1, 2 семестрах.

##### **3.1.3. ПРОМЕЖУТОЧНЫЙ КОНТРОЛЬ (УСТНАЯ И ПИСЬМЕННАЯ ФОРМА)**

Промежуточный контроль:

- грамматические тесты;
- лексико-грамматические контрольные работы;
- словарные диктанты;
- тесты на аудирование;
- пересказ и письменное изложение аудио- и видеотекстов;
- эссе;
- сочинение;
- устные опросы/беседы по темам;
- презентация темы с использованием программы Power-Point.

##### **3.1.4. ТЕКУЩАЯ АТТЕСТАЦИЯ**

Для специальностей «БУХГАЛТЕРСКИЙ УЧЁТ И АНАЛИЗ», «ФИНАНСЫ И КРЕДИТ», «ЭКОНОМИКА И УПРАВЛЕНИЕ» (дневная форма получения высшего образования):

ТЕКУЩАЯ АТТЕСТАЦИЯ проводится в целях периодического контроля и

оценки результатов учебной деятельности обучающихся по учебной дисциплине.

Текущая аттестация проводится в виде тестирования (в технической форме через Google Classroom или на бумажном носителе).

Текущая аттестация включает:

– в первом семестре: выполнение двух тестов по темам 1.1-1.6 учебной программы (Тест № 1 – темы 1.1-1.3; Тест № 2 – темы 1.4-1.6);

– во втором семестре: выполнение двух тестов по темам 1.7-1.12 учебной программы (Тест № 3 – темы 1.7-1.9; Тест № 4 – темы 1.10-1.12).

**ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ:**

Обучающиеся допускаются к промежуточной аттестации по учебной дисциплине при условии успешного прохождения текущей аттестации, предусмотренной в текущем семестре.

Допуском к сдаче зачета в первом семестре является успешное выполнение 2/3 тестовых заданий (Тест № 1 и Тест № 2).

Допуском к сдаче экзамена во втором семестре является успешное выполнение 2/3 тестовых заданий (Тест № 3 и Тест № 4).

### **3.1.5. ИТОГОВЫЙ КОНТРОЛЬ**

Форма итогового контроля знаний студентов в 1 семестре – **зачет**.

**Зачет состоит из:**

– обязательной зачетной лексико-грамматической контрольной работы или компьютерного тестирования;

– сдачи внеаудиторного чтения в полном объеме;

– работы в семестре, предусматривающей выполнение студентом всех требований к практическим занятиям.

Форма итогового контроля знаний студентов во 2 семестре – **экзамен**.

**Структура экзамена:**

1. Письменный перевод на русский язык отрывка текста экономического содержания со словарем. Объем текста – 1200–1400 печатных знаков. Время подготовки – 45 минут.

2. Передача содержания текста экономического содержания на иностранном языке (объем текста 1000–1200 п. зн.).

3. Монологическое высказывание по одной из тем социально-культурного и бытового общения за весь курс обучения.

2 семестр заканчивается написанием лексико-грамматической контрольной работы и итогового компьютерного теста по пройденным экономическим темам за весь курс обучения.

На зачете и на экзамене проверяется практическое владение иностранным языком в объеме требований программы по каждому этапу обучения.

Курсовая работа учебным планом не предусмотрена.

## 3.2. ТЕСТЫ И КОНТРОЛЬНЫЕ РАБОТЫ

### 3.2.1. АНГЛИЙСКИЙ ЯЗЫК

#### **TEST. WHAT IS ECONOMICS?**

**I. Complete the following sentences with the appropriate word from the list below.**

economic, economics, economize, economical, economist, economy

1. A good manager is ...in the use of his funds.
2. A small car is more ...than a large one, because it uses less petrol.
3. An...person serves money and expense wherever possible.
4. An...is a person who studies, teaches, or writes about economics.
5. By exercising strict...he saved enough money to retire early.
6. By using...in buying food and clothes, we were soon able to save money for the new car we needed.
7. ... is a social science concerning behaviour in the fields of production, consumption, distribution, and exchange.
8. If you can... your time, you will get more done in less time.
9. In the long run, it is an...to buy good quality goods, even though they cost more.
10. In times of difficulties we all have to....
11. It is much more ... to buy in bulk.
12. Nations experience different rates of...growth.
13. The country is in a bad...state.
14. The country is in the period of... and industrial crisis.
15. The country's...has grown rapidly in the second half of the 20th century.
16. The...is a weekly journal published in London since 1843.
17. The loss of business was so great that they had to...on staff.
18. The science or principles of the way in which industry and trade produce and use wealth is called....
19. There are many competing schools of thought in....
20. Unofficial strikes were damaging the British....

**II. Match the words listed below with the definitions that follow.**

econometrics	entrepreneur	wellbeing
distribution	exchange	money
production	economy	seller
investment	banking	buyer
economist	finance	value
enterprise	income	price

1. The business engaged in by a bank.
2. A person who buys; purchaser; customer.
3. The division of the total income of a community among its members.
4. The application of mathematical and statistical techniques to economic problems and theories.
5. A specialist in economics.

6. The complex of human activities concerned with the production, distribution, and consumption of goods and services.
7. A business unit; a company or firm.
8. The system by which commercial debts between parties in different places are settled by commercial documents, esp. bills of exchange, instead of by direct payment of money.
9. The system of money, credit, etc., esp. with respect to government revenues and expenditures.
10. The amount of monetary or other returns, either earned or unearned, accruing over a given period of time.
11. The act of investing money.
12. The official currency, in the form of bank-notes, coins, etc., issued by a government or other authority.
13. The cost at which anything is obtained.
14. The creation or manufacture for sale of goods and services with exchange value.
15. A person who sells.
16. The worth attached by someone to something.
17. The owner or manager of a business enterprise who, by risk, and initiative, attempts to make profits.
18. The condition of being contented, healthy, or successful; welfare.

### III. Group the following words into four synonymous groups.

allocation, complicated, rises, shortage, sophisticated,  
distribution, increase, scarcity

### IV. Complete the sentences with the appropriate terms from the list below:

allocation of resources	econometrics	positive economics
development	normative economics	scarce goods
economics	economic efficiency	factors of production
microeconomics	opportunity cost	social sciences
macroeconomics	economic growth	GDP

1. The branch of economics that focuses on the activities of individual decision-making units is\_\_\_\_\_.
2. The branch of economics that focuses on the behaviour of the entire economy is\_\_\_\_\_.
3. The science that studies how societies allocate scarce resources is\_\_\_\_\_.
4. The study of economic phenomena that applies mathematical and statistical techniques to economic problems and theories is\_\_\_\_\_.
5. Goods the supply of which is insufficient to satisfy the demand are \_\_\_\_\_.
6. The ability of a manufacturing plant to produce at a low unit cost or market-value is\_\_\_\_\_.
7. The choosing of the particular use to which scarce resource (means of production) is put, e.g. whether to use water for electric power or for crops, is\_\_\_\_\_.
8. An economic analysis that includes judgments about what to be done, rather than simply theorizing is\_\_\_\_\_.
9. An economic analysis that is free of value judgments, i.e. independent of any particular ethical position or normative judgments is\_\_\_\_\_.

10. A branch of economics that examines and explains the process of economic growth and the human and social organizations that make this growth possible is\_\_\_\_\_.

11. The benefits lost by not employing an economic resource in the most profitable alternative activity is\_\_\_\_\_.

12. Where there is an increase in real output there is \_\_\_\_\_.

13. Those things that are transformed into final goods and services desired by society are\_\_\_\_\_.

14. The group of studies seeking to establish a science of the social life of human groups is called \_\_\_\_\_.

15. The measure of economic activity that includes all the goods and services bought or sold in a country over the course of a year is called\_\_\_\_\_.

**V. Complete the following sentences with the appropriate terms from the list below.**

demand	equilibrium price	market shortage
market demand	GDP	market
government failure	opportunity cost	shift in demand
demand theory	laissez faire	supply
market mechanism	microeconomics	supply theory

1. The amount of a commodity that consumers are willing and able to purchase at a specified price is ... .

2. ... is the theory that concerns the relationship between the demand for goods and their prices.

3. When quantity demanded equals quantity supplied, this correspondence establishes the ... .

4. The total market value of all final goods and services produced in an economy in a one-year periods is ... .

5. The theory, largely based on producer theory, analyzing the way in which goods and services are brought to the market by firms or entrepreneurs is called ... .

6. ... is a term that describes government interference with markets that worsens economic outcomes.

7. ... is the theory that government should not interfere in most economic affairs.

8. Any place where individuals get together to buy or sell is referred as a ... .

9. The sum of the quantities demanded by all of the individual buyers in a market at every price is called ... .

10. When prices are determined by buyers and sellers in a market, the economy is using the ... to allocate resources.

11. A decline in market prices below the market equilibrium level causes a ... .

12. The branch of economics that focuses on the activities of individual decision-making units is ... .

13. The value of the next most desirable use of resources is called the ... .

14. Changes in tastes, income, or prices of other goods may cause a ... .

15. The amount of a commodity that producers are willing and able to offer for sale at a specified price is ... .

**VI. Match the words listed below with the definitions that follow.**

macroeconomics	expenditure	depression
----------------	-------------	------------

recession	currency	inflation
investor	deficit	crisis
consumption	economics	opportunity costs
prosperity	scarcity	savings
output	credit	price

1. Expenditure on goods and services for final personal use.
2. The sum of money that a bank makes available to a client in excess of any deposit; the practice of permitting a buyer to receive goods or services before payment.
3. An unstable period, esp. one of extreme trouble or danger in politics, economics, etc.
4. A metal or paper medium of exchange that is in current use in a particular country.
5. The amount by which an actual sum is lower than that expected or required.
6. An economic Condition characterized by substantial and protracted unemployment, low output and investment, etc.; an extended slump in business activity.
7. Something expended, such as time or money.
8. A continual increase in prices throughout a nation's economy.
9. One who lays out (money or capital in an enterprise, esp. by purchasing shares) with the expectation of profit.
10. The branch of economics concerned with the economy as a whole, including total production, overall employment, and general price levels.
11. The act of production or manufacture.
12. It occurs because human wants exceed the production possible with our limited time and resources.
13. The cost at which anything is obtained.
14. The condition of prospering; success or wealth.
15. A period of decreased business activity.
16. It is concerned with production, distribution, and consumption of goods and services.
17. Money saved for future use.
18. It exist in all situations where available resources are not abundant enough to satisfy all our desires.

**VII. Complete the following sentences with the appropriate terms from the list below.**

macroeconomic equilibrium	labour force
business cycle	macroeconomics
aggregate demand	inflation
aggregate supply	unemployment
price stability	deflation

1. ... is the sum of demands for all the goods and services in an economy at any particular time.
2. ... is the total supply of all the goods and services in an economy.
3. The observed pattern of economic growth and contraction is known as the ... .
4. A reduction in the level of total spending and economic activity resulting in lower levels of output, employment, investment, trade, profits, and prices is known as ... .
5. When the average level of prices increases continuously, the process is known

as ... .

6. Every person 16 years of age or older who is either employed for pay or actively seeking employment is considered a part of the ... .

7. The branch of economics that focuses on the behaviour of the entire economy is ...

8. For ... to occur, aggregate supply must equal aggregate demand.

9. When the inflation rate is low and does not vary very much, we say there is ... .

10. An inability to find work although it is actively sought is called ... .

## **TEST. MANAGEMENT**

**I. Complete the passage below using the appropriate words or phrases from the box.**

Chairperson, Senior managers, Managing Director, Board of Directors

At the top of the company hierarchy is the **1**, headed by the **2**(or president). The board is responsible for making policy decisions and for determining the company's strategy. It will usually appoint a **3**(or chief executive officer) who has overall responsibility for the running of the business.**4**or line managers head the various departments or functions within the company.

**II. Give English equivalents for:**

учредить компанию;

проводить агрессивную компанию роста;

что привело к открытию филиалов во всем мире;

действительно глобальная компания по производству потребительских товаров;

в результате значительных инвестиций в исследования;

чтобы закрепить свое присутствие на рынках профессиональной продукции;

поддерживать тесное сотрудничество с международным сообществом стоматологов;

уделять пристальное внимание защите окружающей среды;

использовать упаковочные материалы, которые можно переработать.

**III. Complete the following company profile with either the present perfect or past simple tense of the verb in brackets.**

Procter & Gamble **1** *has been* (be) in the soap business since William Procter and James Gamble **2** \_\_\_\_\_ (form) their partnership in 1837. In order to raise capital for expansion, the partners **3** \_\_\_\_\_ (set up) a corporate structure in 1890, with an appointed president at the helm of the company. It **4** \_\_\_\_\_ (undergo) further restructuring in 1955, with the creation of individual operating divisions to better manage their growing lines of products. John E. Pepper **5** \_\_\_\_\_ (lead) the company since 1995, when he was elected Procter & Gamble's ninth Chairman and Chief Executive Officer. The same year, the company **6** \_\_\_\_\_ (move) from managing the business under two geographic areas, US and International, to four regions – North America, Latin America, Asia, and Europe/Middle East/Africa. Ivory soap, which **7** \_\_\_\_\_ (become) a common household name, **8** \_\_\_\_\_ (come) onto the market in 1879. With the introduction



and instant success of Tide laundry detergent in 1946, Procter & Gamble 9 \_\_\_\_\_(embark) on a strategy of rapid growth into new product lines as well as new markets around the world. The firm's commitment to innovation in technology 10 \_\_\_\_\_(help) Tide to remain their single brand over the years. Perhaps the product that 11 \_\_\_\_\_(have) the greatest impact, however, is Pampers, the disposable nappy which they 2 \_\_\_\_\_(launch) in 1961. As a result of their aggressive expansion policy, Procter & Gamble sales 13 \_\_\_\_\_(reach) \$10 billion in 1980. Since then the company 14 \_\_\_\_\_(quadruple) the number of consumers it can serve with its brands – to about five billion people around the world. In 1998 sales 15 \_\_\_\_\_(rise) to \$37.2 billion.

#### IV. Give Russian equivalents for these phrases:

- to form a partnership
- to raise capital for expansion
- to be at the helm of the company
- to lead the company
- to elect / to be elected
- to become a common household name
- to come onto the market
- to embark on a strategy of rapid growth
- new product lines
- the firm's commitment to innovation in technology
- to have a great impact
- to launch onto the market
- to launch into production
- the aggressive expansion policy
- to serve consumers with its brands
- to quadruple the number

### **TEST. EMPLOYMENT. RECRUITMENT**

**I. Complete the passage below using the appropriate words or phrases from the box.**

letter of application, position, application form, shortlist, apply for, interview, recruit, recruitment agency, covering letter, CV, applicants, hire

When a company needs to 1 or employ new people, it may decide to advertise the job or 2 in the appointments section of a newspaper. People who are interested can then 3 the job by sending in a 4 or 5 and a 6 containing details of their education and experience. In some cases a company may prefer to do this initial selection after asking candidates to complete a standard 7. The company's human resource department will then select the applications that it considers the most suitable and prepare a 8 of candidates or 9, who are invited to attend an 10. Another way for a company to 11 is by using the services of a 12 (US = search firm) who will provide them with a list of suitable candidates.

#### II. Give English equivalents for:

- представительный и умеющий четко выражать свои мысли;
- в полной мере использовать свои знания;

- искать более увлекательную и сложную работу;
- использовать знания в своей сфере специализации;
- в более стимулирующей обстановке;
- вносить вклад в развитие компании;
- ознакомиться с существующим ассортиментом продукции;
- периодически выезжает в командировки;
- с целью совершенствования немецкого языка.

**III. Read the following interview with Margi Bogart, Product Marketing Manager at Mindsteps, Inc. Put the verbs in brackets into the present simple or present continuous tense.**

#### MINDSTEPS

«I <sup>1</sup>work (work) for Mindsteps, Inc., a start-up firm located in Silicon Valley that <sup>2</sup>\_\_\_\_\_ (develop) human resources management software for large corporations that <sup>3</sup>\_\_\_\_\_ (have) at least 2, 500 employees. Currently, we <sup>4</sup>\_\_\_\_\_ (market) our main product called CareerSteps, which is a software program that <sup>5</sup>\_\_\_\_\_ (help) employees to assess their interests, values, and skills in order to create a career development plan. More and more corporations <sup>6</sup>\_\_\_\_\_ (buy) CareerSteps as a cost-effective solution to the issues that human resources departments <sup>7</sup>\_\_\_\_\_ (face) such as staff turnover, motivating workers, and increasing employee productivity. Thanks to the success of an initial pilot, this year Hewlett-Packard <sup>8</sup>\_\_\_\_\_ (make) CareerSteps available to 125, 000, of their employees around the world. As the Product Marketing Manager, I <sup>9</sup>\_\_\_\_\_ (coordinate) the planning and <sup>10</sup>\_\_\_\_\_ (manage) the business and marketing efforts for the product. An important aspect of my job <sup>11</sup>\_\_\_\_\_ (involve) making sure the product <sup>12</sup>\_\_\_\_\_ (meet) the marketing requirements once it is completed. At the moment, I <sup>13</sup>\_\_\_\_\_ (contact) potential clients and <sup>14</sup>\_\_\_\_\_ (work) on the marketing requirements for the next version of our product. On Tuesday, we <sup>15</sup>\_\_\_\_\_ (present) the innovative features of the new version of Career Steps to our main customers.»

**IV. Give Russian equivalents for these phrases:**

- start-up firm
- human resources management
- currently
- to market the main product
- to assess the interests of the employees
- to create a career development plan
- a cost-effective solution
- to face important issues
- staff turnover
- to increase employee productivity
- the success of an initial pilot
- to make available to
- to make sure the product meets the marketing requirements
- to coordinate the planning
- to manage the business and marketing efforts

to present the innovative features  
the marketing requirements for the next version

## **FINAL TEST**

### **I. Choose the correct word according to the given definition.**

1. The division of the total income of a community among its members.  
*Distribution, production, consumption, demand*
2. The complex of human activities concerned with the production, distribution, and consumption of goods and services.  
*Economy, economics, promotion, investment*
3. The creation or manufacture for sale of goods and services with exchange value.  
*Production, distribution, consumption, pricing*
4. When quantity demanded equals quantity supplied, this correspondence establishes the ... .  
*Equilibrium price, opportunity cost, shift in demand, shift in supply*
5. ... is the theory that government should not interfere in most economic affairs.  
*Laissez faire, microeconomics, demand theory, supply theory*
6. Any place where individuals get together to buy or sell is referred as a ... .  
*Market, target market, supermarket, factory*
7. The branch of economics that focuses on the activities of individual decision-making units is ... .  
*Demand theory, marketing, supply theory, econometrics*
8. The amount of a commodity that producers are willing and able to offer for sale at a specified price is ... .  
*Supply, production, demand, price*
9. The theory, largely based on producer theory, analyzing the way in which goods and services are brought to the market by firms or entrepreneurs is called ... .  
*Supply theory, microeconomics, demand theory, macroeconomics*
10. ... is a pricing strategy based on low pricing and low unit profits.  
*Penetration strategy, factory gate strategy, decoy strategy, freemium strategy*
11. The point in the development of a product when sales begin to exceed the investment.  
*Break-even point, market point, price point, equilibrium point*
12. .... goods are those used to produce other goods and services.  
*Capital, consumer, customer, market*
13. ... are resources required by an organization to enable it to produce goods or services.  
*Inputs, outputs, investments, products*
14. ... is a set of marketing and communication methods that help to distinguish a company from competitors and create a lasting impression in the minds of customers.  
*Branding, promotion, PR, publicity*
15. ... Is the use of signs to communicate a marketer's message places advertising in geographically identified areas in order to capture customer attention.  
*Outdoor displays, branding, publicity, PR.*
16. ... is the use of social media platforms and websites to promote a product or service.

*SMM, SEO, PR, publicity*

17. Public Relations is about ....

*Reputation, wellbeing, printing, finance*

## **II. Say if the following statements are true or false.**

1. A target market consists of customers that share similar characteristics, such as age, location, income and lifestyle, to which a business directs its marketing efforts and sells its products.

2. Sampling is the selection of survey targets that reflect their overall larger population.

3. Place is defined as the direct or indirect channels to market, geographical distribution, territorial coverage, retail outlet, market location, catalogues, inventory, logistics and order fulfilment.

4. In most price skimming strategies, goods are higher priced so that fewer sales are needed to break even.

5. Public Relations is about reputation.

6. The marketing mix is also known as the 5 Ps.

7. Target market refers to the marketing communication used to make the offer known to potential customers and persuade them to investigate it further.

8. SWOT analysis is an acronym for success, weaknesses, opportunities, and treats

9. In most price Penetration strategies, goods are higher priced so that fewer sales are needed to break even.

10. Three major tools of mass promotion are advertising, marketing and pricing

11. Twitter is a professional business-related networking site, allows companies to create professional profiles for themselves as well as their business to network and meet others.

## **ОБРАЗЦЫ ЛЕКСИКО-ГРАММАТИЧЕСКИХ ТЕСТОВ**

### **GRAMMAR TESTS**

#### **NOUNS AND ARTICLES**

### **I. Choose the proper variant.**

1. I used to wear ... when I went to school.

- a) this glasses
- b) these glasses

2. We should protect ... from pollution.

- a) the environment
- b) environment
- c) an environment

3. Judy goes to ... by bus.

- a) work
- b) a work

c) the work

4. I saw you yesterday playing ... .

a) tennis

b) a tennis

c) the tennis

5. Nigel opened a drawer and took out ... .

a) photos

b) a photos

c) some photos

6. Did you learn to play ... ?

a) violin

b) a violin

c) the violin

7. I need to buy ...

a) a bread

b) a loaf bread

c) a loaf of bread

d) breads

8. I was watching TV at home when suddenly ... rang.

a) a doorbell

b) an doorbell

c) doorbell

d) the doorbell

9. Most of the stories that people tell about ... aren't true.

a) an Irish

b) the Irish

c) Irish

d) a Irish

10. Why are you listening to ... music.

a) so terrible

b) such terrible

c) such a terrible

## PRONOUNS

### I. Choose the proper variant.

1) When I rang Jane some time last week, she said she was busy ... day.

a) that

b) the

c) this

- 2) There's ... use in complaining. They probably won't do anything about it.  
a) a few  
b) a little  
c) few  
d) little
- 3) It's a nice house but there's ... garden.  
a) no  
b) any  
c) the
- 4) I like ... classical music but not all.  
a) most  
b) some  
c) no
- 5) I have hardly ... spare time.  
a) no  
b) some  
c) any
6. Have you had enough to eat, or would you like something ...?  
a) another  
b) else  
c) new  
d) other
7. I can't go out with you. I haven't got .... to wear.  
a) anything  
b) something  
c) nothing
8. Everyone enjoyed ... at the picnic.  
a) themselves  
b) themself  
c) himself
9. Have you read ... interesting lately?  
a) something  
b) any  
c) anything
10. I can't see my glasses ...?  
a) anywhere  
b) nowhere  
c) somewhere

**I. Choose the proper variant.**

1. This isn't my first visit to London. I ... here before.
  - a) I'm
  - b) I've been
  - c) I was
  
2. I've got my key. I found it when ... for something else.
  - a) I looked
  - b) I've looked
  - c) I was looking
  
3. Sorry, I can't stop now.... to an important meeting.
  - a) I go
  - b) I'm going
  - c) I've gone
  
4. When Michael ... the car, he took it out for a drive.
  - a) had repaired
  - b) has repaired
  - c) repaired
  - d) was repairing
  
5. ... .. the form? – No, not quite.
  - a) Did you fill in
  - b) Have you filled in
  - c) Had you filled in
  
6. I ... you twice yesterday.
  - a) have phoned
  - b) had phoned
  - c) phoned
  
7. When I got home the children ... their homework.
  - a) were doing
  - b) was doing
  - c) did
  
8. How long ... married?
  - a) have they been
  - b) did they be
  - c) do they be
  
9. When I was 14 years old I ... in for tennis.
  - a) I go
  - b) I was going

c) I went

10. Who ... my scarf? It looks a bit dirty.

- a) had been wearing
- b) had worn
- c) has been wearing
- d) wore

## MODAL VERBS

### I. Choose the proper variant.

1. I ... get Sophie on the phone. I've been trying all afternoon.

- a) may not
- b) must not
- c) can not

2. ... I have more pie, please?

- a) Could
- b) Shall
- c) Will
- d) Would

3. The children are sleeping. We ... make a noise.

- a) couldn't
- b) mustn't
- c) needn't
- d) wouldn't

4. ... you like to go out with us?

- a) Do
- b) Should
- c) Will
- d) Would

5. I'm quite happy to walk. You... drive me home.

- a) don't
- b) haven't
- c) mustn't
- d) needn't

6. It's rather late. I think you ... better go.

- a) had
- b) have
- c) should
- d) would

7. The chemist's was open, so luckily I ... buy some aspirin.



- a) can
- b) can't
- c) did can
- d) was able to

8. ... you please tell me the way to Trafalgar Square?

- a) Could
- b) Shall
- c) Would

9. What ... I do to improve my speech habits?

- a) shall
- b) must
- c) need

10. You ... have kept yourself under control.

- a) must
- b) had to
- c) might

## ADJECTIVES AND ADVERBS

### I. Choose the proper variant.

1. My brother is four years ... than me.

- a) older
- b) elder
- c) more elder

2. They lived in a ... house.

- a) modern wonderful brick
- b) wonderful modern brick
- c) brick modern wonderful

3. This government has taken some measures to solve the problems of ....

- a) the poor
- b) the poor people
- c) poor

4. I'm pleased the plan worked so ... .

- a) good
- b) goodly
- c) well

5. They performed the experiment ....

- a) scientifically
- b) scientific

6. I'm getting ... .

- a) angry
- b) angrily

7. We ... missed the train.

- a) mostly
- b) near
- c) nearest
- d) nearly

8. My new job is great. I like it ... better than my old one.

- a) more
- b) most
- c) much
- d) very

9. The people here are ... than I expected.

- a) more nice
- b) most nice
- c) nicer
- d) nicest

10. In fact I feel a ... depressed about it sometimes.

- a) piece
- b) bit
- c) quite
- d) slightly

## INFINITIVE AND GERUND

### I. Choose the proper variant.

1. I'm thinking ... my job.

- a) to change
- b) of changing
- c) about changing

2. Try ... late.

- a) not to be
- b) don't be
- c) not be

3. She lets her daughter ... very late.

- a) to stay up
- b) stay up
- c) staying up

4. He was made ... back the money?

- a) to pay
- b) pay
- c) paying

5. They enjoyed ... .

- a) to dance
- b) dancing
- c) dance

6. I want her ... happy.

- a) be
- b) to be
- c) being

7. She's nice... .

- a) to talk to her
- b) to talk to
- c) talking to her

8. This form is ... ink.

- a) to fill in
- b) to be filled in
- c) to filled in

9. I sat down ... .

- a) to rest
- b) for resting
- c) for to rest

10. She's good at ... .

- a) sing
- b) signing
- c) to sing

## PREPOSITIONS

### I. Choose the proper variant.

1. He saved money ... giving up cigarettes.

- a) by
- b) of
- c) with

2. Let's go and have coffee ... Marcel's.

- a) to
- b) at
- c) in

3. She looks much younger ... this photo.

- a) at
- b) on
- c) in

4. See you ....

- a) next Friday
- b) on next Friday
- c) at next Friday

5. Jill is the person I'm angry ... .

- a) at
- b) about
- c) with

6. There was a fall ... 10 per cent in prices.

- a) at
- b) of
- c) in
- d) by

7. The bus journey costs more now. They've put the fares ... .

- a) up
- b) down
- c) out
- d) over

8. I'm going to be late ... the meeting.

- a) at
- b) for
- c) in
- d) to

9. It's late. How much longer are you going to go ... working?

- a) along
- b) through
- c) on
- d) with

10. My shoes are dirty. I'd better take them ... before I come in.

- a) away
- b) off
- c) through
- d) with

### 3.2.2. ФРАНЦУЗСКИЙ ЯЗЫК

#### TEST 1 (ACTIVITE ECONOMIQUE)

Devoir 1. *Mettez l'article s'il le faut:*

1. ...besoin est ... notion subjective.
2. ... dividende est ... partie ... bénéfice, il est donc fonction ... résultat de ... entreprise.
3. ... besoin est ... exigence née de ... nature ou de ... vie sociale.
4. Ces biens sont disponibles gratuitement et sans ... travail.
5. Il existe ... grande diversité d'entreprises.
6. ... entreprises sont ... agents économiques chargés de ... production.
7. ... économistes utilisent ... mathématiques, ... statistiques pour concevoir ... modèles, énoncer...lois, faire ... prévisions.
8. ... services ont ... caractère immatériel.
9. ... objet de ...étude de ... science économique est ... homme et son comportement.

Devoir 2. *Mettez la préposition:*

1. Les biens ... consommation intermédiaire disparaissent ... cours ... la production.
2. Le loyer est reçu ... le propriétaire qui donne son bien ...location.
3. L'analyse est faite ... l'échelle ... une unité.
4. La satisfaction ... ces besoins se heurte ... la rareté.
5. Les besoins sociaux sont liés ... la société.
6. ... nombreux besoins sont pris ... charge ... la collectivité.
7. L' 'économiste utilise ... exemple la psychologie ... analyser le comportement ... l'homme.

Devoir 3. *Mettez le verbe à la forme correcte.*

1. Si on ajoutait les chiffres d'affaires de toutes les entreprises du pays , on (compter) plusieurs fois les consommations intermédiaires.
2. En utilisant les mathématiques, les économistes (concevoir) des modèles, (énoncer) des lois, (faire) des prévisions.
3. L'homme (devoir) travailler pour lutter contre la rareté.
4. Les entreprises (vendre) leurs produits.
5. Les biens de consommation intermédiaire (disparaître) pendant la production.
6. On sait que ces biens (destiner) aux familles pour qu'elles (satisfaire) leurs besoins vitaux.
7. Les prestations et allocations (reverser) aux menages en fonction de leurs besoins.
8. Il faut que les collectivités (prendre en charge) certains besoins.
9. Les disparités des revenus des hommes et des femmes (subsister), mais (avoir) tendance à se réduire.
10. Bien que l'objet d'étude (être) l'homme et son comportement, les économistes (utiliser) aussi les sciences exactes.
11. Cette activité est destinée à chaque individu pour qu'il (obtenir) le maximum de satisfaction.

Devoir 4. *Donnez la famille des mots :*

création(f)  
production(f)  
acte(m)  
entreprise(f)  
économie(f)

Devoir 5. *Trouvez la définition :*

1. la production – est une lutte contre la rareté.
2. le salarié – est le versement de revenus de transfert effectué par des organismes publics.
3. le besoin – sont ceux qui résultent du travail de l'homme.
4. l'activité économique – est une exigence née de la nature ou de la vie sociale.
5. la redistribution – c'est un service non marchand.
6. les biens économiques – est l'activité économique de création de bien et de services.
7. les entreprises – sont les agents économiques chargés de la production.
8. la microéconomie – est une personne qui effectue un travail pour une autre personne.
9. la justice – c'est l'étude à l'échelle d'un unité.

Devoir 6. *Barrez l'intrus .*

- 1) Construction européenne – hausse des prix – économies industrialisées – chômage – modification de la fiscalité – décisions gouvernementales.
- 2) Production – répartition – consommation – modification.
- 3) Boire – communiquer – manger – se vêtir – s'abriter.
- 4) Mathématiques – sociologie – philosophie – statistiques – psychologie.
- 5) Salariés – petits artisans – commerçants – agriculteurs – propriétaires – retraités.

## **TEST 2 (ACTIVITE ECONOMIQUE)**

Devoir 1. *Mettez l'article, s'il le faut:*

1. ... revenu ... ménages a progressé.
2. Lorsque ... revenu augmente, ... structure ... dépenses se modifie.
3. ... population active exclut ...étudiants et ... militaires.
4. On a souvent considéré ... facteur naturel comme moins important que ... deux autres.
5. ... choix de ... production doit tenir compte ... prix ... différents facteurs.
6. ... mot « capital » a ... plusieurs sens.

Devoir 2. *Mettez la préposition, s'il le faut:*

de, à, sur, en, par, pour

1. On peut employer plus ... travail et moins ... capital.

2. Le crédit ... la consommation influe ... l'achat.
3. On parle ... élasticité ... la demande ... rapport ... prix.
4. Le temps de travail a tendance ... diminuer.
5. Les services fournis ... la collectivité publique sont ... général gratuits ... l'utilisateur.

Devoir 3. *Mettez le verbe à la forme correcte.*

1. Même si la consommation individuelle (rester) la plus importante, la consommation collective (se développer) au cours de 30 dernières années.
2. En 1985, la France (produire) 3,2 millions de tonnes de pétrole.
3. On a constaté que la part des dépenses pour le logement , le transport et la santé (s'accroître).
4. Le facteur travail (constituer) de la population active.
5. Il faut que l'entreprise (investir) en capital technique.

Devoir 4. *Mettez le pronom convenable:*

1. Des produits ... ont vu leur prix baisser ont donc été demandés en plus grandes quantité.
2. Le pays ... a peu de ressources naturelles devra ... acheter à l'extérieur.
3. Les richesses sont fournis à l'homme par la nature mais il doit travailler pour ... extraire.
4. Les contribuables sont ... ... paient des impôts.
5. Si les ménages français dépensent aujourd'hui moins pour l'alimentation, ... ne signifie pas qu'ils mangent moins.

Devoir 5. *Donnez la famille des mots (au moins deux):*

emploi(m)	variation(f)
abaissement(m)	contribution(f)
investissement(m)	éducation(f)
accélération(f)	

Devoir 6. *Remplacez les mots en italique par leurs synonymes:*

1. L'investissement est nécessaire pour renouveler *l'équipement* usé.
2. Les chômeurs sont ceux qui cherchent *un emploi*.
3. Le temps de travail a tendance à *diminuer*.
4. La population active plus *instruite* s'adapte facilement à *l'évolution* technique.
5. Ce mots a plusieurs *notions*.
6. Le *niveau* d'équipement des ménages en biens durables a *progressé*.
7. La *quantité* demandée d'un bien *varie* en sens inverse de son *prix*.
8. La consommation individuelle représente *environ 2/3* du PIB.

Devoir 7. *C'est vrai ou c'est faux?*

1. L'organisation du travail est un des éléments qui améliorent la productivité?
2. La productivité du travail c'est la valeur de la production obtenue divisée par le coût des facteurs employés.
3. Le capital circulant doit être renouvelé en permanence.
4. La durée hebdomadaire de travail en France est 39 heures.
5. En 1990 , 64 % de la population active travaillaient dans l'industrie.

6. Aujourd'hui on reconnaît que les ressources naturelles ne doivent pas être gaspillées.

7. La quantité demandée d'un bien varie en sens inverse de son prix.

Devoir 8. *Mettez les adverbes et les adjectifs au comparatif:*

1. Les citoyens consomment (beaucoup) que les ruraux.

2. Si les ménages français ne dépensent aujourd'hui que 20% de leur revenus pour l'alimentation, cela ne signifie point qu'ils mangent (peu).

3. Les familles françaises sont (bien) équipées en biens durables.

4. Cette combinaison des facteurs est (bonne) que celle-là.

5. Le nombre de travailleurs employés dans notre entreprise est (petit) que dans l'entreprise voisine.

### **TEST 3 (CONCORDANCE DES TEMPS)**

Devoir 1. *Mettez le verbe à la forme correcte:*

1. Ils ont promis qu'ils (venir) chez nous pendant les vacances.

2. J'espérais que vous (être) à notre soirée.

3. On m'a répondu que le train (partir) il y a quelques minutes.

4. Bien qu'il (faire) froid, je me sens bien.

5. Il faut que vous (rendre) ces livres jeudi.

6. Elle ne comprenais pas pourquoi tout le monde la (regarder).

7. On m'a demandé quels pays je (visiter).

8. Je pense que tu (devoir) renoncer à cette idée.

9. Il n'est pas certain que qu'elle (vouloir) déménager.

10. Les gens racontaient qu'ils (voir) des loups dans le village.

11. Il est possible qu'elle ( ne pas pouvoir) arriver demain.

12. Je voyais qu'elle (être fatigué) et que rien ne la (intéresser).

13. Que tout le monde (sortir)!

14. Il me semble que je (lire) déjà ce livre.

15. Où sont les lettres que nous (recevoir) hier?

Devoir 2. *Traduisez les phrases:*

1. Преподаватель нас предупредил, что на следующей неделе у нас будет экзамен.

2. Я не думаю, что он знает больше, чем я.

3. Девочка повторяла, что кто-то ее толкнул.

4. А где грибы, которые вы собрали?

5. Никто не понимал, что происходит.

6. Она не хотела, чтобы кто-то пошел ее искать.

7. Мы только что заметили эту церковь.

8. Ребенок повторял, что он хочет есть.

9. Все боятся, что вы уедете.

10. Она уверена, что сможет его убедить.

11. Случается, что я заканчиваю свою работу до 6 часов.



## TEST DE CONTROLE

### *1. Mettez l'article ou la préposition «de»:*

1. Il entra. Il y avait ... neige sur ses chaussures. 2. ... neige est blanche. 3. Cette année il y a peu ... neige. 4. ... professeur est content ... travail ... étudiants. 5. Je mangerai ... soupe et ... pommes de terre. 6. ... température ... eau est très basse. 7. Ne sors pas, il fait ... vent aujourd'hui. 8. Peux-tu me donner ... petit morceau ... beurre?

### *2. Remplacez les mots soulignés par les pronoms:*

1. J'ouvre la porte. 2. Il aime beaucoup la musique. 3. Vous parlez à vos collègues. 4. Vous devez leur expliquer toutes les formalités. 5. Écrit-elle la lettre? 6. Répondez à cette dame! 7. Elle va aider sa mère. 8. Ne me donne pas ce livre! 9. Raconte ton voyage à ton ami!

### *3. Ouvrez les parenthèses en formant un des participes:*

1. Je vous présente une jeune fille (chanter) bien. 2. (Vouloir) me dire quelque chose, il m'a fait signe de sortir. 3. L'étudiante (répondre) au professeur est ma nièce. 4. Elle était riche à présent, (hériter) de grosses sommes. 5. Nous admirions le tapis blanc (couvrir) la terre. 6. Je suis venu au théâtre (espérer) de vous y trouver. 7. (Arriver) chez lui, il se jeta sur le canapé.

### *4. Mettez les verbes aux temps qui conviennent:*

1. Mon ami m'a dit qu'il ne (pouvoir) pas aller demain au théâtre parce qu'il (être) occupé. 2. Je ne savais pas que mon camarade (passer) son examen la semaine dernière. 3. Ils nous ont écrit qu'ils (faire) leurs études à la faculté de médecine. 4. Elle m'a écrit que son père lui (acheter) une montre. 5. Nous avons prévenu nos amis que nous ne (pouvoir) pas venir les voir dimanche. 6. Michel voulait savoir qui lui (écrire) cette lettre.

### *5. Mettez un adjectif ou un pronom démonstratif:*

1. Donne-moi ... lampe; ... ne marche pas. 2. Regarde ... arbres, je préfère ... à ... . 3. ... vélo rouge est ... de Véronique. 4. Monique regarde ... qui parlent. 5. Je ne comprends pas ... que tu me racontes.

### *6. Mettez un adjectif ou un pronom possessif:*

1. Tu passeras ... vacances chez ... tante et ... oncle. 2. Je leur ai prêté ... camion; ... est trop petit pour transporter ... marchandises. 3. En anglais Damien est plus fort que moi, ... notes sont moins bonnes que ... . 4. Alain et Carole ont envoyé une carte postale à ... grands-parents. 5. Martin et Agnès parlent à ... enfants et ils ... donnent toujours des conseils.

### *7. Faites précéder les noms suivants par les adjectifs mis en tête de l'alinéa:*

1. Beau: un ... garçon; un ... arbre; une ... place.  
2. Vieux: une ... femme; un ... ami; un ... médecin.  
3. Nouveau: un ... bâtiment; un ... hôtel; une ... manière.  
4. Fou: une ... idée; un ... espoir; un ... projet.  
5. Mou: un ... oreiller; une ... poire; un ... lit.

8. *Mettez au féminin les groupements de mots suivants:*

Un chien fidèle, un époux jaloux, un chat méchant, un neveu indiscret, un gros loup; un bon ami; un nègre poli

9. *Mettez au pluriel les séries ci-dessous:*

Un journal commercial, un vieil homme; un résultat final, un élève paresseux, une scène curieuse, un gros morceau, une longue allée, un beau bijou.

### 3.3. КРИТЕРИИ ОЦЕНИВАНИЯ РАБОТЫ СТУДЕНТОВ

#### 1. Оценка перевода.

Уровни	Баллы	Чтение
I. Низкий (рецептивный)	0	Отсутствие перевода или отказ от него
	1	Перевод текста на уровне отдельных словосочетаний и предложений при проявлении усилий и мотивации.
	2	Неполный перевод текста (менее 90 %). Допускаются грубые искажения в передаче содержания. Отсутствует правильная передача характерных особенностей стиля переводимого текста.
II. Удовлетворительный (рецептивно-репродуктивный)	3	Неполный перевод (90 %). Допускаются грубые смысловые и терминологические искажения. Нарушается правильность передачи характерных особенностей стиля переводимого текста.
	4	Полный перевод. Допускаются грубые терминологические искажения. Нарушается правильность передачи характерных особенностей стиля переводимого текста.
III. Средний (репродуктивно-продуктивный)	5	Полный перевод. Допускаются незначительные искажения смысла и терминологии. Не нарушается правильность передачи стиля переводимого текста.
	6	Полный перевод. Отсутствуют смысловые искажения. Допускаются незначительные терминологические искажения. Нарушается правильность передачи характерных особенностей стиля переводимого текста
IV. Достаточный (продуктивный)	7	Полный перевод. Соблюдается точность передачи содержания. Отсутствуют терминологические искажения. Допускаются незначительные нарушения характерных особенностей стиля переводимого текста.
	8	Полный перевод. Отсутствуют смысловые и терминологические искажения. В основном соблюдается правильная передача характерных особенностей стиля переводимого текста.
V. Высокий (продуктивный, творческий)	9	Полный перевод. Отсутствуют смысловые и терминологические искажения. Правильная передача характерных особенностей стиля переводимого текста.
	10	Полный перевод. Отсутствуют смысловые и терминологические искажения. Творческий подход к передаче характерных особенностей стиля переводимого текста.

#### 2. Оценка понимания при чтении. Показатели оценки чтения.

Уровни	Балл	Чтение
I. Низкий (рецептивный)	0	Отсутствие ответа или отказ от ответа.
	1	Понимание менее 30% основных фактов и смысловых связей между ними.
	2	Понимание 30% основных фактов и смысловых связей меж-

		ду ними.
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II. Удовлетворительный (рецептивно-репродуктивный)	3	Понимание менее 50% основных фактов и смысловых связей между ними.
	4	Понимание 50% основных фактов текста и смысловых связей между ними.
III. Средний (репродуктивно-продуктивный)	5	Понимание большинства основных фактов текста, смысловых связей между ними и отдельных деталей текста.
	6	Понимание всех основных фактов текста, смысловых связей между ними и 50% деталей текста.
IV. Достаточный (продуктивный)	7	Понимание всех основных фактов текста, смысловых связей между ними и 70% деталей текста.
	8	Понимание всех основных фактов текста, смысловых связей между ними и 80% деталей текста.
V. Высокий (продуктивный, творческий)	9	Понимание всех основных фактов текста, смысловых связей между ними и 90% деталей текста.
	10	100-процентное понимание основных фактов текста, смысловых связей между ними и деталей текста.

### **3. Оценка письменных текстов.**

100% – 95% правильных ответов	10 баллов
94,8% – 90% правильных ответов	9 баллов
89,6% – 83% правильных ответов	8 баллов
82,6% – 75% правильных ответов	7 баллов
74,6% – 65% правильных ответов	6 баллов
64,7% – 50% правильных ответов	5 баллов
49,7% – 35% правильных ответов	4 балла
34,7% – 20% правильных ответов	3 балла
19,7% – 10% правильных ответов	2 балла
9,7% – 1,8% правильных ответов	1 балл
1,4% – 0% правильных ответов	0 баллов

Наименьшая положительная оценка – 4 балла – выставляется при правильном выполнении не менее 2/3 заданий. Отсутствие работы или отказ от выполнения соответствуют оценке 0 баллов.

В курсе используется рейтинговая система обучения. Основная идея этой системы – повышение творческого начала всех участников педагогического процесса, максимальная индивидуализация обучения, резкая интенсификация и активизация самостоятельной работы студентов, прежде всего, на основе принципа интегральной многобалльной рейтинговой оценки знаний. Балл рейтинга состоит из суммы баллов за посещение практических занятий, активное участие на занятиях, выполнение домашних заданий, творческий подход к выполнению заданий, письменный перевод текстов, сдачу устных тем, участие в СНК, зачет/экзамен.

## 4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

### 4.1. СЛОВАРИ

#### 4.1.1. АНГЛИЙСКИЙ ЯЗЫК

##### **ENGLISH VOCABULARY FOR BUSINESS**

##### **Affiliate**

Companies that sell other manufacturers' or retailers' (sponsoring merchants) products on their Web sites. Users select a product at the affiliate Web site, but the sale is actually transacted at the sponsoring merchant's Web site. Affiliates are similar in concept to industry-based manufacturer representatives that sell multiple manufacturers' product lines.

##### **Agent**

Software that acts as an intermediary for a person by performing some activity. Agents can "learn" an individual's preferences and act in the person's best interest and may even negotiate and complete transactions. A purchasing manager's agent may learn corporate specifications, determine when inventory is low and search the Internet for the lowest-cost supplier.

##### **Aggregator**

Enables buyers within a market to select among various competitors by aggregating information about the market and its suppliers and providing this information via a Web site. Aggregators may provide decision-support applications that integrate supplier information with third-party information and with user requirements or preferences to allow users to differentiate services and features of the various competitors. Content aggregators aggregate information and match it to user preferences. These preferences may be declared actively (user explicitly specifies) or passively (software discerns preferences from user behavior or interest) and are used to filter aggregated content and deliver only what matches user preferences.

##### **Application Service Provider (ASP)**

ASPs aggregate, facilitate and broker IT services to deliver IT-enabled business solutions across a network via subscription-based pricing.

##### **Available to Promise (ATP)**

The uncommitted portion of a company's inventory or planned production. ATP is maintained as a tool for promising orders to buyers.

##### **Auction**

An electronic market, which can exist in both a business-to-business and business-to-consumer context. Sellers offer products or services to buyers through a Web site with a structured process for price-setting and fulfillment. Web auctions may follow English, Dutch, reverse-bid or sealed-bid processes.

##### **Banner**

An advertisement that appears on a Web site. The ad format is a "banner," a combination of graphic and textual content entreating the Web site user to "click through" for further information on the advertised product or service.

"Brick and Mortar"

Describes a traditional company with no Web channels as a sales outlet for its products or services.

### **Browser**

A software program used to locate and display information on an intranet, extranet or the Internet. Browsers are most often used to access Web pages. Most browsers can display graphics, photographs and text; multimedia information such as sound and video may require additional software called "plug-ins."

### **Business-to-Business Commerce (B2B)**

Using electronic interactions to conduct business among enterprises, typically as a result of formal, contractual arrangements. B2B functions include sophisticated Web authorization and control (WAC) for delivery of sensitive price, contract and content information for each partner; catalogs that provide custom views based on access control and parametric search for serious business buyers; and order entry functions such as standardized "ship to" locations, dynamic order recalculation and payment options.

### **Business-to-Consumer Commerce (B2C)**

Using electronic interactions to conduct business with consumers. B2C may include formal relationships (e.g., customers with assets under care or with subscription services or content) and ad hoc relationships (formed in real time to enable a new user to buy, sell or access information).

### **Business Intelligence (BI)**

An interactive process of analyzing and exploring structured, domain-specific information (often stored in a data warehouse) to discern trends or patterns, thereby deriving insights and drawing conclusions. The BI process includes communicating findings and effecting change. BI domains include customers, products, services or competitors.

### **Business Process Re-Engineering (BPR)**

Fundamental analysis and radical redesign of business processes and management systems to achieve dramatic change or performance improvement. BPR uses objective, quantitative methods and tools to analyze, redesign and transform business processes including their supporting organization structures, information systems, job responsibilities and performance standards.

### **Buy Side**

Processes for companies to purchase products. Includes requisitioning, product catalogs, approvals, user identification, purchase order creation, payment processing and integration to other systems. Processes occurring upstream from the company with trading partners, suppliers, etc.

### **"Click and Mortar"**

Describes a company with physical outlets as well as an on-line presence for the sale of its products or services.

### **Clickthru**

A clickthru occurs when a web site visitor responds to a banner or other advertisement by clicking on the advert. Advertisers pay websites additional fees based on the number of clickthru's per unit time.

### **Collaborative Commerce (C-Commerce)**

The collaborative, electronically enabled business interactions among an enterprise's internal personnel, business partners and customers throughout a trading community. The trading community could be an industry, industry segment, supply chain or supply chain segment.

### **.com**

an Internet only entity. .coms can be created by traditional brick and mortar entities or by independent entities. Examples: amazon.com, barnesandnoble.com (barnesandnoble.com is a separate legal entity from the physical book retailer.)

### **Commerce Service Provider (CSP)**

Service providers that specialize in Web-enabled e-commerce services, as well as those offering specific software or outsourcing support for these services.

### **Community**

A constantly changing group of people collaborating and sharing their ideas over an electronic network (e.g., the Internet). Communities optimize their collective power by affiliation around a common interest, by the compression of the time between member interactions (i.e., communicating in real time), and by asynchronous "postings" which potentially reach more participants and allow for more reflection time than real-time interactions.

### **Competitive Intelligence (CI)**

Analysis of an enterprise's marketplace to understand what is happening, what will happen and what it means to the firm. CI business goals may be offensive: to confidently position the firm in the marketplace, to plot a course for future positioning and to allocate short- and long-term resources; or defensive: to know what is happening, what may happen and how to react.

### **Content Provider**

A firm whose products are information-based (content), including services to access and manage the content.

### **Cookies**

Small files that are automatically downloaded from a Web server to the computer of someone browsing a Web site. Information stored in cookies can then be accessed any time that computer returns to the site. Cookies allow Web sites to "personalize" their appearance by identifying visitors, storing passwords, tracking preferences, and other possibilities.

### **CORBA (Common Object Request Broker Architecture)**

It can be tough to get computers and software to talk to each other, particularly if the products use different operating systems and architectures. The OMG's (Object Management Group) CORBA standard, established in 1991, provides a set of common interfaces through which object-oriented software can communicate, regardless of computer platform.

### **.corp**

a bricks and mortar AND Internet entity operating together/in parallel. .corps are usually created by traditional brick and mortar entities as a response to on-line retailers. Example: The Gap and gap.com.

### **Customer Relationship Management (CRM)**

A technology-enabled strategy to convert data-driven decisions into business actions in response to, and in anticipation of, actual customer behavior. From a technology perspective, CRM represents the systems and infrastructure required to capture, analyze and share all facets of the customer's relationship with the enterprise. From a strategy perspective, it represents a process to measure and allocate organizational resources to those activities that have the greatest return and impact on profitable customer relationships.

### **Demand Aggregators**

A term used to describe operators who 'collect' demand from consumers for a par-

ticular item. Priceline.com (airline tickets, hotel rooms, etc.) and Aداuction.com (advertising space) are examples. These companies allow consumers to obtain discounts to market prices and allow sellers to sell what might otherwise go unsold and 'see' the latent demand for their goods/services that exists below the established price points.

### **Digital Cash**

A system that allows a person to pay for goods or services by transmitting a number from one computer to another. Like the serial numbers on real dollar bills, the digital cash numbers are unique. Each one is issued by a bank and represents a specified sum of real money. One of the key features of digital cash is that, like real cash, it is anonymous and reusable. That is, when a digital cash amount is sent from a buyer to a vendor, there is no way to obtain information about the buyer. This is one of the key differences between digital cash and credit card systems. Another key difference is that a digital cash certificate can be reused.

### **Digital Wallet**

A digital token downloaded and stored on a PC used by a consumer during Internet shopping. Using the token during a buying process initiates a customer profile download (credit card information, the shipping and billing addresses, etc) into the purchase form as well as creating a record of information about the transaction. For consumers, the initial value proposition behind the wallet is to make an "ease of transaction" by putting an end to filling out forms. Advanced uses of the wallet include storing shopper preferences, alerting the consumer to special offers, alerting the consumer to better pricing for an item at another site, alerting the consumer his car is in need of an oil change, etc.

### **Discount Rate**

A percentage fee paid to the merchant account provider or ISO (independent service organization) for handling an electronic transaction. Most Web merchants pay between two and 10 percent of their revenue from online credit card or electronic check orders.

### **Domain Name**

A unique identifier for an Internet site which consists of at least two (but sometimes more) parts separated by periods (e.g., <http://www.info-edge.com>). Enterprises must register top-level domains with the Web Internet Registry and pay a yearly fee to maintain the registry.

### **E Business**

Any Internet- or network- enabled business activity that transforms internal and external relationships to create value and exploit market opportunities driven by new rules of the 'connected economy'.

### **Electronic Commerce (E-Commerce, EC)**

The use of communication technologies to transmit business information and transact business. Taking an order over the telephone is a simple form of EC. Internet commerce is also EC, but is only one of several advanced forms of EC that use technology, integrated applications and business processes to link enterprises.

### **Electronic Catalog (E-Catalog)**

An aggregation mechanism that presents goods or services for sale and enables users to buy goods or services in electronic marketplaces.

### **Electronic Data Interchange (EDI)**

The electronic exchange of trading documents (e.g., invoices and orders) to enable e-commerce. Originally conducted only through value-added networks, EDI is grad-



ually moving to the Internet.

### **E-Mall**

A Web site that maintains catalogs from multiple suppliers. Buyers enter the site, view many suppliers at once and purchase products or services. E-malls often charge a fee for tenancy or membership, may take title to the goods themselves, and are selling environments based on traditional notions of print and broadcast advertising that entice visitors to buy.

### **E-Market Maker**

Intermediaries that develop a B2B e-marketplace of buyers and sellers within an industry, geographic region or affinity group. They enter supply chains introducing new efficiencies and new ways of selling and purchasing products and services by providing content, value-added services, and often e-commerce capabilities. They are generally managed by a third party within a trading community.

### **E-Marketplace**

A Web site that enables buyers to select from many suppliers. E-marketplaces – which focus on putting the buyer in control – are buying that aggregate supplier content and provide decision support tools that enable a buyer to make the most informed decision.

### **Employee Self-Service (ESS)**

Electronic services for employees to access or edit information previously controlled by an internal support staff. Examples are procurement (ordering supplies) or human resources (training registration or update of benefit choices).

### **Extranet**

A collaborative, Internet-based network to link an enterprise with its suppliers, customers or other external business partners and to facilitate intercompany relationships. Extranets use Internet-derived applications and technology to become the secured extensions of internal business processes to external business partners.

### **Frictionless Commerce/Frictionless Economy**

According to theory, the Internet is a nearly perfect market because information is instantaneous and buyers can compare the offerings of sellers worldwide. The result is fierce price competition, dwindling product differentiation, and vanishing brand loyalty. Real world evidence casts doubts on the validity of this theory. Positive Feedback Markets, Demand Side and Supply Side Economies of Scale, and Lock In and Switching Costs are concepts that rebut the notion of Frictionless Commerce.

### **Functional Hub**

A B2B hub focusing on a specific business function or process across industries. Functional hubs focus on MRO purchasing, employee benefits administration, logistics, etc. and provide deep process or functional expertise for customers.

### **Hit**

A Website 'visit' from a site visitor. Different statistical packages count hits differently, which creates confusion about how many users actually visit a given site. This can be a problem as Websites determine fees for advertisers.

### **Holdback**

A portion of the revenue from a merchant's credit card transactions, held in reserve by the merchant account provider to cover possible disputed charges, chargeback fees, and other expenses. After a predetermined time, holdbacks are turned over to the merchant. Note: Merchant account providers almost never pay interest on holdbacks.

### **Hub**

An electronic marketplace facilitating e-commerce by aggregating buyers and sellers and acting as the transaction intermediary.

### **Hybrid Business**

A brick-and-mortar business that has responded to Internet threats by creating a Web front end with links to back-end systems; or a dot.com (virtual company) that is creating traditional infrastructure, such as a warehouse and logistics system, to meet customer expectations.

### **Impression**

A banner, pop-up, or other advertisement on a portal, or website. Advertisers pay the website on an impressions per unit time basis. 1000 impressions per day. (this definition is in question)

### **Intellectual Assets**

Intangible assets including employees' knowledge; data and information about processes, experts, products, customers and competitors; brand names and image; and intellectual property, such as patented, trademarked or copyrighted materials and regulatory licenses.

### **Interactive Relationship Managers (IRM)**

Infomediaries that collect user data based on surfing habits of ISP customers and tailor marketing/promotional programs according to what those customers might like or need.

### **Internet Sales Outlet (ISO)**

A third-party Web site that attracts visitors looking to buy goods or services. ISOs make money by selling links or ads that lead directly to the merchant Web sites, or by selling products or services on behalf of Web merchants.

### **Independent Service Organization (ISO)**

A firm or organization that offers to process online credit card transactions, usually in exchange for transaction fees or a percentage of sales. Merchants must generally establish a merchant account before contracting for ISO services, although some ISOs claim not to require separate merchant accounts.

### **Issuing Bank**

The bank that maintains the consumer's credit card account and must pay out to the merchant's account in a credit card purchase. The issuing bank then bills the customer for the debt.

### **Java**

A programming language frequently used on Web sites. Some Java programs, or "applets" are downloaded from the Web server to the visitor's own computer, which then runs them. This distinguishes Java programs from other Web programming languages, such as PERL, that reside and run on the Web server (only the results are downloaded to the visitor's computer).

### **JPEG (or JPG)**

A file format used for storing graphic images, usually photographs. JPEG files are larger than GIFs of the same image but offer better color control and clarity. See also GIF.

### **Knowledge Management (KM)**

A business process that formalizes management and leverage of a firm's intellectual assets. KM is an enterprise discipline that promotes a collaborative and integrative approach to the creation, capture, organization, access and use of information assets, including the tacit, uncaptured knowledge of people.

### **Mail Order / Telephone Order Discount Rate (MOTO Discount Rate)**

The discount rate charged by the merchant account provider for credit card transactions in which the actual credit card was not available to the merchant. MOTO discount rates are generally higher than swipe discount rates to account for the increased chance of fraud or nonpayment.

### **Maintenance, Repair and Operations (MRO)**

The activities and material purchased to support activities associated with the operation and repair of any facility, equipment or asset. Companies enter into contracts with functional hubs to outsource MRO procurement.

### **MAP (Merchant Account Provider)**

A bank or other institution that hosts merchant accounts and processes online credit card transactions. The term is also often used broadly to include any credit card processing service, including ISOs.

### **Market of One**

Continuous customization of the content, services and interactions with a customer to deliver exactly what he or she needs and to create the sense that he or she is a market of one.

### **Market Spoilers or Market Killers**

Web-based businesses that aggregate information about a market and its suppliers, present the aggregated information to consumers via a Web site, and increasingly offer decision support to allow customers to differentiate based on independent validation of competitors' services and features. These businesses diminish the advantage of suppliers that compete through brand identity or reputation.

### **Matchmakers**

Web sites that refer a buyer to a Web merchant willing to sell a good or service at the price specified by the buyer.

### **Merchant Account**

A bank account established by a merchant to receive the proceeds of credit card purchases. By establishing a merchant account, the merchant bank agrees to pay the merchant for valid credit card purchases in exchange for the right to collect on the debt owed by the consumer.

### **Merchant Bank**

A bank that holds a merchant account. After a consumer buys a product using a credit card, the merchant bank places funds into a merchant account in exchange for the right to collect on the debt owed by a consumer. See also: merchant account provider.

### **Merchant Services Provider**

A bank, ISO, or other firm that provides services for processing financial transactions, usually credit card sales. Many MSPs provide merchant accounts, while others require their clients to establish merchant accounts on their own. Some MSPs claim that they do not require merchant accounts; this may indicate factoring, which is illegal in many areas. See also holdback.

### **Micro-Marketplace (MM)**

A narrowly focused market that aggregates multiple vendor offerings, content and value-added services (such as comparison of features) to enable buyers within a particular industry, geographic region or affinity group to make informed purchasing decisions.

### **Micropayment**

Very small charges, perhaps even less than a penny, processed through e-commerce systems. Until this time, e-commerce has been largely limited to purchases of

\$10 (U.S.) or more. With micropayments, however, e-commerce merchants can sell products for far lower prices, such as charging small fees for downloading documents or charging per click for online advertising. Micropayment systems are still largely experimental and not widely available.

### **Personalization**

Using continually adjusted user profiles to match content or services to individuals. Personalization includes determining a user's interest based on his or her preferences or behavior, constructing business rules to select relevant content based on those preferences or behaviors, and presenting the content to the user in an integrated, cohesive format.

### **Portal**

A high-traffic, broadly appealing Web site with a wide range of content, services and vendor links. It acts as a value-added middleman by selecting the content sources and assembling them together in a simple-to-navigate (and customize) interface for presentation to the end user. Portals typically include services such as e-mail, community and chat.

### **Public Key Encryption**

A method of encrypting electronic data. Developed to account for weaknesses in symmetric encryption, public key encryption does not require the transmission of decoding keys themselves.

### **Profile**

A definition of customer preferences, behaviors or demographics.

### **Sell Side**

Processes for companies to sell their products, including catalogs, transaction processors, payment processors, and supply chain management methods and tools. Processes occurring downstream from the company with trading partners, distributors, end consumers, etc.

### **SET (Secure Electronic Transaction)**

A system for encrypting e-commerce transactions, such as online credit card purchases. Developed by Visa, MasterCard, Microsoft, and several major banks, SET combines 1,024-bit encryption with digital certificates to ensure security. SET is still in development.

### **SSL (Secure Socket Layer)**

A system for encrypting data sent over the Internet, including e-commerce transactions and passwords. With SSL, client and server computers exchange public keys, allowing them to encode and decode their communication.

### **Sticky**

A website quality referring to the amount of time a visitor stays at the site. A sticky site is one with longer than average visit times. An average web page visit is five minutes.

### **Streaming**

Technology that allows the user to play audio or video as the audio/video data is downloading.

### **Supply Chain Management (SCM)**

The process of optimizing delivery of goods, services and information from supplier to customer. SCM is a set of business processes that encompasses a trading-partner community engaged in a common goal of satisfying the end customer.

### **Uniform Resource Locator (URL)**

The character string or Web address that identifies an Internet document's exact name and location.

### **Vertical Hub**

A B2B hub focusing on a vertical market or industry. Vertical hubs focus on energy, steel, telecommunications, paper, plastics, etc and provide deep domain-specific content and domain-specific relationships for customers.

### **Virtual Company**

A company integrating several ideals: outsourced non core competencies; a focus on core strength/business; little or no physical presence or infrastructure; a network of business alliances; the exploitation of intellectual capital; and a heavy reliance on telecommunications. Virtual companies have outsourced the physical processes and administrative attributes of traditional business, and expanded and combined intellectual activities (e.g., problem solving) with standard business processes such as marketing.

### **Web Site**

A collection of files accessed through a Web address, covering a particular theme or subject, and managed by a particular person or organization. Its opening page is called a home page. A Web site resides on servers connected to the Web network and is able to format and send information requested by worldwide users 24 hours a day, seven days a week. Web sites typically use the Hypertext Markup Language (HTML) to format and present information and to provide navigational facilities that make it easy for the user to move within the site and around the Web.

## **4.1.2. ФРАНЦУЗСКИЙ ЯЗЫК**

### **DICTIONNAIRE ECONOMIQUE FRANÇAIS-RUSSE**

#### **A**

**Accélérateur:** relation qui établit que l'investissement est une fonction croissante de la consommation.

**Actif:** ensemble des biens matériels et immatériels détenus par un agent économique.

Exemple: un bien d'équipement ou les actions d'une autre entreprise.

**Action:** titre représentant une partie du capital d'une entreprise. Elle confère à son détenteur un droit de propriété sur une partie du capital et un droit de vote dans la gestion de l'entreprise.

**Activité économique:** ensemble des actes que doivent accomplir les hommes pour satisfaire leurs besoins à partir de la production et de l'échange de biens et services.

**Actualisation:** méthode qui consiste à exprimer la valeur d'une somme monétaire future en un équivalent actuel. Si je possède dix francs aujourd'hui, pour que j'accepte de l'échanger contre une somme dans un an, il faudra que l'on me propose plus que dix francs en échange. En effet, l'impatience, l'inflation, le coût d'opportunité de l'utilisation de cette somme pendant un an etc. me pousse à demander plus que la somme initiale (dix francs).

**Agent économique:** désigne les personnes physiques ou morales qui participent à l'activité économique.

**Agent représentatif:** en théorie économique, représente l'hypothèse selon laquelle l'économie serait formée d'agents identiques par leurs préférences ou leur

fonctions de production. Il est suffisant alors de ne s'intéresser qu'au comportement d'un seul de ces agents pour comprendre le fonctionnement de l'économie dans son ensemble.

**Amortissement:** en économie, mesure la perte de valeur subie par un stock de capital. Cette perte provient soit de son usure physique, soit de son obsolescence.

**Anticipation:** hypothèse subjective concernant l'évolution future d'une variable donnée permettant de fonder des prévisions en vue d'une action future.

**Appréciation:** en régime de changes flexibles, désigne la hausse du cours d'une monnaie.

**Asymétrie d'information:** situation dans laquelle les participants à un marché ne possèdent pas tous la même information sur les produits, les risques, les préférences des autres agents etc., certains étant mieux informés que d'autres.

**Autofinancement:** Financement (des investissements) fait à partir des ressources propres de l'entreprise, c'est à dire sans faire appel à l'emprunt (bancaire ou obligataire) ou à la bourse (augmentation de capital).

## **B**

**Balance commerciale:** compte récapitulant les importations et les exportations de biens d'un pays.

**Balance des capitaux:** compte récapitulant les entrées et sorties de capitaux d'un pays.

**Balance des invisibles:** compte récapitulant les exportations et importations de services et de revenus d'un pays.

**Balance des paiements:** compte retraçant l'ensemble des échanges d'un pays.

**Balance des transactions courantes:** compte récapitulant les opérations de la balance commerciale et de la balance des invisibles.

**Banque:** organisme financier qui concentre les moyens de paiement, assure la distribution du crédit, le change, les opérations de tenue des marchés et l'émission de billets de banque. En général, cette dernière fonction est assurée par une seule banque dans le pays : la Banque Centrale.

**Base monétaire:** monnaie centrale. Elle comprend les billets et pièces ainsi que les réserves des banques de second rang auprès de la Banque Centrale. Voir aussi multiplicateur de la base monétaire et diviseur de la base monétaire.

**Besoin:** sentiment de privation qui porte à désirer un bien ou un service. La satisfaction des besoins est le but de l'activité économique. Ce but n'est jamais complètement atteint. On suppose en économie que les besoins des hommes sont infinis et les ressources pour les satisfaire insuffisantes.

**Bien collectif:** ou bien public. Un bien est un bien public si :

– il est non-exclusif. On ne peut en empêcher sa consommation en faisant banque d'banpayer un prix à celui qui le consomme (exemple : l'éclairage public).

– il est non-rival. Le fait que plusieurs individus le consomment en même temps ne retire pas d'utilité à l'un d'entre eux (exemple : un feu d'artifice).

Il existe également des biens dits mixtes, qui respectent une seule de ces deux conditions

**Bien économique:** Tout moyen capable de satisfaire un besoin. Il existe une infinité de biens économiques différents. En effet, un bien se caractérise non seulement par ses caractéristiques physiques, mais également par sa localisation et sa date de disponibilité.

Exemple: une glace au chocolat n'est pas le même bien si vous en disposez au pôle Nord ou en Afrique.

**Biens complémentaires et biens substituables:** deux biens sont complémentaires si leur utilisation conjointe permet de satisfaire un besoin. Exemple : un stylo et du papier. Deux biens sont substituables s'ils satisfont le même besoin ou des besoins proches.

Exemple: l'automobile et le train.

## C

**Capital:** Très complexe à définir. Revêt de nombreux sens. En première approche, il s'agit de tout actif susceptible de procurer un revenu. Dans une optique productive, il s'agit d'un des facteurs de production (aux côtés du travail), un bien utilisé dans la production d'autres biens. Par extension, on parle du capital pour désigner l'ensemble des biens de ce type. Cette approche a mené à une querelle entre les auteurs néoclassiques (Solow, Samuelson) et les auteurs postkeynésiens (Robinson) dans le cadre des recherches sur la croissance. Chez Marx, c'est le caractère structurant du capital qui importe, le fait qu'il crée une division en classes de la société entre ceux qui détiennent les moyens de production et ceux qui n'ont que leur travail pour vivre (les prolétaires).

**Capital humain:** aptitude des individus à s'insérer dans un processus productif. Il comprend pour l'essentiel l'éducation et la santé.

**Capitalisme:** système économique utilisant le capital comme facteur de production et basé sur son accumulation. Il suppose en général la propriété privée du capital.

**Capitaux flottants:** désigne au niveau international les capitaux qui s'investissent d'une place financière à l'autre en fonction des événements conjoncturels.

**Chocs d'offre, chocs de demande:** désigne une hausse ou baisse inattendue de la production (par l'intermédiaire d'une hausse de la productivité) ou de la demande.

Exemple: les chocs pétroliers ont constitué des chocs d'offre négatifs en augmentant les coûts de production, diminuant la productivité et la production.

**Chômage:** état d'un travailleur sans emploi, à la recherche effective d'un emploi et disponible pour occuper un emploi.

**Coefficient de capital:** rapport entre la valeur du capital utilisé dans la production et la valeur de la production.  $v = K / Y$

**Concurrence imparfaite:** se définit par opposition à la concurrence parfaite. Un marché se caractérise par une structure de concurrence imparfaite si l'un des principes de la concurrence pure et parfaite est violé de manière significative. Cela aboutit à des structures de type monopolistique, oligopolistique, de concurrence monopolistique etc.

**Concurrence parfaite:** structure de marché de référence en économie qui se caractérise par les quatre conditions suivantes:

– l'atomicité: un grand nombre d'offreurs et de demandeurs se rencontrent sur ce marché, de sorte qu'aucun agent ne peut avoir d'influence, par son seul comportement, sur les prix du marché;

– l'homogénéité: tous les biens offerts sont strictement identiques ;

– l'information parfaite: chaque participant au marché peut connaître toutes les informations susceptibles de lui être utiles pour opérer les échanges les plus avantageux possibles ;

– la libre entrée et libre sortie: chacun peut à tout moment choisir de participer ou

non au marché.

**Consommation:** emploi d'un bien ou d'un service en vue soit de sa transformation dans la production (consommation intermédiaire) soit de la satisfaction d'un besoin (consommation finale) impliquant la destruction immédiate ou progressive de ce bien.

**Contrat à terme:** Contrat précisant les conditions d'un échange qui aura lieu ultérieurement aux conditions précisées aujourd'hui. Exemple : vente de 500 dollars contre 495 euros dans 3 mois.

**Coût d'opportunité:** gain qu'entraînerait un emploi différent d'une ressource économique.

Exemple: l'investissement en éducation entraîne un coût d'opportunité courant qui peut s'évaluer par le salaire que toucherait l'individu en travaillant immédiatement.

**Coût d'usage du capital:** exprime les coûts engendrés par l'utilisation du capital. Il comprend principalement le taux d'intérêt et le coût de la dépréciation du capital.

**Coût marginal:** coût de la production d'une unité supplémentaire.

**Coût moyen:** coût de production total divisé par le nombre d'unités produites. Il représente le coût unitaire.

**Crise économique:** retournement brutal de la conjoncture se traduisant par un excès d'offre immédiatement suivie par une contraction de l'activité économique.

**Croissance:** augmentation sur une longue période du produit national par tête.

**Cycle:** fluctuations régulières de fréquences périodiques et d'amplitude relativement fixe de l'activité économique.

Le cycle comprend quatre phases:

- l'expansion;
- la crise;
- la contraction;
- la reprise.

**Cycle de vie (hypothèse du):** relatif à la théorie du cycle de vie de Franco Modigliani. Pour Modigliani, l'individu choisit sa consommation en fonction de l'évolution prévue de sa richesse tout au long de sa vie (son cycle de vie). Voir la question-réponse consacrée à ce point.

## D

**Demande effective:** dans la terminologie keynésienne, désigne la demande globale perçue (anticipée) par les entrepreneurs, à partir de laquelle ils prennent leurs décisions de production et d'emploi.

**Demande globale:** somme des demandes individuelles sur un marché (voire pour toute l'économie, en macroéconomie).

**Demande nette:** synonyme d'excès de demande, c'est la différence entre la demande globale et l'offre globale.

**Défaillances du marché:** situation dans laquelle l'efficacité maximale ne peut être atteinte par les mécanismes du marché, notamment en présence d'une situation de monopole ou d'oligopole, d'effets externes ou de biens publics.

**Déflation:** diminution générale et durable du niveau général des prix.

**Dépression:** conjoncture caractérisée, baisse de l'offre globale (mesurée en pratique par le PIB).

**Dépréciation:** en changes flexibles, baisse de la valeur d'une monnaie par rapport aux autres, par le jeu de l'offre et de la demande sur le marché des changes.

**Dévaluation:** en changes fixes, décision d'un gouvernement de diminuer la



valeur de sa monnaie par rapport aux autres monnaies.

**Diviseur monétaire:** relation qui détermine la création monétaire dans une économie d'endettement. La base monétaire est déterminée par la quantité de crédit octroyée par les banques (qui se retournent ensuite vers la Banque Centrale pour leur refinancement, d'où la variation de la base monétaire). L'offre de monnaie est exogène. Cette relation est :  $dB = 1 / k dCr$ . Avec B la base monétaire, k le multiplicateur de crédit,  $1 / k$  le diviseur et Cr le crédit distribué par les banques. Voir aussi multiplicateur monétaire.

**Duopole:** situation de marché de concurrence imparfaite caractérisée par la présence de deux offreurs face à un grand nombre de demandeurs.

## E

**Economie:** selon Jean-Baptiste Say, il s'agit de la science qui étudie la production, la répartition, la distribution et la consommation des richesses dans la société.

Selon Lionel Robbins, l'économie est la science qui étudie les comportements humains en tant que relation entre les fins et les moyens rares à usages alternatifs.

D'un point de vue sémantique, l'Economie a pour particularité de porter le même nom que son objet d'étude.

**Economie de marché:** économie caractérisée par:

– la propriété privée des moyens de production; – la recherche légitimée de l'intérêt personnel; – l'allocation des ressources est guidée par les mécanismes de prix.

On peut ajouter que la décentralisation des échanges est assurée par l'utilisation de la monnaie, quoique le troc est une forme possible d'économie de marché.

**Effet de substitution et effet de revenu:** dans une situation où le prix d'un bien A diminue par rapport à celui d'un autre bien B, deux réactions sont possibles pour un consommateur:

– il peut choisir de consommer plus de A qui est devenu moins cher. On dit que l'effet substitution l'emporte;

– il peut consommer autant de A (ce qui lui coûte moins cher qu'avant) et utiliser les économies réalisées à consommer plus de B. On dit que l'effet revenu l'emporte.

Le choix dépendra de la fonction d'utilité du consommateur, qui représente ses préférences en termes de quantités de A et B consommées.

**Elasticité:** mesure la variation relative d'une variable en fonction de la variation relative d'une autre variable.

Exemple: l'élasticité de la demande d'un bien par rapport à son prix, exprime de combien de pour cent la demande diminue lorsque le prix augmente de un pour cent. Mathématiquement, l'élasticité de x par rapport à y s'écrit:  $e(x/y) = (dx / x) / (dy / y)$

**Encadrement du crédit:** instrument de politique monétaire qui consiste pour les autorités monétaires à définir de manière réglementaire le volume de crédit qui sera émis par les banques. C'est une pratique qui n'est plus employée aujourd'hui.

**Entrepreneur (Schumpeterien):** personnage central dans la théorie de la croissance de Joseph Schumpeter. Schumpeter distingue deux types d'entrepreneurs.

L'entrepreneur innovateur est un individu qui crée des innovations (donc prend des risques) dans le but de s'octroyer une rente de monopole. L'entrepreneur imitateur est celui qui imite l'innovateur et accroît la production des biens issus de l'innovation.

Selon Schumpeter, c'est le comportement de recherche de rente des entrepreneurs innovateurs qui permet à l'économie de sortir des phases de stagnation par la création

de nouvelles innovations qui engendrent des périodes de croissance.

**Entreprise:** unité économique autonome combinant divers facteurs de production, produisant pour la vente des biens et des services et distribuant des revenus en contrepartie de l'utilisation des facteurs.

L'entreprise est généralement associée, à juste titre, au motif de profit. Mais dans la réalité (entreprises publiques), comme dans la théorie (théories de l'entreprise managériale, par exemple), le motif du profit n'est pas une constante de la définition de l'entreprise.

**Epargne:** on peut en donner plusieurs définitions:

- partie du revenu qui n'est pas consacré à la consommation immédiate ;
- renoncement à la consommation ou abstinence, d'où l'intérêt reçu.
- excès du revenu sur la dépense de consommation. L'épargne est un résidu, un phénomène passif, pas un acte volontaire dans le but de l'abstinence. C'est la définition de John Maynard Keynes.

**Equilibre économique:** concept central en économie. Il s'agit d'exprimer la réalisation d'un état stationnaire (qui ne change pas) au niveau de l'optimum d'un agent (consommateur ou producteur), d'un marché (égalité offre / demande) ou d'une économie (égalité offre / demande sur tous les marchés).

**Expansion:** phase du cycle économique durant laquelle la production croît.

**Externalité:** synonyme d'effet externe.

## F

**Facteurs de production:** éléments dont la combinaison permet la production. On retient en général deux types de facteurs : le capital (auquel on adjoint parfois la terre) et le travail.

**Fonction de demande:** relation entre la quantité d'un bien demandée et son prix, le prix des autres biens et le revenu d'un consommateur.

**Fonction de production:** relation entre la quantité produite d'un bien et les quantités des différents facteurs nécessaires à l'obtention du bien. Mathématiquement:  $Y = F(K, L)$ . Avec Y la production, K le capital utilisé, L le travail utilisé.

## G

**Globalisation:** phénomène d'internationalisation des transactions commerciales et financières qui se caractérise par le jeu d'acteurs qui conçoivent leur activité et la recherche de l'efficacité au niveau mondial.

## H

**Homogénéité des produits:** voir concurrence parfaite.

**Hyperinflation:** inflation très élevée et dont le rythme s'amplifie généralement toujours au cours du temps.

## I

**Illusion monétaire:** appréciation erronée de l'évolution des variables réelles suite à la hausse ou la baisse des variables nominales.

Exemple: il y a illusion monétaire lorsque l'inflation est de 5%, que les salaires augmentent de 5% et que les travailleurs pensent que leur revenu réel a augmenté.

**Impôt/Taxe Tobin:** impôt proposé par James Tobin dont le principe est de taxer les flux de capitaux pour réduire les mouvements spéculatifs. En taxant à 0,5 % les flux

de capitaux, il estime que l'on pourrait à la fois décourager les mouvements purement spéculatifs, ne pas empêcher les réalignements de parité fondés sur les fondamentaux de l'économie et ne pas dissuader les mouvements de capitaux liés aux échanges commerciaux ou à des investissements productifs (dont l'échéance lointaine rendrait négligeable l'impôt sur le mouvement de capitaux initial).

**Incertitude:** état dans lequel il est impossible à un agent de formuler des prévisions sur le futur car il ne connaît pas la probabilité d'occurrence d'un événement et / ou il ne connaît pas la totalité des événements possibles dans le futur. Distinct du risque.

**Indexation:** méthode consistant à faire évoluer contractuellement un revenu en fonction de l'évolution d'une autre variable.

Exemple: jusqu'au milieu des années 80, les salaires étaient indexés en France sur le taux d'inflation.

Indice des prix à la consommation : instrument pour mesurer l'évolution de l'ensemble des prix à la consommation. En économie, lorsqu'on parle du niveau général des prix, c'est à cet indice que l'on se réfère. Son principe de construction est le suivant: c'est une moyenne pondérée des prix des biens les plus consommés, chaque prix étant pondéré par l'importance relative du bien dans la consommation globale.

**Inflation:** hausse continue du niveau général des prix.

**Intermédiation:** mise en relation d'offreurs et de demandeurs sur un marché par un tiers.

Exemple: les banques collectent l'épargne de leur clients, la placent sur le marché financier. Du côté de l'épargnant comme du côté de l'entreprise financée, le seul interlocuteur est la banque.

**Investissement:** au sens étroit, acquisition de biens de production en vue de l'exploitation d'une entreprise et de dégager un revenu ou augmentation de la capacité de production. Au sens large, acquisition d'un capital en vue d'en percevoir ou d'en consommer le revenu.

## K

**Krach:** effondrement des cours boursiers apparaissant souvent à la suite de mouvements spéculatifs.

## L

**Libéralisme:** pas forcément simple à définir. Doctrine économique qui prône la libre concurrence et qui s'oppose donc tant à l'intervention de l'Etat qu'à la constitution de monopoles ou d'oligopoles privés. Cette doctrine est fondée sur la conviction qu'il existe un ordre économique naturel réalisé par des mécanismes d'ajustement qui ne peuvent jouer que dans le libre jeu des initiatives individuelles sur des marchés.

**Libre-échange:** situation dans laquelle les flux économiques internationaux sont libres. Par extension, doctrine de l'échange international qui stipule que chaque pays participant à l'échange international à intérêt à n'opposer aucune contrainte aux flux économiques (biens, services, facteurs de production) entre pays. Le libre-échange améliorant la situation de tous. C'est une extension du libéralisme à l'ensemble des économies nationales.

**Liquidité:** propriété d'un bien à être utilisé plus ou moins rapidement dans un emploi donné.

Exemple: la monnaie est l'actif liquide par nature pour opérer des transactions.

Les liquidités d'une économie sont la somme des moyens de paiement disponibles dans cette économie.

## M

**Macroéconomie:** branche de l'économie qui étudie les mécanismes économiques du point de vue de grandeurs et de groupes d'agents agrégés. La macroéconomie a pour but de construire des fonctions de comportement globales *ad hoc* où à partir d'hypothèses concernant l'agrégation de comportement microéconomiques et d'en déduire des mécanismes explicatifs du fonctionnement de l'économie dans son ensemble.

**Marché:** lieu de rencontre d'une offre et d'une demande, duquel émerge un prix pour le bien échangé. Le marché désigne aussi en économie l'économie de marché dans son ensemble en tant que système économique autorégulé et en tant qu'institution. Voir économie de marché.

**Marché à terme:** marché sur lequel les échangeurs s'entendent par avance pour la livraison future d'un bien, service ou titre à un prix fixé par avance. Voir contrat à terme.

**Marché à terme:** marché où s'échangent les devises. Ce n'est pas un marché réellement localisé, c'est un réseau entre les cambistes des banques du monde entier. Les échanges se font à l'aide des instruments de télécommunications.

**Marché financier:** marché de la monnaie et des capitaux à long terme.

**Marché monétaire:** marché de l'argent à court terme où les intervenants formulent des demandes et des offres de liquidité pour de courtes périodes. Longtemps réservé en France aux seules institutions financières, il est ouvert aux autres agents depuis les années 80.

**Microéconomie:** branche de l'économie qui s'applique à expliquer, sur la base de l'hypothèse de rationalité, le comportement d'agents isolés et d'en déduire les conditions de l'équilibre général walrasien.

**Modèle économique:** représentation simplifiée de la réalité économique ayant pour but de mettre en relation les variables significatives pour la compréhension des mécanismes économiques.

**Monnaie:** la monnaie peut se définir par les fonctions qu'elle remplit. Elles sont au nombre de trois:

- unité de compte (numéraire);
- instrument des échanges;
- réserve de valeur.

Une bonne monnaie est celle qui remplit bien ces trois fonctions, les deux dernières étant les plus importantes.

**Monnaie fiduciaire:** billets de banque émis par la Banque Centrale.

**Monnaie scripturale:** ensemble des dépôts à vue dans les banques. Elle est créée et circule par des écritures, d'où le qualificatif de scripturale.

**Monopole:** structure de marché dans laquelle un seul offreur est confronté à un grand nombre de demandeurs.

**Monopole bilatéral:** structure de marché dans laquelle un seul offreur est confronté à un seul demandeur.

**Monopsonie:** structure de marché où un seul demandeur est confronté à un grand nombre d'offreurs.

## N

**Neutralité de la monnaie:** hypothèse des théories classique et néoclassique selon laquelle la monnaie n'aurait pas, au moins à long terme, d'influence sur l'activité réelle. Toute augmentation de la masse monétaire en circulation ayant pour seule conséquence une hausse proportionnelle du niveau général des prix.

**Nouvelle économie:** concept décrivant une nouvelle forme de fonctionnement de l'économie de marché depuis le milieu des années 1990, ou plus restrictivement, un ensemble d'activités aux caractéristiques de coûts communes, telles que l'informatique, les télécommunications etc. La nouvelle économie se caractérise par un ensemble de chocs technologiques (technologies de l'information et de la communication, biotechnologies), un environnement économique ouvert (globalisation, dérégulations des activités économiques, privatisations et dérégulation des services publics) et des conditions financières nouvelles (disparition de l'inflation, réduction des déficits publics, développement des marchés financiers - dérivés en particulier).

## O

**Offre:** Volume de biens ou de services proposé à la vente sur un marché.

**Offre globale:** Au niveau macroéconomique, c'est l'agrégation de toutes les offres de biens des différents marchés, sans distinction sur la nature du produit. On parle aussi d'offre agrégée.

**Oligopole:** structure de marché caractérisée par un petit nombre d'offres (supérieur à un) confronté à un grand nombre de demandeurs.

**Oligopole bilatéral:** structure de marché dans lequel un petit nombre d'offres sont confrontés à un petit nombre de demandeurs.

**Oligopsonie:** structure de marché dans laquelle un petit nombre de demandeurs sont confrontés à un grand nombre d'offres.

**Open market:** technique d'intervention de la Banque Centrale sur le marché monétaire qui consiste à fournir ou reprendre des liquidités à ce marché en achetant ou vendant des titres. En anglais, open market désigne également le marché monétaire lui-même.

**Optimum:** Niveau jugé le meilleur dans une optique déterminée. Ou valeur d'une grandeur ou d'un ensemble de grandeurs parmi diverses autres et considérée comme la plus adaptée à la réalisation d'un ou plusieurs objectifs, compte tenu d'un ensemble de contraintes.

**Option:** produit financier qui représente le droit d'opérer une transaction à une date ultérieure ou non, à des conditions données aujourd'hui.

Exemple: une option (de change) d'achat dollars contre euros à 3 mois, à un taux de 1 dollar contre 1 euro, portant sur 500 dollars, donne le droit, dans 3 mois, d'acheter 500 dollars avec 500 euros dans 3 mois. Une option permet soit de se couvrir contre un risque, soit de spéculer.

## P

**Politique budgétaire:** politique économique conduite au moyen du budget de l'Etat pris globalement, incluant l'action par les recettes et l'action par les dépenses publiques.

**Politique commerciale:** politique adoptée par une nation, dans le cadre du commerce extérieur et pouvant se traduire par la " libéralisation " des échanges, le contingentement, l'abaissement ou le relèvement des droits de douane, des subventions

à l'exportation etc. Le but de ces politiques est de favoriser les exportations nationales.

**Politique conjoncturelle:** ensemble des actions délibérément adoptées en vue de la régulation de la conjoncture, que ce soit par l'intermédiaire de la politique budgétaire, de la politique monétaire, des revenus etc. On résume ses objectifs par la formule dite du "carré magique": stabilité des prix, plein-emploi, expansion et équilibre extérieur.

**Politique des revenus:** ensemble d'orientations indicatives et concertées destinées à éviter des hausses de prix et de salaires trop importantes.

**Politique économique:** action consciente de la puissance publique se traduisant par la définition d'objectifs économiques et sociaux et la mise en oeuvre des moyens nécessaires pour les atteindre.

**Politique monétaire:** Actions délibérées des autorités monétaires (Banque Centrale) sur la masse monétaire et les actifs financiers en vue de la régulation de l'économie à court et moyen terme. Actuellement, on reconnaît comme objectif principal de la politique monétaire la stabilité des prix.

**Pouvoir d'achat:** quantité de biens et de services qu'une somme d'argent permet d'acquérir. Le pouvoir d'achat décroît avec l'inflation.

**Prix:** rapport d'échange entre deux marchandises proposées à l'échange. Un prix est toujours quelque chose de relatif. Lorsqu'il s'agit de prix monétaires, la référence devient la monnaie. Mais on peut toujours l'exprimer dans un autre numéraire.

**Prix d'équilibre:** prix d'échange qui résulte de l'égalisation de l'offre et de la demande sur un marché.

**Prix nominal, prix réel:** un prix nominal est un prix exprimé simplement en unités monétaires. Un prix réel est un prix monétaire rapporté au niveau général des prix.

Exemples: le salaire nominal se note  $W$  en économie, le salaire réel  $W / P$  où  $P$  est le niveau général des prix.

**Productivité marginale:** il s'agit de la production additionnelle que l'on obtient en utilisant un unité supplémentaire de facteur.

**Productivité ou productivité moyenne:** rapport entre la production et les facteurs ou certains facteurs qui ont permis de l'obtenir.

**Produit Intérieur Brut (PIB):** mesure de la production de biens et services d'un pays avec comme critère retenu la production sur le territoire national quel que soit la nationalité des producteurs. Ce qui signifie qu'une filiale à l'étranger d'un groupe français ne contribue pas au PIB français, mais qu'une filiale d'un groupe étranger installée en France y contribue. Voir aussi PNB. Il n'y a pas, à proprement parler d'indicateur idéal (PNB ou PIB), on utilise l'un ou l'autre selon le sujet qui nous intéresse.

**Produit National Brut (PNB):** mesure de la production de biens et services d'un pays avec comme critère la nationalité des producteurs. Ce qui signifie qu'une filiale à l'étranger d'un groupe français contribue au PNB français, mais qu'une filiale d'un groupe étranger installée en France n'y contribue pas. Voir aussi PIB. Il n'y a pas, à proprement parler d'indicateur idéal (PNB ou PIB), on utilise l'un ou l'autre selon le sujet qui nous intéresse.

**Produits dérivés:** contrats financiers qui sont basés sur l'évolution du cours d'un actif sous-jacent sans qu'il n'y ait livraison de cet actif à l'échéance. Exemple : un contrat basé sur l'évolution du CAC 40.

**Profit:** définition courante: excédent des recettes d'une entreprise sur ses coûts de fonctionnement. Définition du profit dit pur en économie: revenu résiduel après que

l'entreprise ait rémunéré ses facteurs de production (capital - i.e. actionnaires et prêteurs - et travail). Pour Joseph Schumpeter et Frank Knight, le profit pur serait la rémunération du risque non assurable que prend l'entrepreneur. Le profit est aussi la fonction que le producteur maximise dans la théorie néoclassique.

## R

**Rareté:** caractéristique des biens économiques qui n'existent pas à l'état naturel en quantité illimitée. S'entend de manière plus claire lorsqu'on considère le caractère illimité des besoins humains.

**Rationalité:** en économie, la rationalité est considérée comme l'attitude des agents qui recherchent le maximum de satisfaction au moindre coût. Cette satisfaction étant soit traduite par une utilité (cas du consommateur néoclassique par exemple), soit par un revenu (cas du profit pour la firme néoclassique par exemple). Pour être quasiment neutre, le principe de rationalité ne doit pas être compris dans une logique où les résultats d'une action rationnelle seraient forcément les meilleurs. Un agent peut être rationnel et atteindre une valeur de ses objectifs médiocres. Tout dépend des informations dont il dispose (comme dans la théorie des jeux où le comportement que vont adopter les autres compte au delà de son propre comportement) ou de ses capacités à prendre une décision (exemple de la rationalité limitée de Simon).

**Rendement:** rapport entre la quantité de produits obtenus et une quantité donnée de facteurs de production, exprimés en unités physiques). Voir aussi productivité.

**Rendements d'échelle croissants, constants et décroissants:** on dit que les rendements d'échelle d'une production sont croissants si lorsqu'on multiplie par un même nombre  $l$  la quantité de tous les facteurs utilisés dans la production, la production est multipliée par un nombre supérieur à  $l$ . Mathématiquement : une fonction de production est à rendements croissants si elle est homogène de degré supérieur à 1. On dit que les rendements d'échelle d'une production sont constants si lorsqu'on multiplie par un même nombre  $l$  la quantité de tous les facteurs utilisés dans la production, la production est multipliée par ce nombre  $l$ . Mathématiquement : une fonction de production est à rendements constants si elle est homogène de degré 1. On dit que les rendements d'échelle d'une production sont décroissants si lorsqu'on multiplie par un même nombre la quantité de tous les facteurs utilisés dans la production, la production est multipliée par un nombre inférieur. Mathématiquement : une fonction de production est à rendements décroissants si elle est homogène de degré inférieur à 1. Exemple : la fonction  $Y = K L$  est à rendements croissants. En effet, si on multiplie par deux la quantité de facteurs, on obtient  $2K \times 2L = 4 KL = 4 Y$ . Or,  $4 KL > 2 Y$ .

**Rente:** surplus de revenu d'un facteur de production provoqué par l'inélasticité de l'offre par rapport à son prix (l'offre est constante), en raison de la non reproductibilité du facteur.

**Revenu permanent:** dans la théorie du revenu permanent de Milton Friedman, représente l'intérêt de la richesse d'un individu, la partie de cette richesse qui peut être consommée en conservant le patrimoine de l'agent identique. Pour Friedman, la consommation dépend du revenu permanent et non pas du revenu courant, comme c'est le cas chez John Maynard Keynes.

**Récession:** conjoncture caractérisée par une baisse du taux de croissance de l'activité économique, ce taux restant cependant positif.

**Réévaluation:** contraire de dévaluation.

**Réserves de change:** liquidités internationales détenues par les Banques

Centrales qui leur permettent d'intervenir sur le marché des changes et de financer les échanges internationaux.

**Réserves obligatoires:** volume des liquidités que les banques sont contraintes de mettre en dépôt à la Banque Centrale dans le cadre de la politique des réserves obligatoires. En obligeant les banques à laisser une certaine quantité de liquidités inactives, la Banque Centrale les empêche ainsi de créer la monnaie qui correspond à ce volume de base monétaire.

**Rigidité:** absence de réaction d'une variable au changement d'une autre variable qui est généralement considérée comme déterminante.

**Risque:** situation dans laquelle les agents connaissent les événements possibles futurs et les probabilités d'occurrence de ces événements possibles.

Exemple: lorsqu'on tire au dés, on sait que l'on peut avoir 1, 2, 3, 4, 5 ou 6, avec pour chacun la probabilité 1 / 6.

## S

**Say (loi de):** grosso modo, "loi" qui énonce que toute offre crée automatiquement sa propre demande par les revenus qu'elle crée dans l'économie.

**Spéculation:** "Achat (ou vente) de marchandises en vue d'une revente (ou d'un rachat) à une date ultérieure, là où le mobile d'une telle action est l'anticipation d'un changement des prix en vigueur, et non un avantage résultant de leur emploi, ou une transformation ou un transfert d'un marché à un autre." (définition de Nicholas Kaldor, 1939).

**Stabilisateurs automatiques:** mécanisme de dynamisation de l'équilibre budgétaire de l'Etat au cours du cycle économique. En période de croissance, les revenus sont élevés, donc les recettes fiscales le sont aussi. Au sommet de la phase d'expansion, il existe un excédent budgétaire. En période de récession, à l'inverse, les recettes fiscales sont moins importantes. Au plus fort de la récession, il existe un déficit budgétaire. Ainsi, par cycle, le budget ne sera équilibré qu'à un seul moment, mais il est équilibré en moyenne. Ce mécanisme est invoqué pour justifier les politiques économiques prônant d'accepter un déficit budgétaire important en période de récession. Aujourd'hui, les stabilisateurs automatiques jouent encore mais avec un biais dans le sens du déficit.

**Stagflation:** conjoncture économique caractérisée par une faible croissance et une inflation importante.

**Surplus:** avantage obtenu par un consommateur ou un producteur du fait d'un prix inférieur (consommateur) ou supérieur (producteur) à ce qu'il était disposé à payer (consommateur) ou à accepter (producteur) pour un produit. La somme des surplus individuels est appelé surplus collectif et est une mesure du bien-être de la collectivité.

## T

**Taux de change:** valeur d'une monnaie nationale exprimée dans une autre monnaie.

**Théorie des jeux:** branche de l'économie qui étudie les situations où des agents rationnels prennent des décisions stratégiques, c'est à dire en fonction du comportement supposé ou effectif d'un nombre limité d'autres agents.

**Titre:** document représentant un droit de propriété ou une créance.

**Trappe à la liquidité:** expression utilisée pour désigner une situation où la



demande de monnaie est parfaitement élastique au taux d'intérêt qui est alors à son niveau plancher.

## U

**Union monétaire:** ensemble de régions ou de pays ayant une monnaie commune.

**Utilité:** reflet de l'importance qu'un individu attache à un bien, compte tenu de son aptitude à satisfaire un besoin économique. L'utilité en économie est un concept important qui permet, entre autres, de déterminer les fonctions de demande des consommateurs.

**Utilité collective (fonction d')**: fonction d'utilité représentant l'utilité d'une somme d'individus comme un seul. Son intérêt est de permettre à un décideur public de baser ses actions sur la maximisation de cette fonction. La construction d'une telle fonction est problématique lorsque les individus qui constituent la communauté ont des préférences distinctes, car il faut alors déterminer quelle sera la pondération des préférences individuelles dans la fonction collective. John Kenneth Arrow a montré qu'une fonction d'utilité collective qui ne violerait pas les conditions de la rationalité individuelle ne peut être construite que sous des conditions très restrictives. Ces recherches portent le nom de " théorème d'impossibilité d'Arrow-Condorcet ".

Exemple de fonction d'utilité collective: soit une communauté de 3 individus aux préférences représentées par des fonctions d'utilité différentes,  $U, V, X$ . Une fonction d'utilité collective (arbitraire) peut s'écrire sous la forme :  $W = 0,3 U + 0,5 V + 0,2 X$

## V

**Variable:** grandeur susceptible de prendre différentes valeurs.

**Vitesse de circulation de la monnaie:** mesure le flux de transactions qu'une masse monétaire donnée permet de financer au cours d'une période donnée.

## Z

**Zone monétaire:** ensemble géographique qui respecte les règles suivantes: - parité fixe entre monnaies des zones de l'ensemble; - convertibilité des monnaies; - harmonisation des réglementations de change. En général, ce regroupement se fait autour d'un pays et de sa monnaie jugée comme référence en termes de stabilité. Il existe des zones monétaires officielles (zone franc, zone sterling) et d'autres informelles (zone dollar, zone mark avant l'euro).

## 4.2. УЧЕБНАЯ ПРОГРАММА ДИСЦИПЛИНЫ

### 4.2.1. АНГЛИЙСКИЙ ЯЗЫК

К-1 2023

Учреждение образования  
«Брестский государственный технический университет»

УТВЕРЖДАЮ

Первый проректор БрГТУ

М.В.Нерода

23.06.2023

Регистрационный № УД-23-1-027 /уч.

Иностранный язык (английский)

Учебная программа учреждения высшего образования по учебной дисциплине  
для специальностей:

- 6-05-0411-01 Бухгалтерский учёт и анализ
- 6-05-0412-03 Логистика
- 6-05-0412-04 Маркетинг
- 6-05-1036-01 Таможенное дело
- 6-05-0411-02 Финансы и кредит
- 6-05-0311-02 Экономика и управление
- 6-05-0611-04 Электронная экономика (профилизация – Экономика электронного бизнеса)
- 6-05-0611-04 Электронная экономика (профилизация – Электронный маркетинг)

2023 г.


Учебная программа составлена на основе учебных планов, разработанных на основе типовых учебных планов, для специальности «Бухгалтерский учёт и анализ» (утвержденного Министерством образования Республики Беларусь 02.12.2022, регистрационный № 6-05-04-005/пр.), для специальности «Логистика» (утвержденного Министерством образования Республики Беларусь 02.12.2022, регистрационный № 6-05-04-006/пр.), для специальности «Маркетинг» (утвержденного Министерством образования Республики Беларусь 02.12.2022, регистрационный № 6-05-04-007/пр.), для специальности «Финансы и кредит» (утвержденного Министерством образования Республики Беларусь 15.11.2022, регистрационный № 6-05-04-004/пр.), для специальности «Экономика и управление» (утвержденного Министерством образования Республики Беларусь 02.12.2022, регистрационный № 6-05-03-002/пр.), для специальности «Электронная экономика» (утвержденного Министерством образования Республики Беларусь 17.11.2022, регистрационный № 6-05-06-003/пр.), с учетом типовой учебной программы «Иностранный язык», утвержденной Министерством образования Республики Беларусь 15.04.2008, регистрационный № ТД-СГ.013/тип.

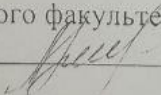
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РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:

Кафедрой иностранных языков  
Заведующий кафедрой  В.И.Рахуба  
(протокол № 10 от 03.05.2023);

Методической комиссией экономического факультета  
Председатель методической комиссии  Л.А.Захарченко  
(протокол № 5 от 19.06.23);

Научно-методическим советом БрГТУ  
(протокол № 6 от 23.06.2023);

*Специально по ОУП БрГТУ по Л.А. Захарченко*

## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Статус иностранного языка как общеобразовательной дисциплины, реально востребуемой в практической и интеллектуальной деятельности специалиста, является в современном поликультурном и многоязычном мире особенно значимым. Иностранный язык рассматривается не только в качестве средства межкультурного и профессионального общения, но и средства формирования личности как субъекта национальной и мировой культуры.

Учебная программа разработана на основе Концепции обучения иностранным языкам в системе непрерывного образования Республики Беларусь, концепции языкового образования, концепции учебного предмета «Иностранный язык» с учетом требований государственных образовательных стандартов высшего образования, действующих рекомендаций европейской языковой образовательной политики, а также с учетом типовой учебной программы «Иностранный язык», утвержденной Министерством образования Республики Беларусь 13.02.2023, регистрационный № ТД-СГ.013/тип., и указанными в ней нормативными документами.

Цель курса «Иностранный язык» состоит в формировании у студентов коммуникативной компетенции, т.е. таких языковых и речевых навыков и умений, которые позволяют использовать иностранный язык как в профессионально-деловой деятельности в финансово-экономической сфере, так и для дальнейшего образования и самообразования во всех основных видах речевой деятельности, а именно: говорения, чтения, аудирования и письма.

Курс носит коммуникативно-ориентированный и профессионально направленный характер. Задачи курса заключаются в следующем:

- формирование речевых (диалогических и монологических) умений в основных ситуациях бытовой и социально-культурной сфер общения;
- формирование умений в сфере профессионального общения;
- овладение основными явлениями грамматического строя языка;
- формирование умений понимания текстов экономической тематики в процессе чтения и аудирования;
- формирование умений и навыков письменной речи;
- формирование навыков аннотирования и реферирования;
- формирование умений понимания текстов общекультурной, социально-политической тематики в процессе аудирования и чтения;
- формирование навыков самостоятельной работы с текстом;
- формирование навыков самостоятельной работы с Интернет-ресурсами.

В результате изучения учебной дисциплины «Иностранный язык» у студентов СПЕЦИАЛЬНОСТЕЙ «БУХГАЛТЕРСКИЙ УЧЁТ И АНАЛИЗ», «ЛОГИСТИКА», «МАРКЕТИНГ», «ФИНАНСЫ И КРЕДИТ», «ЭКОНОМИКА И УПРАВЛЕНИЕ», «ЭЛЕКТРОННАЯ ЭКОНОМИКА (ПРОФИЛИЗАЦИЯ – ЭКОНОМИКА ЭЛЕКТРОННОГО БИЗНЕСА)», «ЭЛЕКТРОННАЯ ЭКОНОМИКА (ПРОФИЛИЗАЦИЯ – ЭЛЕКТРОННЫЙ МАРКЕТИНГ)» (дневная форма получения высшего образования) формируются следующие универсальные компетенции:

– УК-3. Осуществление коммуникации на иностранном языке для решения задач межличностного, профессионального и межкультурного взаимодействия.

В результате изучения учебной дисциплины «Иностранный язык» у студентов СПЕЦИАЛЬНОСТЕЙ «БУХГАЛТЕРСКИЙ УЧЁТ И АНАЛИЗ», «ЛОГИСТИКА», «МАРКЕТИНГ», «ФИНАНСЫ И КРЕДИТ», «ЭКОНОМИКА И УПРАВЛЕНИЕ», «ЭЛЕКТРОННАЯ ЭКОНОМИКА (ПРОФИЛИЗАЦИЯ – ЭКОНОМИКА ЭЛЕКТРОННОГО БИЗНЕСА)», «ЭЛЕКТРОННАЯ ЭКОНОМИКА (ПРОФИЛИЗАЦИЯ – ЭЛЕКТРОННЫЙ МАРКЕТИНГ)» (заочная форма получения высшего образования и заочная форма получения высшего образования, интегрированного со средним специальным образованием) формируются следующие универсальные компетенции:

– УК-3. Осуществление коммуникации на иностранном языке для решения задач межличностного, профессионального и межкультурного взаимодействия.

В результате изучения дисциплины студент должен:

**ЗНАТЬ:**

- основные нормы речевого этикета (реплики-клише, наиболее распространенная оценочная лексика), принятые в стране изучаемого языка;
- особенности образа жизни, быта, и бизнес-культуры страны изучаемого языка.

К концу базового курса рецептивный словарь должен расширяться до 2500 единиц с включением терминологического минимума по специальности, из них – 1200 репродуктивно.

За полный курс обучения студенты должны приобрести системное представление о нормативной грамматике иностранного языка в объеме, позволяющем грамматически корректное устное и письменное общение на испанском языке в пределах профессионально-ориентированных тем, оговоренных в данной программе.

**УМЕТЬ:**

**АУДИРОВАНИЕ:**

Студент должен научиться понимать на слух корректную в фонетическом и лексико-грамматическом отношении иностранную речь в типичных условиях ее презентации.

**ГОВОРЕНИЕ:**

- начинать, вести/поддерживать и заканчивать беседу в стандартных ситуациях общения и коммуникативных ролях, соблюдая нормы речевого этикета;
- выступать с подготовленным монологическим сообщением, аргументировано излагая свою позицию и используя вспомогательные средства;
- участвовать в дискуссии, деловой беседе, выражая определенные коммуникативные намерения.

За полный курс обучения студент должен научиться общаться на иностранном языке в рамках общественно-бытовых и профессионально-ориентированных тем, определённых настоящей программой. Обучение иноязычной устной речи осуществляется главным образом путем учебного общения во время практических занятий, подготовки и проведения дискуссий, обсуждений.

**ЧТЕНИЕ:**

За полный курс обучения студент должен научиться читать и понимать тексты общественно-бытовой, экономической и профессионально-ориентированной тематики с извлечением необходимой информации.

Формирование навыков различных видов чтения осуществляется путем:

- выполнения специальных языковых лексико-грамматических упражнений;

– самостоятельного чтения учебных текстов под руководством преподавателя во время аудиторных практических занятий и выполнения разнообразных заданий текстового характера;

– самостоятельного внеаудиторного чтения адаптированных и оригинальных текстов и выполнения заданий, связанных с созданием вторичных текстовых материалов на их основе.

#### ПИСЬМЕННАЯ РЕЧЬ:

За полный курс обучения студент должен научиться самостоятельно аннотировать и реферировать тексты научно-популярного характера в соответствии с коммуникативной задачей и нормами, принятыми в стране изучаемого языка.

В качестве основных организационных форм занятий рекомендуются:

- аудиторные групповые занятия под руководством преподавателя;
- аудиторные самостоятельные занятия под руководством преподавателя;
- индивидуальная/групповая самостоятельная внеаудиторная работа.

На аудиторных групповых занятиях под руководством преподавателя рекомендуются, помимо традиционных форм обучения, такие формы обучения, как ролевые и деловые игры, дискуссии, коллективные проекты и презентации. Данные формы работы в максимальной степени имитируют ситуации делового общения, а в случае необходимости, позволяют осуществлять обучение на разных уровнях в пределах одной учебной группы.

Индивидуальная/групповая работа проводится с отдельными студентами/группой студентов по интересующим лично их темам или формам работы с теми или иными конечными практическими результатами.

Индивидуальная, как и групповая, работа может проводиться постоянно или эпизодически. Конкретное содержание и формы контроля такой работы устанавливаются в начале каждого семестра.

#### ВЛАДЕТЬ:

- навыками чтения и перевода со словарем иностранной литературы по профилю обучения;
- навыками устной речи на иностранном языке на социально-бытовые темы, а также в рамках тематики по профилю обучения;

### План учебной дисциплины для дневной формы получения высшего образования

Код специальности (направления специальности)	Наименование специальности (направления специальности)	Курс	Семестр	Всего учебных часов	Количество зачетных единиц	Аудиторных часов (в соответствии с учебным планом УВО)					Академических часов на курсовой проект (работу)	Форма текущей аттестации
						Всего	Лекции	Лабораторные занятия	Практические занятия	Семинары		
6-05-0411-01	Бухгалтерский учёт и анализ	1	1	128	3	68	–	–	68	–	–	зачет
			2	196	6	80	–	–	80	–	–	экзамен
6-05-0412-03	Логистика	1	1	128	3	68	–	–	68	–	–	зачет
			2	196	6	80	–	–	80	–	–	экзамен
6-05-0412-04	Маркетинг	1	1	128	3	68	–	–	68	–	–	зачет
			2	196	6	80	–	–	80	–	–	экзамен
6-05-0411-02	Финансы и кредит	1	1	128	3	68	–	–	68	–	–	зачет
			2	196	6	80	–	–	80	–	–	экзамен
6-05-0311-02	Экономика и	1	1	128	3	68	–	–	68	–	–	зачет

	управление		2	196	6	80	–	–	80	–	–	экзамен
6-05-0611-04	Электронная экономика (профилитизация – Экономика электронного бизнеса)	1	1	108	3	68	–	–	68	–	–	зачет
			2	108	3	48	–	–	48	–	–	экзамен
6-05-0611-04	Электронная экономика (профилитизация – Электронный маркетинг)	1	1	108	3	68	–	–	68	–	–	зачет
			2	108	3	48	–	–	48	–	–	экзамен

### План учебной дисциплины для заочной формы получения высшего образования

Код специальности (направления специальности)	Наименование специальности (направления специальности)	Курс	Семестр	Всего учебных часов	Количество зачетных единиц	Аудиторных часов (в соответствии с учебным планом УВО)					Академических часов на курсовой проект (работу)	Форма текущей аттестации
						Всего	Лекции	Лабораторные занятия	Практические занятия	Семинары		
6-05-0411-01	Бухгалтерский учёт и анализ	1	1	128	3	16	–	–	16	–	–	зачет
			2	196	6	16	–	–	16	–	–	экзамен
6-05-0311-02	Экономика и управление	1	1	128	3	16	–	–	16	–	–	зачет
			2	196	6	16	–	–	16	–	–	экзамен

### План учебной дисциплины для заочной формы получения высшего образования, интегрированного со средним специальным образованием

Код специальности (направления специальности)	Наименование специальности (направления специальности)	Курс	Семестр	Всего учебных часов	Количество зачетных единиц	Аудиторных часов (в соответствии с учебным планом УВО)					Академических часов на курсовой проект (работу)	Форма текущей аттестации
						Всего	Лекции	Лабораторные занятия	Практические занятия	Семинары		
6-05-0412-03	Логистика	1	1	128	3	16	–	–	16	–	–	зачет
			2	196	6	16	–	–	16	–	–	экзамен
6-05-0311-02	Экономика и управление	1	1	128	3	16	–	–	16	–	–	зачет
			2	196	6	16	–	–	16	–	–	экзамен



## 1. СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

### ТЕМА 1.1. A New Period in My life:

Тексты:

1. About Myself.
2. College Life.
3. A New Period in My Life.
4. Nick's Usual Working Day.
5. Students' life.
6. My Usual Working Day.
7. Benefits of education.

Грамматика: порядок слов в английском предложении, структура вопросительных и отрицательных предложений; звукобуквенные соответствия; транскрипция; типы местоимений; совершенствование слухо-произносительных и ритмико-интонационных навыков; просодическое оформление фраз различного коммуникативного типа (повествование, вопрос); транскрипция.

### ТЕМА 1.2. Economy and Economics:

Тексты:

1. Introduction. Economics.
2. Adam Smith's Market Economy.
3. How the Market Economy Works.
4. The Degree of Competition within Markets.
5. Business Cycles.
6. GDP and GNP.
7. Economics.
8. Microeconomics. Supply and Demand.
9. Macroeconomics.
10. Market.
11. Target Market.

Грамматика: множественное число существительных; согласование существительного в функции подлежащего с глаголом-сказуемым; падеж имен существительных; местоимение (относительные, возвратные, неопределенные, личные, указательные); объектный падеж личных местоимений; притяжательные местоимения (простая и абсолютная формы); союзы; бессоюзные придаточные предложения; прилагательное (формы степеней сравнения); наречие (группы, формы образования степеней сравнения); времена группы Continuous (действительный залог); числительное (количественные, порядковые, дробные); меры веса, длины, объема; модальные глаголы и их эквиваленты; словообразовательные модели; имя существительное (категории числа, падежи); артикль.

### ТЕМА 1.3. Brest State Technical University in the System of Higher Education of the Republic of Belarus:

Тексты:

1. Ann's Academy.
2. My university.
3. Welcome to Brest State Technical University.
4. Brest State Technical University.



5. Video about Brest State Technical University.

6. METU.

Грамматика: глагольные времена в страдательном залоге; глагольные времена в действительном залоге.

ТЕМА 1.4. Goods and Services:

Тексты:

1. Introduction.

2. Basic Differences between Goods and Services.

3. Grade and quality of the product. The steps of product development.

4. The Major Issue of Product Design.

5. Product Life Cycle.

6. Creating Product Identification.

Грамматика: времена группы Perfect Continuous; времена группы Perfect, Past Simple (действительный залог); времена группы Perfect (действительный залог); предлоги; фразовые глаголы; модальные глаголы; словообразование.

ТЕМА 1.5. My Native City Brest:

Тексты:

1. Brest: Regional Centre.

2. Video about Brest.

3. Brest.

4. Brest sightseeing.

Грамматика: словообразовательные модели (прилагательное); прямая и косвенная речь (правила перевода в косвенную речь предложений различных типов).

ТЕМА 1.6. Business Organization:

Тексты:

1. What is Organization?

2. Sole Proprietorship.

3. Partnership.

4. Corporations.

5. Multinational Companies.

Грамматика: страдательный залог; времена в страдательном залоге; согласование времен; косвенная речь; условные предложения; словообразовательные модели.

ТЕМА 1.7. The Republic of Belarus in the Modern World:

Тексты:

1. The Belarusian Character.

2. At the Crossroads of Europe.

3. Belarus. Welcome to Belarus.

4. The Republic I live in.

5. Places to Visit in Brest.

6. Belarusian Economy.

7. The Country I live in.

8. Education in Belarus.

9. Belarusian economy.

Грамматика: словообразовательные модели (существительное, прилагательное).

#### ТЕМА 1.8. Ownership in Business:

Тексты:

1. Entrepreneurship. Small Business.
2. Small Business.
3. The Franchise Alternative.
4. The Small Business Administration.

Грамматика: инфинитив; объектный падеж с инфинитивом; именительный падеж с инфинитивом; причастие.

#### ТЕМА 1.9. The Socio-Political Portrait of the United Kingdom of Great Britain and Northern Ireland:

Тексты:

1. Great Britain.
2. The English Character.
3. What I know of the Country the Language of Which I study.
4. Great Britain: The Land of Inspiration.
5. Video "The Window on Britain".
6. Computer Programme "Around London".
7. The United Kingdom of Great Britain and Northern Ireland.
8. English universities.
9. The UK economy.

Грамматика: причастие I и обороты с причастием I.

#### ТЕМА 1.10. Employment:

Тексты:

1. Why Work?
2. Wages.
3. Salaries and Other Rewards.
4. Recruitment and Selection.
5. Training.
6. Changes in Employment.

Грамматика: независимый причастный оборот; герундий; словообразование.

#### ТЕМА 1.11. My Future Specialty and Its Importance for the Economic Development of the Republic of Belarus:

Тексты:

1. The Profession of an Economist.
2. Career Opportunities in Banking and Finance.
3. Accountancy as a Profession.
4. The Function of Management.
5. Careers in logistics.
6. What does a logistician do?
7. Logistics as a Profession.

Грамматика: обобщение темы «неличные формы глагола»; причастие I и II; обороты с причастием I и II.

#### ТЕМА 1.12. Management:

Тексты:

1. Introduction.
2. Management: an Art or a Science.
3. Management and its Functions.
4. Management by Objectives.
5. Motivation Theory.

Грамматика: видовременные формы глагола.

#### ТЕМА 1.13. Education in our life:

Тексты:

1. Why do we learn English?
2. Benefits of education.

Грамматика: порядок слов в английском предложении, структура вопросительных и отрицательных предложений.

#### ТЕМА 1.14. Introduction to IT and e-commerce:

Тексты:

1. Introduction to Computer Software.
2. Learning About Operating Systems.
3. The Software Development Cycle.
4. The Rise of the World Wide Web.
5. Introduction to e-commerce and e-business.
6. Importance of the internet in business.

Грамматика: глагольные времена в действительном залоге; типы вопросов; словообразование.

#### ТЕМА 1.15. Product and Price:

Тексты:

1. Product.
2. Product Life Cycle.
3. Brands and product identification.
4. Price and Pricing.
5. Pricing strategies.

Грамматика: прямая и косвенная речь (правила перевода в косвенную речь предложений различных типов); инфинитив и обороты с инфинитивом; Герундий и герундиальные обороты.

#### ТЕМА 1.16. Introduction to management:

Тексты:

1. What is management?
2. A business organization.
3. SWOT analysis.
4. Business ethics.
5. Work and motivation.
6. Maslow's hierarchy of needs.
7. Theory X and Theory Y vs F. Herzberg's theory of Motivation.

Грамматика: причастие II и обороты с причастием II; условные предложения; обобщение темы неличные формы глагола.

#### ТЕМА 1.17. My Future Career:

Тексты:

1. Meaning of Life.
2. Jobs and Responsibilities.
3. The Profession of a Manager.
4. The Profession of an Economist.
5. The Profession of a Marketer.
6. Marketing as a Profession.
7. Marketers and Promoters.
8. Jobs and Responsibilities.

Грамматика: обобщение темы времена и залогов глаголов.

#### ТЕМА 1.18. Marketing:

Тексты:

1. What is marketing?
2. Marketing orientations.
3. Marketing research.
4. Marketing Mix.
5. SWOT.

Грамматика: модальные глаголы и их эквиваленты; глагольные времена в действительном залоге.

#### ТЕМА 1.19. Promotion:

Тексты:

1. Advertising
2. Advertising media (Print publications advertising and outdoor displays).
3. Advertising media (Radio and TV).
4. Social media marketing and advertising.
5. Public relations and publicity.

Грамматика: причастие II и обороты с причастием II; условные предложения.

#### ТЕМА 1.20. Contents of Logistics:

Тексты:

1. Logistics and Supporting Operations.
2. Aims of Logistics.
3. Importance of Logistics.
4. Organizing Logistics.
5. Logistics Effects on Financial Performance.
6. Pressures to Improve Logistics.
7. The Third-Party Logistics.
8. Reverse Logistics.

Грамматика: порядок слов в английском предложении, структура вопросительных и отрицательных предложений; имя существительное (категории числа, падежа); артикль; личные местоимения, объектный падеж личных местоимений,

притяжательные местоимения (простая и абсолютная формы); указательные местоимения; имя прилагательное; степени сравнения прилагательных; наречия, образование степеней сравнения наречий; имя числительное; количественные, порядковые числительные, дробные числительные; меры веса, длины, объема.

#### ТЕМА 1.21. Logistics Management and Organization:

Тексты:

1. Logistics Organizational Structure.
2. The Role of the Logistics and Distribution Manager.
3. Manufacturing and Materials Management.
4. 'Just-in-Time' Management Philosophy.
5. Manufacturing Resource Planning and Material Requirements Planning.
6. Types of Stock-holding and Inventory Costs.
7. Inventory Planning for Manufacturing.

#### ТЕМА 1.22. The Supply Chain:

Тексты:

1. Notion of Supply Chain.
2. Structure of Supply Chain.
3. Benefits of Supply Chains.
4. Logistics Separate Activities.

Грамматика: модальные глаголы и их эквиваленты; глагольные времена в действительном залоге; глагольные времена в действительном залоге.

#### ТЕМА 1.23. Integrating Along the Supply Chain:

Тексты:

1. Improving Communications.
2. Improving Customer Service.
3. Other Significant Trends.
4. Fragmented Logistics.
5. Integrating Activities.
6. Benefits of Integration.
7. Different Types of Cooperation.
8. Vertical Integration.

Грамматика: глагольные времена в страдательном залоге; прямая и косвенная речь (правила перевода в косвенную речь предложений различных типов); инфинитив и обороты с инфинитивом; инфинитив и обороты с инфинитивом; герундий и герундиальные обороты; причастие I; обороты с причастием I; модальные глаголы и их эквиваленты.

#### ТЕМА 1.24. Warehousing:

Тексты:

1. Nature and Importance of Warehousing.
2. Types of Warehousing.
3. Functions of Warehousing Operations.
4. Facility Development.
5. Improving Warehouse Productivity and Financial Dimensions.
6. Distribution Centers.

Грамматика: причастие II и обороты с причастием II; неличные формы глагола (revision); прямая и косвенная речь (правила перевода в косвенную речь предложений различных типов).

#### ТЕМА 1.25. Documentation in Logistics:

Тексты:

1. Logistics Documentation.
2. Types of Payments.
3. Contract Types.

Грамматика: инфинитив и обороты с инфинитивом; инфинитив и обороты с инфинитивом; герундий и герундиальные обороты.

Предусматривается дополнительное внеаудиторное чтение в объеме 20 000 печатных знаков в каждом семестре по тематике учебно-профессионального общения.

### 2.1. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ для дневной формы получения высшего образования для специальностей: 6-05-0411-01 БУХГАЛТЕРСКИЙ УЧЁТ И АНАЛИЗ 6-05-0411-02 ФИНАНСЫ И КРЕДИТ 6-05-0311-02 ЭКОНОМИКА И УПРАВЛЕНИЕ

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	A New Period in My life: Тексты: 1. About Myself. 2. College Life. 3. A New Period in My Life. 4. Nick's Usual Working Day. Грамматика: порядок слов в английском предложении, структура вопросительных и отрицательных предложений; звукобуквенные соответствия; транскрипция.			4		10	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.2	Economy and Economics: Тексты: 1. Introduction. Economics. 2. Adam Smith's Market Economy. 3. How the Market Economy Works. 4. The Degree of Competition within Markets. 5. Business Cycles. 6. GDP and GNP. Грамматика: множественное число существительных; согласование существительного в функции подлежащего с глаголом-сказуемым; падеж имен суще-			18		10	Выполнение лексических, грамматических, переводных упражнений

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	ствительных; местоимение (относительные, возвратные, неопределенные); союзы; бессоюзные придаточные предложения; прилагательное (формы степеней сравнения); наречие (группы, формы образования степеней сравнения); времена группы Continuous (действительный залог); числительное (количественные, порядковые, дробные); меры веса, длины, объема; модальные глаголы и их эквиваленты; словообразовательные модели.						
1.3	Brest State Technical University in the System of Higher Education of the Republic of Belarus: Тексты: 1. Ann's Academy. 2. My university. 3. Welcome to Brest State Technical University. 4. Brest State Technical University. 5. Video about Brest State Technical University.			4		10	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.4	Goods and Services: Тексты: 1. Introduction. 2. Basic Differences between Goods and Services. 3. Grade and quality of the product. The steps of product development. 4. The Major Issue of Product Design. 5. Product Life Cycle. 6. Creating Product Identification. Грамматика: времена группы Perfect Continuous; времена группы Perfect, Past Simple (действительный залог); времена группы Perfect (действительный залог); предлоги; фразовые глаголы; модальные глаголы; словообразование.			20		10	Выполнение лексических, грамматических, переводных упражнений
1.5	My Native City Brest: Тексты: 1. Brest: Regional Centre. 2. Video about Brest.			4		10	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.6	Business Organization: Тексты: 1. What is Organization? 2. Sole Proprietorship.			18		10	Выполнение лексических, грамматических, переводных упраж-

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	3. Partnership. 4. Corporations. 5. Multinational Companies. Грамматика: страдательный залог; времена в страдательном залоге; согласование времен; косвенная речь; условные предложения; словообразовательные модели.						нений
	2-й семестр						
1.7	The Republic of Belarus in the Modern World: Тексты: 1. The Belarusian Character. 2. At the Crossroads of Europe. 3. Belarus. Welcome to Belarus. 4. The Republic I live in. 5. Places to Visit in Brest. 6. Belarusian Economy.			12		12	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.8	Ownership in Business: Тексты: 1. Entrepreneurship. Small Business. 2. Small Business. 3. The Franchise Alternative. 4. The Small Business Administration. Грамматика: инфинитив; объектный падеж с инфинитивом; именительный падеж с инфинитивом; причастие.			18		28	Выполнение лексических, грамматических, переводных упражнений
1.9	The Socio-Political Portrait of the United Kingdom of Great Britain and Northern Ireland: Тексты: 1. Great Britain. 2. The English Character. 3. What I know of the Country the Language of Which I study. 4. Great Britain: The Land of Inspiration. 5. Video "The Window on Britain". 6. Computer Programme "Around London".			4		10	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.10	Employment: Тексты: 1. Why Work? 2. Wages. 3. Salaries and Other Rewards. 4. Recruitment and Selection. 5. Training. 6. Changes in Employment. Грамматика: независимый причастный оборот; герундий; словообразование.			20		28	Выполнение лексических, грамматических, переводных упражнений



Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
1.11	My Future Specialty and Its Importance for the Economic Development of the Republic of Belarus: Тексты: 1. The Profession of an Economist. 2. Career Opportunities in Banking and Finance. 3. Accountancy as a Profession. Грамматика: обобщение темы «неличные формы глагола».			6		10	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.12	Management: Тексты: 1. Introduction. 2. Management: an Art or a Science. 3. Management and its Functions. 4. Management by Objectives. 5. Motivation Theory. Грамматика: видовременные формы глагола.			20		28	Выполнение лексических, грамматических, переводных упражнений

**2.2. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ**  
**для дневной формы получения высшего образования для специальности:**  
**6-05-0412-04 МАРКЕТИНГ**

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	A New Period in My life: Тексты: 1. About Myself. 7. Benefits of education. Грамматика: порядок слов в английском предложении, структура вопросительных и отрицательных предложений.			8		8	Монологическая речь

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
1.2	Economy and Economics: 7. Economics. 8. Microeconomics. Supply and Demand. 9. Macroeconomics. 10. Market. 11. Target Market. Грамматика: имя существительное (категории числа, падежи); артикль; числительное (количественные, порядковые, дробные); меры веса, длины, объема; местоимение (личные); объектный падеж личных местоимений; притяжательные местоимения (простая и абсолютная формы); местоимение (указательные); прилагательное (формы степеней сравнения); наречие (формы образования степеней сравнения).			24		14	Устный опрос, контрольный перевод, тест
1.1	A New Period in My life: Тексты: 5. Students' life. 6. My Usual Working Day. Грамматика: типы местоимений.			6		6	Монологическая речь
1.18	Marketing: Тексты: 1. What is marketing? 2. Marketing orientations. 3. Marketing research. 4. Marketing Mix. 5. SWOT. Грамматика: модальные глаголы и их эквиваленты; глагольные времена в действительном залоге.			24		24	Устный опрос, контрольный перевод, тест
1.3	Brest State Technical University in the System of Higher Education of the Republic of Belarus: Тексты: 1. Ann's Academy. 2. My university. 3. Welcome to Brest State Technical University. 4. Brest State Technical University. Грамматика: глагольные времена в страдательном залоге.			6		8	Монологическая речь
2-й семестр							
1.15	Product and Price: Тексты: 1. Product. 2. Product Life Cycle.			28		36	Устный опрос, тест, контрольный перевод, презентация, тест

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	3. Brands and product identification. 4. Price and Pricing. 5. Pricing strategies. Грамматика: прямая и косвенная речь (правила перевода в косвенную речь предложений различных типов); инфинитив и обороты с инфинитивом; Герундий и герундиальные обороты.						
1.17	My Future Career: Тексты: 7. Marketers and Promoters. 8. Jobs and Responsibilities. 5. The Profession of a Marketer. 6. Marketing as a Profession.			6		4	Презентация
1.7	The Republic of Belarus in the Modern World: Тексты: 7. The Country I live in. 1. The Belarusian Character. 2. At the Crossroads of Europe. 3. Belarus. Welcome to Belarus. 4. The Republic I live in. Грамматика: словообразовательные модели (существительное, прилагательное).			6		4	Монологическая речь
1.9	The Socio-Political Portrait of the United Kingdom of Great Britain and Northern Ireland: Тексты: 1. Great Britain. 2. The English Character. 3. What I know of the Country the Language of Which I study. 4. Great Britain: The Land of Inspiration. Грамматика: причастие I и обороты с причастием I.			4		4	Монологическая речь
1.19	Promotion: Тексты: 1. Advertising 2. Advertising media (Print publications advertising and outdoor displays). 3. Advertising media (Radio and TV). 4. Social media marketing and advertising. 5. Public relations and publicity. Грамматика: причастие II и обороты с причастием II; условные предложения.			28		64	Устный опрос, презентация, контрольный перевод, презентация, тест
1.17	My Future Career: Тексты: 7. Marketers and Promoters.			8		4	Презентация

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	8. Jobs and Responsibilities. 5. The Profession of a Marketer. 6. Marketing as a Profession.						

**2.3. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ**  
для дневной формы получения высшего образования для специальности:  
6-05-0412-03 ЛОГИСТИКА

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	A New Period in My life: Тексты: 1. About Myself. 2. College Life. 3. A New Period in My Life. 4. Nick's Usual Working Day. Грамматика: порядок слов в английском предложении, структура вопросительных и отрицательных предложений; звукобуквенные соответствия; транскрипция.			4		10	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.20	Contents of Logistics: Тексты: 1. Logistics and Supporting Operations. 2. Aims of Logistics. 3. Importance of Logistics. 4. Organizing Logistics. 5. Logistics Effects on Financial Performance. 6. Pressures to Improve Logistics. Грамматика: порядок слов в английском предложении, структура вопросительных и отрицательных предложений; имя существительное (категории числа, падежа); артикль; личные местоимения, объектный падеж личных местоимений, притяжательные местоимения (простая и абсолютная формы); указательные местоимения; имя прилагательное; степени сравнения прилагательных; наречия, образование степеней сравнения наречий; имя числительное; количественные, по-			20		16	Выполнение лексических, грамматических, переводных упражнений

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	рядковые числительные, дробные числительные; меры веса, длины, объема.						
1.21	Logistics Management and Organization: Тексты: 1. Logistics Organizational Structure. 2. The Role of the Logistics and Distribution Manager. 3. Manufacturing and Materials Management. 4. 'Just-in-Time' Management Philosophy. 5. Manufacturing Resource Planning and Material Requirements Planning. 6. Types of Stock-holding and Inventory Costs. 7. Inventory Planning for Manufacturing.			28		18	Выполнение лексических, грамматических, переводных упражнений
1.22	The Supply Chain: Тексты: 1. Notion of Supply Chain. 2. Structure of Supply Chain. 3. Benefits of Supply Chains. 4. Logistics Separate Activities. Грамматика: модальные глаголы и их эквиваленты; глагольные времена в действительном залоге; глагольные времена в действительном залоге.			16		16	Устный опрос, выполнение упражнений, упражнения на аудирование, контрольный перевод
	2-й семестр						
1.3	Brest State Technical University in the System of Higher Education of the Republic of Belarus: Тексты: 1. Ann's Academy. 2. My university. 4. Brest State Technical University. Грамматика: глагольные времена в страдательном залоге; глагольные времена в действительном залоге.			20		10	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.23	Integrating Along the Supply Chain: Тексты: 1. Improving Communications. 2. Improving Customer Service. 3. Other Significant Trends. 4. Fragmented Logistics. 5. Integrating Activities. 6. Benefits of Integration. 7. Different Types of Cooperation. 8. Vertical Integration. Грамматика: глагольные времена в страдательном залоге; прямая и косвенная			20		40	Устный опрос, выполнение упражнений, перевод на русский язык

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	речь (правила перевода в косвенную речь предложений различных типов); инфинитив и обороты с инфинитивом; герундий и герундиальные обороты; причастие I; обороты с причастием I.						
1.5	My Native City Brest: Тексты: 1. Brest: Regional Centre. 2. Video about Brest. Грамматика: словообразовательные модели (прилагательное); прямая и косвенная речь (правила перевода в косвенную речь предложений различных типов).			6		10	Устный опрос, выполнение упражнений, работа с видеоматериалом
1.7	The Republic of Belarus in the Modern World: Тексты: 1. The Belarusian Character. 2. At the Crossroads of Europe. 3. Belarus. Welcome to Belarus. 4. The Republic I live in. 5. Places to Visit in Brest. 6. Belarusian Economy.			4		10	Устный опрос, выполнение упражнений, лексико-грамматический тест
1.24	Warehousing: Тексты: 1. Nature and Importance of Warehousing. 2. Types of Warehousing. 3. Functions of Warehousing Operations. 4. Facility Development. 5. Improving Warehouse Productivity and Financial Dimensions. Грамматика: причастие II и обороты с причастием II; неличные формы глагола (revision).			20		26	Устный опрос, выполнение упражнений, работа с видеоматериалом
1.9	The Socio-Political Portrait of the United Kingdom of Great Britain and Northern Ireland: Тексты: 1. Great Britain. 2. The English Character. 3. What I know of the Country the Language of Which I study. 4. Great Britain: The Land of Inspiration.			4		10	Устный опрос, выполнение упражнений, контрольный перевод
1.11	My Future Specialty and Its Importance for the Economic Development of the Republic of Belarus: Тексты: 4. The Function of Management.			6		10	Устный опрос, выполнение упражнений, лексико-грамматический

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	5. Careers in logistics. 6. What does a logistician do?						тест

2.4. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ  
для дневной формы получения высшего образования для специальностей:  
6-05-0611-04 ЭЛЕКТРОННАЯ ЭКОНОМИКА  
(ПРОФИЛИЗАЦИЯ – ЭКОНОМИКА ЭЛЕКТРОННОГО БИЗНЕСА)

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.13	Education in our life: Тексты: 1. Why do we learn English? 2. Benefits of education. Грамматика: порядок слов в английском предложении, структура вопросительных и отрицательных предложений.			10		4	Монологическая речь
1.2	Economy and Economics: Тексты: 7. Economics. 8. Microeconomics. Supply and Demand. 9. Macroeconomics. Грамматика: имя существительное (категории числа, падежи); артикль; числительное (количественные, порядковые, дробные); меры веса, длины, объема.			12		10	Устный опрос, контрольный перевод
1.1	A New Period in My life: Тексты: 5. Students' life. 6. My Usual Working Day. Грамматика: типы местоимений.			6		4	Монологическая речь
1.14	Introduction to IT and e-commerce: Тексты: 1. Introduction to Computer Software. 2. Learning About Operating Systems. 3. The Software Development Cycle. 4. The Rise of the World Wide Web. 5. Introduction to e-commerce and e-business. 6. Importance of the internet in business. Грамматика: глагольные времена в дей-			22		10	Монологическая речь, устный опрос, тест.

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	ствительном залоге; типы вопросов; словообразование.						
1.3	Brest State Technical University in the System of Higher Education of the Republic of Belarus: Тексты: 3. Welcome to Brest State Technical University. 6. METU. Грамматика: глагольные времена в страдательном залоге.			6		4	Монологическая речь
1.15	Product and Price: Тексты: 1. Product. 2. Product Life Cycle. 3. Brands and product identification. 4. Price and Pricing. 5. Pricing strategies. Грамматика: прямая и косвенная речь (правила перевода в косвенную речь предложений различных типов); инфинитив и обороты с инфинитивом; Герундий и герундиальные обороты.			12		8	Устный опрос, тест, контрольный перевод, презентация, тест
	2-й семестр						
1.7	The Republic of Belarus in the Modern World: Тексты: 7. The Country I live in. 8. Education in Belarus. 9. Belarusian economy. Грамматика: словообразовательные модели (существительное, прилагательное).			8		8	Монологическая речь
1.5	My Native City Brest: Тексты: 3. Brest. 4. Brest sightseeing. Грамматика: словообразовательные модели (прилагательное).			4		8	Монологическая речь
1.9	The Socio-Political Portrait of the United Kingdom of Great Britain and Northern Ireland: Тексты: 7. The United Kingdom of Great Britain and Northern Ireland. 8. English universities. 9. The UK economy. Грамматика: причастие I и обороты с причастием I.			6		8	Монологическая речь



Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
1.16	Introduction to management: Тексты: 1. What is management? 2. A business organization. 3. SWOT analysis. 4. Business ethics. 5. Work and motivation. 6. Maslow's hierarchy of needs. 7. Theory X and Theory Y vs F. Herzberg's theory of Motivation. Грамматика: причастие II и обороты с причастием II; условные предложения; обобщение темы неличные формы глагола.			22		26	Монологическая речь, презентация, устный опрос, тест
1.17	My Future Career: Тексты: 1. Meaning of Life. 2. Jobs and Responsibilities. 3. The Profession of a Manager. 4. The Profession of an Economist. Грамматика: обобщение темы времена и залого глаголов.			8		10	Презентация

**2.5. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ**  
**для дневной формы получения высшего образования для специальностей:**  
**6-05-0611-04 ЭЛЕКТРОННАЯ ЭКОНОМИКА**  
**(ПРОФИЛИЗАЦИЯ – ЭЛЕКТРОННЫЙ МАРКЕТИНГ)**

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.13	Education in our life: Тексты: 1. Why do we learn English? 2. Benefits of education. Грамматика: порядок слов в английском предложении, структура вопросительных и отрицательных предложений.			4		4	Монологическая речь
1.2	Economy and Economics: 7. Economics. 8. Microeconomics. Supply and Demand. 9. Macroeconomics.			20		10	Устный опрос, контрольный перевод, тест, монологическая

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	10. Market. 11. Target Market. Грамматика: имя существительное (категории числа, падежи); артикль; числительное (количественные, порядковые, дробные); меры веса, длины, объема; местоимение (личные); объектный падеж личных местоимений; притяжательные местоимения (простая и абсолютная формы); местоимение (указательные); прилагательное (формы степеней сравнения); наречие (формы образования степеней сравнения).						речь
1.1	A New Period in My life: Тексты: 5. Students' life. 6. My Usual Working Day. Грамматика: типы местоимений.			4		4	Монологическая речь
1.18	Marketing: Тексты: 1. What is marketing? 2. Marketing orientations. 3. Marketing research. 4. Marketing Mix. 5. SWOT. Грамматика: модальные глаголы и их эквиваленты; глагольные времена в действительном залоге.			16		10	Устный опрос, контрольный перевод, тест
1.14	Introduction to IT and e-commerce: Тексты: 1. Introduction to Computer Software. 2. Learning About Operating Systems. 3. The Software Development Cycle. 4. The Rise of the World Wide Web. 5. Introduction to e-commerce and e-business. 6. Importance of the internet in business. Грамматика: глагольные времена в действительном залоге; типы вопросов; словообразование.			24		12	Монологическая речь, устный опрос, тест.
	2-й семестр						
1.3	Brest State Technical University in the System of Higher Education of the Republic of Belarus: Тексты: 3. Welcome to Brest State Technical University. 6. METU.			6		6	Монологическая речь

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	Грамматика: глагольные времена в страдательном залоге.						
1.15	Product and Price: Тексты: 1. Product. 2. Product Life Cycle. 3. Brands and product identification. 4. Price and Pricing. 5. Pricing strategies. Грамматика: прямая и косвенная речь (правила перевода в косвенную речь предложений различных типов); инфинитив и обороты с инфинитивом; Герундий и герундиальные обороты.			14		20	Устный опрос, тест, контрольный перевод, презентация, тест
1.7	The Republic of Belarus in the Modern World: Тексты: 7. The Country I live in. 8. Education in Belarus. 9. Belarusian economy. Грамматика: словообразовательные модели (существительное, прилагательное).			4		4	Монологическая речь
1.5	My Native City Brest: Тексты: 3. Brest. 4. Brest sightseeing. Грамматика: словообразовательные модели (прилагательное).			4		4	Монологическая речь
1.9	The Socio-Political Portrait of the United Kingdom of Great Britain and Northern Ireland: Тексты: 7. The United Kingdom of Great Britain and Northern Ireland. 8. English universities. 9. The UK economy. Грамматика: причастие I и обороты с причастием I.			4		4	Монологическая речь
1.19	Promotion: Тексты: 1. Advertising 2. Advertising media (Print publications advertising and outdoor displays). 3. Advertising media (Radio and TV). 4. Social media marketing and advertising. 5. Public relations and publicity. Грамматика: причастие II и обороты с причастием II; условные предложения.			12		18	Устный опрос, презентация, контрольный перевод, презентация, тест

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
1.17	My Future Career: Тексты: 1. Meaning of Life. 2. Jobs and Responsibilities. 5. The Profession of an Marketer. 6. Marketing as a Profession. Грамматика: обобщение темы времена и залого глаголов.			4		4	Презентация

**2.6. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ**  
для заочной формы получения высшего образования для специальностей:  
6-05-0411-01 БУХГАЛТЕРСКИЙ УЧЁТ И АНАЛИЗ  
6-05-0311-02 ЭКОНОМИКА И УПРАВЛЕНИЕ

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	A New Period in My life: Тексты: 1. About Myself. 2. College Life. 3. A New Period in My Life. 4. Nick's Usual Working Day.			2		22	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.2	Economy and Economics: Тексты: 1. Introduction. Economics. 3. How the Market Economy Works. 4. The Degree of Competition within Markets. 5. Business Cycles.			4		22	Выполнение лексических, грамматических, переводных упражнений
1.4	Goods and Services: Тексты: 2. Basic Differences between Goods and Services. 4. The Major Issue of Product Design. 5. Product Life Cycle. 6. Creating Product Identification.			4		24	Выполнение лексических, грамматических, переводных упражнений
1.3	Brest State Technical University in the System of Higher Education of the Republic of Belarus:			2		22	Выполнение лексических, грамматических, пе-

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	Тексты: 1. Ann's Academy. 2. My university. 3. Welcome to Brest State Technical University. 4. Brest State Technical University. 5. Video about Brest State Technical University.						переводных упражнений, устный опрос
1.6	Business Organization: Тексты: 1. What is Organization? 2. Sole Proprietorship. 3. Partnership. 4. Corporations.			4		22	Выполнение лексических, грамматических, переводных упражнений
	2-й семестр						
1.5	My Native City Brest: Тексты: 1. Brest: Regional Centre. 2. Video about Brest.			2		36	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.7	The Republic of Belarus in the Modern World: Тексты: 1. The Belarusian Character. 2. At the Crossroads of Europe. 3. Belarus. Welcome to Belarus. 4. The Republic I live in.			2		36	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.8	Ownership in Business: Тексты: 2. Small Business. 3. The Franchise Alternative.			4		36	Выполнение лексических, грамматических, переводных упражнений
1.11	My Future Specialty and Its Importance for the Economic Development of the Republic of Belarus: Тексты: 1. The Profession of an Economist. 2. Career Opportunities in Banking and Finance. 3. Accountancy as a Profession.			2		36	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.10	Employment: Тексты: 1. Why Work? 2. Wages. 3. Salaries and Other Rewards. 4. Recruitment and Selection. 5. Training.			6		36	Выполнение лексических, грамматических, переводных упражнений

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	6. Changes in Employment.						

2.7. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ  
для заочной формы получения высшего образования, интегрированного  
со средним специальным образованием, для специальности:  
6-05-0311-02 ЭКОНОМИКА И УПРАВЛЕНИЕ

Номер раздела, темы	Название раздела, темы	Количество ауди- торных часов				Коли- чество часов са- мост. работы	Форма контроля знаний
		Лекции	Лаборатор- ные занятия	Практиче- ские занятия	Семинар- ские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	A New Period in My life: Тексты: 1. About Myself. 2. College Life. 3. A New Period in My Life. 4. Nick's Usual Working Day.			2		22	Выполнение лек- сических, грам- матических, пе- реводных упраж- нений, устный опрос
1.2	Economy and Economics: Тексты: 1. Introduction. Economics. 3. How the Market Economy Works. 4. The Degree of Competition within Mar- kets. 5. Business Cycles.			4		22	Выполнение лек- сических, грам- матических, пе- реводных упраж- нений
1.4	Goods and Services: Тексты: 2. Basic Differences between Goods and Services. 4. The Major Issue of Product Design. 5. Product Life Cycle. 6. Creating Product Identification.			4		24	Выполнение лек- сических, грам- матических, пе- реводных упраж- нений
1.3	Brest State Technical University in the Sys- tem of Higher Education of the Republic of Belarus: Тексты: 1. Ann's Academy. 2. My university. 3. Welcome to Brest State Technical Uni- versity. 4. Brest State Technical University. 5. Video about Brest State Technical Uni- versity.			2		22	Выполнение лек- сических, грам- матических, пе- реводных упраж- нений, устный опрос
1.6	Business Organization: Тексты: 1. What is Organization? 2. Sole Proprietorship. 3. Partnership. 4. Corporations.			4		22	Выполнение лек- сических, грам- матических, пе- реводных упраж- нений
	2-й семестр						
1.5	My Native City Brest: Тексты: 1. Brest: Regional Centre. 2. Video about Brest.			2		36	Выполнение лек- сических, грам- матических, пе- реводных упраж-

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
							нений, устный опрос
1.7	The Republic of Belarus in the Modern World: Тексты: 1. The Belarusian Character. 2. At the Crossroads of Europe. 3. Belarus. Welcome to Belarus. 4. The Republic I live in.			2		36	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.8	Ownership in Business: Тексты: 2. Small Business. 3. The Franchise Alternative.			4		36	Выполнение лексических, грамматических, переводных упражнений
1.11	My Future Specialty and Its Importance for the Economic Development of the Republic of Belarus: Тексты: 1. The Profession of an Economist. 2. Career Opportunities in Banking and Finance. 3. Accountancy as a Profession.			2		36	Выполнение лексических, грамматических, переводных упражнений, устный опрос
1.10	Employment: Тексты: 1. Why Work? 2. Wages. 3. Salaries and Other Rewards. 4. Recruitment and Selection. 5. Training. 6. Changes in Employment.			6		36	Выполнение лексических, грамматических, переводных упражнений

**2.8. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ**  
для заочной формы получения высшего образования, интегрированного  
со средним специальным образованием, для специальности:  
6-05-0412-03 ЛОГИСТИКА

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	A New Period in My life: Тексты: 2. College Life.			2		14	Работа с лексическим материалом по содержанию



Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	3. A New Period in My Life. Грамматика: совершенствование слухо-произносительных и ритмико-интонационных навыков; просодическое оформление фраз различного коммуникативного типа (повествование, вопрос); транскрипция.						учебного текста
1.20	Contents of Logistics: Тексты: 3. Importance of Logistics. 7. The Third-Party Logistics. 8. Reverse Logistics. Грамматика: имя существительное (категории числа, падежа); артикль; личные местоимения, объектный падеж личных местоимений, притяжательные местоимения (простая и абсолютная формы); указательные местоимения.			6		42	Работа с лексическим материалом по содержанию учебного текста
1.3	Brest State Technical University in the System of Higher Education of the Republic of Belarus: Тексты: 1. Ann's Academy. 2. My university. 4. Brest State Technical University. Грамматика: глагольные времена в страдательном залоге; глагольные времена в действительном залоге.			2		14	Работа с лексическим материалом по содержанию учебного текста
1.23	Integrating Along the Supply Chain: Тексты: 1. Improving Communications. 2. Improving Customer Service. 7. Different Types of Cooperation. Грамматика: модальные глаголы и их эквиваленты.			6		42	Работа с лексическим материалом по содержанию учебного текста
2-й семестр							
1.7	The Republic of Belarus in the Modern World: Тексты: 2. At the Crossroads of Europe. 4. The Republic I live in.			2		12	Работа с лексическим материалом по содержанию учебного текста
1.24	Warehousing: Тексты: 1. Nature and Importance of Warehousing. 2. Types of Warehousing. 3. Functions of Warehousing Operations. 4. Facility Development. 6. Distribution Centers.			8		78	Работа с лексическим материалом по содержанию учебного текста

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	Грамматика: прямая и косвенная речь (правила перевода в косвенную речь предложений различных типов).						
1.25	Documentation in Logistics: Тексты: 1. Logistics Documentation. 2. Types of Payments. 3. Contract Types. Грамматика: инфинитив и обороты с инфинитивом; инфинитив и обороты с инфинитивом; герундий и герундиальные обороты.			4		80	Работа с лексическим материалом по содержанию учебного текста
1.11	My Future Specialty and Its Importance for the Economic Development of the Republic of Belarus: Тексты: 1. The Profession of an Economist. 7. Logistics as a Profession. Грамматика: причастие I и II; обороты с причастием I и II.			2		10	Работа с лексическим материалом по содержанию учебного текста

### 3. ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

3.1. Перечень литературы (учебной, учебно-методической, научной, нормативной, др.).

Основная:

1. Бедрицкая Л.В., Василевская Л.И., Кузарь Д.Г., Синяпкина И.В. Английский язык для экономистов. – Мн.: Народная асвета, 2018. – 318 с.

2. Бирюк И.Б., Тарасова Н.В. Практикум по грамматике английского языка = English Practical Grammar: учебное пособие. – Мн.: РИВШ, 2020. – 152 с.

3. Рахуба В.И. Practice Makes Perfect = English Listening Practice: методические указания по развитию навыков восприятия английской речи на слух. – Брест: БрГТУ, 2020. – 63 с.

4. Рахуба В.И. Introduction to Enterprise Economics and Management: сборник текстов по обучению профессионально ориентированному чтению на английском языке. – Брест: БрГТУ, 2021. – 66 с.

5. Резько, П.Н. Modern Communication: учебно-методическое пособие по развитию коммуникативных навыков для студентов неязыковых вузов экономических и технических специальностей / П.Н. Резько, Н.А. Боровикова. – Брест: Издательство БрГТУ, 2020. – 106с.

6. Электронный учебно-методический комплекс по учебной дисциплине «Иностранный язык» для специальности 1-28 01 01 Экономика электронного бизнеса [Электронный ресурс] / Брестский государственный технический универси-

тет, Экономический факультет, Кафедра иностранных языков ; сост.: О. А. Обуховская [и др.]. – Брест : БрГТУ, 2022.

7. Электронный учебно-методический комплекс по учебной дисциплине «Иностранный язык» для специальности 1-28 01 02 Электронный маркетинг [Электронный ресурс] / Брестский государственный технический университет, Экономический факультет, Кафедра иностранных языков ; сост.: О. А. Обуховская [и др.]. – Брест : БрГТУ, 2022.

8. Электронный учебно-методический комплекс по учебной дисциплине «Иностранный язык» для специальностей (направлений специальностей) 1-25 01 07 Экономика и управление на предприятии, 1-25 01 08 Бухгалтерский учет, анализ и аудит, 1-25 01 04 Финансы и кредит [Электронный ресурс] / Брестский государственный технический университет, Экономический факультет, Кафедра иностранных языков ; сост.: О. А. Обуховская [и др.]. – Брест : БрГТУ, 2022.

9. Учебно-методический комплекс по учебной дисциплине «Иностранный язык (английский, немецкий, французский, испанский)» для специальности 1-26 02 03 Маркетинг / Брестский государственный технический университет, Кафедра иностранных языков: сост.: С. В. Венкович, П. Н. Резько., О.А. Обуховская. – Брест: БрГТУ, 2019. – <https://rep.bstu.by/handle/data/18119>.

Дополнительная:

1. Резько, П.Н. Introduction to Marketing – Брест: Издательство БрГТУ, 2017. – 81с.

2. Митрошкина Т.В. Грамматика английского языка. – Мн.: Выш. школа, 2010. – 238 с.

3. Рахуба В.И. Практикум по грамматике английского языка. – Брест: Изд-во БрГТУ, 2008. – 71 с.

3.2. Перечень средств диагностики результатов учебной деятельности.

3.2.1. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «БУХГАЛТЕРСКИЙ УЧЁТ И АНАЛИЗ», «ЛОГИСТИКА», «МАРКЕТИНГ», «ФИНАНСЫ И КРЕДИТ», «ЭКОНОМИКА И УПРАВЛЕНИЕ», «ЭЛЕКТРОННАЯ ЭКОНОМИКА (ПРОФИЛИЗАЦИЯ – ЭКОНОМИКА ЭЛЕКТРОННОГО БИЗНЕСА)», «ЭЛЕКТРОННАЯ ЭКОНОМИКА (ПРОФИЛИЗАЦИЯ – ЭЛЕКТРОННЫЙ МАРКЕТИНГ)» (дневная форма получения высшего образования):

ПРОМЕЖУТОЧНЫЙ КОНТРОЛЬ осуществляется:

1) по устным темам – в форме монологического высказывания, диалогов, беседы с преподавателем;

2) по текстам – в форме разработанных комплексных заданий, составления аннотаций и рефератов, выборочного письменного перевода;

3) по грамматике – в виде выполнения грамматических упражнений по изученным темам.

ИТОГОВЫЙ КОНТРОЛЬ представляет собой обобщение и систематизацию изученного учебного материала по всем аспектам иностранного языка и осуществляется в форме зачета и экзамена.

Зачет проводится в 1 семестре и выставляется по результатам выполнения программы текущего семестра: выполнение программы практических аудиторных занятий; сдача текстов профессиональной направленности по внеаудиторному

чтению объемом 7,5 тыс. печатных знаков.

Экзамен проводится во 2 семестре. К экзамену допускаются студенты, выполнившие программу практических аудиторных занятий.

Структура экзамена:

1) чтение и письменный перевод оригинального профессионально-ориентированного текста с иностранного языка на русский со словарём. Объём – 1100-1300 печатных знаков. Время выполнения – 45 минут.

2) реферирование аутентичного или частично адаптированного научно-популярного текста, беседа на иностранном языке по содержанию текста. Объём текста – 900-1000 печатных знаков. Время подготовки – до 15 минут.

3) подготовленное высказывание по одной из изученных устных тем и неподготовленная беседа с преподавателем в рамках данной устной темы.

Список устных тем для подготовленного высказывания:

1) Новый этап в моей жизни.

2) БрГТУ в системе высшего образования Республики Беларусь.

3) Республика Беларусь в современном мире.

4) Мой родной город Брест.

5) Социально-политический портрет страны изучаемого языка.

6) Моя специальность и ее значение в экономическом развитии Республики Беларусь.

3.2.2. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «БУХГАЛТЕРСКИЙ УЧЁТ И АНАЛИЗ», «ЭКОНОМИКА И УПРАВЛЕНИЕ» (заочная форма получения высшего образования):

ПРОМЕЖУТОЧНЫЙ КОНТРОЛЬ осуществляется:

1) по устным темам – в форме монологического высказывания, диалогов, беседы с преподавателем;

2) по текстам – в форме разработанных комплексных заданий, составления аннотаций и рефератов, выборочного письменного перевода;

3) по грамматике – в виде выполнения грамматических упражнений по изученным темам.

ИТОГОВЫЙ КОНТРОЛЬ представляет собой обобщение и систематизацию изученного учебного материала по всем аспектам иностранного языка и осуществляется в форме зачета и экзамена.

Зачет проводится в 1 семестре и выставляется по результатам выполнения программы текущего семестра: выполнение программы практических аудиторных занятий; сдача текстов профессиональной направленности по внеаудиторному чтению объемом 7,5 тыс. печатных знаков.

Экзамен проводится во 2 семестре. К экзамену допускаются студенты, выполнившие программу практических аудиторных занятий.

Структура экзамена:

1) чтение и письменный перевод оригинального профессионально-ориентированного текста с иностранного языка на русский со словарём. Объём – 900-1000 печатных знаков. Время выполнения – 30-45 минут.

2) реферирование аутентичного или частично адаптированного научно-популярного текста, беседа на иностранном языке по содержанию текста. Объём текста – 700 печатных знаков. Время подготовки – до 15 минут.

3) подготовленное высказывание по одной из изученных устных тем и не-

подготовленная беседа с преподавателем в рамках данной устной темы.

Список устных тем для подготовленного высказывания:

- 1) Новый этап в моей жизни.
- 2) БрГТУ в системе высшего образования Республики Беларусь.
- 3) Республика Беларусь в современном мире.
- 4) Мой родной город Брест.
- 5) Социально-политический портрет страны изучаемого языка.
- 6) Моя специальность и ее значение в экономическом развитии Республики Беларусь.

3.2.3. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «ЛОГИСТИКА», «ЭКОНОМИКА И УПРАВЛЕНИЕ» (заочная форма получения высшего образования, интегрированного со средним специальным образованием):

ПРОМЕЖУТОЧНЫЙ КОНТРОЛЬ осуществляется:

- 1) по устным темам – в форме монологического высказывания, беседы с преподавателем;
- 2) по текстам – в форме разработанных комплексных заданий, составления аннотаций и рефератов, выборочного письменного перевода;
- 3) по грамматике – в виде выполнения грамматических упражнений по изученным темам.

ИТОГОВЫЙ КОНТРОЛЬ представляет собой обобщение и систематизацию изученного учебного материала по всем аспектам иностранного языка и осуществляется в форме зачета и экзамена.

Зачет проводится в 1 семестре и выставляется по результатам выполнения программы текущего семестра: выполнение программы практических аудиторных занятий; сдача текстов профессиональной направленности по внеаудиторному чтению объемом 7,5 тыс. печатных знаков.

Экзамен проводится во 2 семестре. К экзамену допускаются студенты, выполнившие программу практических аудиторных занятий.

Структура экзамена:

- 1) чтение и письменный перевод оригинального профессионально-ориентированного текста с иностранного языка на русский со словарём. Объём – 900-1000 печатных знаков. Время выполнения – 30-45 минут.
- 2) реферирование аутентичного или частично адаптированного научно-популярного текста, беседа на иностранном языке по содержанию текста. Объём текста – 700 печатных знаков. Время подготовки – до 15 минут.
- 3) подготовленное высказывание по одной из изученных устных тем и неподготовленная беседа с преподавателем в рамках данной устной темы.

Список устных тем для подготовленного высказывания:

- 1) Новый этап в моей жизни.
- 2) БрГТУ в системе высшего образования Республики Беларусь.
- 3) Республика Беларусь в современном мире.
- 4) Мой родной город Брест.
- 5) Социально-политический портрет страны изучаемого языка.
- 6) Моя специальность и ее значение в экономическом развитии Республики Беларусь.

Оценка учебных достижений студентов на экзамене по иностранному языку производится по 10-балльной шкале.

## КРИТЕРИИ ОЦЕНИВАНИЯ ОТВЕТОВ СТУДЕНТОВ НА ЭКЗАМЕНЕ ПО ИНОСТРАННОМУ ЯЗЫКУ

1) Письменный перевод текста по специальности:

10 (баллов) – полный, своевременный, безошибочный, стилистически верный перевод.

9 (баллов) – полный, своевременный, безошибочный перевод с 1-2 стилистическими погрешностями, не ведущими к искажению смысла.

8 (баллов) – полный, своевременный перевод с 1-2 лексико-грамматическими ошибками, не ведущими к искажению смысла.

7 (баллов) – полный, своевременный перевод с 3-4 лексико-грамматическими ошибками, не ведущими к искажению смысла.

6 (баллов) – полный, своевременный перевод с 5-6 лексико-грамматическими ошибками, не ведущими к искажению смысла.

5 (баллов) – неполный перевод текста (80%) + 7-8 лексико-грамматических ошибок.

4 (балла) – неполный перевод текста (70%) + 9-10 лексико-грамматических ошибок.

3 (балла) – неполный перевод текста (60%) + 11-12 лексико-грамматических ошибок.

2 (балла) – неполный перевод текста (50%) с большим количеством лексико-грамматических ошибок.

1 (балл) – перевод сделан на уровне отдельных слов и словосочетаний.

2) Передача содержания общенаучного текста на иностранном языке:

10 (баллов) – полное понимание содержания текста с передачей всех деталей смысловых связей в виде логически четко построенного сообщения.

9 (баллов) – полное понимание содержания текста с передачей всех деталей смысловых связей в виде недостаточно логически оформленного сообщения.

8 (баллов) – передача содержания текста с недостаточной полнотой.

7 (баллов) – передача содержания текста, содержащая 1-2 смысловые неточности.

6 (баллов) – передача содержания текста, содержащая 3-4 смысловые неточности.

5 (баллов) – ответ, отражающий содержание текста при наличии пропусков информации (не более 20%).

4 (балла) – ответ, отражающий содержание текста при наличии пропусков информации (не более 30%).

3 (балла) – понимание текста в общих чертах (60%).

2 (балла) – фрагментарное понимание содержания текста и неспособность изложить основную идею.

1 (балл) – полное непонимание текста.

В числе эффективных педагогических методов (технологий), способствующих вовлечению студентов в поиск и управление знаниями, приобретению опыта самостоятельного решения речемыслительных задач, рекомендуется использовать:

- технологии проблемно-модульного обучения;
- технологии учебно-исследовательской деятельности;
- проектные технологии;

- коммуникативные технологии (дискуссия, пресс-конференция, мозговой штурм, учебные дебаты и другие активные формы и методы);
- метод кейсов (анализ ситуации);
- игровые технологии, в рамках которых студенты участвуют в деловых, ролевых, имитационных играх;
- симуляцию;
- компьютерные технологии.

### 3.3. Методические рекомендации по организации и выполнению самостоятельной работы обучающихся по учебной дисциплине.

Самостоятельная внеаудиторная неуправляемая работа студентов включает следующие виды работ:

- 1) подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения);
- 2) использование интернет-сайтов для поиска учебной информации;
- 3) самостоятельное изучение общенаучной и терминологической лексики;
- 4) самостоятельное изучение тем, включенных в модуль социально-бытового и социокультурного общения (для заочной и заочной сокращенной форм получения образования);
- 5) подготовка докладов на научно-практические конференции;
- б) подготовка к зачету, экзамену.

#### 3.3.1. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «БУХГАЛТЕРСКИЙ УЧЁТ И АНАЛИЗ», «ЛОГИСТИКА», «МАРКЕТИНГ», «ФИНАНСЫ И КРЕДИТ», «ЭКОНОМИКА И УПРАВЛЕНИЕ» (дневная форма получения высшего образования):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 176 часов, из них в 1 семестре – 60 часов, во 2 семестре – 116 часов.

Самостоятельная работа студентов в 1 семестре включает следующие виды работ:

- 1) Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).
- 2) Использование интернет-сайтов для поиска учебной информации.
- 3) Самостоятельное изучение общенаучной и терминологической лексики.
- 4) Самостоятельное изучение следующих тем по грамматике:
  - Имя существительное: образование множественного числа и притяжательного падежа существительных. Существительное в функции определения и его перевод на русский язык.
  - Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие. Местоимения it, one как заменители существительного.
  - Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.
  - Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными. Место прилагательных и наречий в предложении.
  - Числительные: количественные, порядковые, дробные.
  - Глагол: видовременные формы действительного и страдательного залогов.
  - Согласование времен.

- Повелительное наклонение.
- Модальные глаголы и их эквиваленты.

#### 5) Подготовка к зачету.

Самостоятельная работа студентов во 2 семестре включает следующие виды работ:

- 1) Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).
- 2) Использование интернет-сайтов для поиска учебной информации.
- 3) Самостоятельное изучение общенаучной и терминологической лексики.
- 4) Самостоятельное изучение следующих тем по грамматике:
  - Неличные формы глагола (инфинитив, герундий, причастие I, II): формы, конструкции, способы перевода на русский язык.
  - Союз. Сочинительные и подчинительные союзы.
  - Условные предложения I, II, III, смешанного типов. Сослагательное наклонение.
  - Прямой и обратный порядок слов в сложном предложении.
  - Прямая и косвенная речь.
  - Предлоги места, времени, направления, инструментальности, причинности, совместности. Предлоги, совпадающие по форме с наречиями. Место предлога в предложении.
  - Основные словообразовательные модели.
- 5) Подготовка к экзамену.

3.3.2. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «ЭЛЕКТРОННАЯ ЭКОНОМИКА (ПРОФИЛИЗАЦИЯ – ЭКОНОМИКА ЭЛЕКТРОННОГО БИЗНЕСА)», «ЭЛЕКТРОННАЯ ЭКОНОМИКА (ПРОФИЛИЗАЦИЯ – ЭЛЕКТРОННЫЙ МАРКЕТИНГ)» (дневная форма получения высшего образования):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 100 часов, из них в 1 семестре – 40 часов, во 2 семестре – 60 часов.

Самостоятельная работа студентов в 1 семестре включает следующие виды работ:

- 1) Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).
- 2) Использование интернет-сайтов для поиска учебной информации.
- 3) Самостоятельное изучение общенаучной и терминологической лексики.
- 4) Самостоятельное изучение следующих тем по грамматике:
  - Имя существительное: образование множественного числа и притяжательного падежа существительных. Существительное в функции определения и его перевод на русский язык.
  - Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие. Местоимения it, one как заменители существительного.
  - Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.
  - Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными. Место прилагательных и наречий в предложении.
  - Числительные: количественные, порядковые, дробные.
  - Глагол: видовременные формы действительного и страдательного залогов.



- Согласование времен.
- Повелительное наклонение.
- Модальные глаголы и их эквиваленты.

5) Подготовка к зачету.

Самостоятельная работа студентов во 2 семестре включает следующие виды работ:

1) Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2) Использование интернет-сайтов для поиска учебной информации.

3) Самостоятельное изучение общенаучной и терминологической лексики.

4) Самостоятельное изучение следующих тем по грамматике:

– Неличные формы глагола (инфинитив, герундий, причастие I, II): формы, конструкции, способы перевода на русский язык.

– Союз. Сочинительные и подчинительные союзы.

– Условные предложения I, II, III, смешанного типов. Сослагательное наклонение.

– Прямой и обратный порядок слов в сложном предложении.

– Прямая и косвенная речь.

– Предлоги места, времени, направления, инструментальности, причинности, совместности. Предлоги, совпадающие по форме с наречиями. Место предлога в предложении.

– Основные словообразовательные модели.

5) Подготовка к экзамену.

3.3.3. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «БУХГАЛТЕРСКИЙ УЧЁТ И АНАЛИЗ», «ЭКОНОМИКА И УПРАВЛЕНИЕ» (заочная форма получения высшего образования):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 292 часов, из них в 1 семестре – 112 часов, во 2 семестре – 180 часов.

Самостоятельная работа студентов в 1 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет-сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Имя существительное: образование множественного числа и притяжательного падежа существительных. Существительное в функции определения и его перевод на русский язык.

– Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие. Местоимения it, one как заменители существительного.

– Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.

– Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными. Место прилагательных и наречий в предложении.

- Числительные: количественные, порядковые, дробные.
- Глагол: видовременные формы действительного и страдательного залогов.
- Согласование времен.
- Повелительное наклонение.
- Модальные глаголы и их эквиваленты.

#### 5. Подготовка к зачету.

Самостоятельная работа студентов во 2 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).
2. Использование интернет-сайтов для поиска учебной информации.
3. Самостоятельное изучение общенаучной и терминологической лексики.
4. Самостоятельное изучение следующих тем по грамматике:
  - Неличные формы глагола (инфинитив, герундий, причастие I, II): формы, конструкции, способы перевода на русский язык.
  - Союз. Сочинительные и подчинительные союзы.
  - Условные предложения I, II, III, смешанного типов. Сослагательное наклонение.
  - Прямой и обратный порядок слов в сложном предложении.
  - Прямая и косвенная речь.
  - Предлоги места, времени, направления, инструментальности, причинности, совместности. Предлоги, совпадающие по форме с наречиями. Место предлога в предложении.
  - Основные словообразовательные модели.
5. Подготовка к экзамену.

3.3.4. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «ЛОГИСТИКА», «ЭКОНОМИКА И УПРАВЛЕНИЕ» (заочная форма получения высшего образования, интегрированного со средним специальным образованием):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 292 часов, из них в 1 семестре – 112 часов, во 2 семестре – 180 часов.

Самостоятельная работа студентов в 1 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).
2. Использование интернет-сайтов для поиска учебной информации.
3. Самостоятельное изучение общенаучной и терминологической лексики.
4. Самостоятельное изучение следующих тем по грамматике:
  - Имя существительное: образование множественного числа и притяжательного падежа существительных. Существительное в функции определения и его перевод на русский язык.
  - Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие. Местоимения it, one как заменители существительного.
  - Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.

- Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными. Место прилагательных и наречий в предложении.
- Числительные: количественные, порядковые, дробные.
- Глагол: видовременные формы действительного и страдательного залогов.
- Согласование времен.
- Повелительное наклонение.
- Модальные глаголы и их эквиваленты.

#### 5. Подготовка к зачету.

Самостоятельная работа студентов во 2 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).
2. Использование интернет-сайтов для поиска учебной информации.
3. Самостоятельное изучение общенаучной и терминологической лексики.
4. Самостоятельное изучение следующих тем по грамматике:
  - Неличные формы глагола (инфинитив, герундий, причастие I, II): формы, конструкции, способы перевода на русский язык.
  - Союз. Сочинительные и подчинительные союзы.
  - Условные предложения I, II, III, смешанного типов. Сослагательное наклонение.
  - Прямой и обратный порядок слов в сложном предложении.
  - Прямая и косвенная речь.
  - Предлоги места, времени, направления, инструментальности, причинности, совместности. Предлоги, совпадающие по форме с наречиями. Место предлога в предложении.
  - Основные словообразовательные модели.
5. Подготовка к экзамену.

#### Список литературы для самостоятельной работы:

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**ПРОТОКОЛ СОГЛАСОВАНИЯ УЧЕБНОЙ ПРОГРАММЫ  
ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)»  
С ДРУГИМИ ДИСЦИПЛИНАМИ СПЕЦИАЛЬНОСТИ**

Название учебной дисциплины, с которой требуется согласование	Название кафедры	Предложения об изменениях в содержании учебной программы учреждения высшего образования по учебной дисциплине	Решение, принятое кафедрой, разработавшей учебную программу (с указанием даты и номера протокола)
Бухгалтерский учет в отраслях экономики Деньги, кредит, банки	Бухгалтерского учета, анализа и аудита	<i>нет</i>	Рассмотрена и рекомендована к утверждению протокол № ___ от _____. . . . .
Финансы организаций Деньги, кредит, банки	Бухгалтерского учета, анализа и аудита	<i>нет</i>	Рассмотрена и рекомендована к утверждению протокол № ___ от _____. . . . .
Организация труда Управление персоналом.	Менеджмента	<i>нет</i>	Рассмотрена и рекомендована к утверждению протокол № ___ от _____. . . . .
Информационные технологии Управление конкурентоспособностью	Менеджмента	<i>нет</i>	Рассмотрена и рекомендована к утверждению протокол № ___ от _____. . . . .
Основы конкурентоспособности Маркетинг услуг	Мировой экономики, маркетинга, инвестиций	<i>нет</i>	Рассмотрена и рекомендована к утверждению протокол № ___ от _____. . . . .
Веб-технологии и программирование Основы маркетинга	Мировой экономики, маркетинга, инвестиций	<i>нет</i>	Рассмотрена и рекомендована к утверждению протокол № ___ от _____. . . . .
Закупочная логистика Распределительная логистика	Экономической теории и логистики	<i>нет</i>	Рассмотрена и рекомендована к утверждению протокол № ___ от _____. . . . .



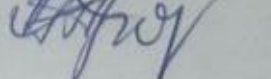
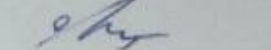
Содержание учебной программы согласовано с выпускающей кафедрой

Заведующий выпускающей кафедрой, кандидат экономических наук, доцент

Заведующий выпускающей кафедрой, кандидат экономических наук, доцент

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 Н.В.Потапова  
  
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 А.Г.Проровский  
  
 Г.Б.Медведева

ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ  
Регистрационный № УД-23-1-027/уч. от 23.06.2023

Иностранный язык (английский)

для специальностей:

- 6-05-0411-01 Бухгалтерский учёт и анализ
- 6-05-0412-03 Логистика
- 6-05-0412-04 Маркетинг
- 6-05-0411-02 Финансы и кредит
- 6-05-0311-02 Экономика и управление
- 6-05-0611-04 Электронная экономика (профилизация – Экономика электронного бизнеса)
- 6-05-0611-04 Электронная экономика (профилизация – Электронный маркетинг)

(дневная форма получения высшего образования)

(заочная форма получения высшего образования)

(заочная форма получения высшего образования, интегрированного со средним специальным образованием)

на 2024-2025 учебный год

№ п/п	Дополнения и изменения	Основание
1.	Для всех специальностей дневной формы получения высшего образования:  Внести в п. 3.2 раздела 3 «Информационно-методическая часть» сведения о текущей и промежуточной аттестации (информация прилагается).	Постановление Министерства образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования»
2.	Для специальностей 6-05-0411-01 Бухгалтерский учёт и анализ, 6-05-0311-02 Экономика и управление заочной формы получения высшего образования:  Внести в пп. 3.2.2 пункта 3.2 раздела 3 «Информационно-методическая часть»: – текущая и промежуточная аттестации для данных специальностей не предусмотрены.	Постановление Министерства образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования»
3.	Для специальностей 6-05-0412-03 Логистика, 6-05-0311-02 Экономика и управление заочной формы получения высшего образования, интегрированного со средним специальным образованием:  Внести в пп. 3.2.3 пункта 3.2 раздела 3 «Информационно-методическая часть»: – текущая и промежуточная аттестации для данных специальностей не предусмотрены.	Постановление Министерства образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования»



№ п/п	Дополнения и изменения	Основание
4.	<p>Для дневной формы получения высшего образования:</p> <p>Добавить в учебную программу следующую специальность:</p> <p>1) 6-05-0411-01 Бухгалтерский учет, анализ и аудит. Занятия вести согласно смежной специальности 6-05-0411-01 Бухгалтерский учёт и анализ.</p>	Набор студентов на новую специальность в 2024 году.
5.	<p>Для заочной формы получения высшего образования:</p> <p>Добавить в учебную программу следующую специальность:</p> <p>1) 6-05-0411-01 Бухгалтерский учет, анализ и аудит. Занятия вести согласно смежной специальности 6-05-0411-01 Бухгалтерский учёт и анализ.</p>	Набор студентов на новую специальность в 2024 году.

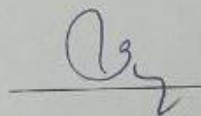
Учебная программа пересмотрена и одобрена на заседании кафедры лингвистических дисциплин и межкультурных коммуникаций (протокол №8 от 26 апреля 2024 г.).

Заведующий кафедрой,  
кандидат филологических наук, доцент



В.И.Рахуба

УТВЕРЖДАЮ  
Декан экономического факультета  
кандидат экономических наук, доцент



В.В.Зазерская

## 4.2.2. ФРАНЦУЗСКИЙ ЯЗЫК

К-1 2023

Учреждение образования

«Брестский государственный технический университет»

УТВЕРЖДАЮ

Первый проректор БрГТУ

М.В. Нерода

« 23 » 06 2023 г.

Регистрационный № УД-23-1-026 /уч.

Иностранный язык (французский)

Учебная программа учреждения высшего образования по учебной дисциплине  
для специальностей:

- 6-05-0411-01 Бухгалтерский учет, анализ и аудит
- 6-05-0412-03 Логистика
- 6-05-0412-04 Маркетинг
- 6-05-0411-02 Финансы и кредит
- 6-05-0311-02 Экономика и управление
- 6-05-0611-04 Электронная экономика (профилизация – Электронный маркетинг)
- 6-05-0611-04 Электронная экономика (профилизация – Экономика электронного бизнеса)

2023 г.

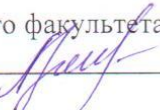
Учебная программа составлена на основе учебных планов, разработанных на основании примерных учебных планов по специальностям, для следующих специальностей: 6-05-0411-01 Бухгалтерский учет, анализ и аудит (утвержден Министерством образования Республики Беларусь 02.12.2022, регистр. № 6-05-04-005/пр.); 6-05-0412-03 Логистика (утвержден Министерством образования Республики Беларусь 02.12.2022, регистрационный № 6-05-04-006/пр.); 6-05-0412-04 Маркетинг (утвержден Министерством образования Республики Беларусь 02.12.2022, регистрационный № 6-05-04-007/пр.); 6-05-0411-02 Финансы и кредит (утвержден Министерством образования Республики Беларусь 15.11.2022, регистрационный № 6-05-04-004/пр.); 6-05-0311-02 Экономика и управление (утвержден Министерством образования Республики Беларусь 02.12.2022, регистрационный № 6-05-03-002/пр.); 6-05-0611-04 Электронная экономика, профилизация – Электронный маркетинг (утвержден Министерством образования Республики Беларусь 17.11.2022, регистрационный № 6-05-06-003/пр.); 6-05-0611-04 Электронная экономика, профилизация – Экономика электронного бизнеса (утвержден Министерством образования Республики Беларусь 17.11.2022, регистрационный № 6-05-06-003/пр.); с учетом типовой учебной программы «Иностранный язык» для учреждений высшего образования, утвержденной Министерством образования Республики Беларусь 15.04.2008, регистрационный № ТД–СГ.013/тип.

**СОСТАВИТЕЛЬ:**


Копчак Е.В., старший преподаватель кафедры иностранных языков, магистр педагогических наук

**РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:**

Кафедрой иностранных языков  
Заведующий кафедрой  В.И. Рахуба  
(протокол № 10 от 03.05.2023);

Методической комиссией экономического факультета  
Председатель методической комиссии  Л.А. Захарченко  
(протокол № 5 от 19.06.2023);

Научно-методическим советом БрГТУ  
(протокол № 6 от 23.06.2023);

*Специалист по ОУП Корисная Ю.М. *



## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Статус иностранного языка как общеобразовательной дисциплины, реально востребуемой в практической и интеллектуальной деятельности специалиста, является в современном поликультурном и многоязычном мире особенно значимым. Иностранный язык рассматривается не только в качестве средства межкультурного и профессионального общения, но и средства формирования личности как субъекта национальной и мировой культуры.

Учебная программа разработана на основе концепции обучения иностранным языкам в системе непрерывного образования Республики Беларусь, концепции языкового образования, концепции учебного предмета «Иностранный язык» с учетом требований государственных образовательных стандартов высшего образования, а также с учетом типовой учебной программы для высших учебных заведений № ТД–СГ.013/тип. от 15.04.2008, и указанными в ней нормативными документами.

Главная цель обучения иностранному языку заключается в формировании иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство межличностного и профессионального общения. Достижение главной цели предполагает комплексную реализацию познавательной, развивающей, воспитательной и практической целей.

В качестве стратегической интегративной компетенции в процессе обучения иностранным языкам выступает коммуникативная компетенция в единстве всех составляющих: языковой, речевой, социокультурной, компенсаторной, учебно-познавательной компетенций.

Языковая компетенция – совокупность языковых средств.

Речевая компетенция – совокупность навыков и умений речевой деятельности (говорение, письмо, аудирование, чтение), знание норм речевого поведения, способность использовать языковые средства в связной речи в соответствии с ситуацией общения.

Социокультурная компетенция – совокупность знаний о национально-культурной специфике стран изучаемого языка и связанных с этим умений корректно строить свое речевое и неречевое поведение.

Компенсаторная компетенция – совокупность умений использовать дополнительные вербальные средства и невербальные способы решения коммуникативных задач в условиях дефицита имеющихся языковых средств.

Учебно-познавательная компетенция – совокупность общих и специальных учебных умений, необходимых для осуществления самостоятельной деятельности по овладению иностранным языком.

Основными задачами изучения дисциплины являются:

- унификация полученных ранее умений и навыков чтения текстов на расширенном языковом материале;
- формирование умений и навыков чтения и понимания текстов по специальности в ситуациях поиска смысловой информации;
- владение профессиональной лексикой;
- знакомство с историей и культурой страны изучаемого языка.

В результате изучения учебной дисциплины «Иностранный язык (французский)» по всем указанным в данной программе специальностям формируются следующие компетенции:

УК-3. Осуществлять коммуникации на иностранном языке для решения задач межличностного, профессионального и межкультурного взаимодействия.

В результате изучения дисциплины «Иностранный язык (французский)» студент должен:

знать:

– особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах;

– социокультурные нормы бытового и делового общения в современном поликультурном мире;

– историю и культуру страны изучаемого языка;

– основные формы культурной коммуникации;

уметь:

– вести общение профессионального и социокультурного характера на иностранном языке, сочетая диалогические и монологические формы речи;

– читать литературу на иностранном языке по профилю обучения (изучающее, ознакомительное, просмотровое и поисковое чтение);

– использовать иностранный язык в качестве инструмента профессиональной деятельности: перевод, реферирование и аннотирование профессионально ориентированных и научных текстов, выступление с публичной речью;

– использовать стилистические нормы иностранного языка в соответствии с ситуацией профессиональных или деловых взаимоотношений;

владеть:

– правилами речевого этикета;

– рациональным и эффективным языковым поведением в ситуациях межкультурной коммуникации;

– основными видами монологического высказывания на повседневные темы и по профилю обучения (информирование, пояснение, уточнение).

Курс обучения иностранному языку (французскому) рассматривается как продолжение курса изучения иностранного языка в учреждении среднего, среднего специального образования с соблюдением принципа преемственности. И данная учебная дисциплина взаимосвязана с циклом общенаучных и общепрофессиональных дисциплин.

В соответствии с учебными планами изучение дисциплины «Иностранный язык (французский)» студентами указанных выше специальностей осуществляется в 1 и 2 семестрах I курса обучения.

Общее количество часов, распределение аудиторных часов и зачетных единиц по семестрам, а также форма аттестации представлены ниже в таблицах.

План учебной дисциплины для дневной формы получения высшего образования

Код специальности (направления специальности)	Наименование специальности (направления специальности)	Курс	Семестр	Всего учебных часов	Количество зачетных единиц	Аудиторных часов (в соответствии с учебным планом УВО)					Академических часов на курсовой проект (работу)	Форма текущей аттестации
						Всего	Лекции	Лабораторные занятия	Практические занятия	Семинары		
6-05-0411-01	Бухгалтерский учет, анализ и аудит	I	1	128	3	68	–	–	68	–	–	зачет
			2	196	6	80	–	–	80	–	–	экзамен
6-05-0412-03	Логистика	I	1	128	3	68	–	–	68	–	–	зачет
			2	196	6	80	–	–	80	–	–	экзамен
6-05-0412-04	Маркетинг	I	1	128	3	68	–	–	68	–	–	зачет
			2	196	6	80	–	–	80	–	–	экзамен
6-05-0411-02	Финансы и кредит	I	1	128	3	68	–	–	68	–	–	зачет
			2	196	6	80	–	–	80	–	–	экзамен
6-05-0311-02	Экономика и управление	I	1	128	3	68	–	–	68	–	–	зачет
			2	196	6	80	–	–	80	–	–	экзамен
6-05-0611-04	Электронная экономика (профилизация – Электронный маркетинг)	I	1	108	3	68	–	–	68	–	–	зачет
			2	108	3	48	–	–	48	–	–	экзамен
6-05-0611-04	Электронная экономика (профилизация – Экономика электронного бизнеса)	I	1	108	3	68	–	–	68	–	–	зачет
			2	108	3	48	–	–	48	–	–	экзамен

**План учебной дисциплины для заочной формы получения высшего образования**

Код специальности (направления специальности)	Наименование специальности (направления специальности)	Курс	Семестр	Всего учебных часов	Количество зачетных единиц	Аудиторных часов (в соответствии с учебным планом УВО)					Академических часов на курсовой проект (работу)	Форма текущей аттестации
						Всего	Лекции	Лабораторные занятия	Практические занятия	Семинары		
6-05-0411-01	Бухгалтерский учет, анализ и аудит	I	1	128	3	16	–	–	16	–	–	зачет
			2	196	6	16	–	–	16	–	–	экзамен
6-05-0311-02	Экономика и управление	I	1	128	3	16	–	–	16	–	–	зачет
			2	196	6	16	–	–	16	–	–	экзамен

**План учебной дисциплины для заочной формы получения высшего образования  
в сокращенные сроки на основе среднего специального образования**

Код специальности (направления специальности)	Наименование специальности (направления специальности)	Курс	Семестр	Всего учебных часов	Количество зачетных единиц	Аудиторных часов (в соответствии с учебным планом УВО)					Академических часов на курсовой проект (работу)	Форма текущей аттестации
						Всего	Лекции	Лабораторные занятия	Практические занятия	Семинары		
6-05-0311-02	Экономика и управление	I	1	128	3	16	–	–	16	–	–	зачет
			2	196	6	16	–	–	16	–	–	экзамен
6-05-0412-03	Логистика	I	1	128	3	16	–	–	16	–	–	зачет
			2	196	6	16	–	–	16	–	–	экзамен

# 1. СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

1.1. для специальностей:

6-05-0411-01 БУХГАЛТЕРСКИЙ УЧЕТ, АНАЛИЗ И АУДИТ

6-05-0412-03 ЛОГИСТИКА

6-05-0412-04 МАРКЕТИНГ

6-05-0411-02 ФИНАНСЫ И КРЕДИТ

6-05-0311-02 ЭКОНОМИКА И УПРАВЛЕНИЕ:

1. Модуль социально-бытового и социокультурного общения

Тема 1. Une nouvelle étape dans ma vie.

Языковой материал: лексический минимум; грамматика: артикли, притяжательные и указательные прилагательные и местоимения, временные формы глагола Présent.

Тема 2. Université Technique d'Etat à Brest.

Языковой материал: лексический минимум; грамматика: неопределенные местоимения, временные формы глагола Imparfait.

Тема 3. République du Bélarus.

Языковой материал: лексический минимум; грамматика: личные приглагольные местоимения Passé composé, неопределенно-личное местоимение «on», безличные глаголы и выражения.

Тема 4. Brest.

Языковой материал: лексический минимум; грамматика: имя прилагательное, особые случаи образования женского рода и множественного числа, степени сравнения.

Тема 5. Le portrait socio-économique de la France.

Языковой материал: лексический минимум; грамматика: Forme passive, Concordance des temps de l'Indicatif.

Тема 6. Mon futur métier.

Языковой материал: лексический минимум; грамматика: неличные формы глагола – Gérondif.

2. Модуль профессионального общения

Тема 1. Activité économique.

Classification des besoins. Choix économiques. Science économique. Macro- et microéconomie. Языковой материал: лексический минимум; грамматика: числительные, временные формы глагола Temps immédiats, Impératif, возвратные глаголы

Тема 2. Fonctions économiques.

Production. Agents de production. Consommation. Biens et services. Répartition primaire et redistribution. Языковой материал: лексический минимум; грамматика: неопределенные прилагательные, временные формы глагола Passé composé.

Тема 3. Facteurs de production.

Ressources naturelles. Travail. Capital. Языковой материал: лексический минимум; грамматика: временные формы глагола Plus-que-parfait, имя существительное: образование женского рода и множественного числа.

Тема 4. Emploi et chômage.

Population active. Résultats et tendances. Recherche d'emploi. Méthodes de recherche. CV et lettre de motivation. Entretien d'embauche. Языковой материал: лексический минимум; грамматика: относительные местоимения, временные формы глагола Passé simple.

Тема 5. Entreprise.

Types d'entreprises. Taille des entreprises. Financement des entreprises. Языковой материал: лексический минимум; грамматика: временные формы глагола Futur simple, Futur dans le passé, Futur antérieur.

Тема 6. Marketing.

Qu'est-ce qu'un marché? Concurrents. Distributeurs. Prix et coûts. Courbe de la demande. Types de prix. Niveau des prix. Языковой материал: лексический минимум; грамматика: прямая и косвенная речь.

Тема 7. Commande et livraison.

Bon de commande. Problèmes de livraison. Языковой материал: лексический минимум; грамматика: Subjonctif, prépositions.

Тема 8. Commerce électronique.

Internet. Intranet. B2B et B2C. Языковой материал: лексический минимум; грамматика: Conditionnel présent, Conditionnel passé.

Тема 9. Argent. Finance.

Services bancaires. Compte courant. Distributeurs automatiques. Crédit bancaire. Prêt et emprunt. Языковой материал: лексический минимум; грамматика: неличные формы глагола – Participe présent.

1.2. для специальностей:

6-05-0611-04 ЭЛЕКТРОННАЯ ЭКОНОМИКА (профилизация – ЭЛЕКТРОННЫЙ МАРКЕТИНГ)

6-05-0611-04 ЭЛЕКТРОННАЯ ЭКОНОМИКА (профилизация – ЭКОНОМИКА ЭЛЕКТРОННОГО БИЗНЕСА):

1. Модуль социально-бытового и социокультурного общения

Тема 1. Une nouvelle étape dans ma vie.

Языковой материал: лексический минимум; грамматика: артикли, притяжательные и указательные прилагательные и местоимения, временные формы глагола Présent.

Тема 2. Université Technique d'Etat à Brest.

Языковой материал: лексический минимум; грамматика: неопределенные местоимения, временные формы глагола Imparfait.

Тема 3. République du Bélarus.

Языковой материал: лексический минимум; грамматика: личные приглагольные местоимения Passé composé, неопределенно-личное местоимение «on», неличные формы глагола.

Тема 4. Le portrait socio-économique de la France.

Языковой материал: лексический минимум; грамматика: Forme passive, Concordance des temps de l'Indicatif.

Тема 5. Mon futur métier.

Языковой материал: лексический минимум; грамматика: Subjonctif.

2. Модуль профессионального общения

Тема 1. Activité économique.

Classification des besoins. Choix économiques. Science économique. Macro- et microéconomie. Языковой материал: лексический минимум; грамматика: числительные, временные формы глагола Temps immédiats, Impératif, возвратные глаголы

Тема 2. Fonctions économiques.

Production. Agents de production. Consommation. Biens et services. Répartition primaire et redistribution. Языковой материал: лексический минимум; грамматика: неопределенные прилагательные, временные формы глагола Passé composé, Plus-que-parfait.

Тема 3. Facteurs de production.

Ressources naturelles. Travail. Capital. Языковой материал: лексический минимум; грамматика: временные формы глагола Passé simple, имя существительное: образование женского рода и множественного числа.

Тема 4. Informatique en entreprise.

Comment fonctionne l'informatique en entreprise. Connexion à votre poste de travail. Exemple d'utilisation d'agenda partagé. Lecteurs réseau. Multimédia. Языковой материал:

лексический минимум; грамматика: временные формы глагола Passé simple, pronoms relatifs.

Тема 5. Entreprise.

Types d'entreprises. Taille des entreprises. Financement des entreprises. Языковой материал: лексический минимум; грамматика: временные формы глагола Futur simple, Futur dans le passé, Futur antérieur.

Тема 6. Marketing.

Qu'est-ce qu'un marché? Concurrents. Distributeurs. Prix et coûts. Courbe de la demande. Types de prix. Niveau des prix. Языковой материал: лексический минимум; грамматика: прямая и косвенная речь.

Тема 7. Commerce électronique.

Internet. Intranet. B2B et B2C. Языковой материал: лексический минимум; грамматика: Conditionnel présent, Conditionnel passé.

2.1. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ  
 для специальностей:  
 6-05-0411-01 БУХГАЛТЕРСКИЙ УЧЕТ, АНАЛИЗ И АУДИТ  
 6-05-0412-03 ЛОГИСТИКА  
 6-05-0412-04 МАРКЕТИНГ  
 6-05-0411-02 ФИНАНСЫ И КРЕДИТ  
 6-05-0311-02 ЭКОНОМИКА И УПРАВЛЕНИЕ  
 дневной формы получения высшего образования

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	I курс 1 семестр						
1.1.	Une nouvelle étape de ma vie Развитие речи: Faisons connaissance. Ma famille et moi. Journée de travail. Une nouvelle étape dans ma vie. Грамматика: articles, adjectifs et pronoms possessifs, adjectifs et pronoms démonstratifs, verbe: Présent.			8		8	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.
2.1.	Activité économique Чтение: Activité économique. Classification de besoins. Choix économiques. Science économique. Macro- et microéconomie. Грамматика: adjectif numéral, verbe: Temps immédiats, Impératif, verbes pronominaux.			12		10	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.
2.2.	Fonctions économiques Чтение: Fonctions économiques. Production. Agents de production. Consommation. Biens et services. Répartition primaire et redistribution. Грамматика: adjectifs indéfinis, verbe: Passé composé.			12		10	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.
1.2.	Université Technique d'Etat à Brest Развитие речи: Université Technique. Грамматика: pronoms indéfinis, verbe: Imparfait.			4		4	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.
2.3.	Facteurs de production Чтение: Facteurs de production. Ressources naturelles. Travail. Capital. Грамматика: verbe: Plus-que-parfait, nom: formation du genre féminin et du			10		8	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/



Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	pluriel.						аннотирование. Беседа по теме.
1.3.	La République du Bélarus. Развитие речи: Géographie, politique, économie du pays. Грамматика: pronoms personnels, pronom «on», verbes et expressions impersonnels.			6		6	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.
2.4.	Emploi et chômage. Чтение: Emploi et chômage. Population active. Résultats et tendances. Recherche d'emploi. Méthodes de recherche. CV et lettre de motivation. Entretien d'embauche. Грамматика: verbe: Passé simple, pronoms relatifs.			12		10	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.
1.4.	Brest Развитие речи: Ma ville natale. La région de Brest. Грамматика: adjectif: formation du genre féminin et du pluriel, degrés de comparaison.			4		4	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.
	I курс 2 семестр						
2.5.	Entreprise. Чтение: Entreprise. Types d'entreprises. Taille des entreprises. Financement des entreprises. Bilan. Грамматика: verbe: Futur simple, Futur dans le passé, Futur antérieur.			14		19	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.
2.6.	Marketing. Чтение: Qu'est-ce qu'un marché? Concurrents. Distributeurs. Prix et coûts. Courbe de la demande. Types de prix. Niveau des prix. Грамматика: verbe: Discours direct et indirect.			14		19	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.
1.5.	Le portrait socio-économique et culturel de la France. Развитие речи: La France: géographie, politique, économie. Грамматика: verbe: Forme passive, Concordance des temps de l'Indicatif.			8		14	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
							аннотирование. Беседа по теме.
2.7.	Commande et livraison. Чтение: Commande et livraison. Bon de commande. Problèmes de livraison. Transport. Assurance. Грамматика: verbe: Subjonctif, prépositions.			12		17	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.
2.8.	Commerce électronique. Чтение: Commerce électronique. Internet. Intranet. B2B et B2C. Грамматика: verbe: Conditionnel présent, Conditionnel passé.			14		18	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.
2.9.	Argent. Finance. Чтение: Argent. Services bancaires. Compte courant. Distributeurs automatiques. Crédit bancaire. Prêt et emprunt. Грамматика: verbe: formes non personnelles – Participe présent.			12		17	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.
1.6.	Mon futur métier Развитие речи: Métier économiste. Technologie et progrès technique. Lettre de motivation. Грамматика: verbe: formes non personnelles – Gérondif.			6		12	Фронтальный/индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/аннотирование. Беседа по теме.

**2.2. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ  
для специальностей:**

**6-05-0611-04 ЭЛЕКТРОННАЯ ЭКОНОМИКА (профилизация – ЭЛЕКТРОННЫЙ  
МАРКЕТИНГ)**

**6-05-0611-04 ЭЛЕКТРОННАЯ ЭКОНОМИКА (профилизация – ЭКОНОМИКА  
ЭЛЕКТРОННОГО БИЗНЕСА)**

**дневной формы получения высшего образования**

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов	Количество часов самост. работы	Форма контроля знаний
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		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	I курс 1 семестр						
1.1.	Une nouvelle étape de ma vie Развитие речи: Faisons connaissance. Ma famille et moi. Journée de travail. Une nouvelle étape dans ma vie. Грамматика: articles, adjectifs et pronoms possessifs, adjectifs et pronoms démonstratifs, verbe: Présent.			8		6	Фронтальный/ индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/ аннотирование. Беседа по теме.
2.1.	Activité économique Чтение: Activité économique. Classification de besoins. Choix économiques. Science économique. Macro- et microéconomie. Грамматика: adjectif numéral, verbe: Temps immédiats, Impératif, verbes pronominaux.			12		6	Фронтальный/ индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/ аннотирование. Беседа по теме.
2.2.	Fonctions économiques Чтение: Fonctions économiques. Production. Agents de production. Consommation. Biens et services. Répartition primaire et redistribution. Грамматика: adjectifs indéfinis, verbe: Passé composé, Plus-que-parfait.			12		6	Фронтальный/ индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/ аннотирование. Беседа по теме.
1.2.	Université Technique d'Etat à Brest Развитие речи: Université Technique. Грамматика: pronoms indéfinis, verbe: Imparfait.			6		4	Фронтальный/ индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/ аннотирование. Беседа по теме.
2.3.	Facteurs de production Чтение: Facteurs de production. Ressources naturelles. Travail. Capital. Грамматика: verbe: Passé simple, nom: formation du genre féminin et du pluriel.			10		6	Фронтальный/ индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/ аннотирование. Беседа по теме.
1.3.	La République du Bélarus. Развитие речи: Géographie, politique, économie du pays. Грамматика: pronoms personnels, pronom «on», verbe: formes non personnelles.			8		6	Фронтальный/ индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/ аннотирование. Беседа по теме.
2.4.	Informatique en entreprise. Чтение: Comment fonctionne l'informatique en entreprise. Connexion à votre poste de travail. Exemple d'utilisation d'agenda partagé.			12		6	Фронтальный/ индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы,

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	Lecteurs réseau. Multimédia. Грамматика: Passé simple, pronoms relatifs.						реферирование/ аннотирование. Беседа по теме.
	I курс 2 семестр						
2.5.	Entreprise. Чтение: Entreprise. Types d'entreprises. Taille des entreprises. Financement des entreprises. Bilan. Грамматика: verbe: Futur simple, Futur dans le passé, Futur antérieur.			12		15	Фронтальный/ индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/ аннотирование. Беседа по теме.
2.6.	Marketing. Чтение: Qu'est-ce qu'un marché? Concurrents. Distributeurs. Prix et coûts. Courbe de la demande. Types de prix. Niveau des prix. Грамматика: verbe: Discours direct et indirect.			12		15	Фронтальный/ индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/ аннотирование. Беседа по теме.
1.4.	Le portrait socio-économique et culturel de la France. Развитие речи: La France: géographie, politique, économie. Грамматика: verbe: Forme passive, Concordance des temps de l'Indicatif.			8		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/ аннотирование. Беседа по теме.
2.7.	Commerce électronique. Чтение: Commerce électronique. Internet. Intranet. B2B et B2C. Грамматика: verbe: Conditionnel présent, Conditionnel passé.			10		12	Фронтальный/ индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/ аннотирование. Беседа по теме.
1.5.	Mon futur métier Развитие речи: Métier économiste. Technologie et progrès technique. Lettre de motivation. Грамматика: verbe: Subjonctif.			6		8	Фронтальный/ индивидуальный опрос. Выполнение упражнений, перевод, ответы на вопросы, реферирование/ аннотирование. Беседа по теме.

### 2.3. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ

для специальностей:

6-05-0411-01 БУХГАЛТЕРСКИЙ УЧЕТ, АНАЛИЗ И АУДИТ и 6-05-0311-02  
ЭКОНОМИКА И УПРАВЛЕНИЕ заочной формы получения высшего образования

6-05-0412-03 ЛОГИСТИКА и 6-05-0311-02 ЭКОНОМИКА И УПРАВЛЕНИЕ  
заочной формы получения высшего образования в сокращенные сроки на основе среднего  
специального

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	I курс 1 семестр						
2.1.	Activité économique Чтение: Activité économique. Classification de besoins. Macro- et microéconomie. Грамматика: adjectif numéral, verbe: Présent, Impératif, verbes pronominaux.			4		36	Выполнение упражнений, перевод текста, ответы на вопросы, составление аннотаций, пересказ. Фронтальный/индивидуальный опрос.
2.2.	Fonctions économiques Чтение: Fonctions économiques. Production. Agents de production. Consommation. Biens et services. Répartition primaire et redistribution. Грамматика: verbe: Passé composé.			6		38	Выполнение упражнений, перевод текста, ответы на вопросы, составление аннотаций, пересказ. Фронтальный/индивидуальный опрос.
2.3.	Facteurs de production Чтение: Facteurs de production. Ressources naturelles. Travail. Capital. Грамматика: nom: formation du genre féminin et du pluriel.			6		38	Выполнение упражнений, перевод текста, ответы на вопросы, составление аннотаций, пересказ. Фронтальный/индивидуальный опрос.
	I курс 2 семестр						
2.5.	Entreprise. Чтение: Entreprise. Types d'entreprises. Taille des entreprises. Financement des entreprises. Bilan. Грамматика: verbe: Futur simple.			4		45	Выполнение упражнений, перевод текста, ответы на вопросы, составление аннотаций, пересказ. Фронтальный/индивидуальный опрос.
2.6.	Marketing. Чтение: Qu'est-ce qu'un marché? Concurrents. Distributeurs. Prix et coûts. Courbe de la demande. Грамматика: verbe: Discours indirect.			4		45	Выполнение упражнений, перевод текста, ответы на вопросы, составление аннотаций, пересказ. Фронтальный/индивидуальный опрос.
2.7.	Commande et livraison. Чтение: Commande et livraison. Bon de commande. Transport. Assurance. Грамматика: verbe: Subjonctif.			4		45	Выполнение упражнений, перевод текста, ответы на вопросы, составление аннотаций, пересказ. Фронтальный/индивидуальный опрос.
2.8.	Commerce électronique. Чтение: Commerce électronique.			4		45	Выполнение упражнений, перевод

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	Internet. Intranet. B2B et B2C. Грамматика: verbe: Conditionnel.						текста, ответы на вопросы, составление аннотаций, пересказ. Фронтальный/индивидуальный опрос.

### 3. ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

3.1. Перечень литературы (учебной, учебно-методической, научной, нормативной, др.).

3.1.1. для специальностей:

6-05-0411-01 БУХГАЛТЕРСКИЙ УЧЕТ, АНАЛИЗ И АУДИТ

6-05-0412-03 ЛОГИСТИКА

6-05-0412-04 МАРКЕТИНГ

6-05-0411-02 ФИНАНСЫ И КРЕДИТ

6-05-0311-02 ЭКОНОМИКА И УПРАВЛЕНИЕ:

Основная литература:

1) Комарова, М.А. Французский язык в сфере экономики = Cours du français économique : учебное пособие / М.А. Комарова [и др.]. – Минск : РИВШ, 2022. – 225 с.

2) Козлова, О.А. Французский язык = Le Français : учебник / О.А. Козлова. – Минск : РИВШ, 2022. – 319 с.

3) Электронный учебно-методический комплекс по учебной дисциплине «Иностранный язык» для специальностей (направлений специальностей) 1-25 01 07 Экономика и управление на предприятии, 1-25 01 08 Бухгалтерский учет, анализ и аудит, 1-25 01 04 Финансы и кредит [Электронный ресурс] / Брестский государственный технический университет, Экономический факультет, Кафедра иностранных языков ; сост.: С.В. Венкович [и др.]. – Брест : БрГТУ, 2022. – <https://rep.bstu.by/handle/data/32886>

Дополнительная литература:

4) Венкович, С.В. Введение в экономику: учебное пособие / С.В. Венкович, О.И. Гумяно. – Брест : БрГТУ, 2011 – 51 с.

5) Венкович, С.В. Французский язык: методические указания по развитию устной речи (для студентов технических специальностей) / С.В. Венкович, З.И. Мешко, Е.В. Копчак. – Брест : БрГТУ, 2009. – 67 с.

6) Венкович, С.В. Сборник текстов для чтения и обсуждения / С.В. Венкович, О.И. Гумяно. – Брест : БрГТУ, 2012 – 42 с.

7) Иванченко, А.И. Грамматика французского языка в упражнениях / А.И. Иванченко. – Санкт-Петербург : КАРО, 2014. – 352 с.

8) Соболевская, О.В. Французский язык для студентов экономических специальностей: тексты для чтения и перевода: Учебно-методическое пособие для практической работы / О.В. Соболевская. – Брест : БрГТУ, 2018. – 38 с.

9) Гавришина, И.Н. Французский язык для экономистов = Le français économique (B2) / И.Н. Гавришина, Л.И. Бадалова, А.С. Крылова, Г.Ф. Попова ; Моск. гос. ин-т междунар. отношений (ун-т) МИД России, каф. фр. языка. – 3-е изд., перераб. и доп. – М. : МГИМО-Университет, 2017. – 241 с.

10) Змеёва, Т.Е. Французский язык для экономистов: учебник для бакалавров / Т.Е. Змеёва, М.С. Левина. – М. : Издательство Юрайт, 2013. – 493 с.

11) Колпакова, Г.М. Новый французо-русский политехнический словарь / Г.М. Колпакова. – М. : РУССО, 2006. – 712 с.

12) Головки, С.Г. Французский язык для технических вузов: Учебник / С.Г. Головки, Т.И. Васильева. – Мн. : Вышэйшая школа, 1992. – 262 с.

13) Онлайн-энциклопедия [Электронный ресурс]. – Режим доступа: <https://www.wikipedia.fr/> – Дата доступа: 10.04.2023.

3.1.2. для специальностей:

6-05-0611-04 ЭЛЕКТРОННАЯ ЭКОНОМИКА (профилизация – ЭЛЕКТРОННЫЙ МАРКЕТИНГ)

6-05-0611-04 ЭЛЕКТРОННАЯ ЭКОНОМИКА (профилизация – ЭКОНОМИКА ЭЛЕКТРОННОГО БИЗНЕСА):

#### Основная литература:

- 1) Комарова, М.А. Французский язык в сфере экономики = Cours du français économique : учебное пособие / М.А. Комарова [и др.]. – Минск : РИВШ, 2022. – 225 с.
  - 2) Козлова, О.А. Французский язык = Le Français : учебник / О.А. Козлова. – Минск : РИВШ, 2022. – 319 с.
  - 3) Электронный учебно-методический комплекс по учебной дисциплине «Иностранный язык» для специальности 1-28 01 02 Электронный маркетинг [Электронный ресурс] / Брестский государственный технический университет, Экономический факультет, Кафедра иностранных языков ; сост.: П. Н. Резько [и др.]. – Брест : БрГТУ, 2022. – <https://rep.bstu.by/handle/data/32677>
  - 4) Электронный учебно-методический комплекс по учебной дисциплине «Иностранный язык» для специальности 1-28 01 01 Экономика электронного бизнеса [Электронный ресурс] / Брестский государственный технический университет, Экономический факультет, Кафедра иностранных языков ; сост.: П. Н. Резько [и др.]. – Брест : БрГТУ, 2022. – <https://rep.bstu.by/handle/data/32678>
- Дополнительная литература:
- 5) Венскович, С.В. Введение в экономику: учебное пособие / С.В. Венскович, О.И. Гумяно. – Брест : БрГТУ, 2011 – 51 с.
  - 6) Венскович, С.В. Французский язык: методические указания по развитию устной речи (для студентов технических специальностей) / С.В. Венскович, З.И. Мешко, Е.В. Копчак. – Брест : БрГТУ, 2009. – 67 с.
  - 7) Венскович, С.В. Сборник текстов для чтения и обсуждения / С.В. Венскович, О.И. Гумяно. – Брест : БрГТУ, 2012 – 42 с.
  - 8) Иванченко, А.И. Грамматика французского языка в упражнениях / А.И. Иванченко. – Санкт-Петербург : КАРО, 2014.– 352 с.
  - 9) Соболевская, О.В. Французский язык для студентов экономических специальностей: тексты для чтения и перевода: Учебно-методическое пособие для практической работы / О.В. Соболевская. – Брест : БрГТУ, 2018. – 38 с.
  - 10) Гавришина, И.Н. Французский язык для экономистов = Le français économique (B2) / И.Н. Гавришина, Л.И. Бадалова, А.С. Крылова, Г.Ф. Попова ; Моск. гос. ин-т междунар. отношений (ун-т) МИД России, каф. фр. языка. – 3-е изд., перераб. и доп. – М. : МГИМО-Университет, 2017. – 241 с.
  - 11) Змеёва, Т.Е. Французский язык для экономистов: учебник для бакалавров / Т.Е. Змеёва, М.С. Левина. – М. : Издательство Юрайт, 2013. – 493 с.
  - 12) Колпакова, Г.М. Новый французско-русский политехнический словарь / Г.М. Колпакова. – М. : РУССО, 2006. – 712 с.
  - 13) Головкин, С.Г. Французский язык для технических вузов: Учебник / С.Г. Головкин, Т.И. Васильева. – Мн. : Вышэйшая школа, 1992. – 262 с.
  - 14) Онлайн-энциклопедия [Электронный ресурс]. – Режим доступа: <https://www.wikipedia.fr/> – Дата доступа: 10.04.2023.

#### 3.2. Перечень средств диагностики результатов учебной деятельности.

Данный модуль является интегральным и обеспечивает промежуточный и итоговый контроль усвоения содержания программы. Он представляет собой обобщение и систематизацию пройденного учебного материала по всем аспектам языка и видам речевой деятельности.

Текущий контроль проводится на практических занятиях в следующих рекомендуемых формах: устная беседа, дискуссия, ролевые и деловые игры.

Промежуточный контроль осуществляется:

- 1) по устным темам – в форме монологического высказывания, диалогов, беседы с преподавателем;



2) по текстам – в форме разработанных комплексных заданий, составления аннотаций и рефератов, выборочного письменного перевода;

3) по грамматике – в виде выполнения грамматических упражнений по изученным темам.

Итоговый контроль знаний, умений и навыков студентов осуществляется в форме зачетов и экзаменов.

Зачет выставляется по результатам выполнения программы текущего семестра: выполнение программы практических аудиторных занятий.

К экзамену допускаются студенты, выполнившие программу практических аудиторных занятий.

Структура экзамена:

1) Чтение и письменный перевод оригинального профессионально-ориентированного текста с иностранного (французского) языка на родной со словарём. Объём – 1300 печатных знаков. Время выполнения – 45 минут.

2) Реферирование аутентичного или частично адаптированного научно-популярного текста, беседа на иностранном языке по содержанию текста. Объём текста – 1000 печатных знаков. Время подготовки – до 15 минут.

3) Подготовленное высказывание по одной из изученных устных тем и неподготовленная беседа с преподавателем в рамках данной устной темы.

Устные темы для подготовленного высказывания:

1). Новый этап в моей жизни.

2). БрГТУ в системе высшего образования Республики Беларусь.

3). Республика Беларусь в современном мире.

4). Социально-политический портрет страны изучаемого языка.

5). Моя специальность и её значение в экономическом развитии Республики Беларусь.

Для специальностей полной заочной формы и заочной формы в сокращенные сроки экзамен включает только два первых вопроса, третий вопрос на экзамен не выносится.

Оценка учебных достижений студентов на экзамене по иностранному языку производится по 10–балльной шкале.

#### Критерии оценки ответов студентов на экзамене по иностранному языку в баллах

Письменный перевод текста по специальности

Баллы:

10 – полный, своевременный, безошибочный, стилистически верный перевод.

9 – полный, своевременный, безошибочный перевод с 1-2 стилистическими погрешностями, не ведущими к искажению смысла.

8 – полный, своевременный перевод с 1-2 лексико-грамматическими ошибками, не ведущими к искажению смысла.

7 – полный, своевременный перевод с 3-4 лексико-грамматическими ошибками, не ведущими к искажению смысла.

6 – полный, своевременный перевод с 5-6 лексико-грамматическими ошибками, не ведущими к искажению смысла.

5 – неполный перевод текста (80%) с 7-8 лексико-грамматическими ошибками.

4 – неполный перевод текста (70%) с 9-10 лексико-грамматическими ошибками к.

3 – неполный перевод текста (60%) с 11-12 лексико-грамматическими ошибками.

2 – неполный перевод текста (50%) с большим количеством лексико-грамматических ошибок.

1 – перевод сделан на уровне отдельных слов и словосочетаний.

Передача содержания общенаучного текста на иностранном языке

Баллы:

- 10 – полное понимание содержания текста с передачей всех деталей смысловых связей в виде логически четко построенного сообщения.
- 9 – полное понимание содержания текста с передачей всех деталей смысловых связей в виде недостаточно логически оформленного сообщения.
- 8 – передача содержания текста с недостаточной полнотой.
- 7 – передача содержания текста, содержащая 1-2 смысловые неточности.
- 6 – передача содержания текста, содержащая 3-4 смысловые неточности.
- 5 – ответ, отражающий содержание текста при наличии пропусков информации (не более 20 %).
- 4 – ответ, отражающий содержание текста при наличии пропусков информации (не более 30 %).
- 3 – понимание текста в общих чертах (60 %).
- 2 – фрагментарное понимание содержания текста и неспособность изложить основную идею.
- 1 – полное непонимание текста.

Беседа по изученной устной тематике

Баллы:

- 10 – логически построенный, четкий, грамматически правильно оформленный, содержащий разнообразный набор лексики ответ (не менее 25 фраз). Допускаются 1-2 ошибки с самокоррекцией.
- 9 – логически построенный, четкий, грамматически правильно оформленный, содержащий разнообразный набор лексики ответ (20-25 фраз). Допускаются 2-3 ошибки с самокоррекцией.
- 8 – высказывания по теме логичны, аргументированы и построены на основе изученного учебного материала (18-20 фраз). Допускаются 3-4 лексико-грамматические ошибки.
- 7 – речь достаточно разнообразна. Высказывания логичны, однако их построение затрудняется иногда выбором необходимых лексико-грамматических конструкций (не менее 15 фраз). Допускаются 4-5 лексико-грамматические ошибки.
- 6 – ответ недостаточно полный и аргументированный (10-15 фраз). Допускается 5-6 лексико-грамматических ошибок.
- 5 – ответ недостаточно полный, требующий дополнительных вопросов со стороны экзаменатора по изученному материалу (8-10 фраз). Допускается 5-6 лексико-грамматических ошибок.
- 4 – речь на уровне механического высказывания изученного материала по теме (7-8 фраз). Допускается 6-7 лексико-грамматических ошибок.
- 3 – речь на уровне механического высказывания отдельных предложений. Многочисленные ошибки, затрудняющие понимание смысла высказывания.
- 2 – речь на уровне отдельных слов и словосочетаний.
- 1 – неумение и неспособность строить высказывания.

3.3. Методические рекомендации по организации и выполнению самостоятельной работы студентов по учебной дисциплине.

Самостоятельная внеаудиторная неуправляемая работа студентов включает следующие виды работ:

- 1) подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения);
- 2) использование интернет-сайтов для поиска учебной информации;
- 3) самостоятельное изучение общенаучной и терминологической лексики;
- 4) подготовка докладов на научно-практические конференции;
- 5) подготовка к зачету, экзамену.

3.3.1. для специальностей

6-05-0411-01 БУХГАЛТЕРСКИЙ УЧЕТ, АНАЛИЗ И АУДИТ

6-05-0412-03 ЛОГИСТИКА

6-05-0412-04 МАРКЕТИНГ

6-05-0411-02 ФИНАНСЫ И КРЕДИТ

6-05-0311-02 ЭКОНОМИКА И УПРАВЛЕНИЕ:

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 176 часов, из них в 1 семестре – 60 ч, во 2 семестре – 116 ч.

Самостоятельная работа студентов включает следующие виды работ:

1 семестр – 60 ч

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет-сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Фонетика. Ударения во французском языке. Дифтонги.

– Артикль. Основные случаи употребления артиклей. Отсутствие артикля.

– Имя существительное: образование множественного числа.

– Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные, неопределенные, отрицательные.

– Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными.

– Числительные: количественные, порядковые, дробные.

– Глагол: видовременные формы действительного и страдательного залогов.

– Образование и использование деепричастия.

– Причастие. Образование и использование.

– Повелительное наклонение.

– Синтаксис: Простое предложение. Порядок слов. Безличные предложения.

5. Подготовка к зачету.

2 семестр – 116 ч

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет-сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Неличные формы глагола: формы, конструкции, способы перевода на русский язык.

– Союз. Сочинительные и подчинительные союзы.

– Синтаксис: Сложное предложение. Типы придаточных предложений. Образование и использование.

– Сослагательное наклонение. Употребление сослагательного наклонения в придаточных предложениях.

– Прямой и обратный порядок слов в предложении.

– Прямая и косвенная речь.

– Предлоги места, времени, направления. Предлоги, совпадающие по форме с наречиями.

– Усилительные конструкции.

– Слова-связки.

– Вводные слова и предложения.

– Интернациональные слова.

5. Подготовка к экзамену.

3.3.2. для специальностей

6-05-0611-04 ЭЛЕКТРОННАЯ ЭКОНОМИКА (профилизация – ЭЛЕКТРОННЫЙ МАРКЕТИНГ)

6-05-0611-04 ЭЛЕКТРОННАЯ ЭКОНОМИКА (профилизация – ЭКОНОМИКА ЭЛЕКТРОННОГО БИЗНЕСА):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 100 часов, из них в 1 семестре – 40 ч, во 2 семестре – 60 ч.

Самостоятельная работа студентов включает следующие виды работ:

1 семестр – 40 ч

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет-сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Фонетика. Ударения во французском языке. Дифтонги.

– Артикль. Основные случаи употребления артиклей. Отсутствие артикля.

– Имя существительное: образование множественного числа.

– Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные, неопределенные, отрицательные.

– Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными.

– Числительные: количественные, порядковые, дробные.

– Глагол: видовременные формы действительного и страдательного залогов.

– Образование и использование деепричастия.

– Причастие. Образование и использование.

– Повелительное наклонение.

– Синтаксис: Простое предложение. Порядок слов. Безличные предложения.

5. Подготовка к зачету.

2 семестр – 60 ч

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет-сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Неличные формы глагола: формы, конструкции, способы перевода на русский язык.

– Союз. Сочинительные и подчинительные союзы.

– Синтаксис: Сложное предложение. Типы придаточных предложений. Образование и использование.

– Сослагательное наклонение. Употребление сослагательного наклонения в придаточных предложениях.

– Прямой и обратный порядок слов в предложении.

– Прямая и косвенная речь.

– Предлоги места, времени, направления. Предлоги, совпадающие по форме с наречиями.

– Усилительные конструкции.

– Слова-связки.

– Вводные слова и предложения.

– Интернациональные слова.

5. Подготовка к экзамену.

3.3.3. для специальностей:

6-05-0411-01 БУХГАЛТЕРСКИЙ УЧЕТ, АНАЛИЗ И АУДИТ и 6-05-0311-02 ЭКОНОМИКА И УПРАВЛЕНИЕ заочной формы получения высшего образования

6-05-0412-03 ЛОГИСТИКА и 6-05-0311-02 ЭКОНОМИКА И УПРАВЛЕНИЕ заочной формы получения высшего образования в сокращенные сроки на основе среднего специального:

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 292 часов, из них в 1 семестре – 112 ч, во 2 семестре – 180 ч.

Самостоятельная работа студентов включает следующие виды работ:

1 семестр – 112 ч

1. Подготовка текстов по специальности для внеаудиторного дополнительного чтения (изучающее, ознакомительное и просмотровое чтение) объемом 7,5 тыс. печатных знаков.

2. Использование интернет-сайтов для поиска текстов по внеаудиторному чтению.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Имя существительное: образование множественного числа.

– Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными.

– Числительные: количественные, порядковые, дробные.

– Глагол: видовременные формы действительного и страдательного залогов.

– Повелительное наклонение.

– Причастие. Деепричастие. Образование и использование.

– Синтаксис: Простое предложение. Порядок слов. Безличные предложения.

5. Подготовка к зачету.

2 семестр – 180 ч

1. Подготовка текстов по специальности для внеаудиторного дополнительного чтения (изучающее, ознакомительное и просмотровое чтение) объемом 7,5 тыс. печатных знаков.

2. Использование интернет-сайтов для поиска текстов по внеаудиторному чтению.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Союз. Сочинительные и подчинительные союзы.

– Синтаксис: Сложное предложение. Типы придаточных предложений. – Образование и использование.

– Сослагательное наклонение. Употребление сослагательного наклонения в придаточных предложениях.

– Прямой и обратный порядок слов в сложном предложении.

– Прямая и косвенная речь.

– Предлоги места, времени, направления. Предлоги, совпадающие по форме с наречиями. Место предлога в предложении.

– Усилительные конструкции.

– Слова-связки.

– Вводные слова и предложения.

– Интернациональные слова.

5. Подготовка к экзамену.

**ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ**  
Регистрационный № УД-23-1-026/уч. от 23.06.2023

Иностранный язык (французский)

для специальностей:

- 6-05-0411-01 Бухгалтерский учёт и анализ
- 6-05-0412-03 Логистика
- 6-05-0412-04 Маркетинг
- 6-05-0411-02 Финансы и кредит
- 6-05-0311-02 Экономика и управление
- 6-05-0611-04 Электронная экономика (профилизация – Экономика электронного бизнеса)
- 6-05-0611-04 Электронная экономика (профилизация – Электронный маркетинг)

(дневная форма получения высшего образования)  
(заочная форма получения высшего образования)  
(заочная форма получения высшего образования, интегрированного со средним специальным образованием)

на 2024-2025 учебный год

№ п/п	Дополнения и изменения	Основание
1.	<p>Для всех специальностей дневной формы получения высшего образования:</p> <p>1) Внести в п. 3.2 раздела 3 «Информационно-методическая часть» сведения о текущей и промежуточной аттестации (информация прилагается).</p> <p>2) Внести в пп. 3.1.2 п. 3.1 раздела 3 «Информационно-методическая часть» в список основной литературы следующее издание: – Левонюк, Л. Е. Французский язык = LeFrançais : учебное пособие / Л. Е. Левонюк. – Минск : ИВЦ Минфина, 2019. – 197 с. – Библиогр.: с. 188–189 (28 назв.). – Допущено Министерством образования Республики Беларусь в качестве учебного пособия для студентов учреждений высшего образования по специальностям «Экономическая кибернетика», «Прикладная математика», «Физика и информатика», «Компьютерная физика», «Математика и информатика». – 200 экз. – ISBN 978-985-7224-80-7.</p>	<p>1) Постановление Министерства образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования»</p> <p>2) Поступление новой литературы в библиотеку БрГТУ</p>
2.	<p>Для специальностей 6-05-0411-01 Бухгалтерский учёт и анализ, 6-05-0311-02 Экономика и управление заочной формы получения высшего образования:</p> <p>Внести в п. 3.2 раздела 3 «Информационно-методическая часть»: – текущая и промежуточная аттестации для данных специальностей не предусмотрены.</p>	<p>Постановление Министерства образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования»</p>



№ п/п	Дополнения и изменения	Основание
3.	Для специальностей 6-05-0412-03 Логистика, 6-05-0311-02 Экономика и управление заочной формы получения высшего образования, интегрированного со средним специальным образованием:  Внести в п. 3.2 раздела 3 «Информационно-методическая часть»: – текущая и промежуточная аттестации для данных специальностей не предусмотрены.	Постановление Министерства образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования»
4.	Для дневной формы получения высшего образования:  Добавить в учебную программу следующую специальность:  1) 6-05-0411-01 Бухгалтерский учет, анализ и аудит. Занятия вести согласно смежной специальности 6-05-0411-01 Бухгалтерский учёт и анализ.	Набор студентов на новую специальность в 2024 году.
5.	Для заочной формы получения высшего образования:  Добавить в учебную программу следующую специальность:  1) 6-05-0411-01 Бухгалтерский учет, анализ и аудит. Занятия вести согласно смежной специальности 6-05-0411-01 Бухгалтерский учёт и анализ.	Набор студентов на новую специальность в 2024 году.

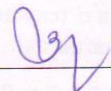
Учебная программа пересмотрена и одобрена на заседании кафедры лингвистических дисциплин и межкультурных коммуникаций (протокол №8 от 26 апреля 2024 г.).

Заведующий кафедрой,  
кандидат филологических наук, доцент



В.И.Рахуба

УТВЕРЖДАЮ  
Декан экономического факультета  
кандидат экономических наук, доцент



В.В.Зазерская

**ПРОТОКОЛ СОГЛАСОВАНИЯ УЧЕБНОЙ ПРОГРАММЫ  
ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК (ФРАНЦУЗСКИЙ)»  
С ДРУГИМИ ДИСЦИПЛИНАМИ СПЕЦИАЛЬНОСТИ**

Название учебной дисциплины, с которой требуется согласование	Название кафедры	Предложения об изменениях в содержании учебной программы учреждения высшего образования по учебной дисциплине	Решение, принятое кафедрой, разработавшей учебную программу (с указанием даты и номера протокола)
Бухгалтерский учет в отраслях экономики. Финансы организаций.	Бухгалтерского учета, анализа и аудита	нет 	Рассмотрена и рекомендована к утверждению протокол № 10 от 03.05.2023
Логистика и управление цепями поставок.	Экономической теории и логистики	нет 	Рассмотрена и рекомендована к утверждению протокол № 10 от 03.05.2023
Информационные технологии. Организация производства и управление предприятием.	Менеджмента	нет 	Рассмотрена и рекомендована к утверждению протокол № 10 от 03.05.2023
Интернет-маркетинг и электронная коммерция. Основы маркетинга.	Мировой экономики, маркетинга, инвестиций	нет 	Рассмотрена и рекомендована к утверждению протокол № 10 от 03.05.2023

Содержание учебной программы согласовано с выпускающей кафедрой

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А.Г. Проровский